



Arcadia
LANDSCAPE ARCHITECTURE

MLC COLLEGE
b u r w o o d

landscape concept

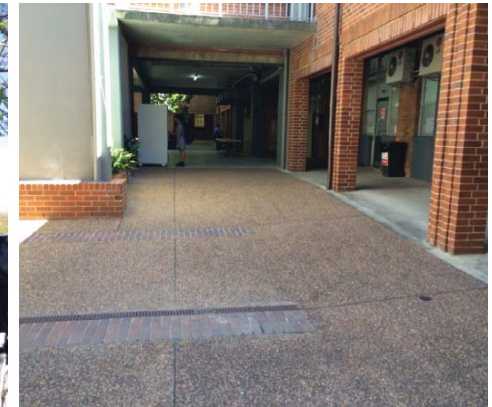
december 2013



KEY PRINCIPLES

- / Develop positive identity
- / Adaptable / flexible spaces
- / Interesting and fun
- / Responsive to building layout / function
- / Pedestrian scale - fine grain detail
- / Amenity for students, staff and visitors
- / Strong connections between spaces
- / Safe and accessible for all
- / Activation - all day / all year
- / Capitalise on WSUD opportunities
- / Robust materiality
- / Manipulate microclimate

26 NOVEMBER_2013_2:30pm



CRANBROOK JUNIOR SCHOOL



- // Well defined spaces
- // Complementary materials approach
- // Appropriately scaled for user age group
- // Limited species palette

BEIJING HUANGZHUANG VOCATIONAL SCHOOL



- // Cohesive form offers character to the space
- // Incidental seating and spaces integrated by forms
- // Canopy provides comfortable spaces below
- // Circulation and desire lines not prioritised
- // Spaces not multifunctional / adaptable

YI ZHONG DE SHENG SECONDARY SCHOOL



- // Vibrant and graphic elements add interest and fun
- // Interpretation through hidden meaning
- // Green edges to spaces
- // Level changes adapted to offer seating and create rooms



GROUNDING IN THE SOCIAL PATTERNS OF THE USER: FEMALE STUDENTS

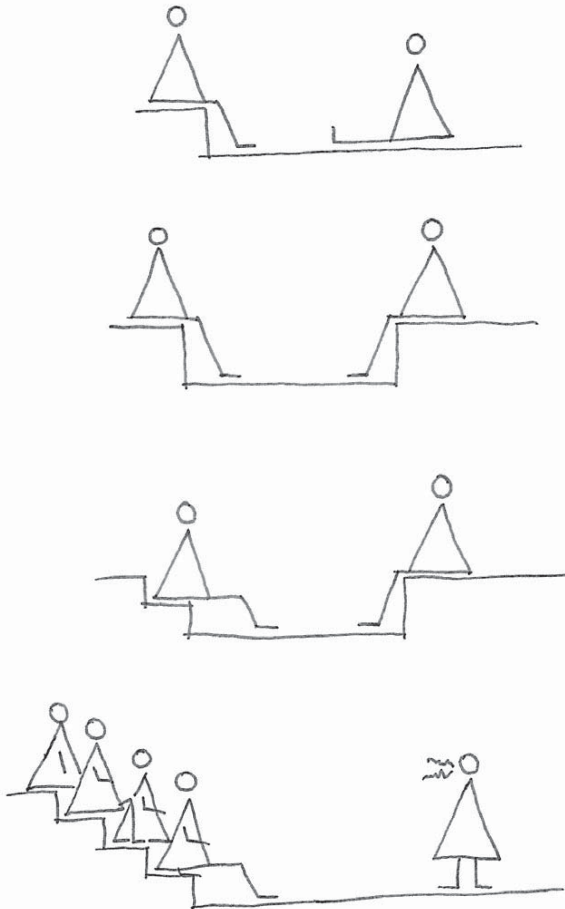
WHAT SOCIAL FUNCTIONS ARE CURRENTLY FACILITATED?

IS THE CURRENT SITUATION DESIRABLE OR DO THEY JUST MAKE DO?

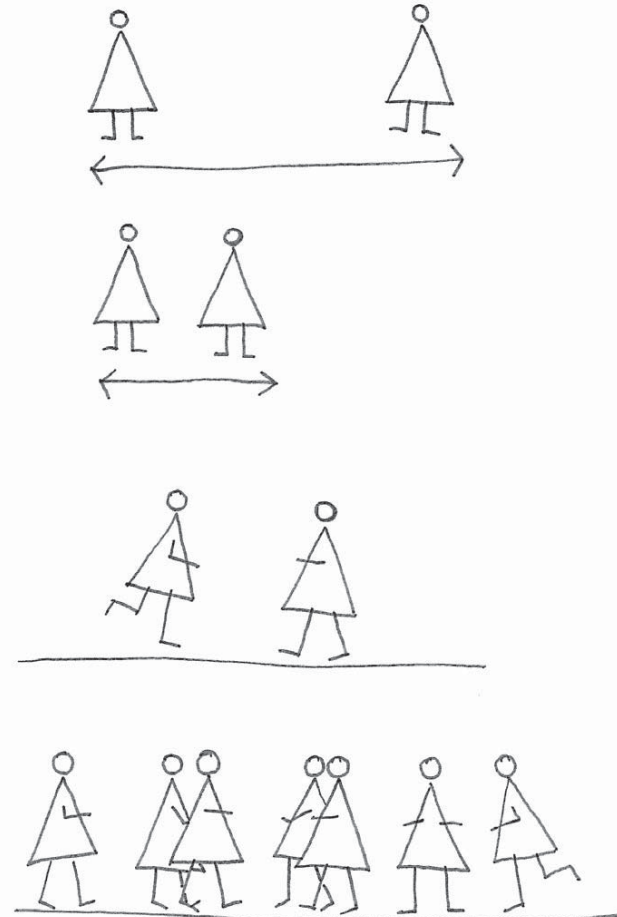
LANDSCAPE INFRASTRUCTURE MUST OFFER:

- _ Opportunities for social cohesion
- _ Adaptable spaces for gathering
- _ Opportunities for learning
- _ A sense of ownership
- _ A platform for engagement
- _ A reflection of the school spirit
- _ Appropriately scaled environments for the students

SEATING SITUATIONS / VARIATIONS



OPEN SPACE SITUATIONS / VARIATIONS



THE HIDDEN DIMENSION

The Hidden Dimension by Edward T. Hall outlines a number of social distances that are applicable in the school environment

Intimate Distance 0-45cm
Distance at which feelings are expressed

Personal Distance 45-130cm
Conversation distance for close friends

Social Distance 130-375cm
Ordinary conversation among acquaintances

Public Dimension 375cm+
Distance used in more formal situations

Creating specific seating and gathering arrangements that facilitates a variety of these situations is paramount to a successful landscape outcome.

Galileo:
"The book of
nature is written
in mathematical
symbols."

"11:15, restate my
assumptions:
1. Mathematics is the
language of nature. 2.
Everything around us can
be represented and understood
through numbers. 3. If you graph
these numbers, patterns emerge.
Therefore: There are patterns
everywhere in nature"
Maximillian Cohen, Pi

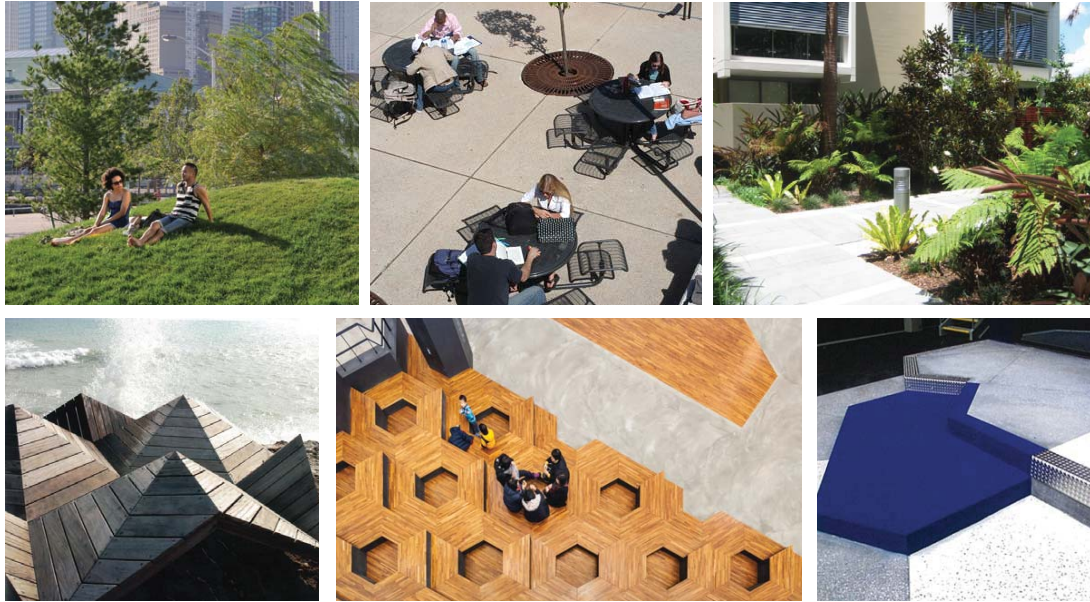
"Beauty is a manifestation
of secret natural laws,
which otherwise would
have been hidden from us
forever."
*Johann Wolfgang von
Goethe*

"A landscape
of 3 dimensions
thus becomes the
representation of
another in 4 dimensions,
which the imagination
of the inhabitants and the
walkers can develop,
populate or invest with
personal images and
feelings"
MAROT, 2002

High school is a time
in which students start
to venture into the vast
universe of knowledge,
seek wisdom, and develop
critical thinking. Students are
encouraged to interact with the
landscape, and hence empowered
to seek knowledge proactively.

FOR EXPLORATION:
DIDACTIC LANDSCAPE
VORONOI / DELAUNEY
TRIANGULATION
PATTERNS IN NATURE
SACRED GEOMETRY
READING OF NATURE
STRONG GRAPHIC
LANGUAGE

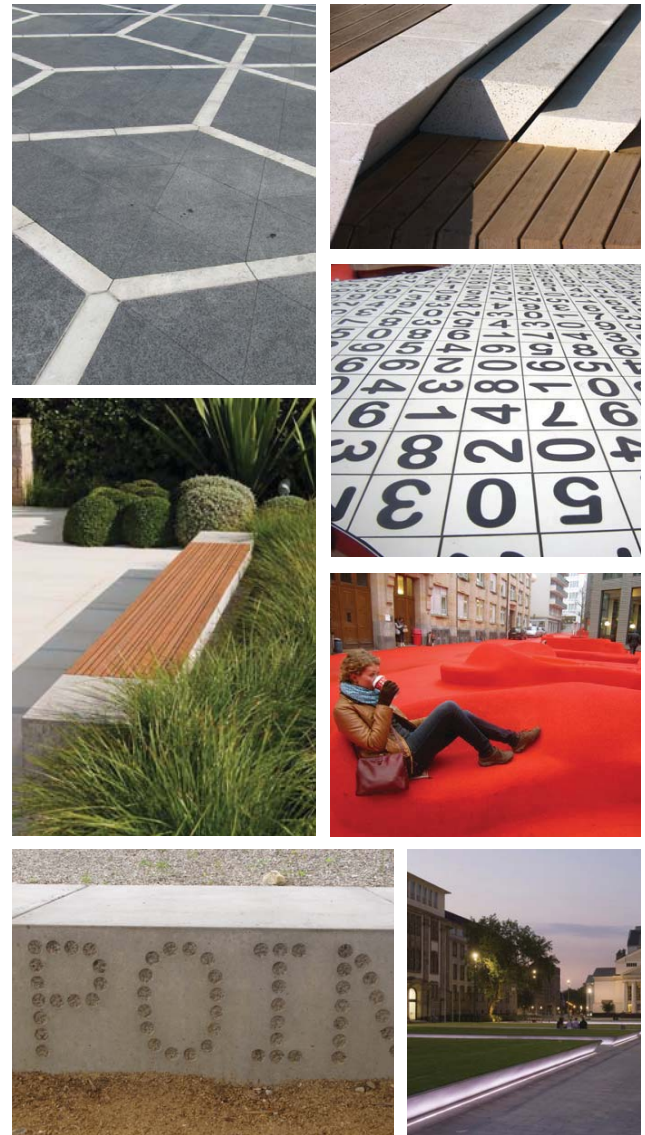
CHARACTER



PLANTING



MATERIALS





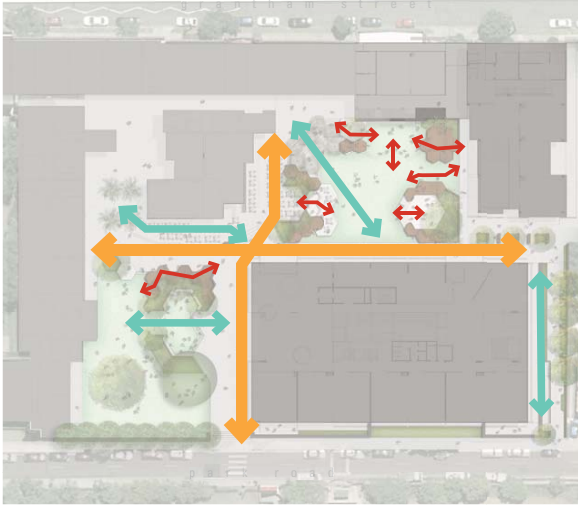
Legend

- 01/ principal's lawn
- 02/ paved social pods
- 03/ garden bed
- 04/ stepped amphitheatre zones
- 05/ circulation and gathering space
- 06/ stage / seating pod
- 07/ decking pods
- 08/ cafe seating space
- 09/ large turf space
- 10/ incidental seating edges
- 11/ amphitheatre steps with shade planting

0 5 10 15 20 25M



CIRCULATION



// Primary circulation follows built forms such as the building edges and covered walkway and promotes efficient pedestrian flows

// Secondary circulation ensures desire lines are catered for and the girls are given alternative routes of travel

// Tertiary circulation involves elements of play, exploration and adventure and can be negotiated in a variety of ways depending on the individuals physical desires

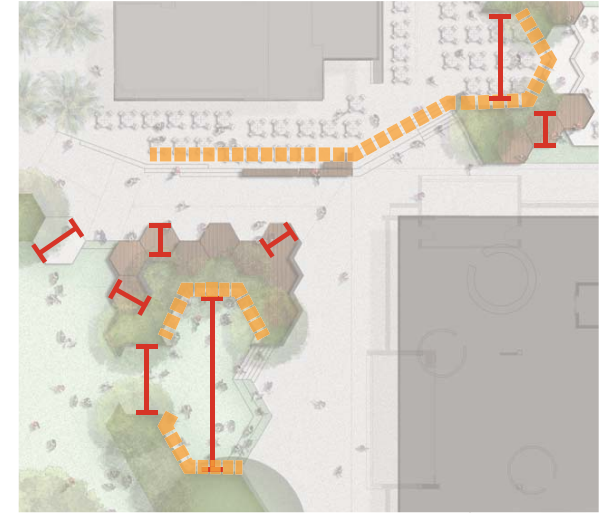
COHESION



// Repetition of geometrically formed spaces and edges ensures an appropriate level of visual continuity between the courtyards.

// Legibility is maintained utilising only scale and material to differentiate the various social spaces

ENGAGEMENT



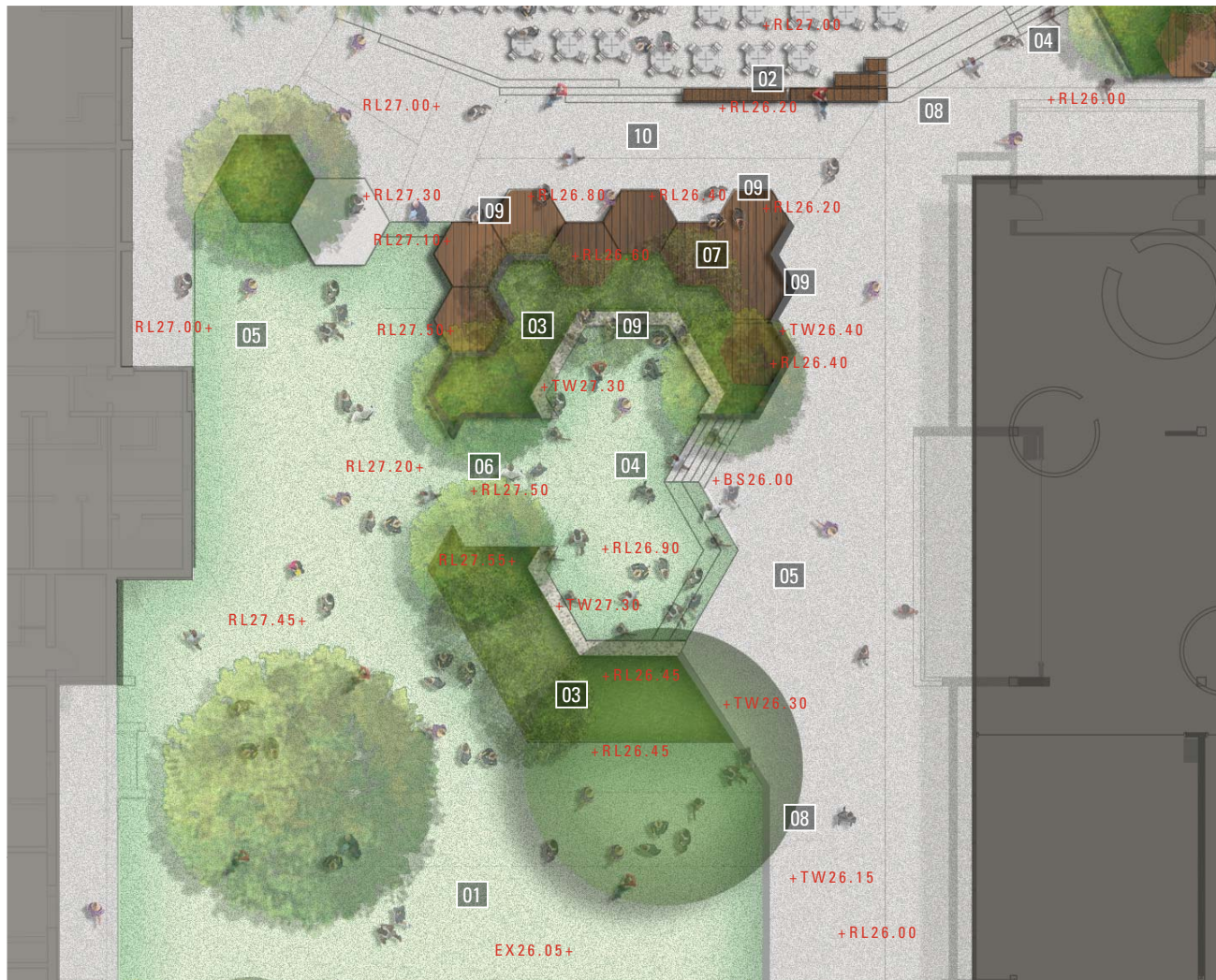
// A variety of intimately scaled and larger adaptively scaled social environments create a platform for engagement and interaction

// Enclosure of these spaces and flexibility of use enables a level of comfort to users. Green edges and seating steps / walls create this enclosure

// Multi purpose, adaptable spaces are provided. Their function and use can develop with the students needs and desires

DETAIL PLAN_COURTYARD ONE 10

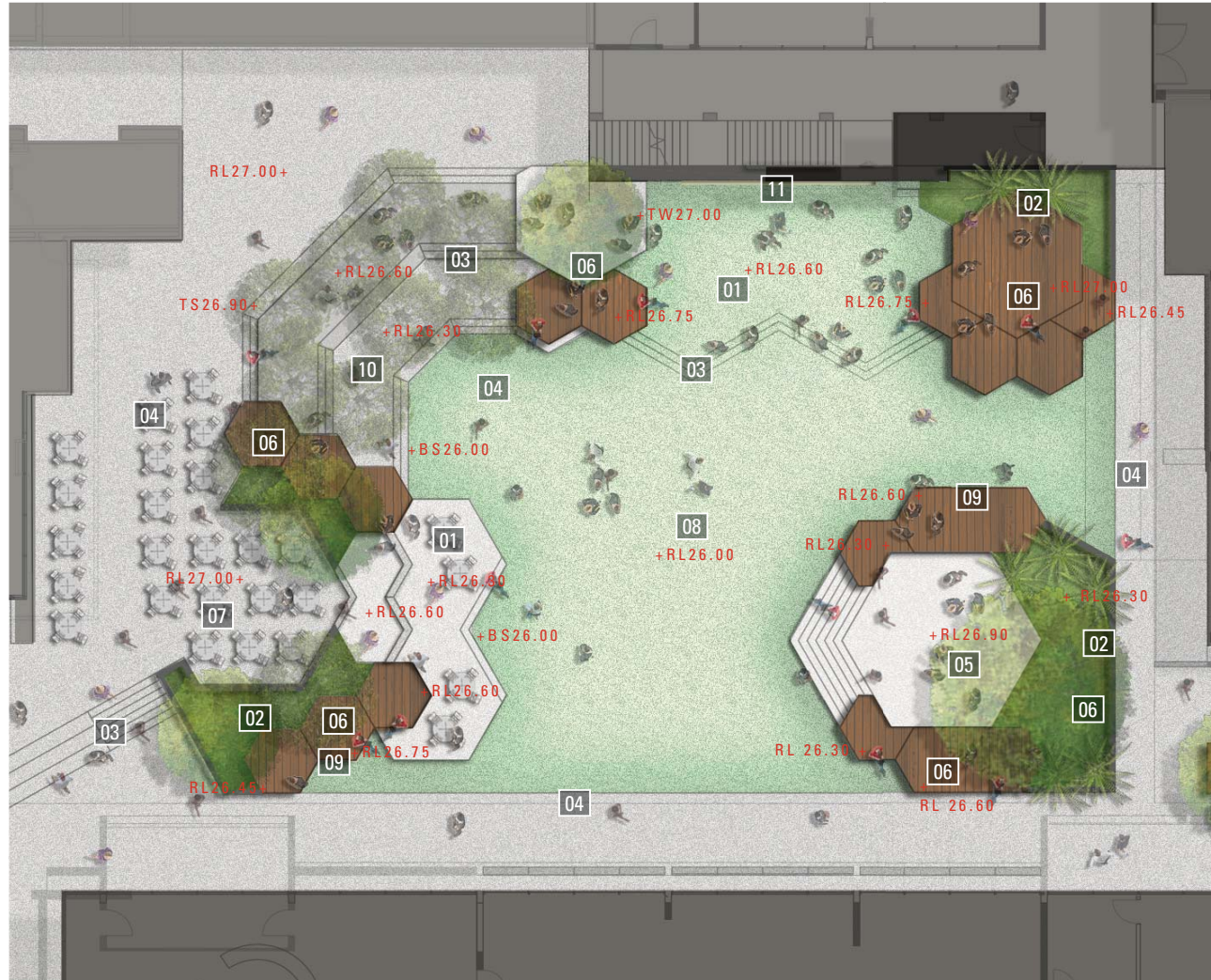
CONCEPT DESIGN



Legend

- 01/ principal's lawn
- 02/ steps / seating steps acces to upper terrace
- 03/ layered garden bed with tree planting
- 04/ stepped amphitheatre zone
- 05/ circulation and gathering space
- 06/ turf stage / gathering pod
- 07/ decking pods
- 08/ entry feature walling
- 09/ incidental seating edges
- 10/ walkway access (1:20 max)







SECTION



PERSPECTIVE

TYPOLOGY 01_DONUT



SECTION



PERSPECTIVE

TYPOLOGY 02_WALLED EDGE



SECTION



PERSPECTIVE

TYPOLOGY 03_STAGE



SECTION



PERSPECTIVE

TYPOLOGY 04_JUICER

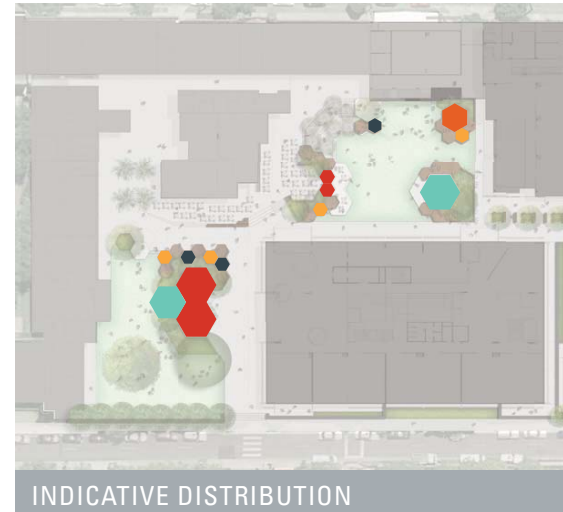


SECTION

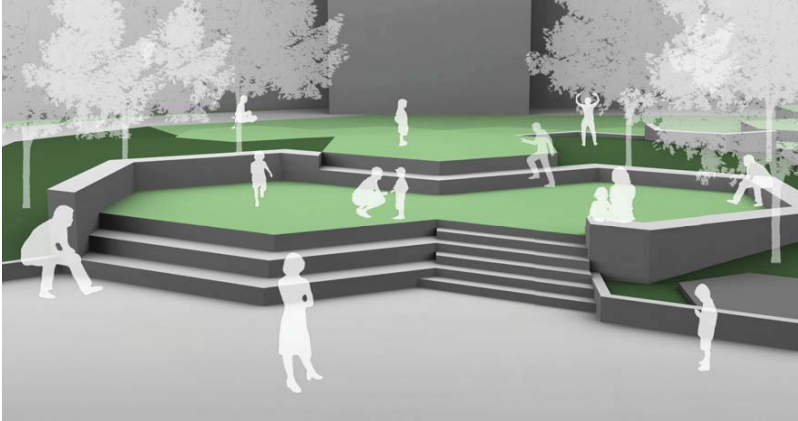


PERSPECTIVE

TYPOLOGY 05_POTHOLE



INDICATIVE DISTRIBUTION



VIEW ONE



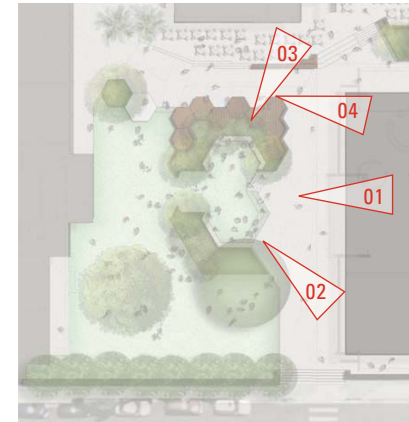
VIEW TWO



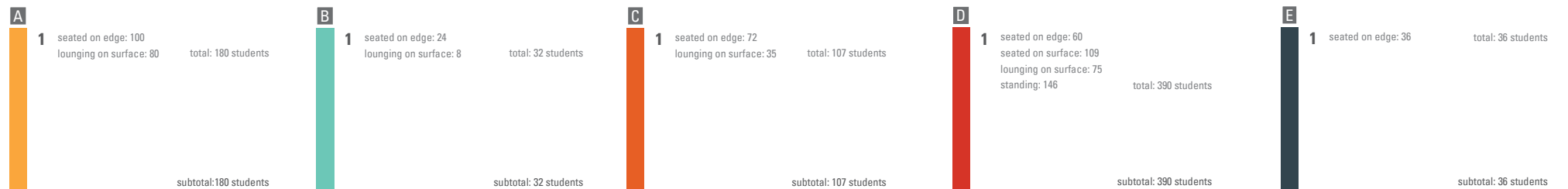
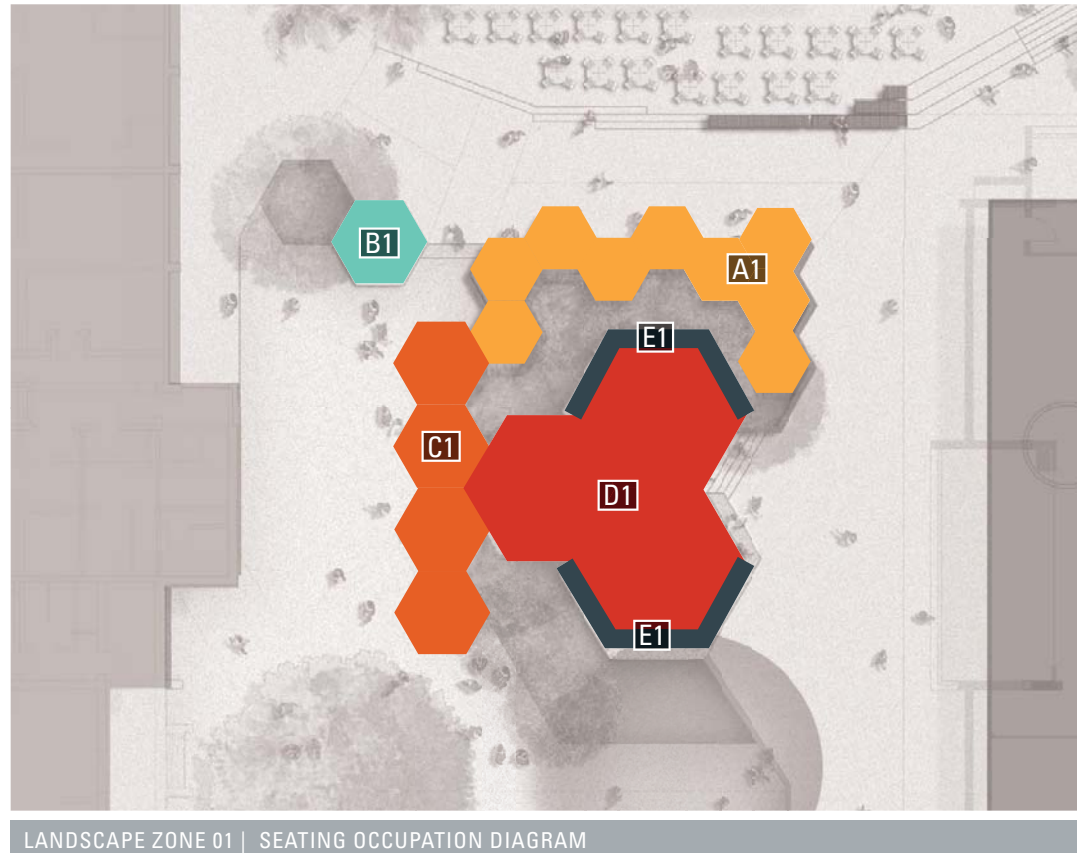
VIEW THREE



VIEW FOUR



KEY PLAN



total capacity for landscape zone 02: approx. 745 students



l e g e n d

total capacity for landscape zone 02: approx. 1630 students