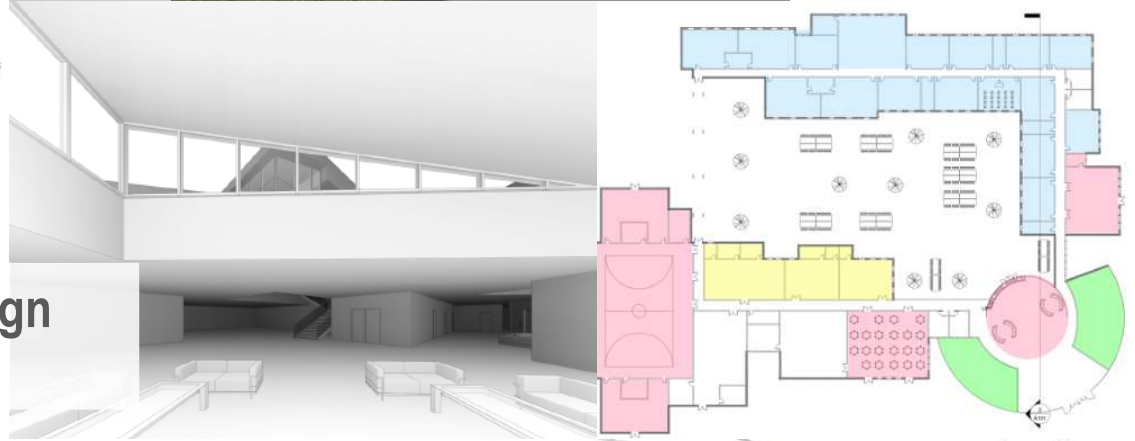




2016-17 Student Design Competition



Purpose of the Competition

- Expand the diversity of attendees at the annual conference by encouraging participation at the university level
- Student opportunities: educational facility planning, collaboration with design professionals, presentation skills, career development
- Add a “student perspective” component to the annual conference

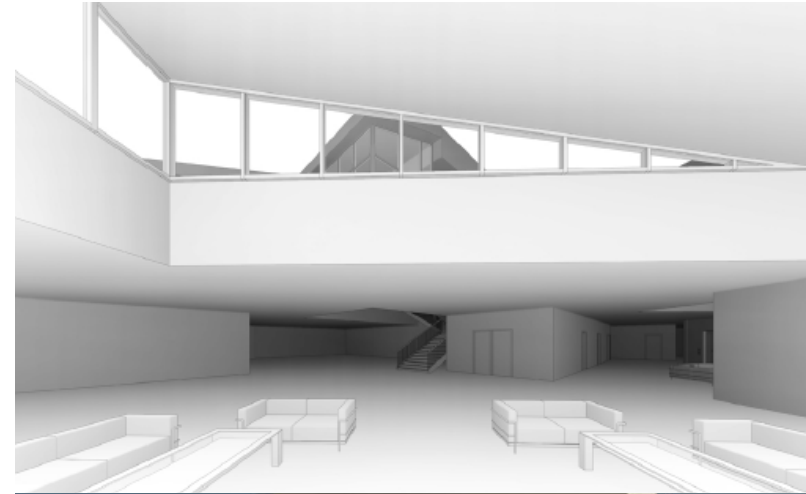


Competition Overview

- Students Hampton University competed independently
 - 1 studio at Hampton University

Awards:

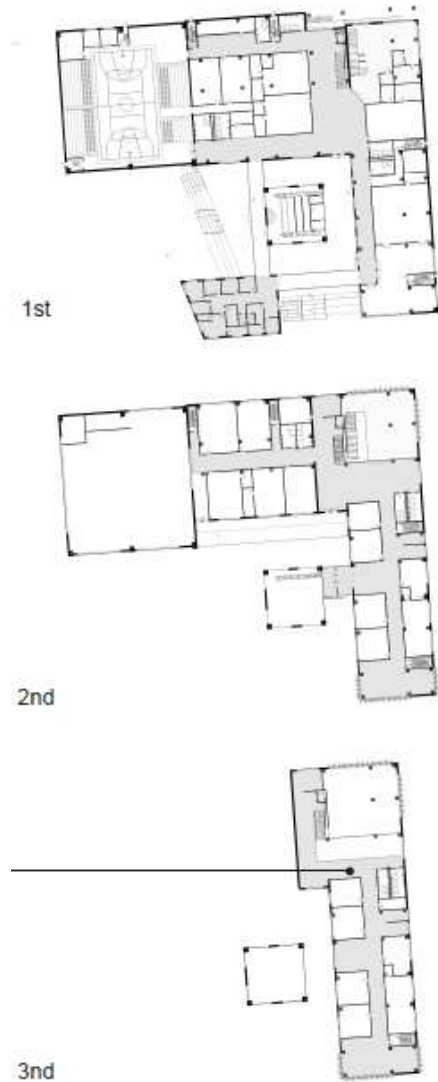
- First Place:
 - \$500 award | Conference expenses (present design) | Plaque
- Second Place:
 - \$250 award | Conference expenses (present design) Certificate
- Honorable Mentions:
 - Certificate



Competition Overview

Mentoring Team

- **Hampton University:**
 - Scott Boyce: Clark Nexsen
 - Jamie Garcia: RRMM Architects
 - Stephen Halsey: Moseley Architects
 - Jason Howell: RRMM Architects
 - Tom Maynard: Moseley Architects
 - Keith Webb: Newport News Public Schools



Competition Overview

- Project: High School Specialty Center for Diversity, Cultural and Social Policy
 - High school specialty center for 400 students, grades 9-12
 - Primary focus of this specialty center is the focused study on diversity, cultural, and social policy and issues impacting the individual and society.
 - Generate internal opportunities for light, visual connection of spaces and movement within the building
 - Interior spaces should encourage individual and small group creative activity, collaboration, discussion, and debate
 - Spaces should be flexible and support a variety of activities including small group project work, discussion, and debate.



Competition Overview

- Sites selected by university
 - Staff parking for 50
 - Visitor parking for 15
 - Service drive for deliveries
 - Parent drop-off
 - (1) multi-purpose/soccer field w/ 6-lane track
 - (1) baseball field
 - (1) softball field
 - Outdoor learning areas for classroom, science, performance, and small group collaboration.
- 4th year architecture students:
 - Hampton University: 8 weeks to complete
 - 7 weeks from start to final pin-up
 - 1 additional week for presentation revisions

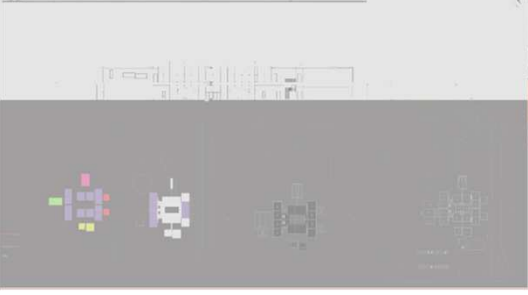


Judging Criteria

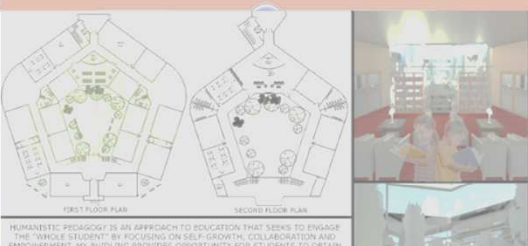
- Creativity
- Learning Enhancement Potential
- Educational Functionality
- Presentation Quality



To achieve a building that is designed with human pedagogy in mind, the design was inspired by the idea of the building blocks. The idea is that the building blocks represents the two developmental stages of the two-story building designed with a central courtyard that encourages group learning and interaction with nature. The courtyard is surrounded by glass walls so that the students can interact with the outdoors, and also to allow light throughout the school.



WITH A FOCUS ON DEVELOPING FREE-THINKING AND MORALLY RESPONSIBLE INDIVIDUALS, THE DESIGN EMPHASIZES STUDENT SPACE RATHER THAN ADMINISTRATIVE SPACES. BY DOING SO, STUDENTS ARE IN CONTROL OF THEIR LEARNING PROCESS. LIKE THE STRUCTURE OF A TREE, ONE MUST START WITH A STRONG FOUNDATION. VISUAL ENVIRONMENT AFFECTS MENTAL ATTITUDE, CLASS ATTENDANCE, AND PERFORMANCE. THEREFORE, THE DESIGN UTILIZES NATURAL LIGHT POOLED FROM WINDOWS, HALLWAYS, CLASSROOMS, AND THE CENTRALIZED COURTYARDS. ENCLOSING COURTYARDS REINFORCE THE DESIRED CURRICULUM OF HORTICULTURE WHILE ELIMINATING THE ISSUE OF NOISE.



Hampton University

Honorable Mention: Joiana Hooks

Hampton University

THRESHOLD

The concept is threshold, and in this case has 2 definitions:

1 The magnitude or intensity that must be exceeded for a certain reaction, phenomenon, result, or condition to occur or be manifested.

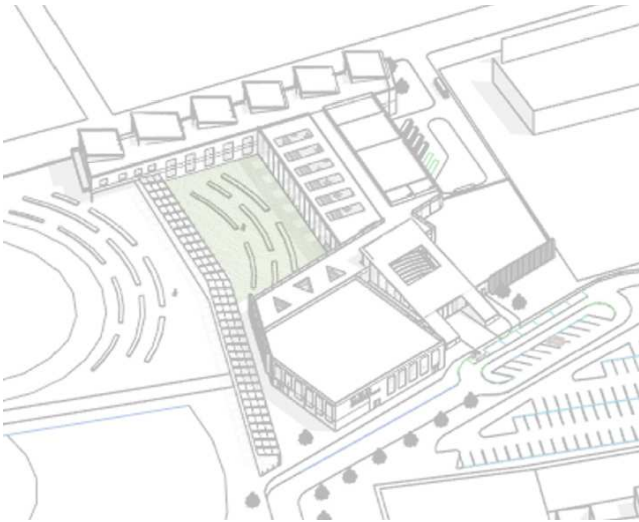
2 A point of entry or beginning.

Both necessary intensity as well as designed point of entry were combined to evoke the appropriate feelings from the programed spaces.



Honorable Mention: Joiana Hooks

Hampton University



Jury Comments:

- Three distinct zones created within the plan; classrooms, electives, and public spaces
- Regulated, repetitive forms that are interesting
- Great vertical connection between floors at the library and collaboration area
- The parti clearly developed into the project solution
- Very creative classroom layout with integration of smaller collaboration spaces

Second Place: Anthony Owens

Hampton University



IN THE EYE OF THE STORM

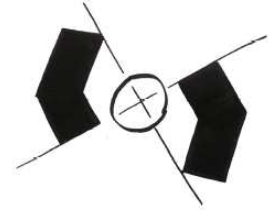
A cyclone derives its powers from a calm center, so does a person.

-Norman Vincent Peale

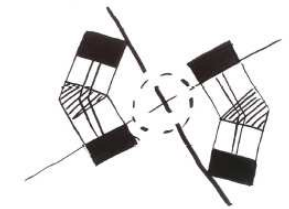
Take diversity and social policy can create a culture. Order is established through discussion and debate, just as philosophers of old did many years ago.

Just like a storm the school features an eye, relatively calm compared to its extending wings, this eye is the forum. In the forum this stage for open discussion is encouraged and is casually done. The hinging pieces act as the eye wall, which are the library/student center and large collaboration space. On the wings is rest of the storm flowing about but with a purpose swirling about the eye, this portion of the school holds the students during their times for core class and elective instruction.

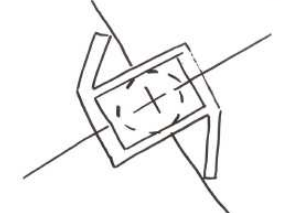
The school is mostly made out of brick giving it a rigid form, but inside the school, recycled wood from site clearing is implemented throughout the design to soften the edges and bring warmth to its core.



PART I



ORGANIZATION

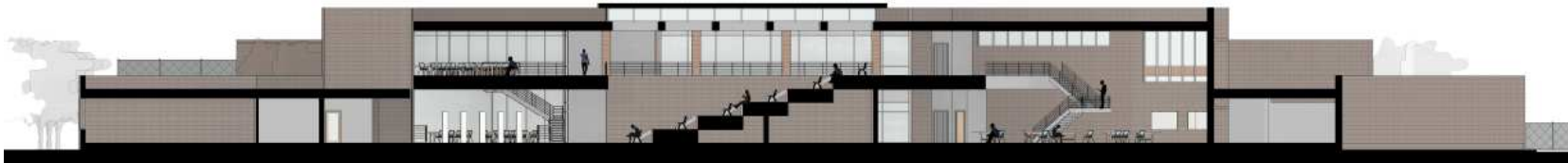


CIRCULATION



PARTIAL SECTION THROUGH COURTYARD

SECTION THROUGH FORUM/LIBRARY/LARGE COLLABORATION SPACE



Second Place: Anthony Owens

Hampton University



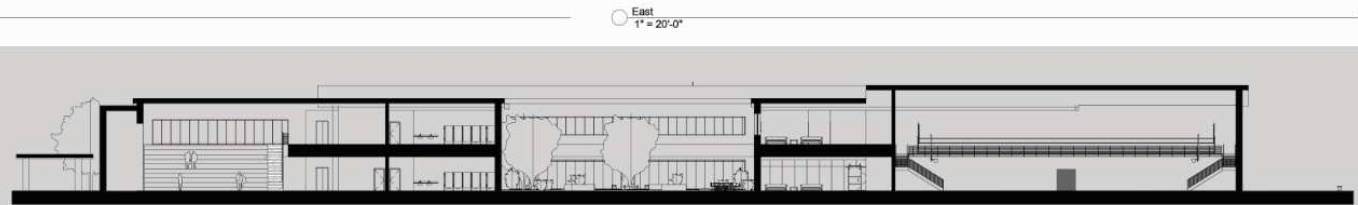
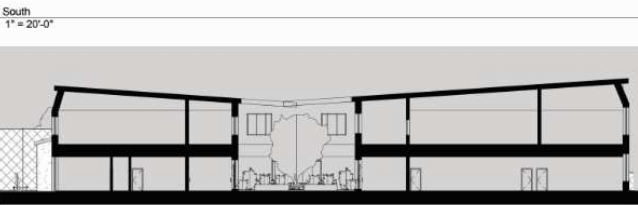
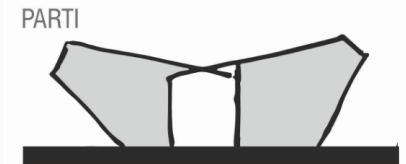
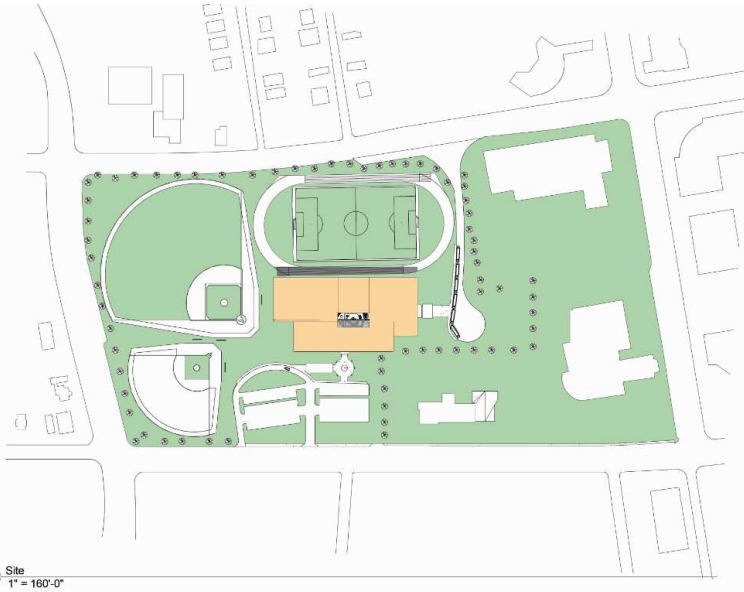
Jury Comments:

- Clear development of parti into the plan
- Nice to see clear diagram development
- Appealing and interesting elevations and window treatment
- Well-developed graphics
- Nice central location and connection of library, forum and collaboration space that speaks to the school mission

First Place: Jonathan Legaspi

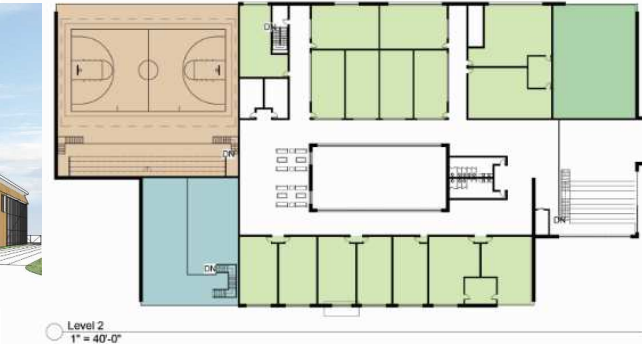
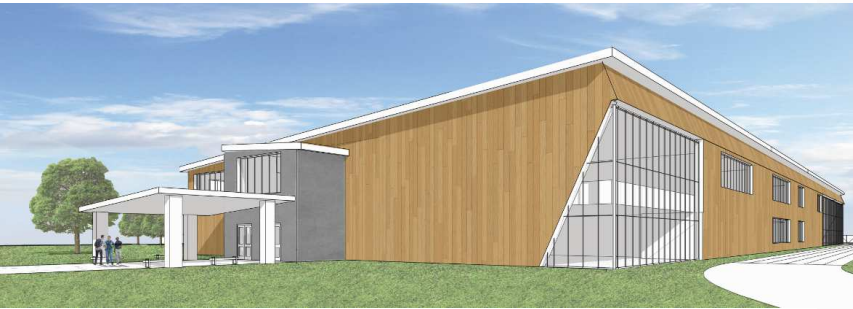
Hampton University

This concept focuses on diversity and collaboration. The school will act as a melting pot that will mix the cultures and minds of those who attend it. During school hours it would be a center of learning and growth for its students, while after school hours it could be a hub for the community. Diversity is represented in the façade, with the different materials of wood, concrete and glazing. Mixing is also shown in the intersection of two masses with the form gravitating towards the courtyard in the center. The courtyard will give a feeling of rest and relaxation for those in and around it. It could be used as an outdoor collaboration space where ideas are exchanged. Another collaboration space takes form as stepped seating at the east entrance. This school was designed with the belief that as people of different backgrounds and experiences meet, cultures are shared and progress occurs. Whether it is during school or after school hours, the collaboration spaces and openness invites people to engage with one another and bring progress to society.



First Place: Jonathan Legaspi

Hampton University

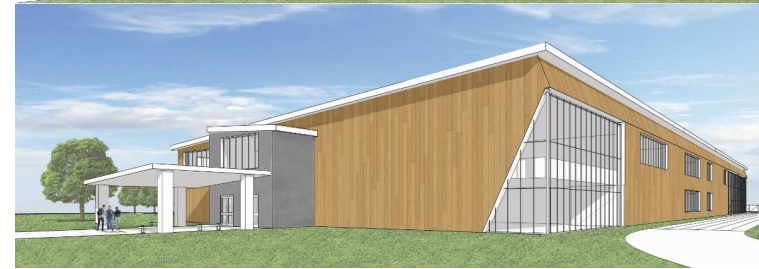


Jury Comments:

- Very rational plan and good understanding of the project program and mission
- Well-executed site plan and circulation
- Simplicity and elegance of solution was noted
- Clear relationship between parti, plan and form
- Restrained material palette
- Composition of wood and concrete volumes create an inviting quality to project

Final Jury Comments

- More focus this year on parti, diagrams and the development of these initial project thoughts
- Commend the studio for providing additional time after final jury to incorporate jury comments into final presentations
- Overall quality of project presentations and graphics was excellent
- Overall.... Very Impressive!!! Thank you!!!



Special Thanks to...

- **Hampton University**
 - Professor Robert Easter
 - Professor Laura Battaglia

