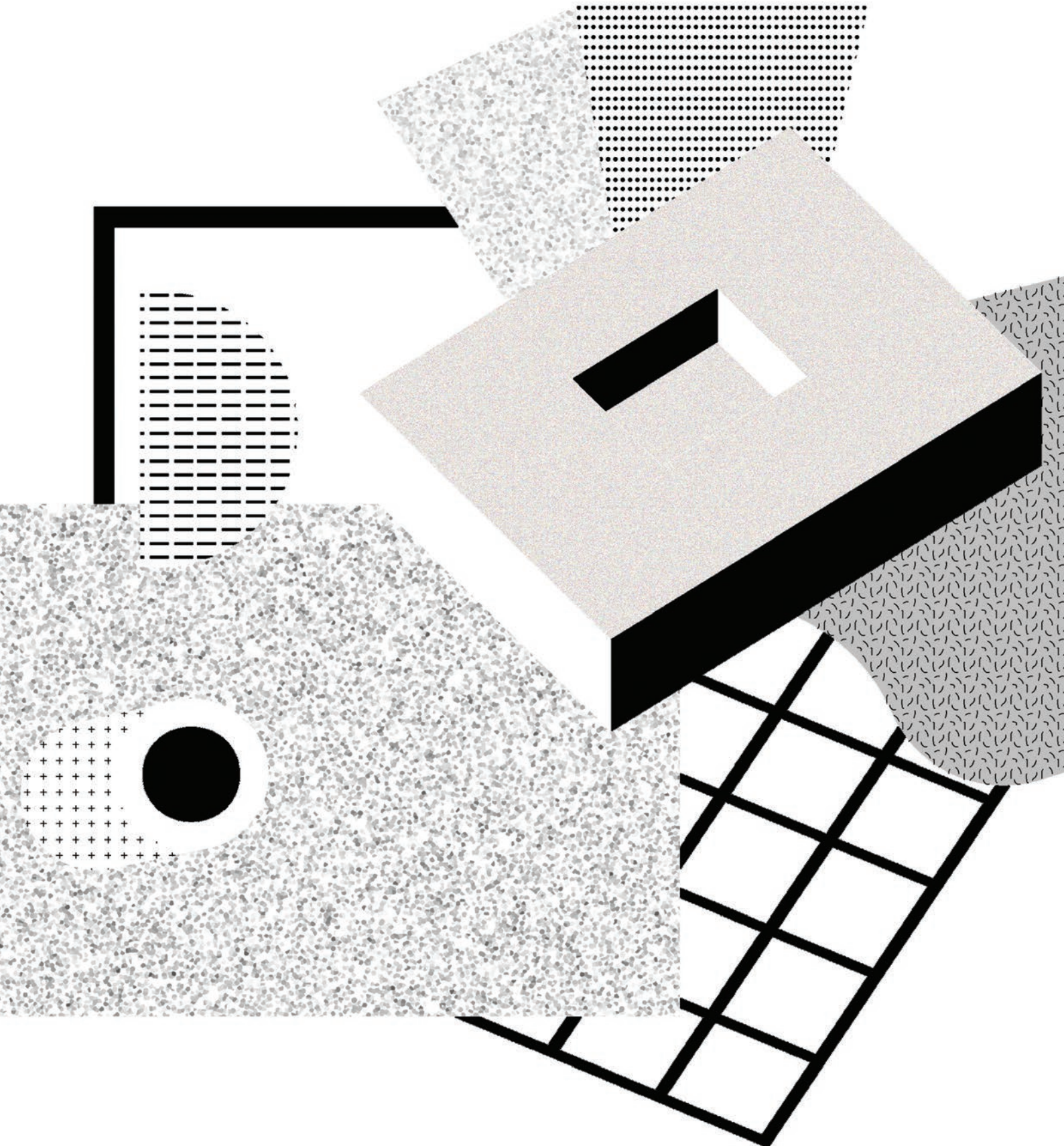


# The Isle of Education

savka marenić  
diploma project  
prague, czech republic  
ctu, faculty of architecture  
2017 / 2018











České vysoké učení technické v Praze  
Fakulta architektury

**The Isle of Education**

dětský ostrov

Master Thesis

Bc. Savka Marenić  
Ateliér Císlar - Pazdera  
Winter semester 2017 / 2018



## acknowledgments

I would like to thank to my supervisor MgA PhD Ondřej Císler and MgA Miroslav Pazdera for the support and critical help throughout the diploma project.

I would like to thank my family as the biggest support throughout my entire life.

I dedicated this book to my parents.

Czech Technical University in Prague, Faculty of Architecture

## **ASSIGNMENT of the diploma project**

Mgr. program navazující

Name and Surname: Mareníć Savka  
Date of Birth: 23.06.1993  
Academic Year / Semester: 2017/2018 winter semester  
Department Numer / Name: 552 Atelier Císler Pazdera  
Diploma Project Tutor: MgA PhD Ondřej Císler  
Diploma Project Theme: **Dětský ostrov**

Assignment of the Diploma Project:

### **+ description of the project assignment and the expected solution objective**

The main aim of the project assignment is to define the language of islands in the city. The studio is focusing on Detsky ostrov, the island located in the heart of the city. The island has an ambiguous meaning. The name of the island is supposed to be connected to the children. But somehow, being there, it feels like it was never meant to be for the children. It have become a void in a space. The project examines the character of Detsky ostrov and suggests the typology of an education for children between 6-14 years old.

### **+ description of the final result, outputs and elaboration scales**

- + Graphical explanation of the concept
- + Variations
- + Theoretical approach
- + Large site plan 1:2000
- + Smaller site plan 1:1000
- + Floors plans 1: 700 / 1:150
- + Sections of the site 1:1000
- + Sections of the building 1:300
- + Detail of the façade 1:30
- + Facades
- + Typology of the sculpture as an object and a space
- + Visualizations
- + Axonometry



The design proposal shall describe :

- + Character of the island
- + Concept
- + Program of space, the relation to surroundings, access, connections
- + Open educational system
- + Graphic diagrams, axonometry, sections, facades, plans, visualizations, model

**+ list of further agreed-upon parts of the project (model)**

- + Posters
- + 2 x CD
- + 2 x portfolio A4
- + Student's statement
- + Assignment of the diploma project with the signature of the dean of FA and professor
- + Physical model of building

Date and Signature of the Student

Date and Signature of the Diploma Project Tutor

Date and Signature of the Dean of FA CTU

*Handwritten signatures and date:*  
Marian Cerd  
15. 10. 2014  
G. S. S.  
H. H.



<b>CZECH TECHNICAL UNIVERSITY IN PRAGUE FACULTY OF ARCHITECTURE</b>	
<b>AUTOR, DIPLOMANT: AUTHOR OF THE DIPLOMA WORK / DIPLOMA PROJECT</b> Academic Year 2017 / 2018, Winter Semester	<b>Marenič Savka</b>
<b>TITLE OF THE DIPLOMA WORK / DIPLOMA PROJECT (IN CZECH LANGUAGE)</b>	<b>DĚTSKÝ OSTROV</b>
<b>TITLE OF THE DIPLOMA WORK / DIPLOMA PROJECT (IN ENGLISH LANGUAGE)</b>	<b>CHILDREN'S ISLAND</b>
<b>LANGUAGE OF THE DIPLOMA WORK / DIPLOMA PROJECT:</b>	<b>ENGLISH LANGUAGE</b>
<b>Diploma Work / Diploma Project Supervisor</b>	<b>Ústav: Department</b>  552 Atelier Císler Pazdera MgA PhD Ondřej Císler
<b>Diploma Work / Diploma Project Opponent</b>	  Ing.arch. Martin Jančok
<b>Key Words (Czech)</b>	vzdělávání, škola, krajina, ostrov, sociální interakce, příroda, otevřený systém
<b>Annotation (Czech)</b>	Diplomová práce zkoumá charakter Dětského ostrova a navrhuje typologii vzdělávání zaměřenou na výuku dětí ve věku 6 – 14 let. Ačkoliv ostrov má sloužit hlavně dětem, už několik let toto místo zeje prázdnotou. Jde o konceptuální návrh, který se zaměřuje na otevřený vzdělávací program školy v dnešní době. Tento program zahrnuje netradiční až nekonvenční způsoby výuky, které kladou důraz na dětské pocity, touhy, schopnosti. Spíše než aby děti získávaly konkrétní znalosti tradiční cestou, budou se učit jak žít, jak spolupracovat a co je důležité skrze hru a sociální interakci.
<b>Annotation (English)</b>	The master thesis explores the character of Dětský ostrov and suggests the typology of the education for children between 6 to 14 years old. The island is supposed to be connected to the children but it have become a void in the city. It is a conceptual design of the school today which includes non-traditional, non-conventional way of teaching, according to children's desires, feelings, affections. Rather than absorbing specific forms of knowledge, in traditional way, children will learn how to live, how to network and what is important, learn through play and social engagement.

**The Author's Declaration**

I declare that I have elaborated the submitted diploma work / diploma project independently and that I have stated all the used information sources in coherence with the "Methodological Instruction for Ethical Preparation of University Final Works".

*(The complete text of the methodological instruction is available for download on <http://www.fa.cvut.cz/En>)*

In Prague on

Signature of the Diploma Project Author



12.01.2018



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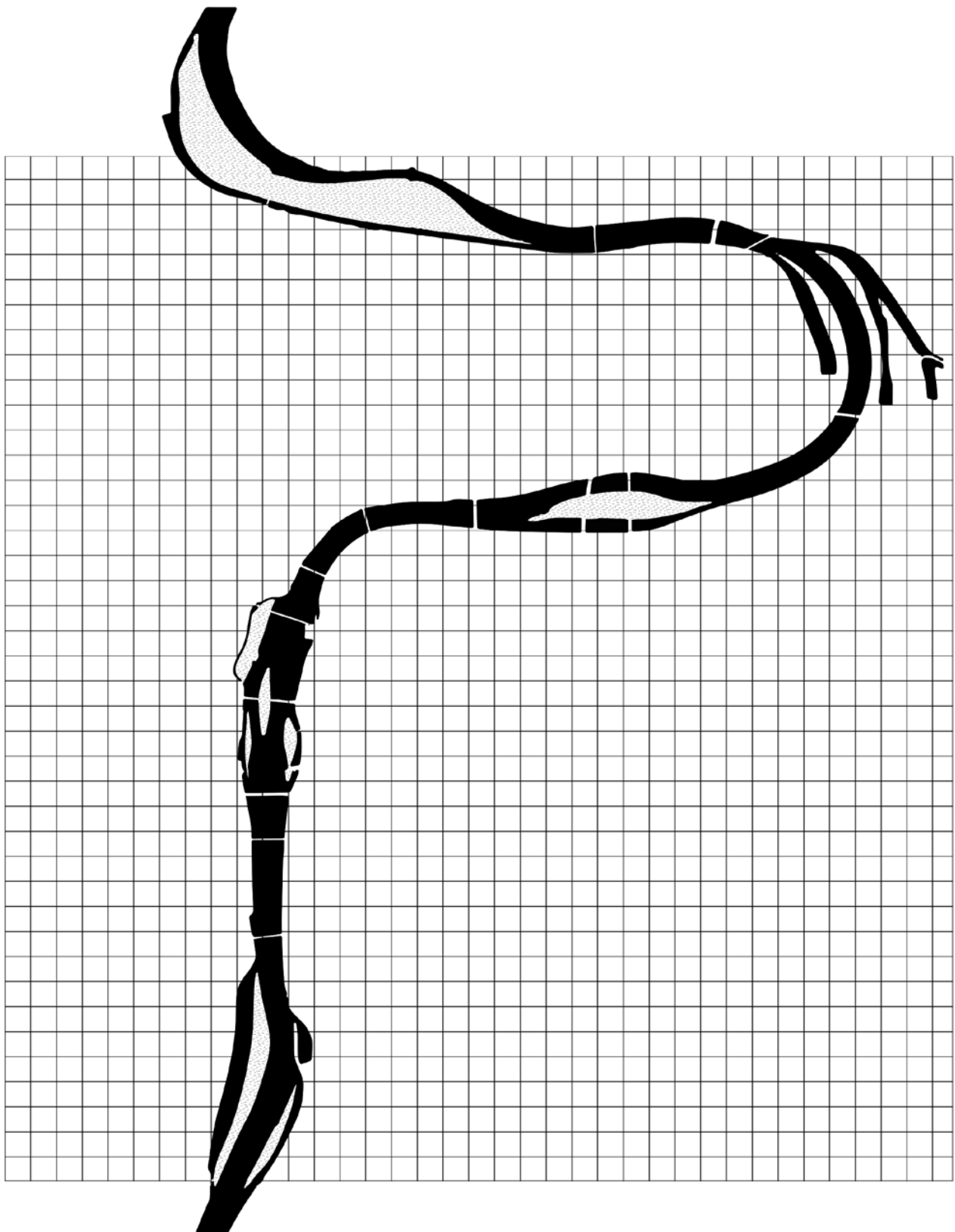


## **01** City - River - Island

The structure of Prague is divided in two sides by the river Vltava.

The river is the main line which shapes the city.

The islands are main voids interfacing the river.



**the relationship between city-river-island**  
the river shapes the city



## 1.1 Defining the language of the islands

In the past, the river was the main source for everything, an indicator for creating the first human settlements. For example, in 19-th century, in the industrial period, capitalism, consumerism, the development of technology, *the machine age*, brought the new way of living in which the city became the factory of man-made experience.

The river was the main artery for trading, transportation, military, drainage infrastructure, public amenities. Prague grew out of a large number of settlements developed along the river Vltava. The industrial revolution brought the massive growth of city in suburban areas which indicated the urbanization.

The structure of the city is divided in two sides by the river Vltava.

The river, the void, space which, at the same time differentiates and connects two sides in to one whole.

It is at one point the border which at the same time connects and separates the city.

Moreover, if we isolate the river we can see that the river is main node that interfaces the others.

The main line which shapes the city.

Between the city structure, the river, there are leftover autonomous islands. The islands are divided from the city structure as green *terrain vagues*, spaces where the city is no longer.

If we isolate the city we can see that the islands become the voids interfacing the river.

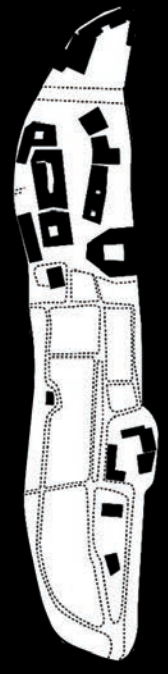
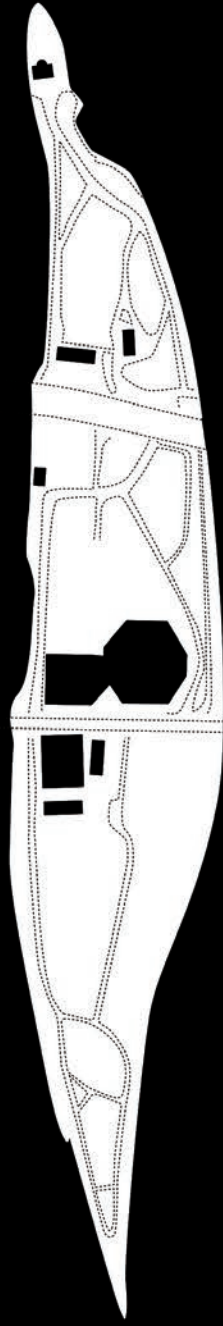
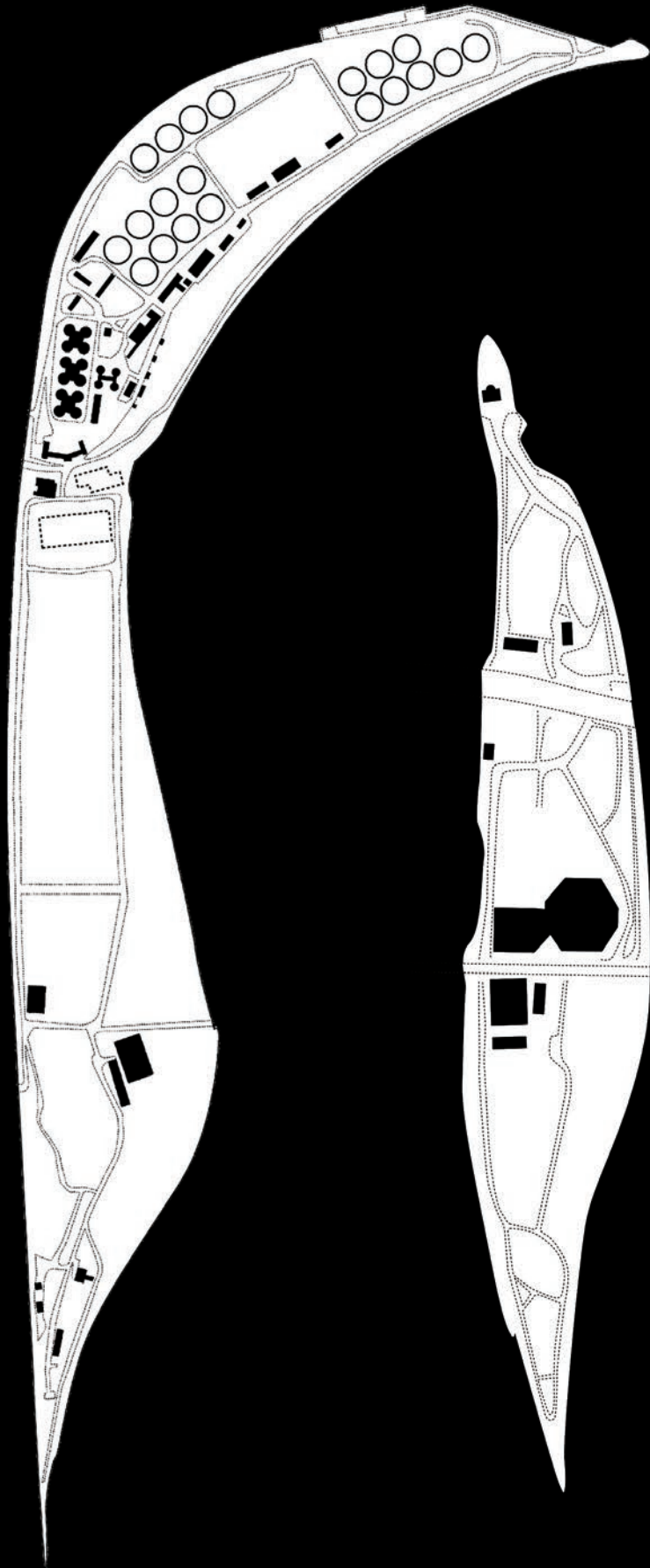
Moreover, the city became an archipelago of isolated independent islands.

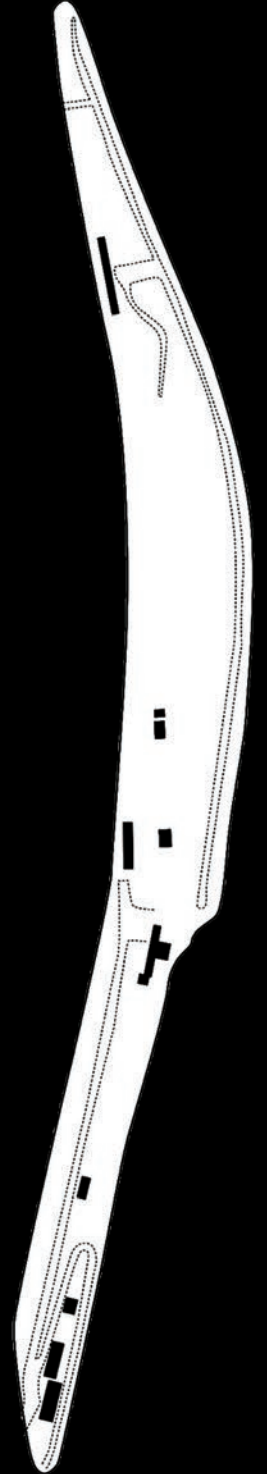
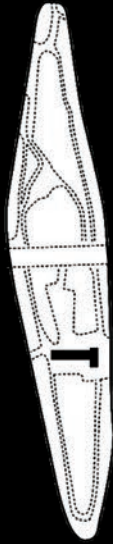
Back to the past, the river had much more islands than today.

The main reasons for that were the floods and the development of the city. Some of the islands disappeared, and some of them are still annually disappearing. One of the examples is Rohansky ostrov. Now the island doesn't exist anymore, it is a part of Karlin and Jerusalem islands.

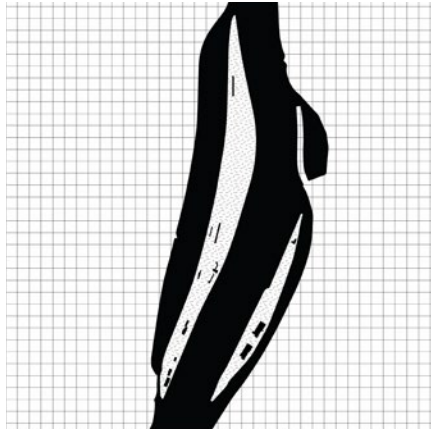
**Today, there are 8 independent islands:**

- Cisarska louka
- Veslarsky ostrov
- Detsky ostrov
- Strelecky ostrov
- Slovansky ostrov,
- Kampa ostrov
- Štvanice
- Cisarsky ostrov

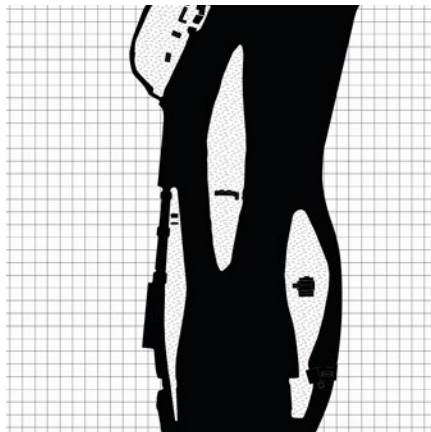




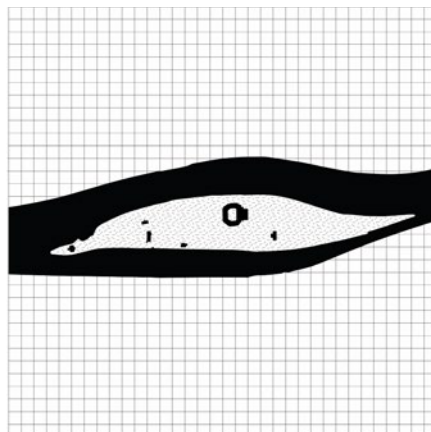
city-river-island



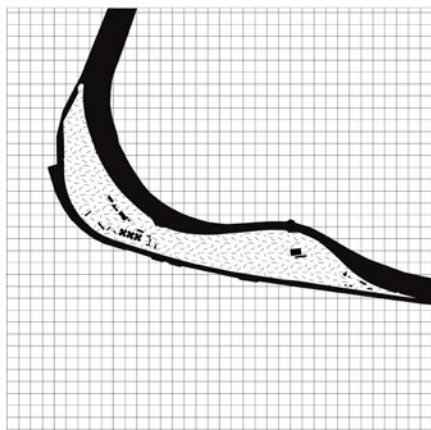
Cisarska louka  
Veslarsky ostrov



Kampa  
Detsky ostrov  
Strelecky ostrov  
Slovansky ostrov



Štvanice

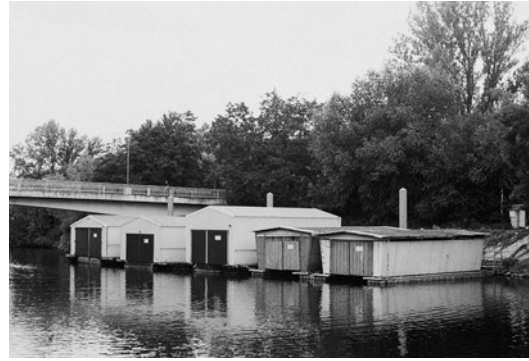


Cisarsky ostrov

character of island



recreation



sport



green



park



culture



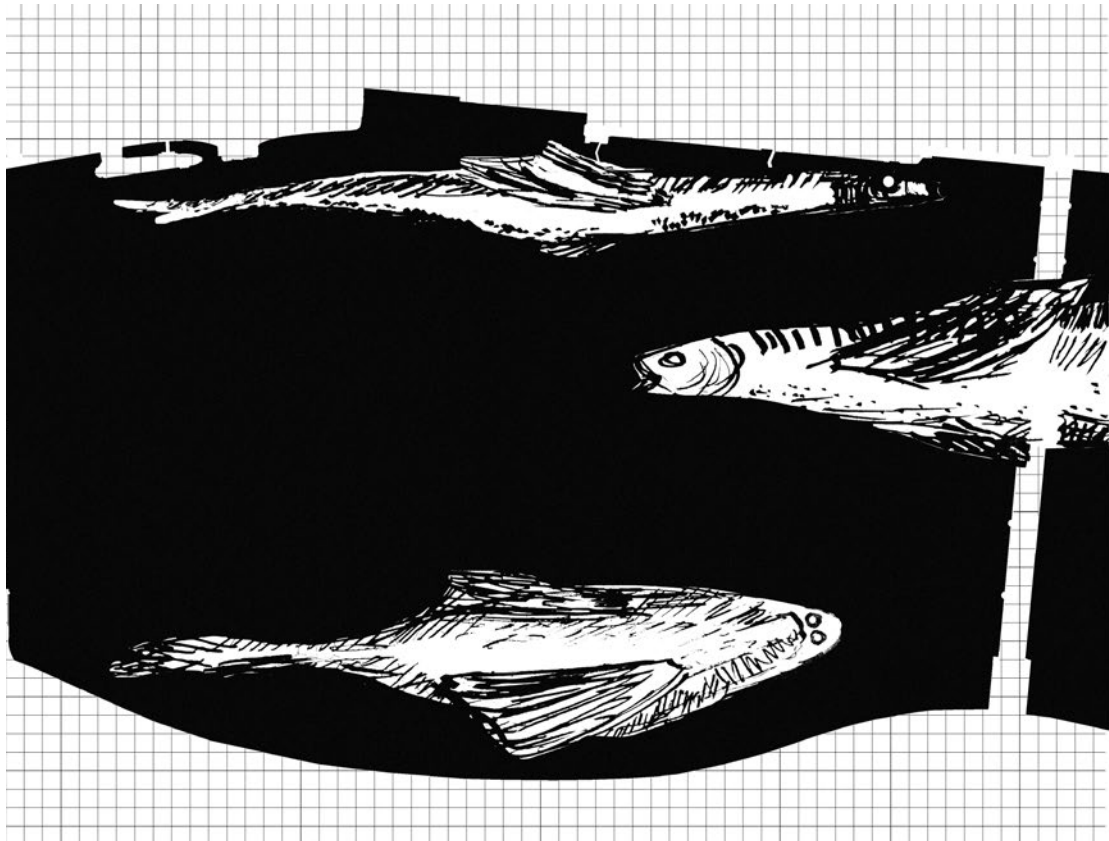
void



leisure



industrial



**abstract**

The islands are dynamic isolated units, like fishes floating between static city structure.

**Character of islands :**

UN-INHABITED  
UN-PRODUCTIVE  
GREEN  
INDUSTRIAL  
LEISURE  
RECREATION  
SPORT

**Contrast :**

STATIC-DYNAMIC  
TEMPORARY-MONUMENTAL  
SOFT-HARD  
NATURE-ARCHITECTURE  
BUILD UP- NON BUILD UP  
ORGANIC-ORTHO

As I said before, the city behaves as an archipelago of isolated independent islands, which brings the big importance to islands as only isolated autonomous units in overall urban concept of the city.

The islands should be kept as isolated units.

The voids representing nothing and everything.

The islands should be spaces of expectations.





## 02 History

*'..areas where it can be said that the city is no longer. They are its margins, lacking any effective incorporation. They are interior island voided of activity. They are forgotten, oversights and leftovers which have remained outside the urban dynamics. Places mentally exterior in the physical interior of the city.'*

*Ignasi de Sola Morales / terrain vague*



situation /  
1742



situation /  
1842



situation /  
1884



situation /  
1938



situation /  
1944



situation /  
2015

## 2.1 The Character of *Detsky ostrov*

The island is located in the heart of the city, between Legli Bridge and Jirásek Bridge. The island has an area of 1,83 ha.

In the past, the island was separated to more smaller islands as a result of floods. The island's current name originates after 1960s, when the island became the children's playground. Until 18-th century it was named Maltézský Ostrov, after members of Prague's Jewish community, who owned the land.

The island was artificially enlarged with the construction of the Smíchov floodgates.

The island contains Plavebni komora Smichov, the sailing chamber for ships.

On the north there is a memorial, the bronze statue, symbolizes the river. The statue is made by Josef Pekárka.

On the south of the island, there is representative landmark, the Lesser Town Water Tower, called Petržilkovská.

After 2013, the island is closed for public.

The island certainly exist and doesn't exist at same time. Physically it exists, but it is somehow unvisible and accessible to people.

The island has an ambiguous meaning.

The name of the island is supposed to be connected to the children. But somehow, being there, it feels like it became a cemetery of playgrounds, a cemetery for the children.

It feels like it was never meant to be for the children.

It is a void in a space.

Ignasi de Sola Morales describes the void, an empty space, as potential space in cities, as terrain vague.

Spaces that we are connected to them because they reflect our sense of alienation and marginality, as well as a desire to escape the dominant system of power and its spatial organization.

There's a clear distinction between the city and the river, between the city and the islands.

Only connections to islands are bridges for pedestrian and vehicles or boats, allowing you to reach the islands, which is the only dialogue with the environment.

That influences the human behaviour and the way of how city operates.





view from *Jiráskův* bridge



view from *Janačkovo* street



Sailing chamber Smichov



architecture of the island

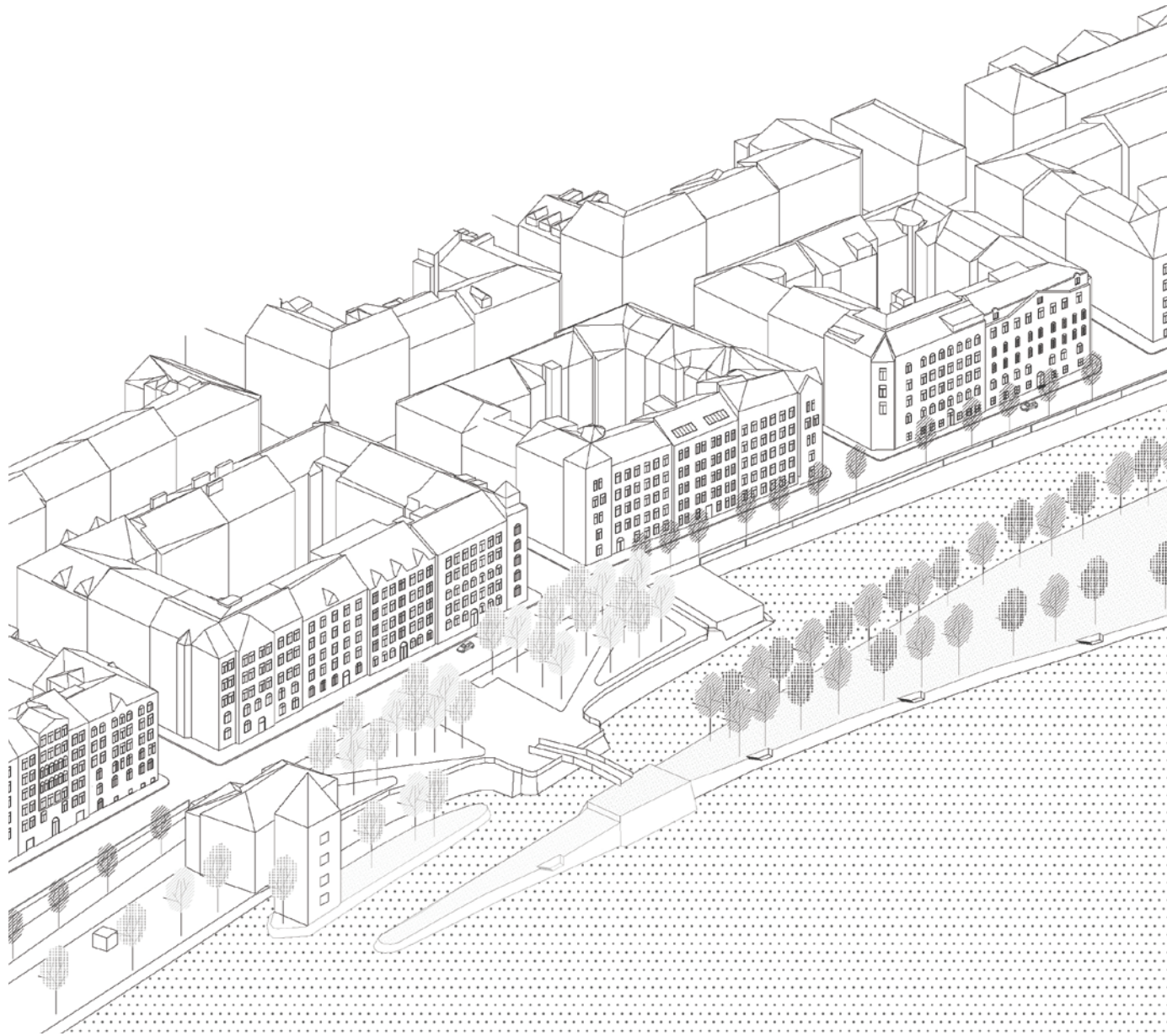


feeling of the island

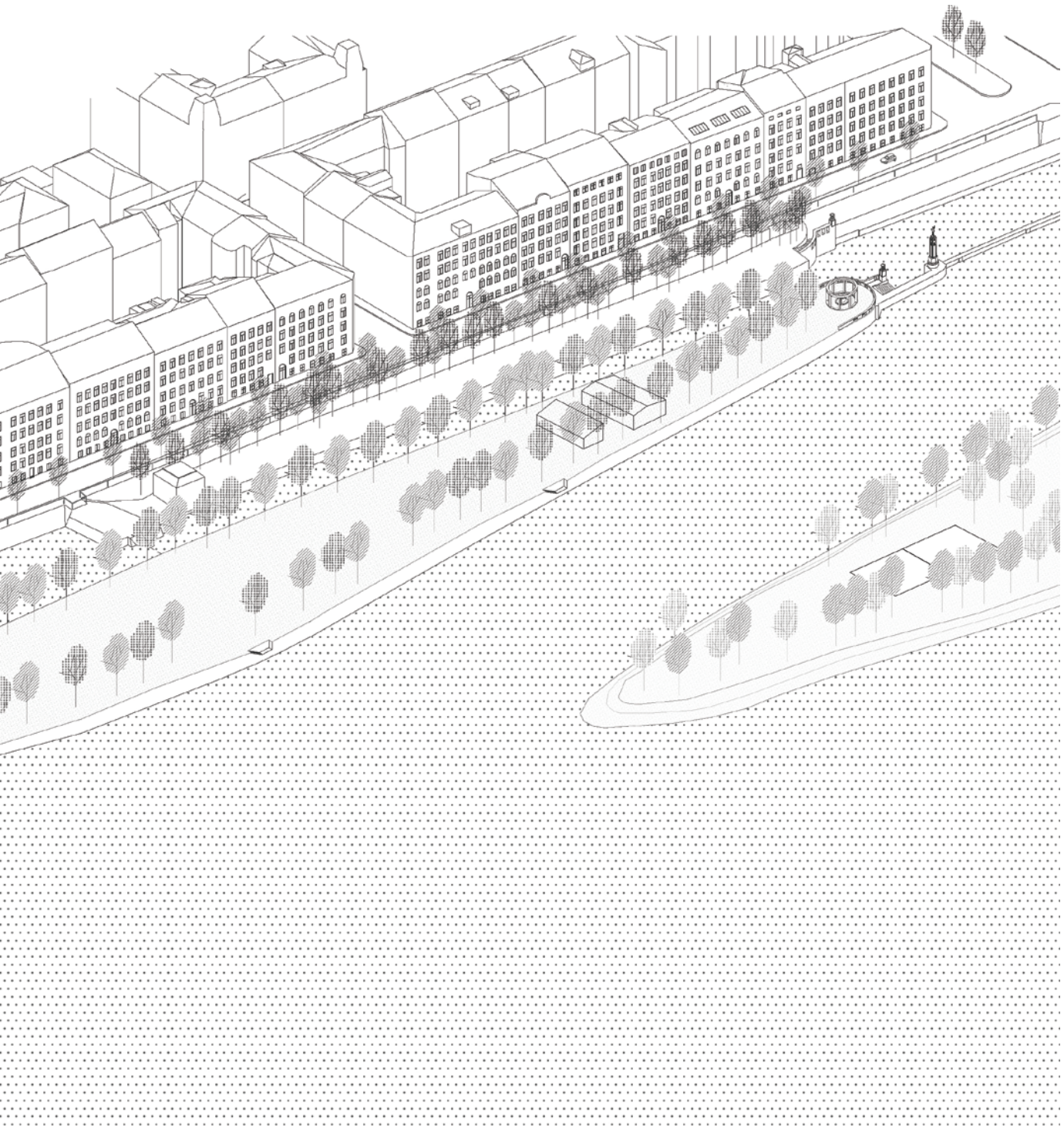


abandoned playground

existing conditions



existing conditions





character of the island / view from *Jiráskův* bridge







## 03 Variations

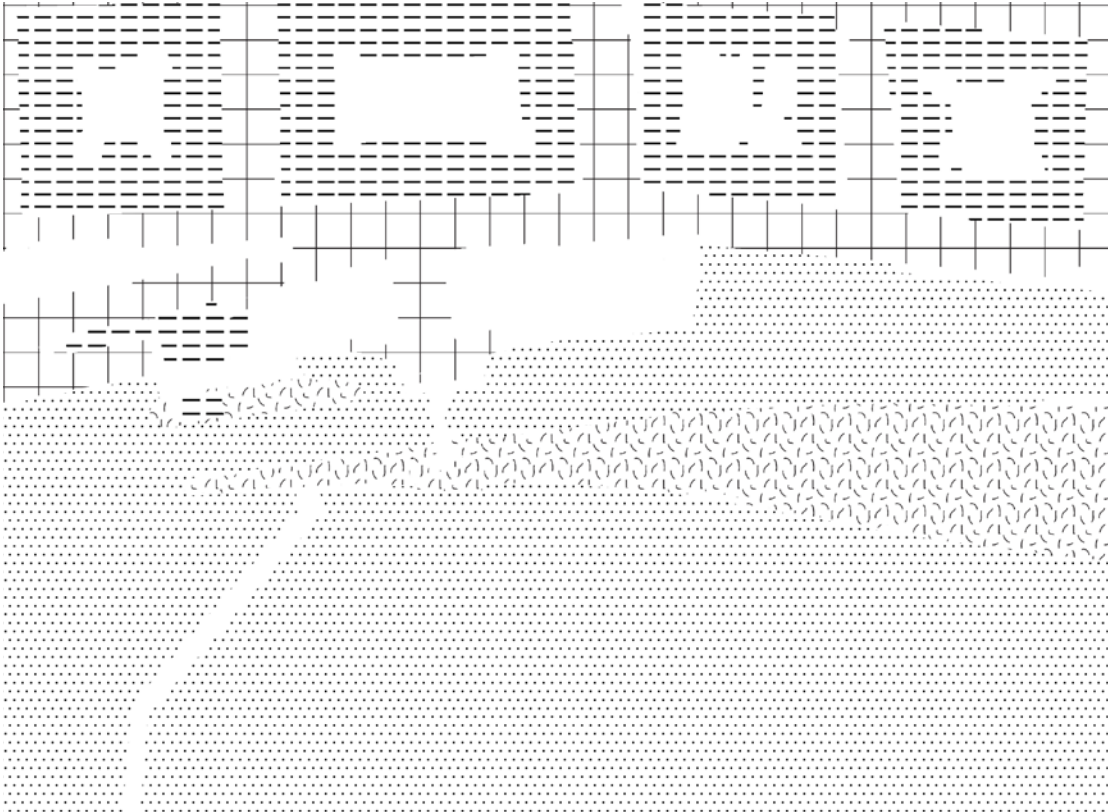
The building is connected to existing landscape and island.

By creating the line in the landscape hidden between trees and nature I am offering to spectators the desire to look into the island.

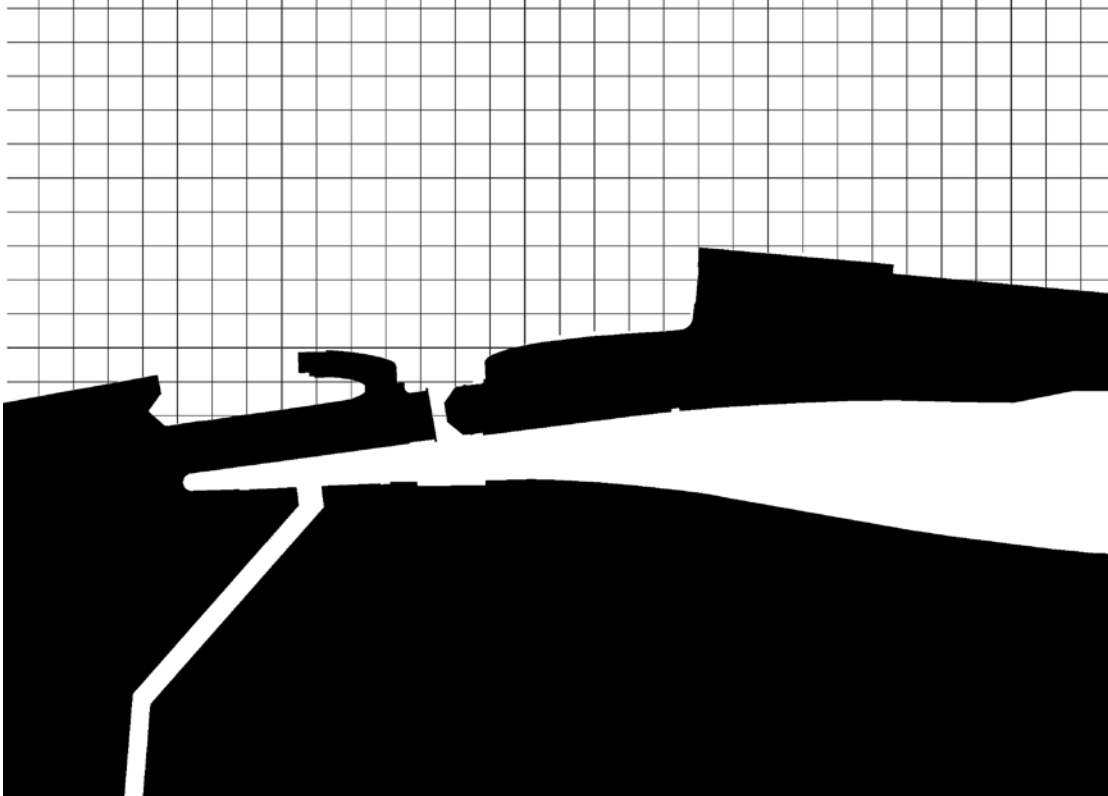
It is the space of expectation.

The island and building itself interface many different layers.

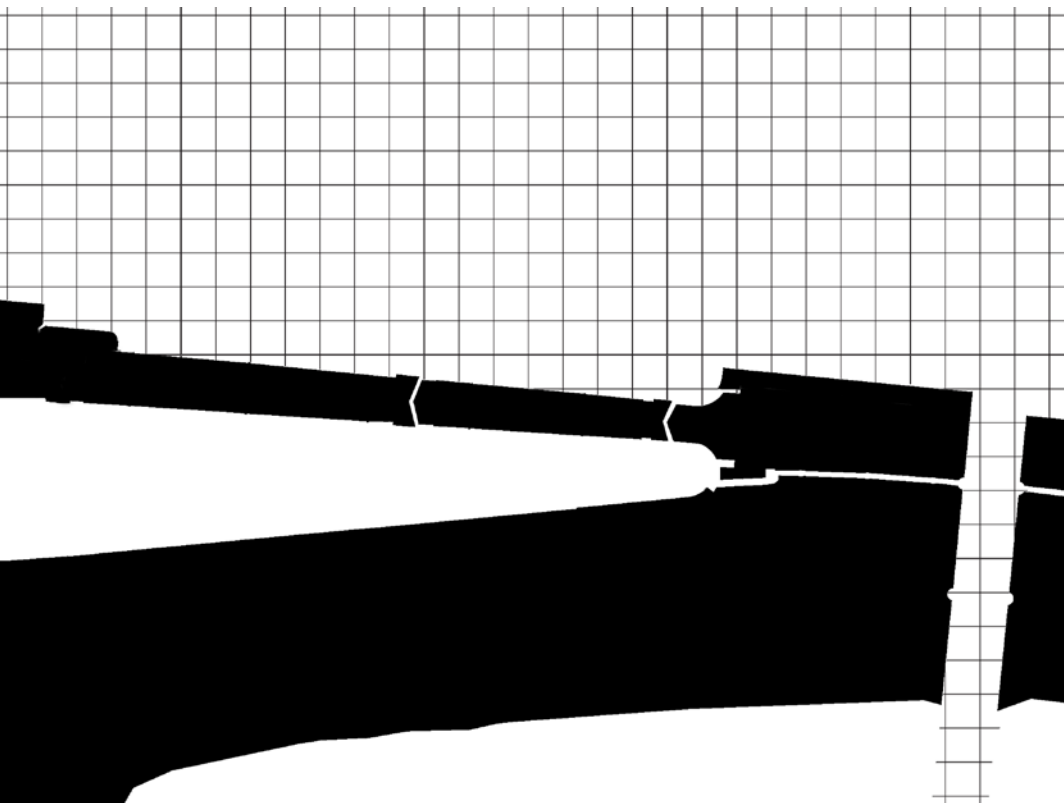
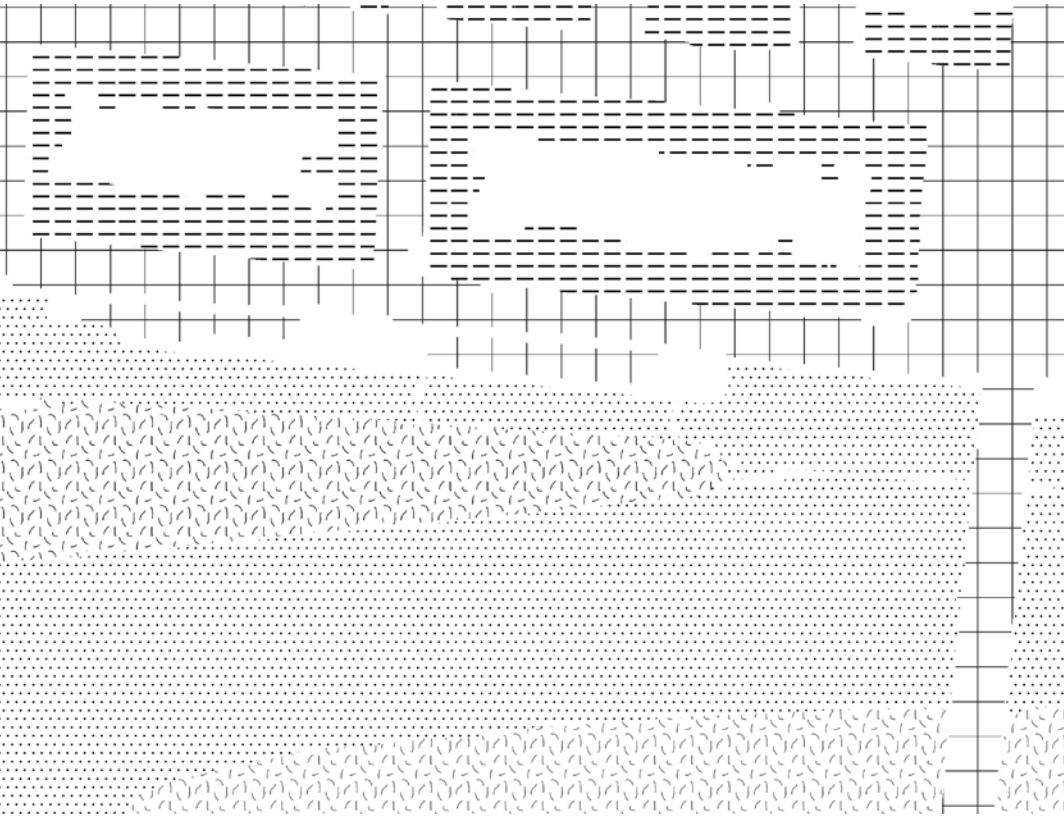
environment



environment

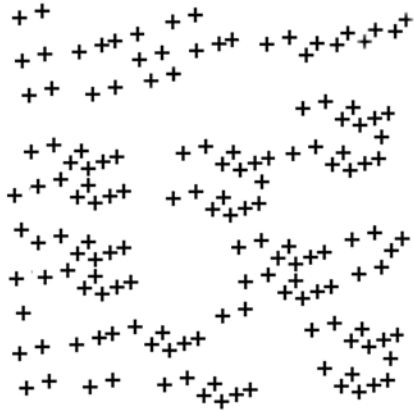


void

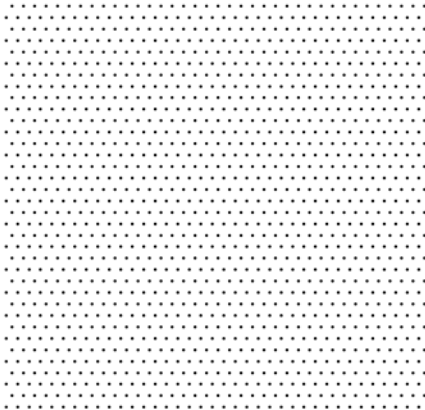


Atlas of layers :

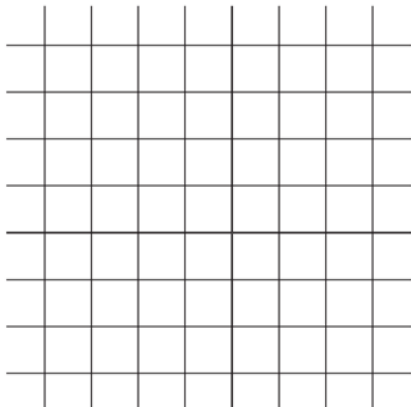
The island itself interface many different layers :



the unit of vegetation

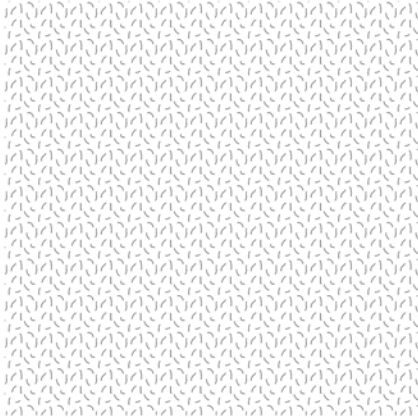


the unit of water

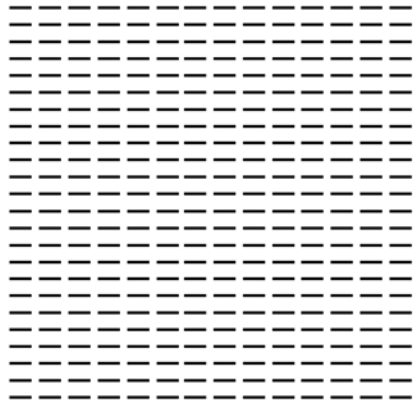


the unit of solid surface

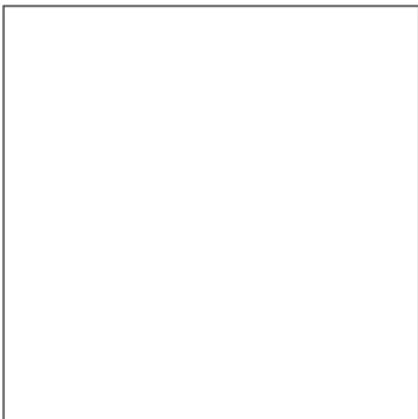
layers



the unit of marshy surface



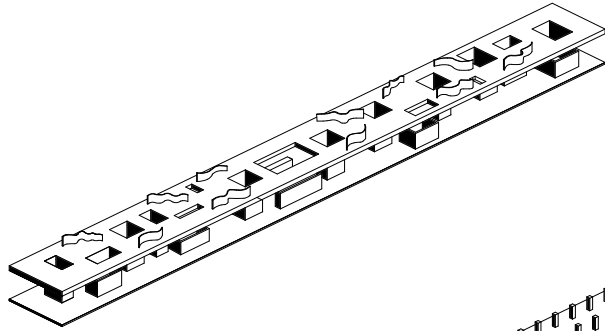
the unit of building



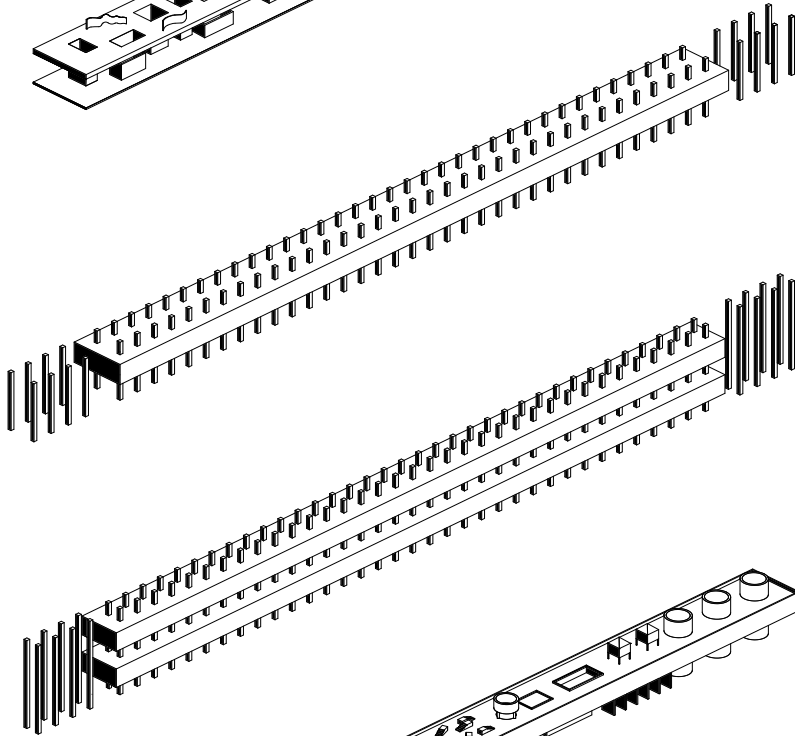
the unit of emptiness

variations

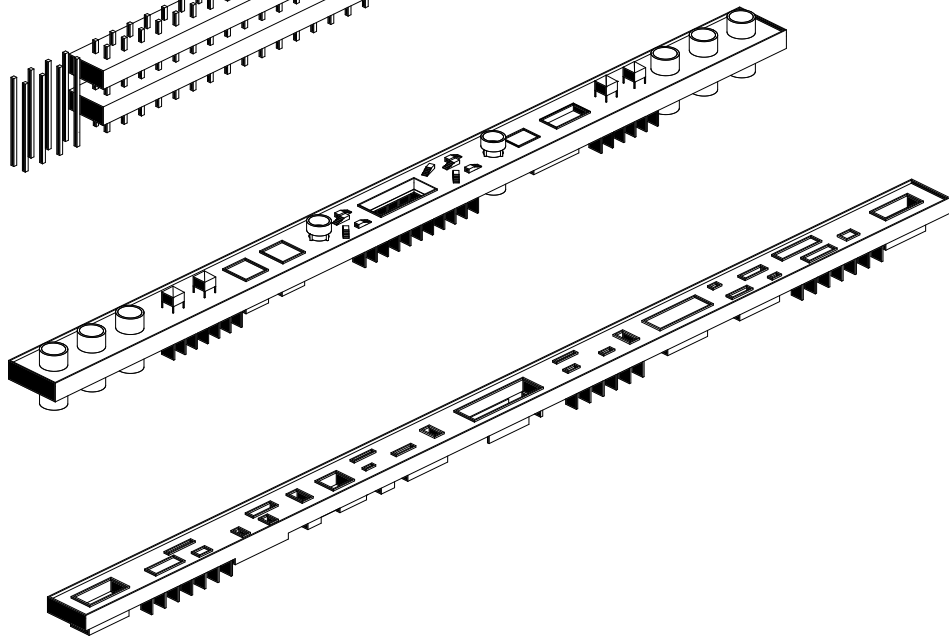
1.



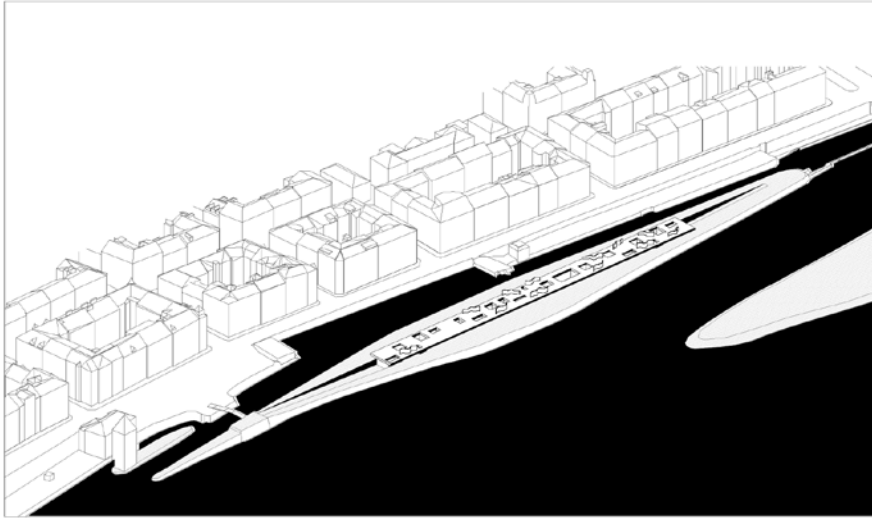
2.



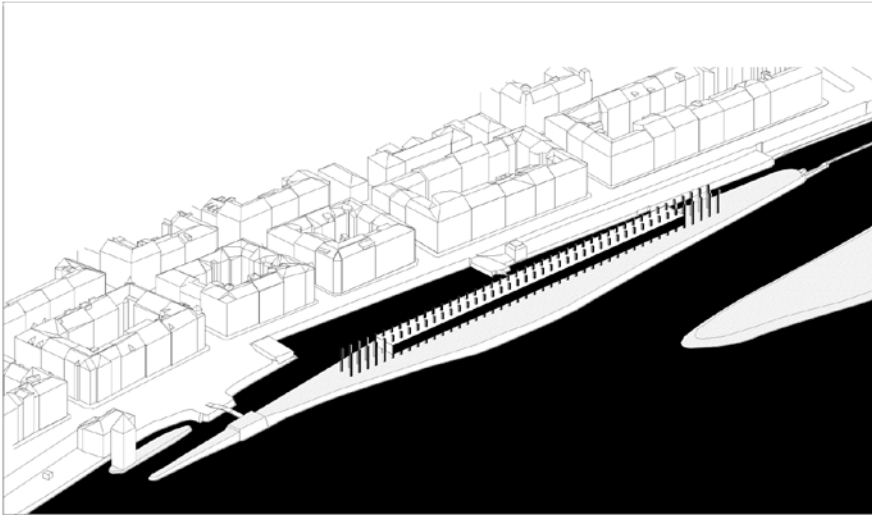
3.







Variation 1 / connection to the island



Variation 2 / verticality of form



Variation 3 / learning through play



## 04 The Isle of the Education

*Everything is connected to the knowledge, childhood and things we have been observed in our life. Sometimes we can not remeber certain things but they apper accidentally in some project, moment of life.*

*Everything is based on memory.*

*Aldo Rossi*

## 04.01 Author's text

### Program

The building represents an elementary school for children between 6-14 years old.  
The capacity of building is between 96-120 children.

It is an alternative educational center, which include 'non traditional', non-conventional', and 'non standardized' way of teaching, according to their desires, feelings, affections and fields. Rather than absorbing specific forms of knowledge, children will learn how to live, how to network, how to compete, and what is important, learn through play and social engagement.

It is a domestication of education where children will learn how to live after all.  
The learning proces is based on:

- observations
- imaginations
- conversations
- interaction
- questions
- work

It will help a children to generate different cognitions and memories which will be important in his/her further development in life.

The space consists of rooms and streets as main spaces for social interaction.  
The rooms are flexible in order to fulfill needs of open educational system.  
Each room consist the space for learning, practicing, and working.  
Each room can be enlarged or reduced according to number of children.  
Each room is connected to the skylight,play sculptures and roof as the main public space.  
They are connected to common rooms as are kitchen, dinning room, library, courtyard, common space as a main meeting spaces.

The stage of children's behaviour from 6-14 :

At this stage children are learning how to think abstractly, understand symbolic concepts, use language in more sophisticated ways and develop their sense of imagination.  
During this stage of cognitive development, children become insatiably curious which is important to practice and understand.

The focus is on the psychology, the philosophy, the art, the sociology.  
The center is open during the weekend as well so that children can spend all time with other children and themselves in order to empasize social engagement and interaction between themselves.

It is a social experiment.

## Construction

The constructive system is based on reinforced concrete wall system as main load bearing structural elements.

Because of the island, the foundation is based on pilotis (10 m) and stripe foundations.

The building is separated in 7 parts as a result of dilatation.

The spaces are naturally ventilated. The main cores where are the stairs and toilets, there are ventilation shafts.

Each core has fireplace, as main source for heating because the rooms and the hall are main spaces for learning. The distance between them are 30 m .

The administration and places for hospitality are located in the corners of the building where there is storage places for technical infrastructure.

The roof is main public space, the scene between trees which is designed in such a way to support the big loads.

Due to floods, the building will behave as supported resistant object, using thick loadbearing walls and resistant double glazed glass windows. In addition, the island can use the flexible wall protection system that is already existing in other parts of the city.

## Landscape

By creating the line in the landscape hidden between trees and nature I am offering to spectators the desire to look into the island.

It is the space of expectation.

Because the location is an island, the building will use two additional bridges as a way of an escape during the fire or some emergency.

The whole building behave as the playground emerging different layers.

The main access to the building is from Janačkovo nabreži , where I proposed the pedestrian bridge and from the park where is Malostranska vodarna.

## Feeling

*Dreaming of islands — whether with joy or in fear, it doesn't matter — is dreaming of pulling away, of being already separate, far from any continent, of being lost and alone —or it is dreaming of starting from scratch, recreating, beginning a new world.*

*Desert island / Gilles Deleuze*

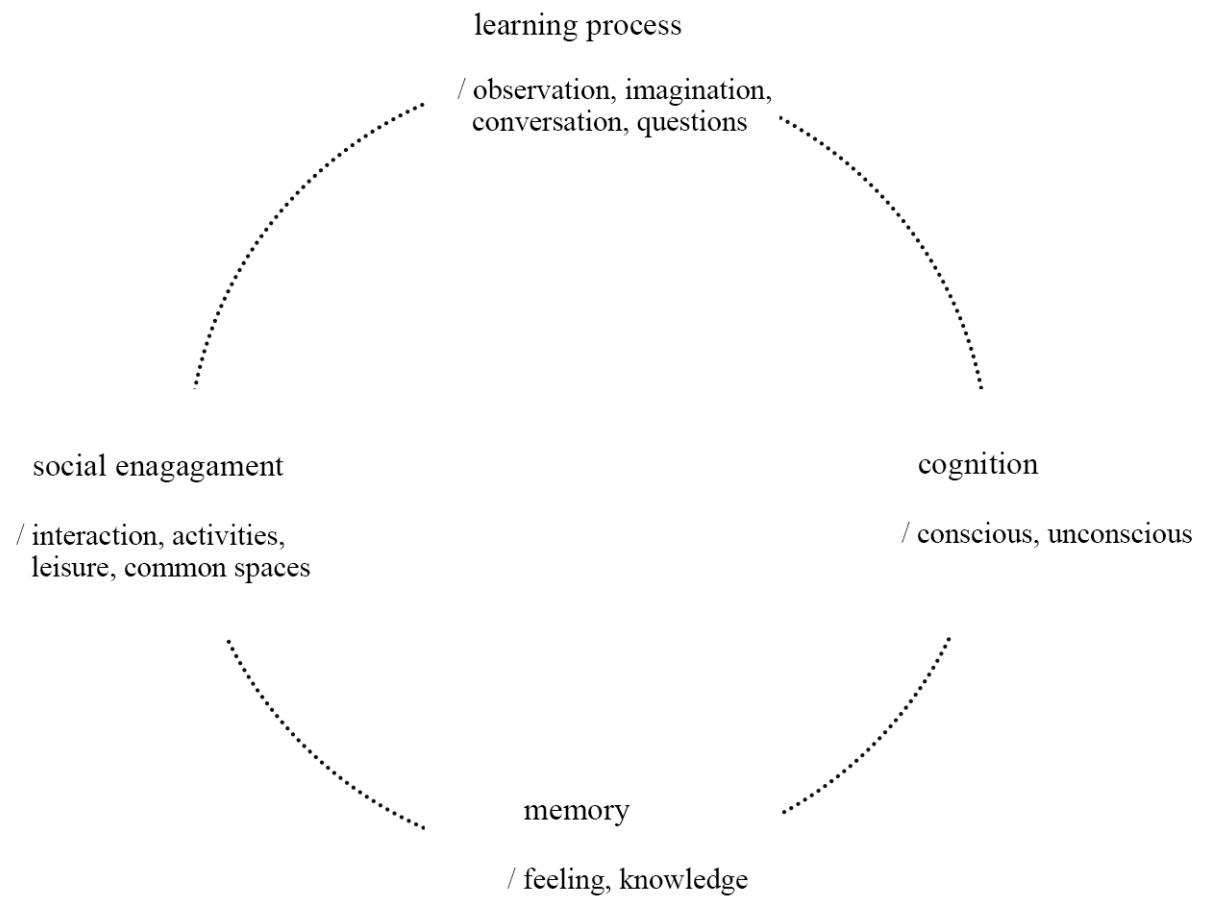
The building is hidden between trees which gives you a feeling of being somewhere outside of the city.

You are connected to yourself and nature.



collage / the feeling

program



schools



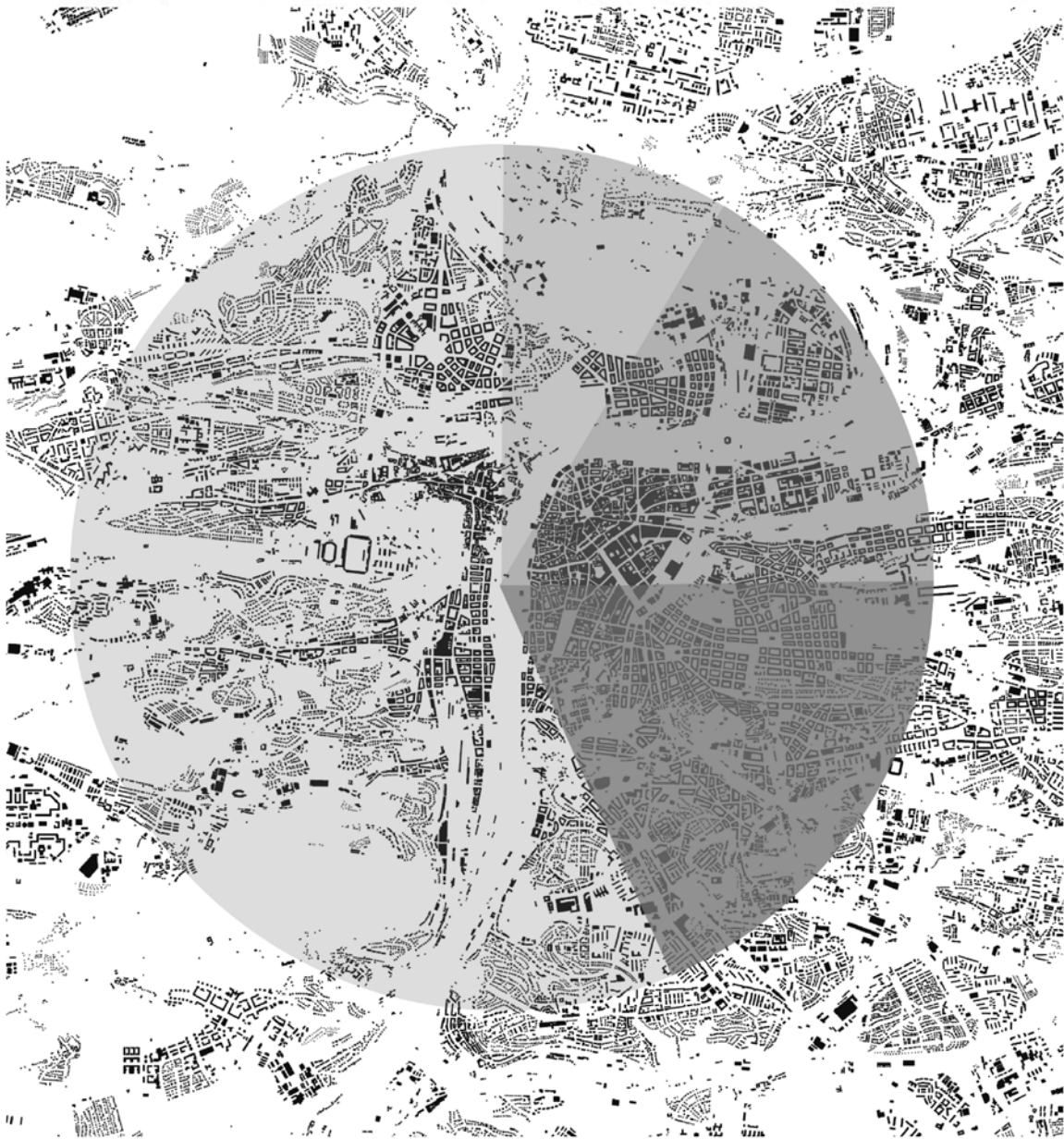


diagram of capacity of schools



Jack Jacques Rousseau / Emily, On Education / 1762

*'The world of reality has its limits; the world of imagination is boundless.'*

## 4.2 THE FREE AND NATURAL CHILD

Jack Jacques Rousseau, a Swiss philosopher, in 1762, wrote *Emile, On Education*, embracing new ideas of freedom and individuality.

It was a political protest to represent the corrupt society :

*People in their natural state are basically good. But this natural innocence, however, is corrupted by the evils of society.*

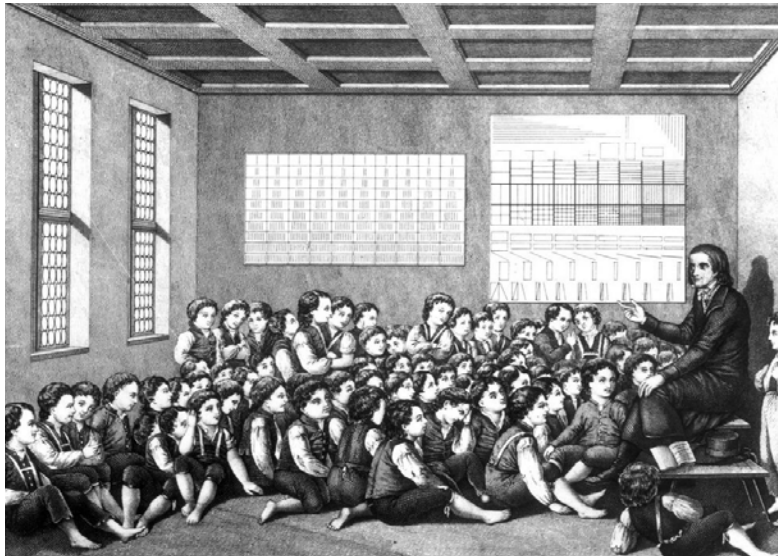
He believed that children should learn the limits and the possibilities of their action through freedom.

His ideas were radical but they became a basis for further development of children's pedagogy.

He proposed three developmental stages of children's behaviour:

1. **Age of Nature** / the development of senses, curiosity, a nature, hand-brain coordination, symbolic, thought, imaginations
2. **Age of Wisdom** / theoretical, hypothetical thinking, desires, curiosity, the study
3. **Age of Happiness** / final stage of development

Rousseau states that early adolescence is the best time to begin such study, since after puberty the young man is fully developed physically yet still uncorrupted by the passions of later years. He is able to develop his own faculties of reason, under the guidance of a tutor who is careful to observe the personal characteristics of his student and suggest study materials in accordance with his individual nature.



**Johann Heinrich Pestalozzi / 1803**

*The education should develop the powers of:  
'Head', 'Heart' and 'Hands'.*

### 4.3 EDUCATION AS A SOCIAL ACTIVITY

Johann Heinrich Pestalozzi, a Swiss social reformer and educator, also known as '*a father of modern education*', found the first child's educational institute.

His institute was a school for orphaned children, where he attempted to provide a combination of basic educational skills and industrial work in an environment that resembled a home and family.

He believed that the individuality of each child is paramount, it is something that has to be cultivated actively through education.

He opposed the prevailing system of memorization learning and strict discipline and replaced it with a system based on love and an understanding of the child's work.

He introduced observation and communication as an important skill in the learning process.



**Rudolf Steiner / The Goetheanum / 1912**

the center of the Anthroposophical Society

## 4.4 EDUCATION AS AN ANTROPOSOPHICAL SOCIETY

Rudolf Steiner, Philosophy of Freedom, The Philosophy of Spiritual Activity and Intuitive Thinking as a Spiritual Path

According to Steiner's education there are three important stages for further development of human behaviour and operations:

- **pre-school stage** / development of hand activities, senses, play, social engagement, , sensory curiosity about the world, language used for demands and cataloguing
- **elementary school** / 6-14 years / development of artistic expression, critical reasoning, emphatic understanding, emotional life, imagination, observation
- **secondary school** / 14-18 years / theoretical, hypothetical, counterfactual thinking, , abstract logic and reasoning, strategy, planning, concepts learned in one context can be applied to another, specialization in fields, subjects

The overarching goal is to develop free, morally responsible, and integrated individuals equipped with a high degree of social competence.



**The Malting House School / 1924 / Cambridge,  
England**

the center of the Anthroposophical Society



## 4.5 EDUCATION AS A CHILD'S LABORATORY

Susan Isaacs, a teacher, psychologist and early member of the British Psychoanalytic Society.

With Geoffrey Pyke, Isaacs established the *Malting House School* in 1924 which was an experiment to stimulate the child's powers of curiosity and inquiry, and where the intellectual development and emotional behaviour of the child was to be observed and recorded.

She tried to bring an individualised approach to learning characterised by gentle encouragement to children to discover the nature of the world for themselves.

It contained no classrooms.

Instead, it included a range of stimulating equipment and spaces.

Inside was a space with paints (both artists and house painter's paints), woodwork tools and materials, maps of Cambridge towns and country, a gramophone and records, a pendulum and a laboratory for the older children.



**The Orphanage / Aldo van Eyck / 1960  
Amsterdam, Netherlands**

The buildings as a small city for children

## 4.6 EDUCATION AS A PLAYGROUND

*‘a house must be like a small city if it’s to be a real house, a city like a large house if it’s to be a real city’*

The building itself became the playground, play sculpture.

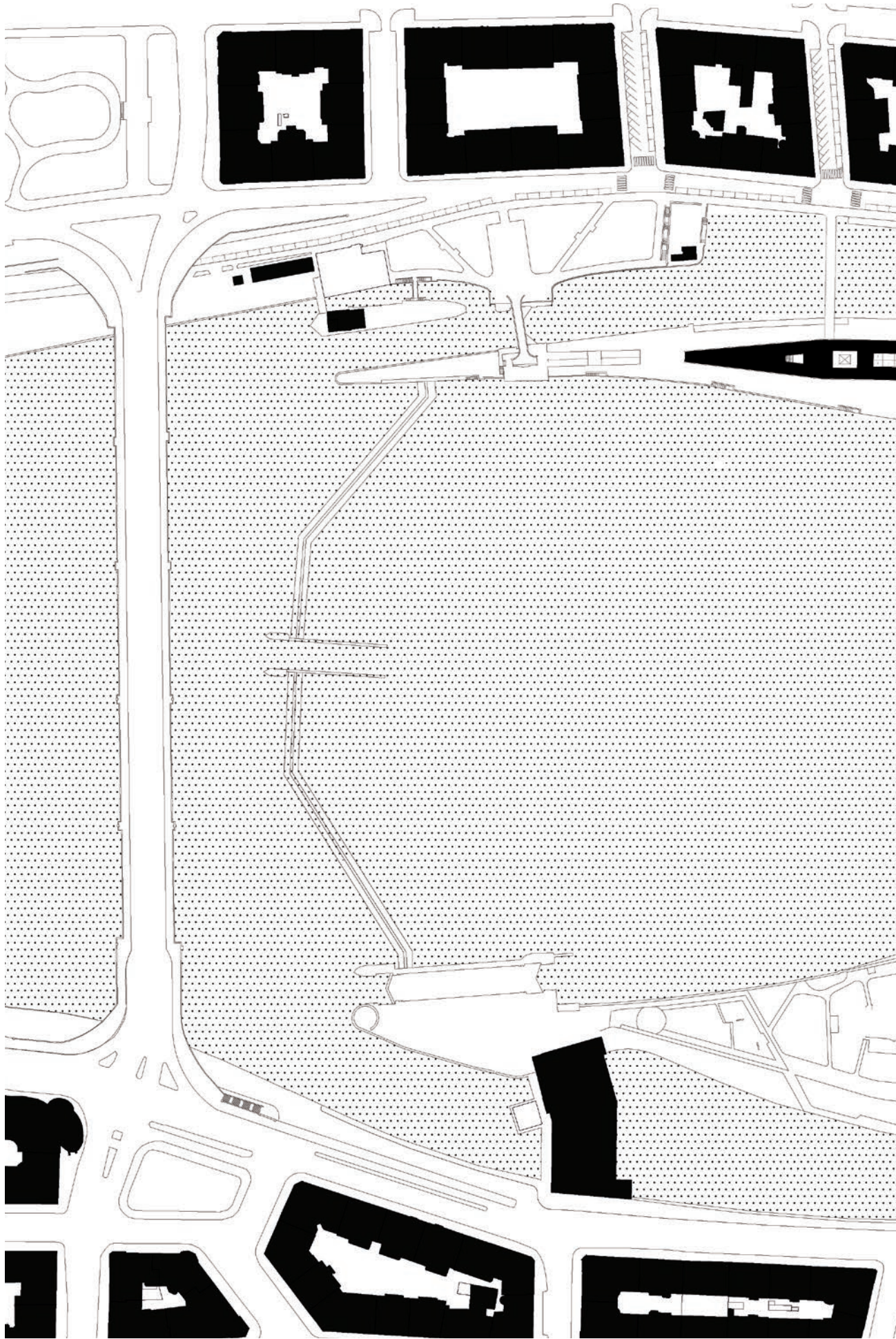
The children can self-improve, create, explore and test their physical capabilities; and thus grow and learn.

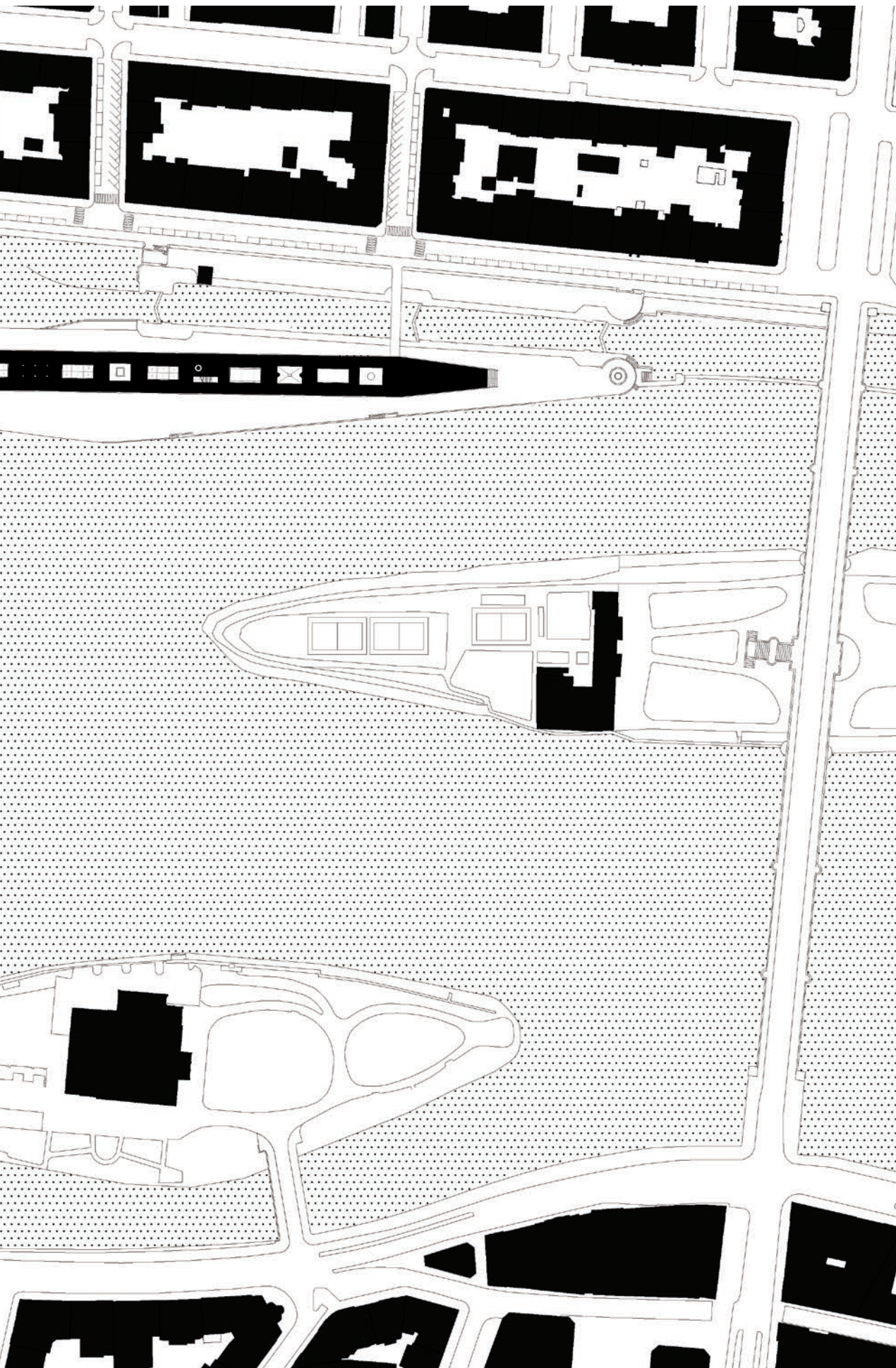
The building looks like a labyrinth. It is composed of many interior and exterior spaces, which are interconnected in a complex order and merge into one another almost imperceptibly.

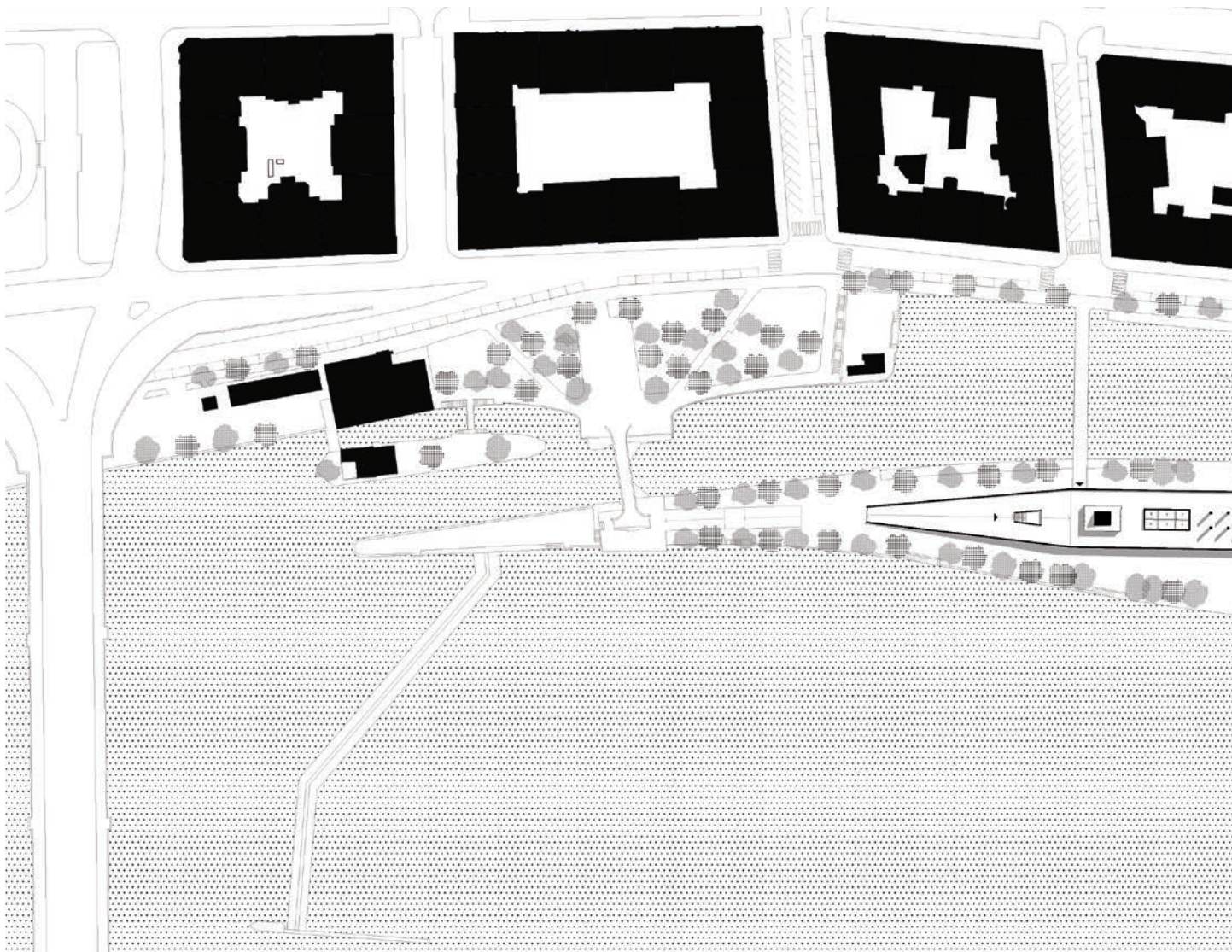
In Van Eyck’s vision, the private and the collective were closely linked and the boundary between the building and the city had to be broken down.



## **05    The Proposal**







Site plan

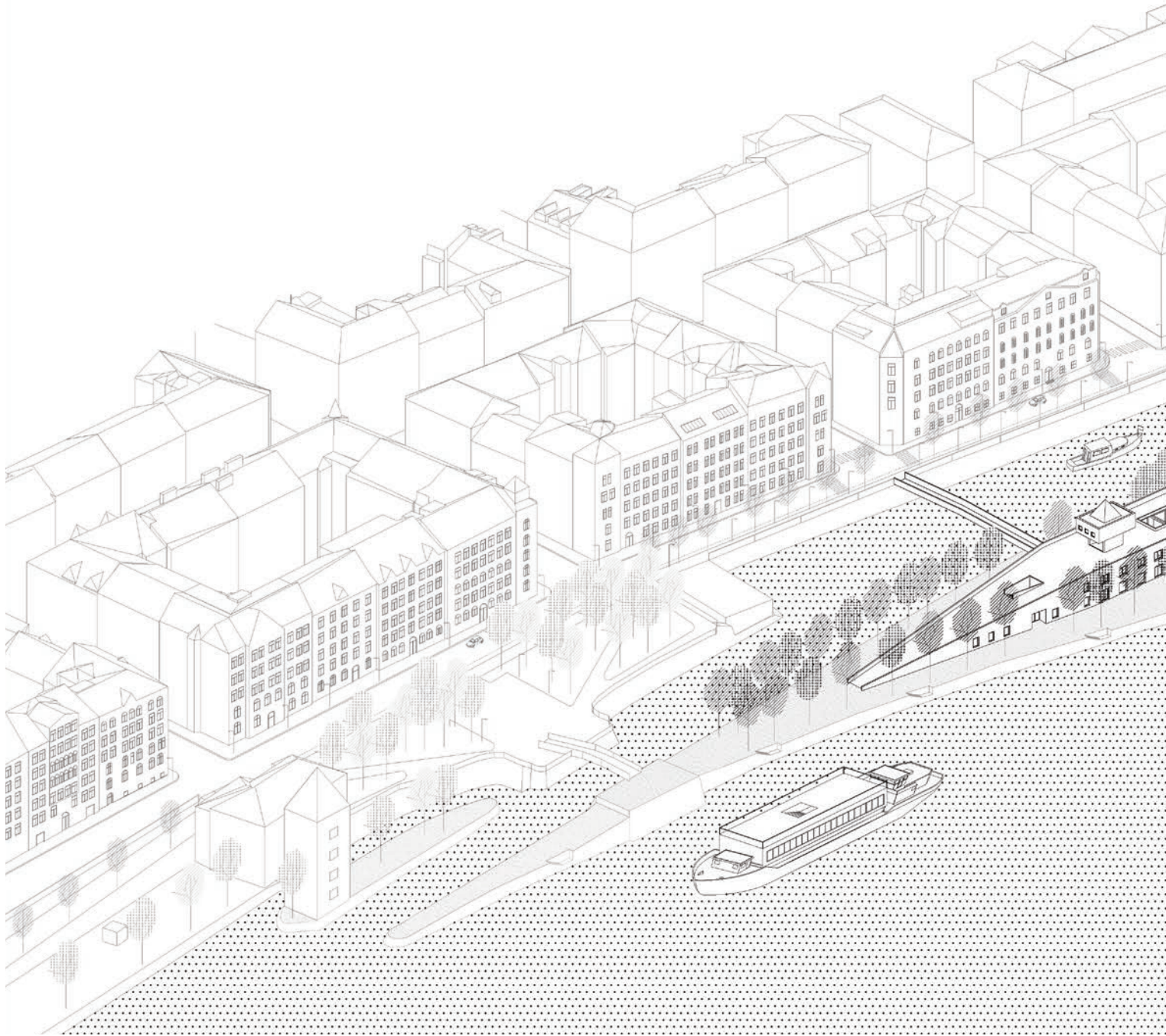
- 01. main entrance to the school
- 02. entrance from the roof
- 03. entrance
- 04. building

- 05. play sculptures
- 06. park
- 07. parking lot
- 08. sailing chamber
- 09. open playgrounds

total area of the building      5767m<sup>2</sup>  
total area of the island        9500m<sup>2</sup>



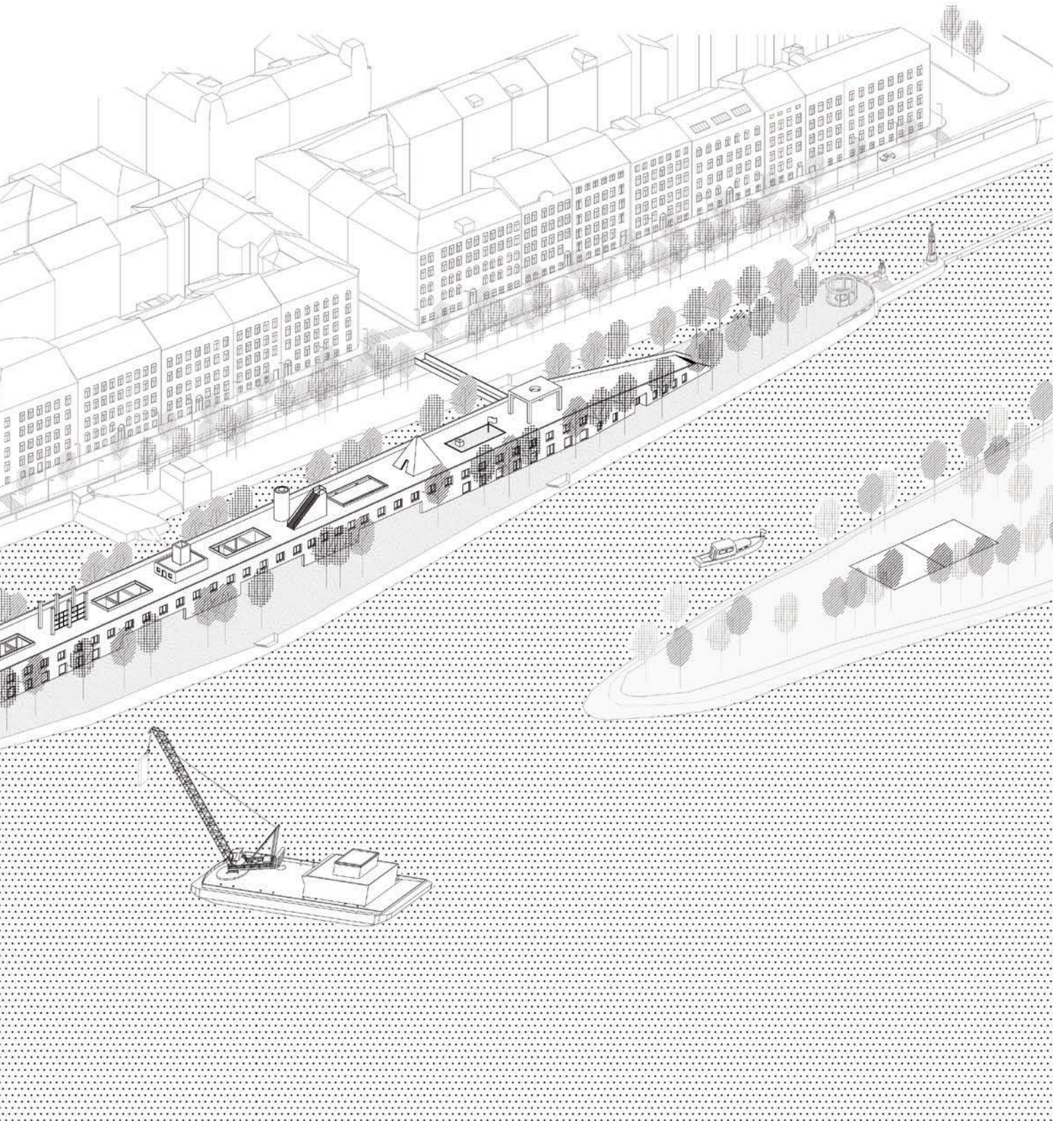




### Axonometry of the island and the building

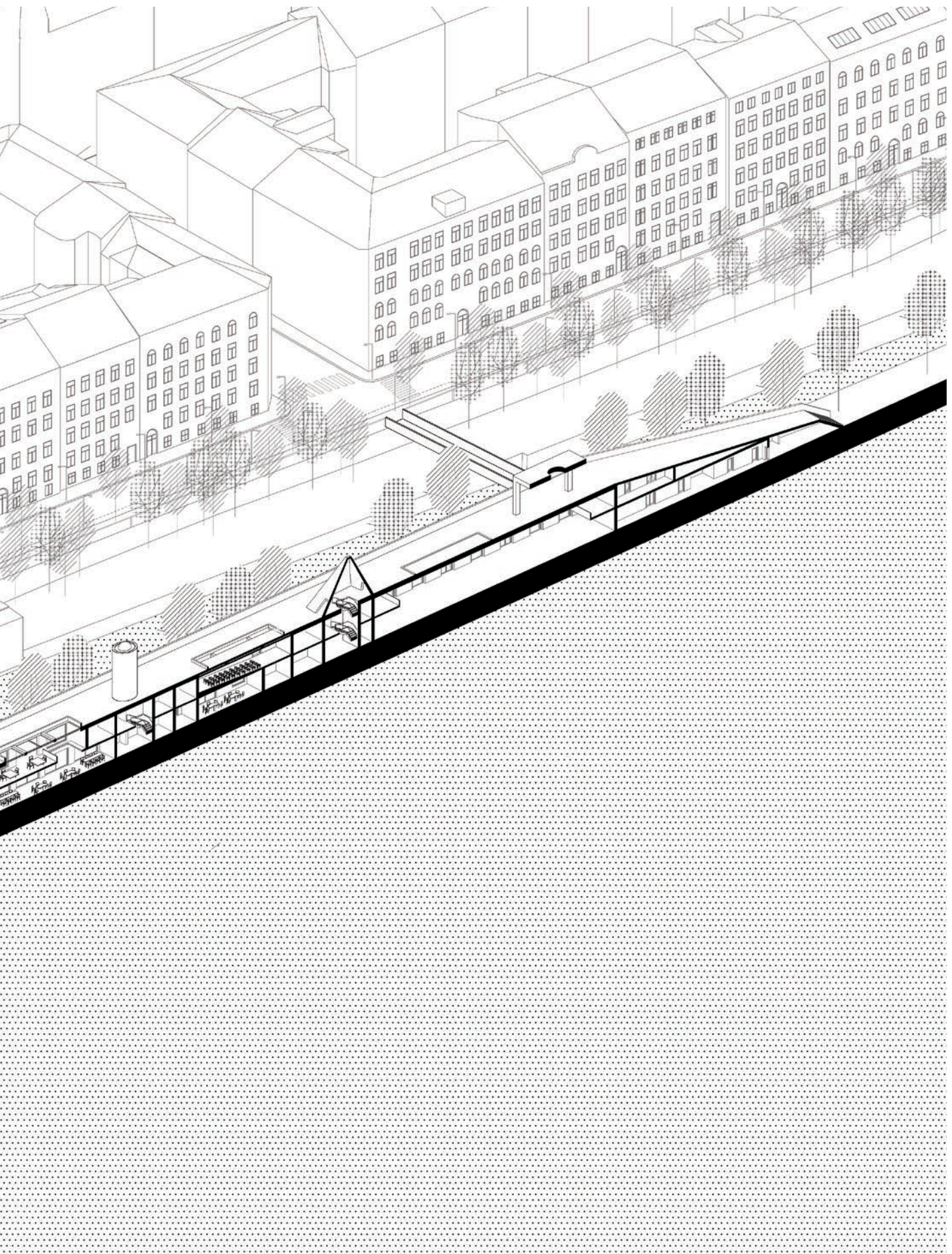
The building is connected to existing landscape and the island.  
By creating the line in the landscape hidden between trees and nature I am offering to spectators the desire to look into the island.

It is the space of expectation.

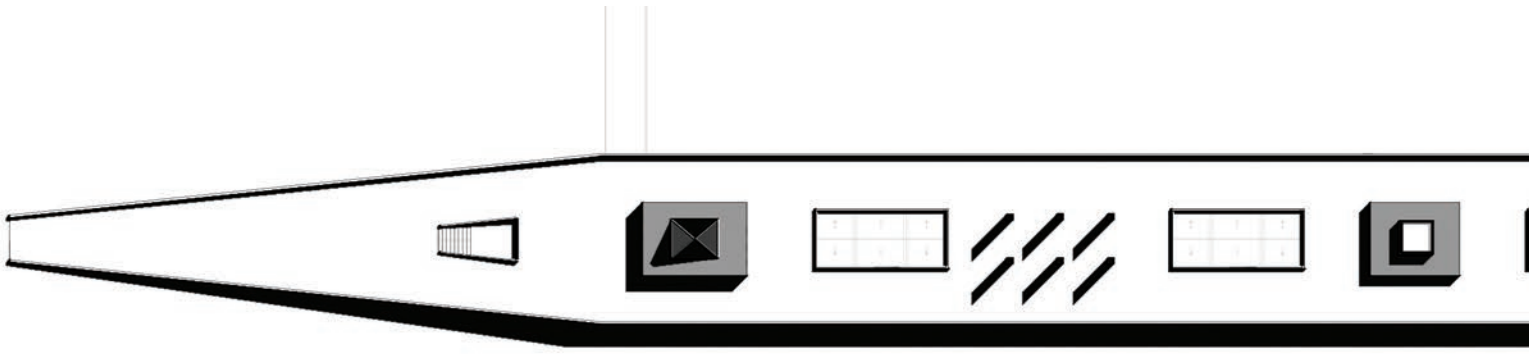


relation to the surroundings

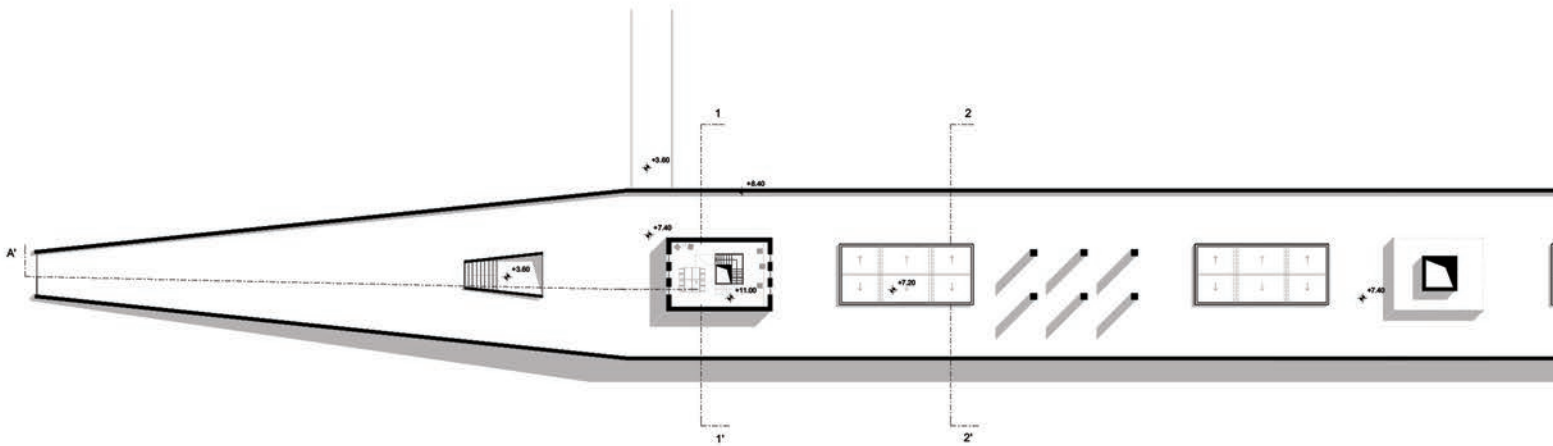




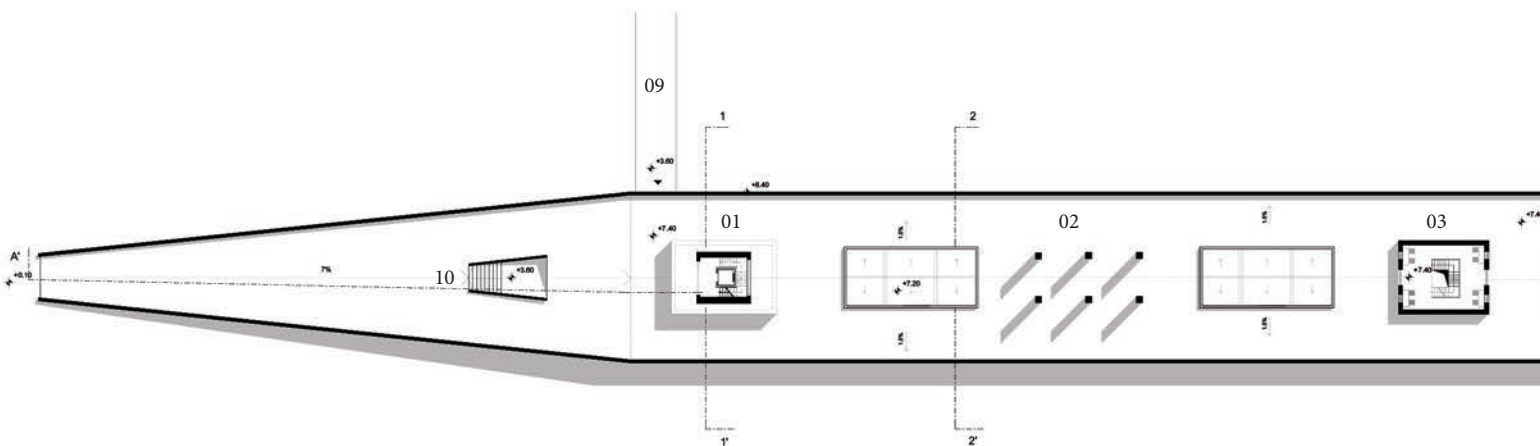
plans



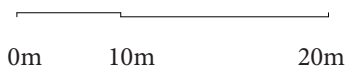
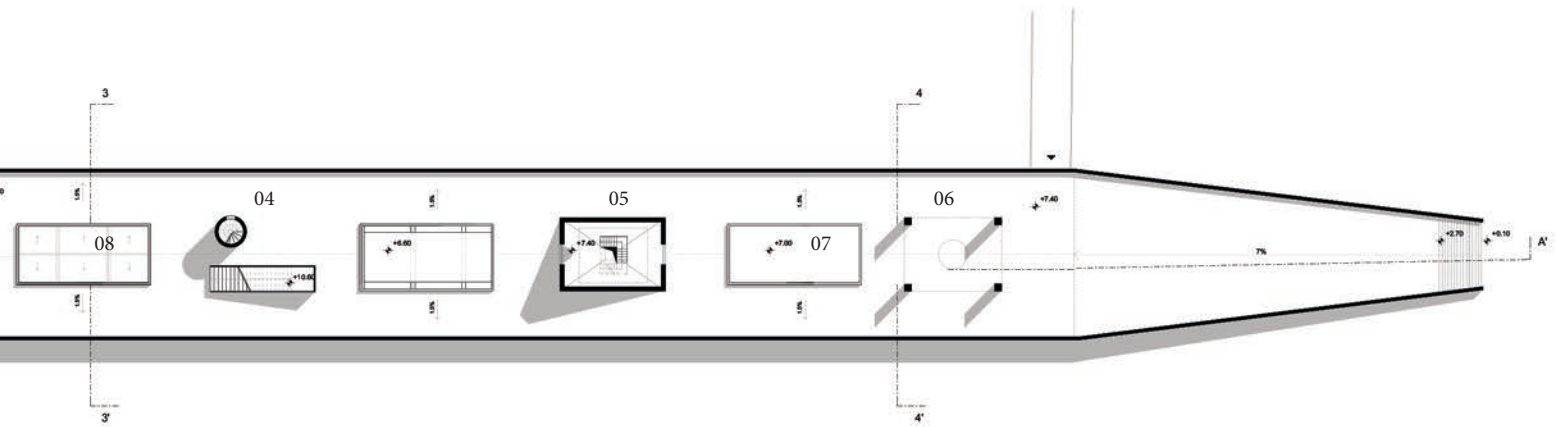
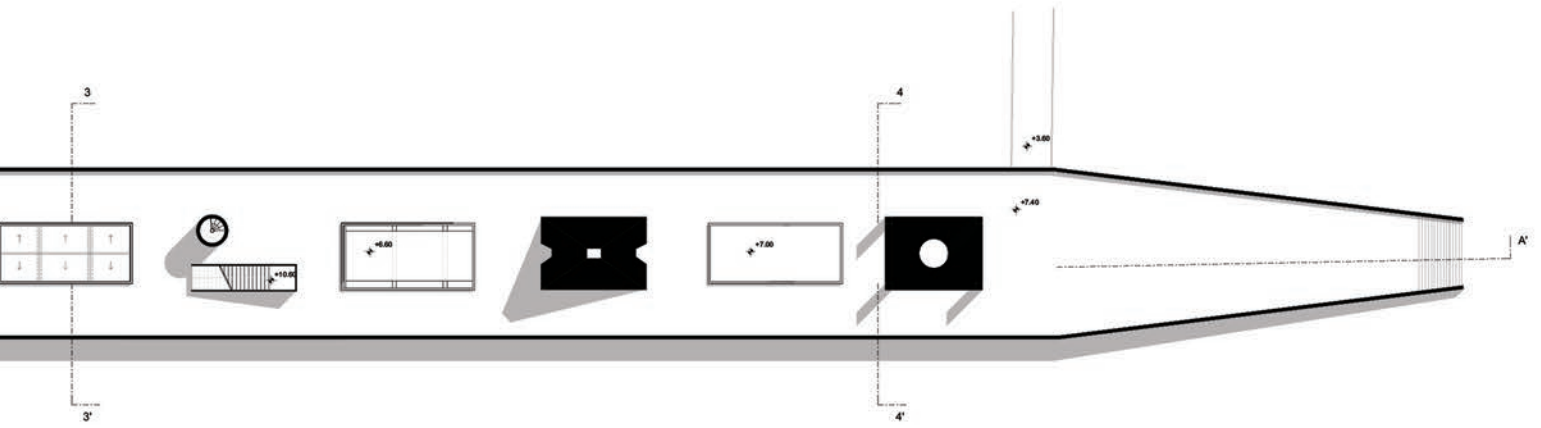
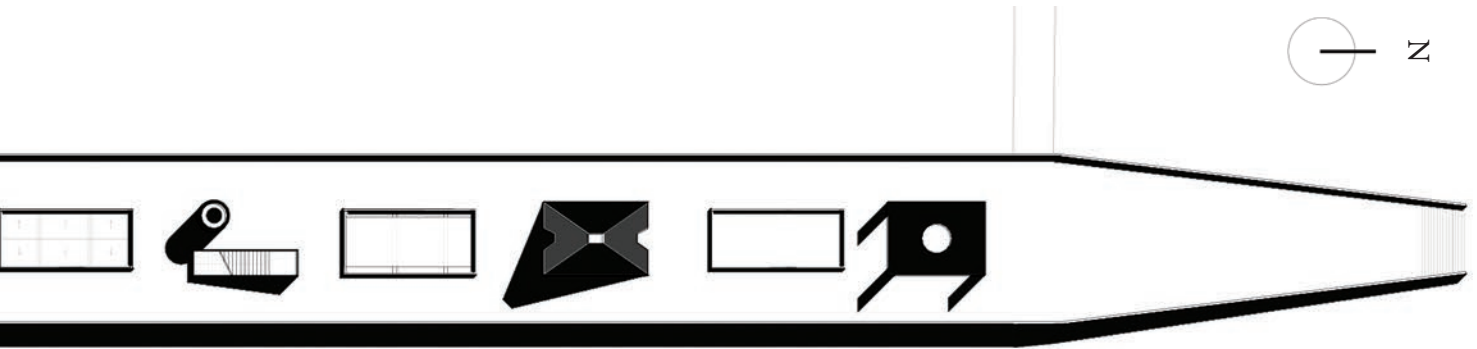
roof 2nd floor



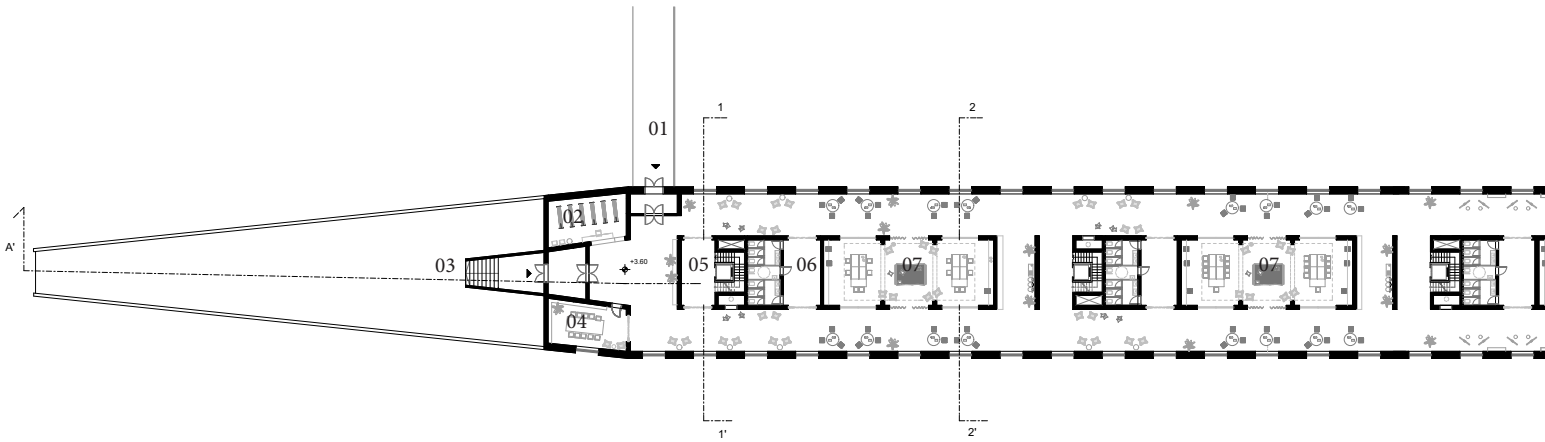
roof 1st floor



01. room for imaginations	60m <sup>2</sup>	06. room of rituals	60m <sup>2</sup>
02. room for desires	50m <sup>2</sup>	07. space for playing	70m <sup>2</sup>
03. room of dreams	60m <sup>2</sup>	08. glassed surface	75m <sup>2</sup>
04. room for observations	32m <sup>2</sup>	09. main entrance	
05. room of memories	60m <sup>2</sup>	10. entrance from roof	
total area of the roof plan	700m <sup>2</sup>		

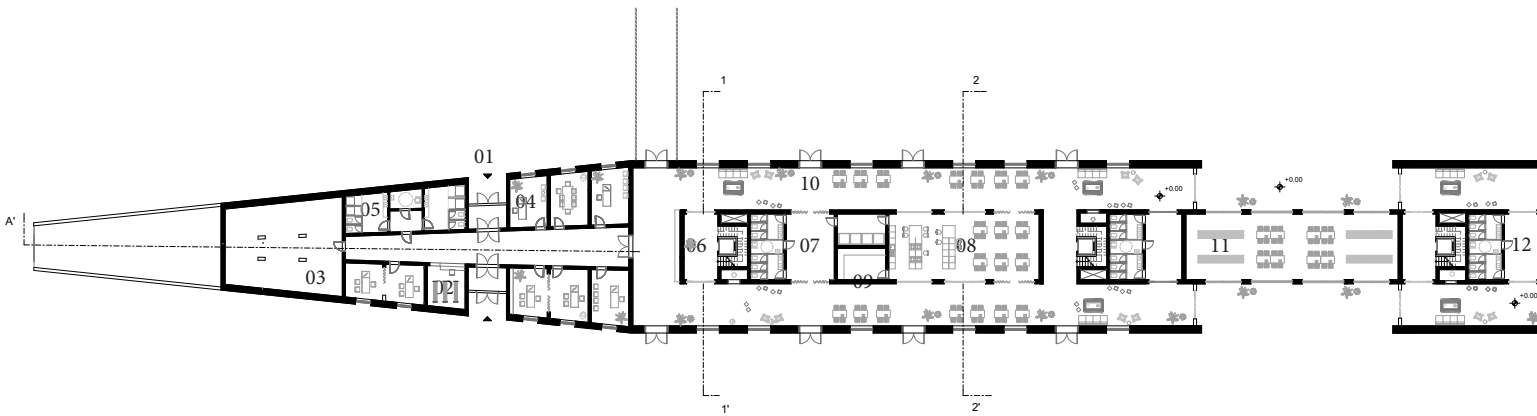


plans



1st floor plan

01. main entrance		09. storage room	15m <sup>2</sup>
02. reception and cloakroom	30m <sup>2</sup>	10. gym / gallery	270m <sup>2</sup>
03. entrance from the roof1	5m <sup>2</sup>	11.info and reception	15m <sup>2</sup>
04. office / meeting room	30m <sup>2</sup>	12. communication for workers	20m <sup>2</sup>
05. main vertical communication	15m <sup>2</sup>	13. storage for equipment	15m <sup>2</sup>
06. sanitary block	20m <sup>2</sup>	14. office	20m <sup>2</sup>
07. classrooms	105m <sup>2</sup>	15. common space	1500m <sup>2</sup>
08. audotorium	105m <sup>2</sup>		
total area	2498m <sup>2</sup>		

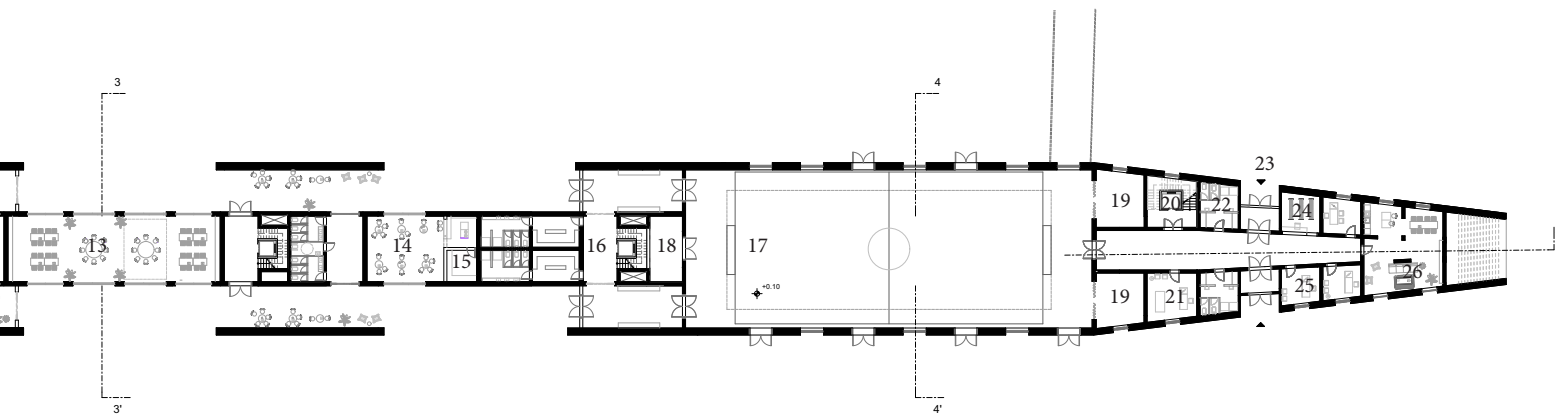
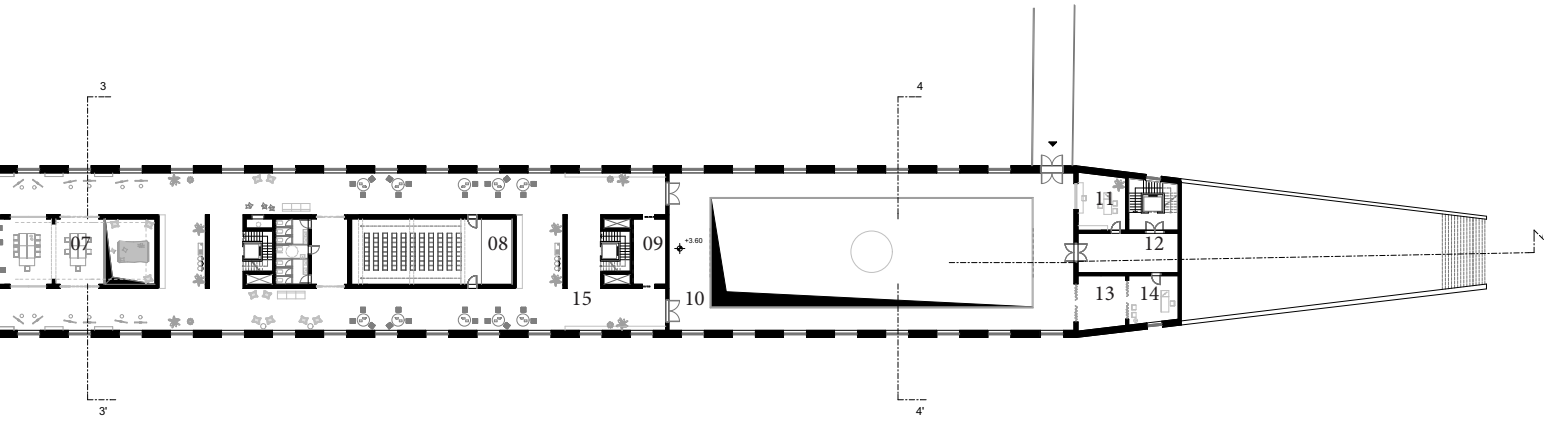


ground floor

01. main entrance for workers	16m <sup>2</sup>	12. common space	150m <sup>2</sup>
02. info and cloakroom	15m <sup>2</sup>	13. learning space	130m <sup>2</sup>
03. technical room / storage	90m <sup>2</sup>	14. cafe	60m <sup>2</sup>
04.office	16m <sup>2</sup>	15. storage	10m <sup>2</sup>
05. sanitary block	45m <sup>2</sup>	16.sanitary block for gym	15m <sup>2</sup>
06. main vertical communication	15m <sup>2</sup>	17. gym	600m <sup>2</sup>
07. sanitary block	20m <sup>2</sup>	18. storage for equipment	15m <sup>2</sup>
08. kitchen	105m <sup>2</sup>	19. exercise room	20m <sup>2</sup>
09. storage	105m <sup>2</sup>	20. communication for workers	20m <sup>2</sup>
10. common space	500m <sup>2</sup>		



plans

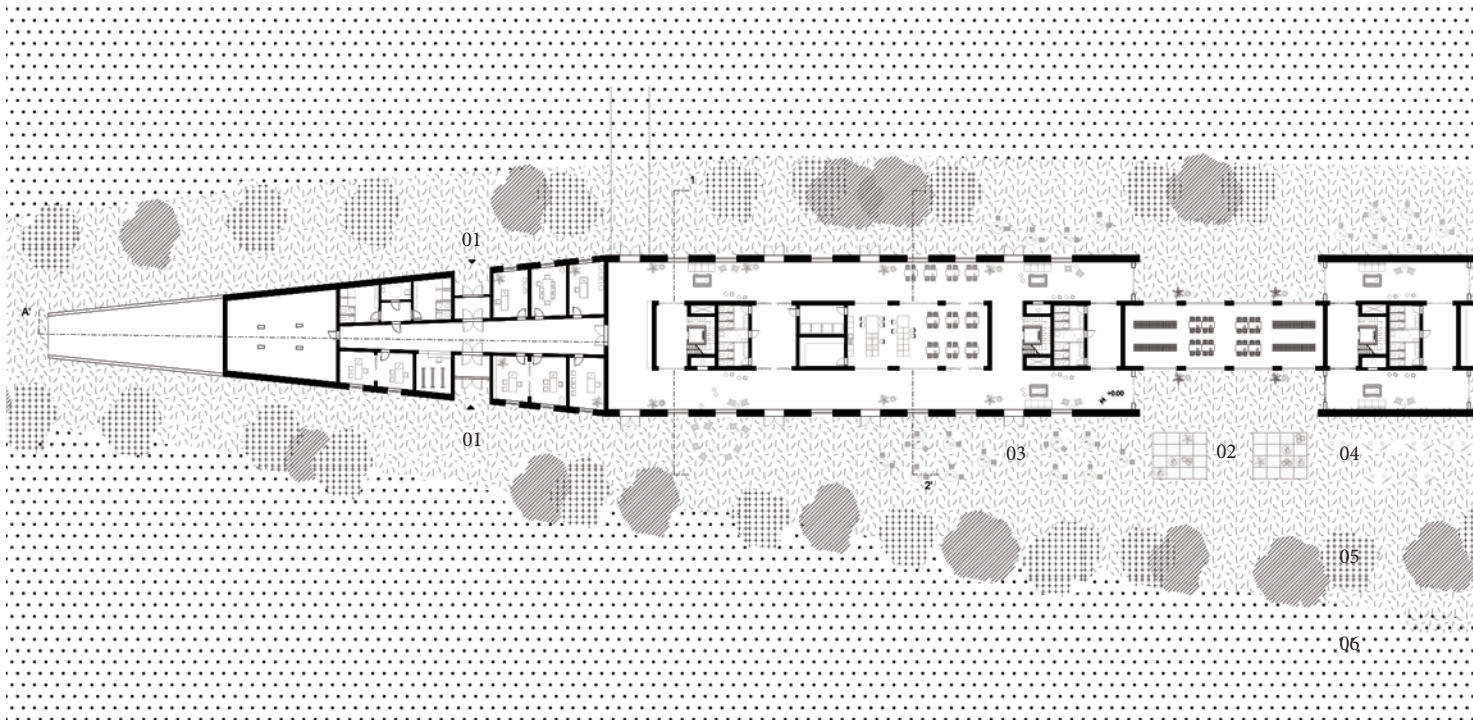


- |                                 |                  |
|---------------------------------|------------------|
| 21. room for hospitality        | 20m <sup>2</sup> |
| 22. sanitary block for trainers | 30m <sup>2</sup> |
| 23. entrance for workers        | 16m <sup>2</sup> |
| 24. reception and cloakroom     | 16m <sup>2</sup> |
| 25. office                      | 16m <sup>2</sup> |
| 26. common space for workers    | 50m <sup>2</sup> |

total area 2567m<sup>2</sup>



ground floor

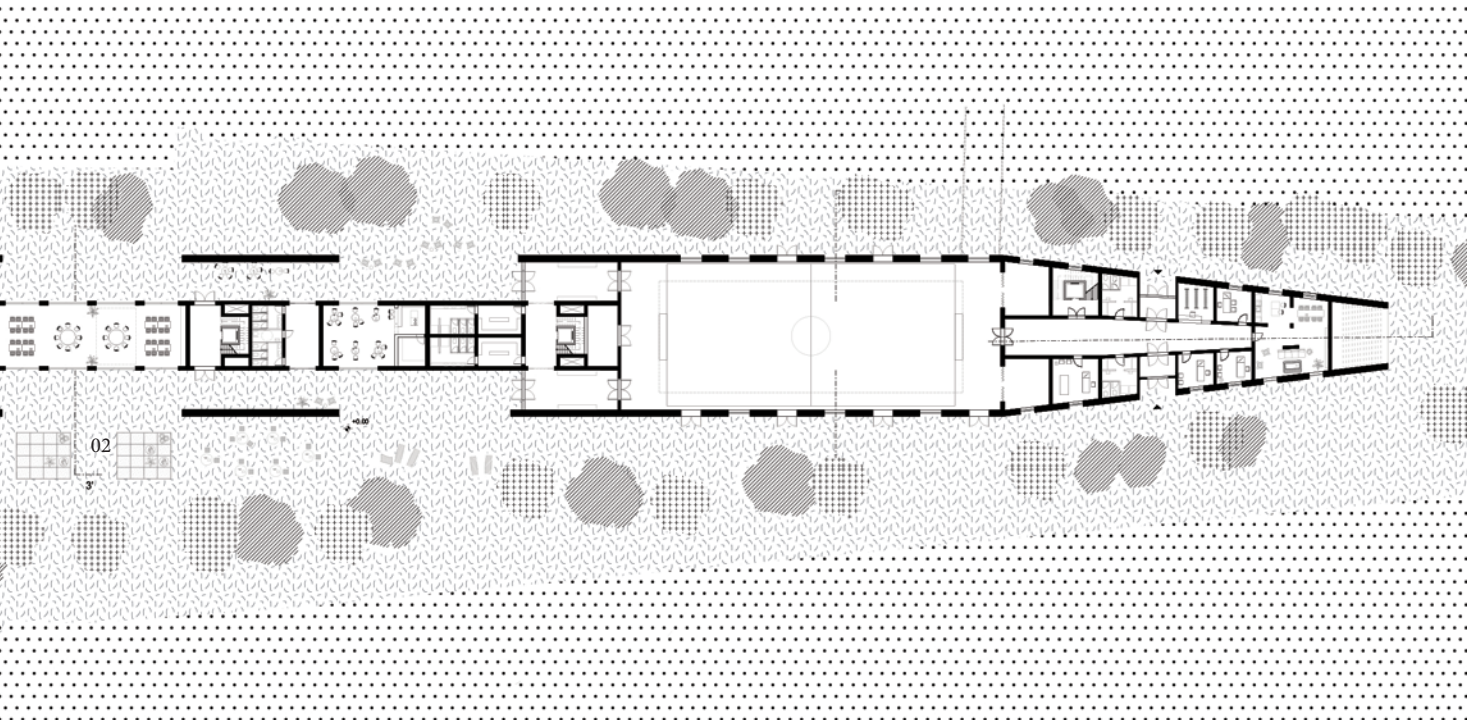


parterre

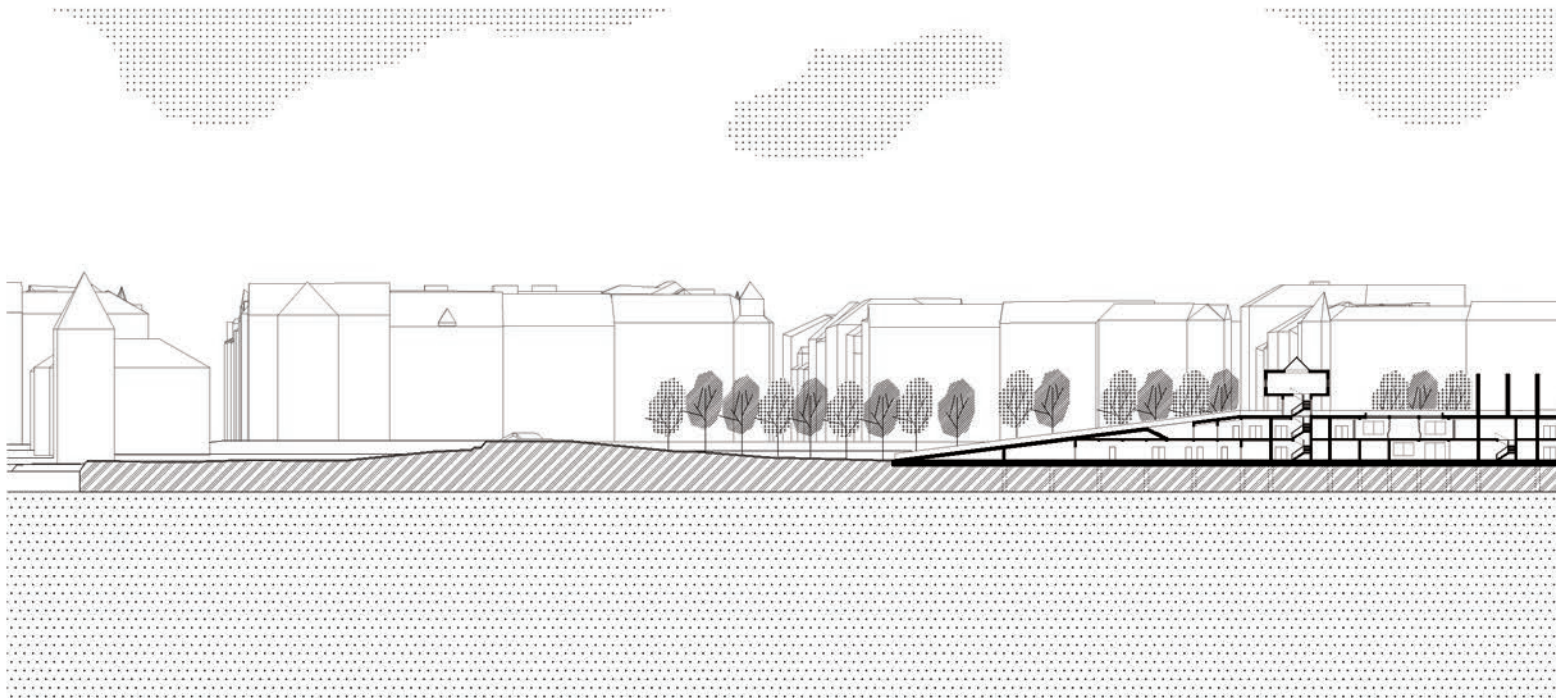
- 01. entrances
- 02. places for growing plants
- 03. furniture
- 04. island
- 05. trees
- 06. river

total area of the ground floor 2567m<sup>2</sup>  
total area of the island 9500m<sup>2</sup>

ground floor

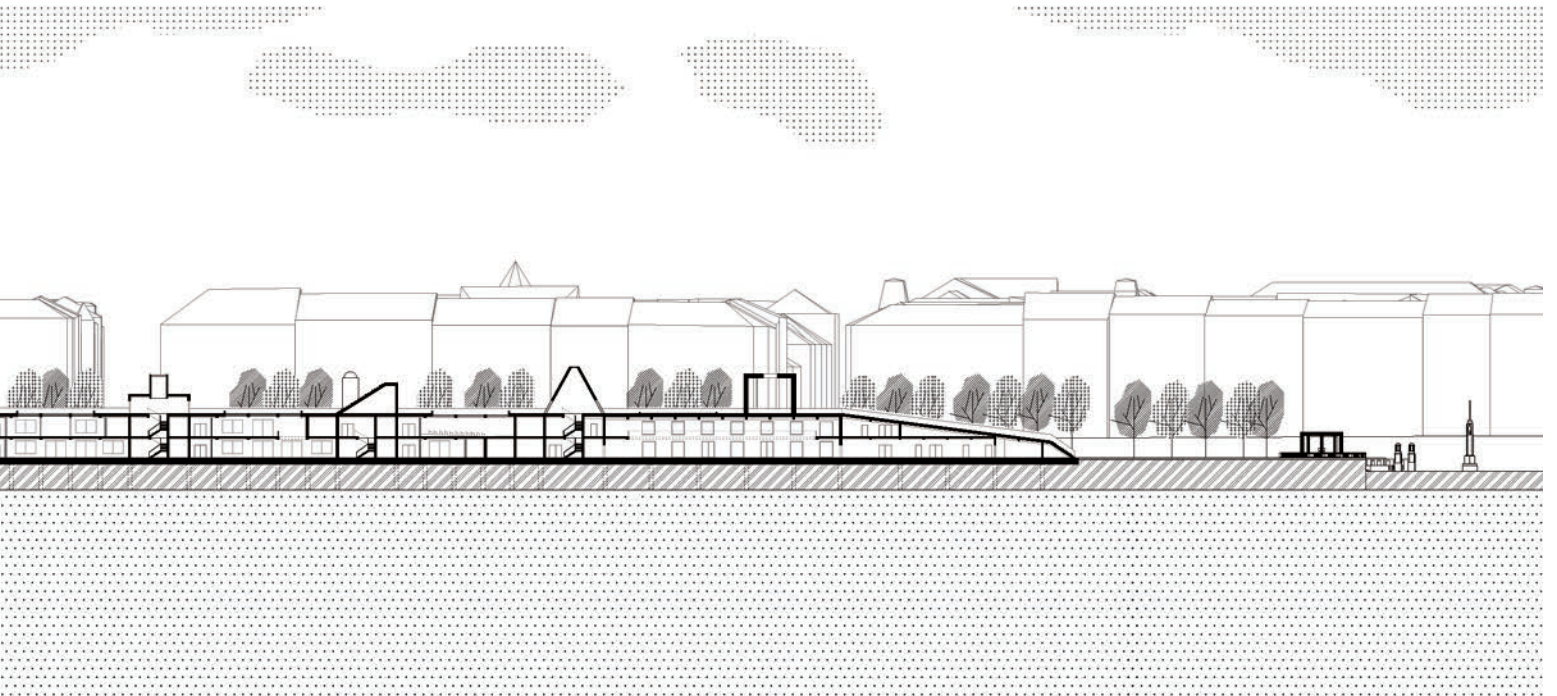


section



Longitudinal section A - A' / R = 1 : 1300

section

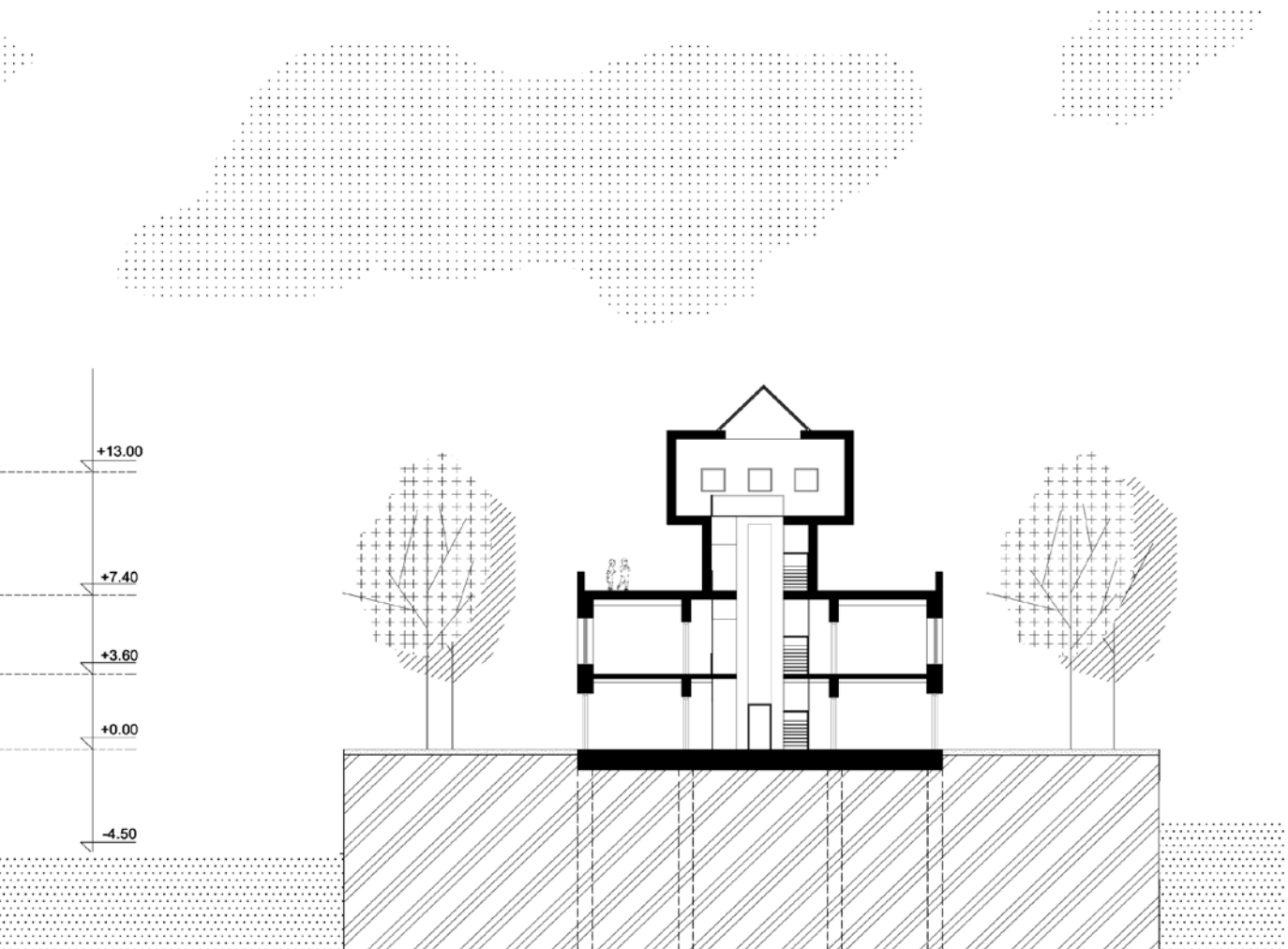


section

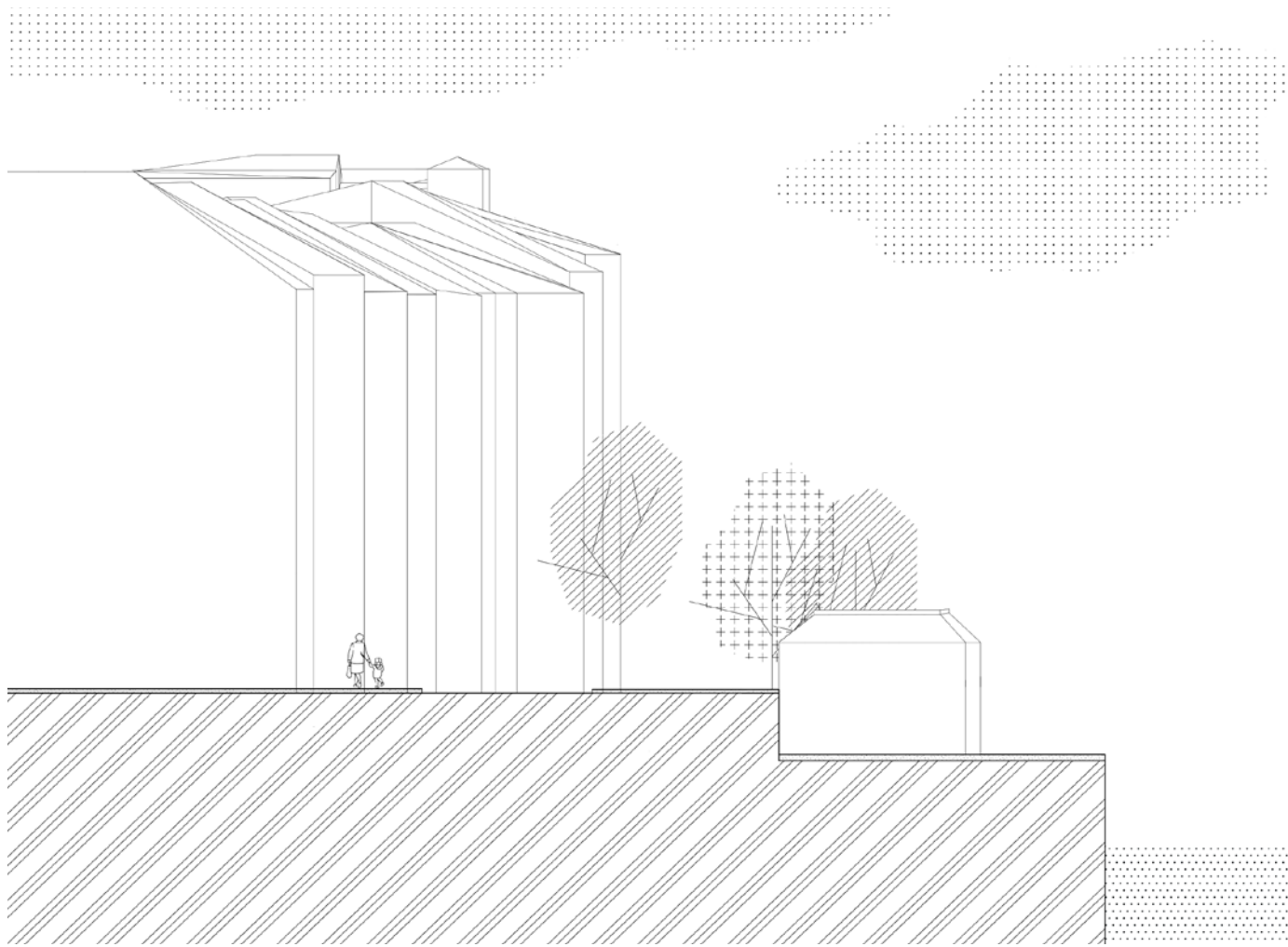


Section 1-1' / R = 1 : 300

section



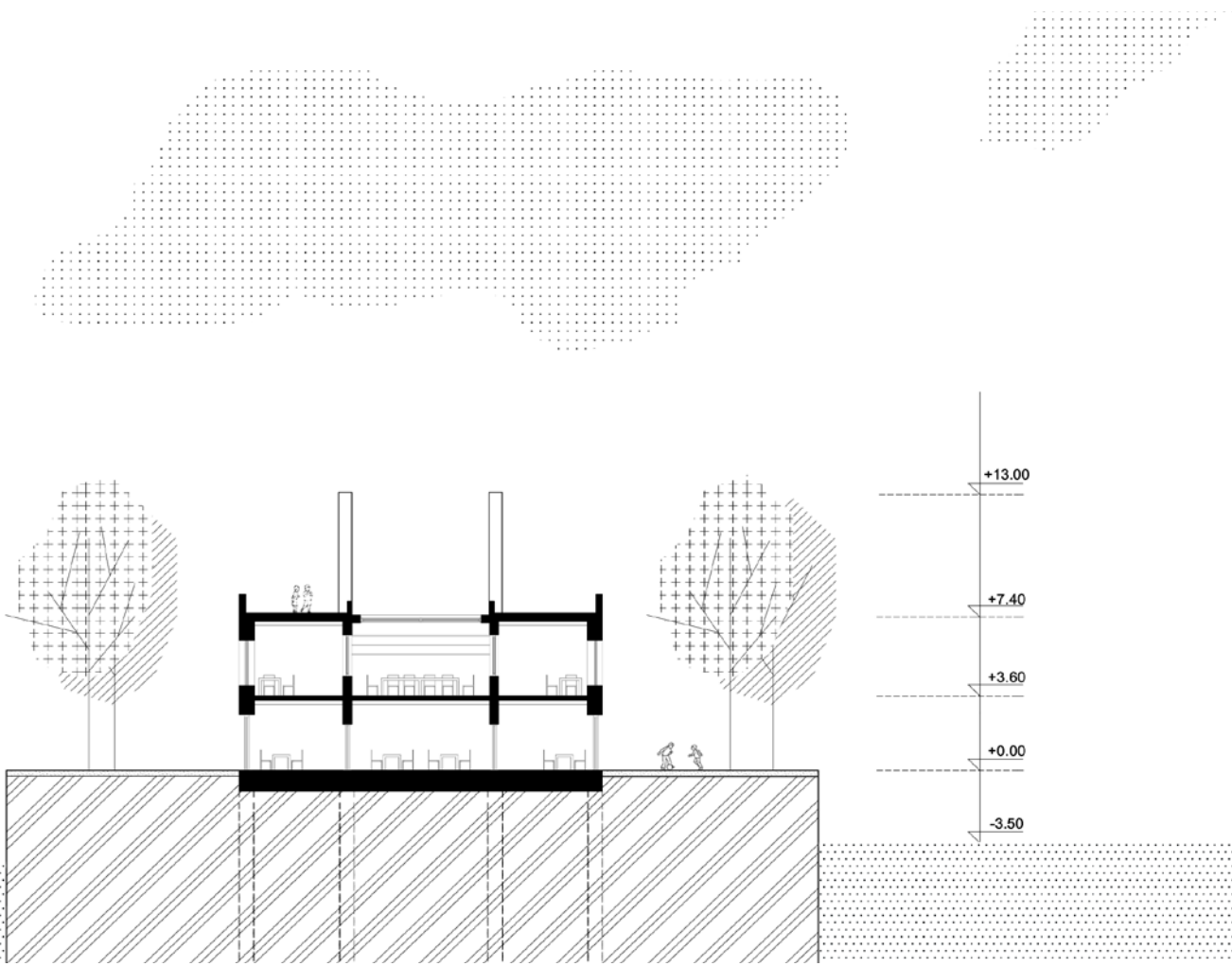
section



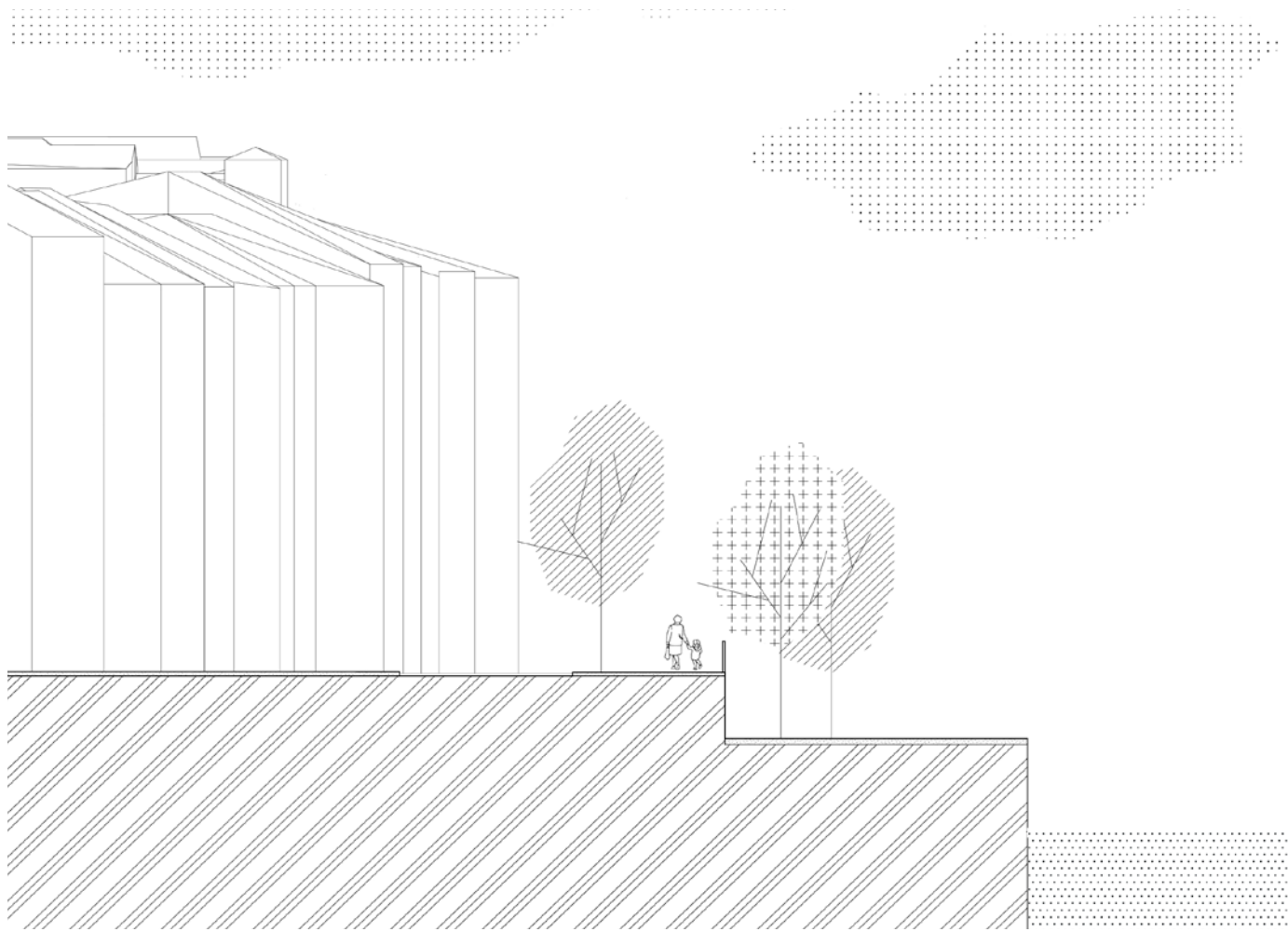
Section 2-2' / R = 1 : 300



section

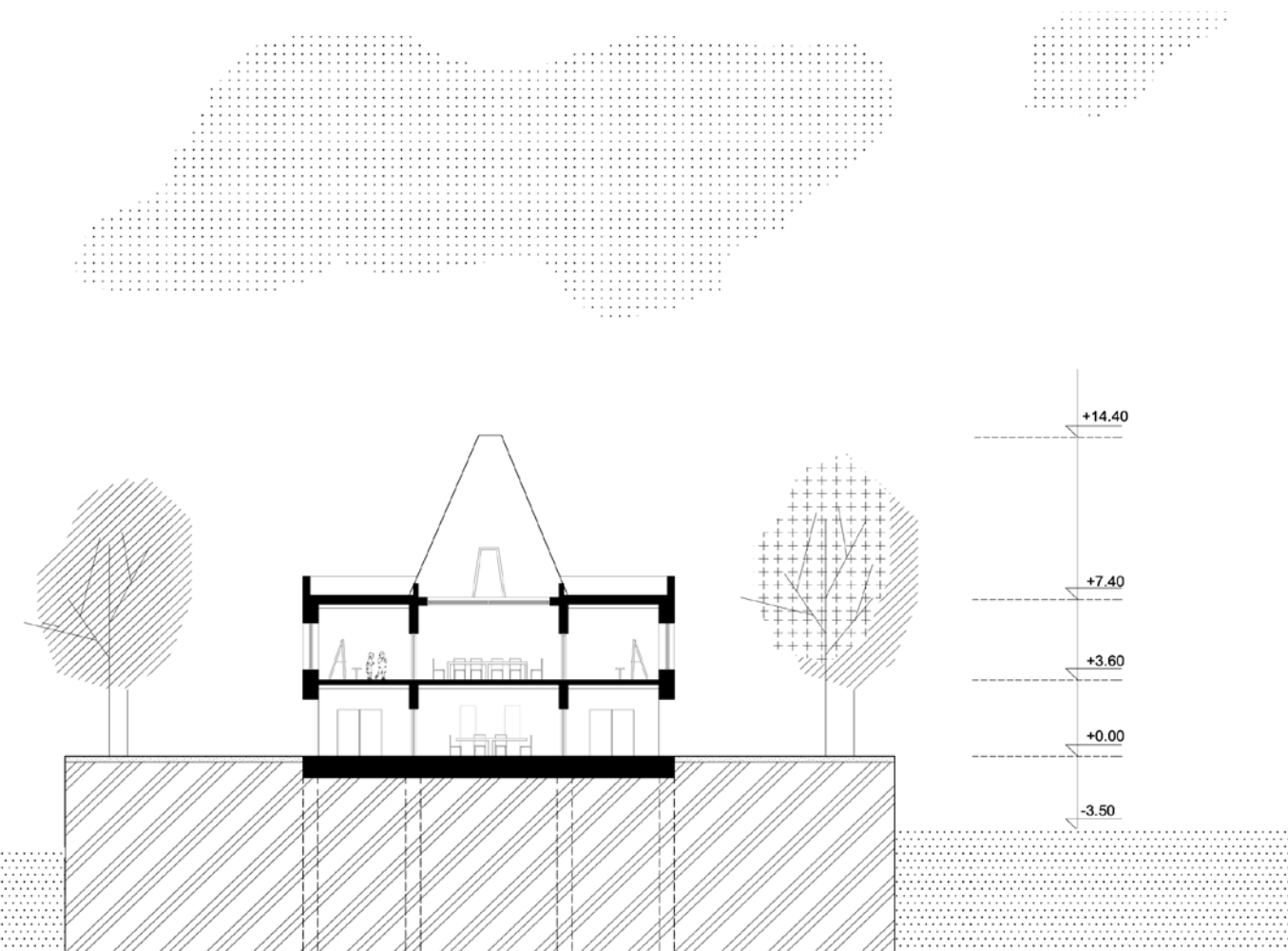


section

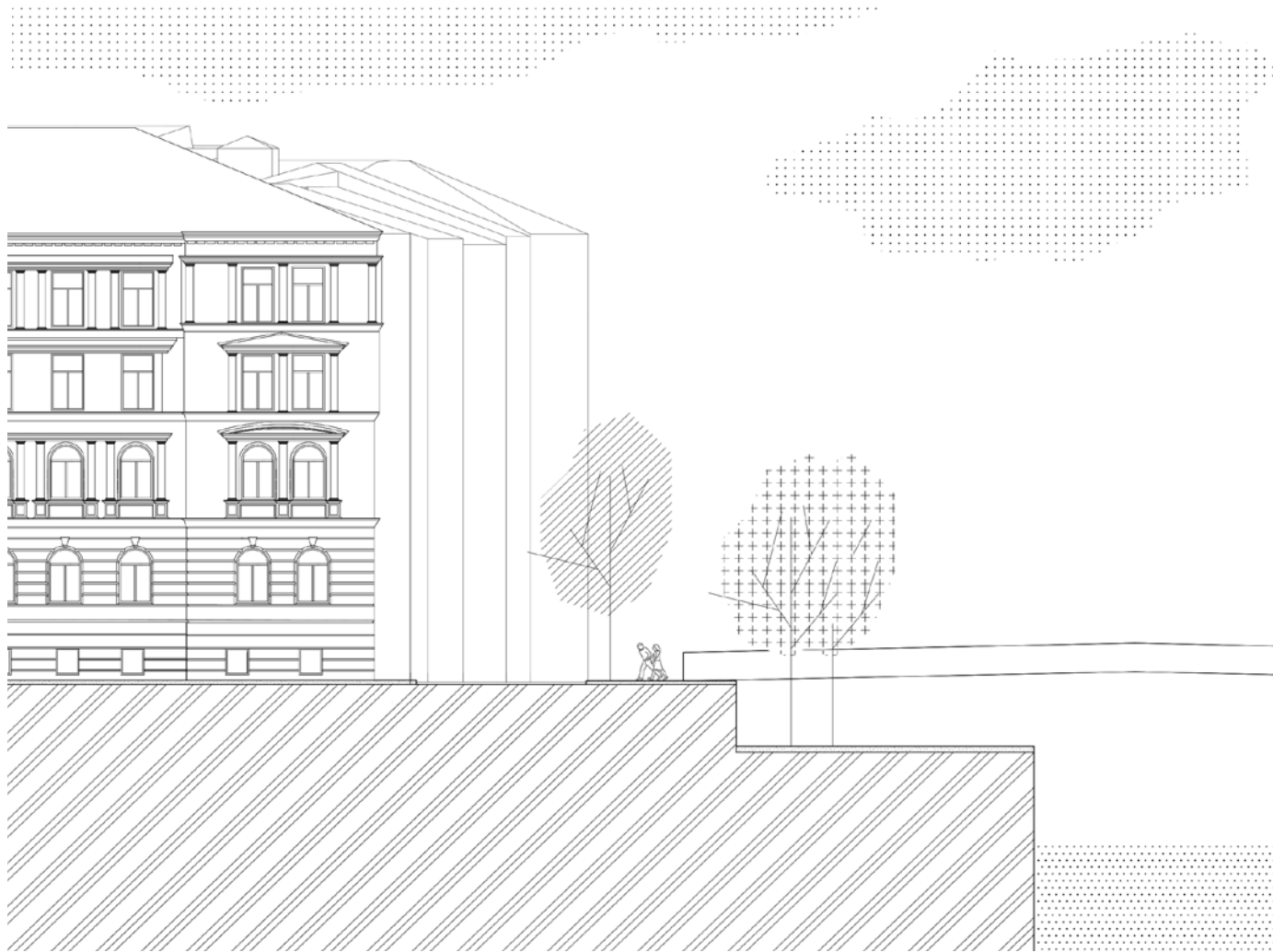


Section 3-3' / R = 1 : 300

section

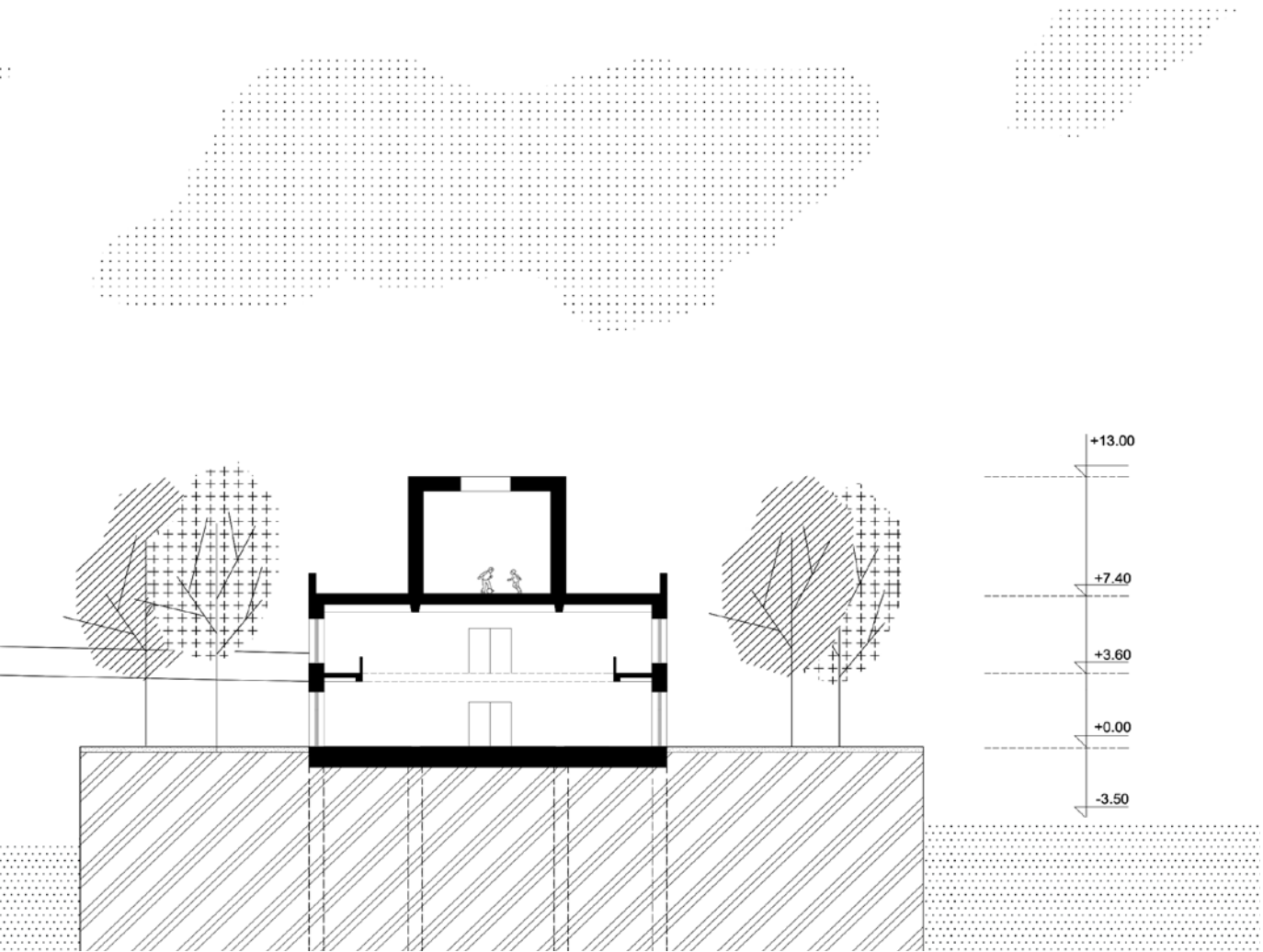


section

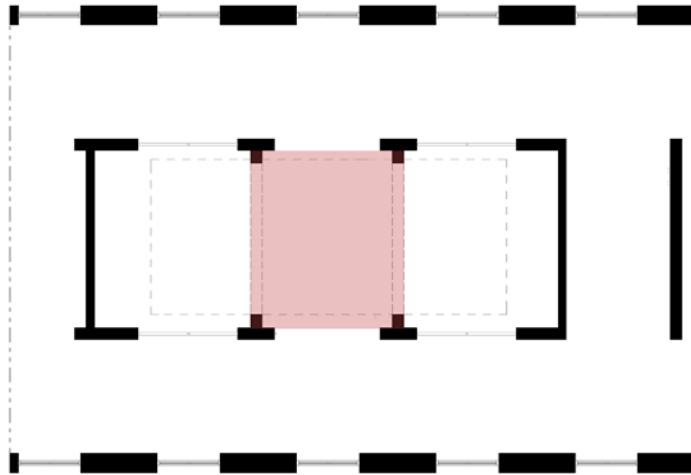


Section 4-4' / R = 1 : 300

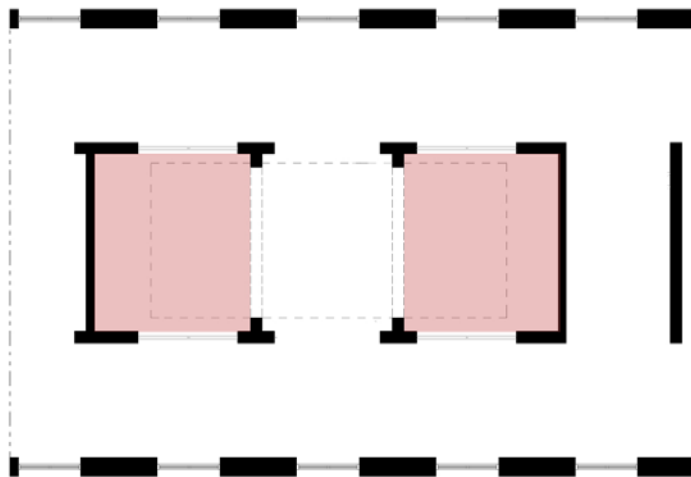
section



open system of space



area / 35 m<sup>2</sup>

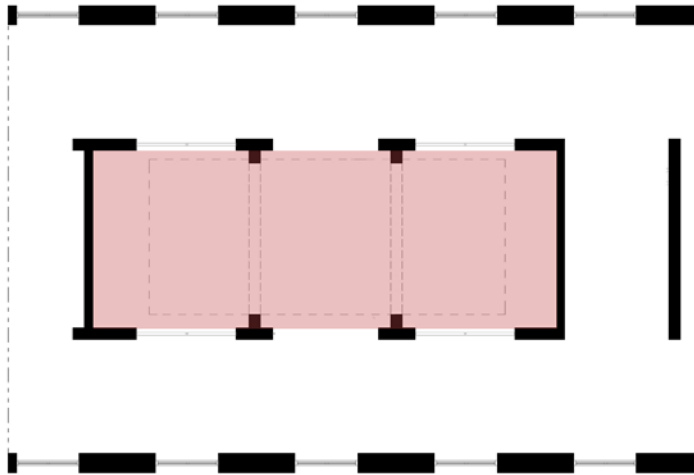


area / 70 m<sup>2</sup>

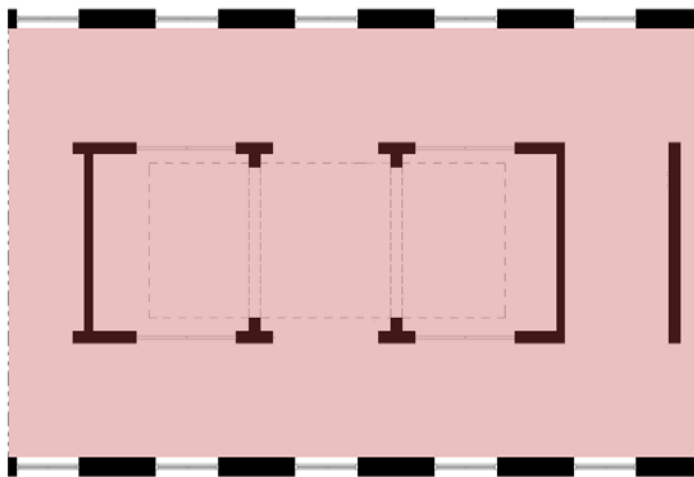
### Variations of classrooms

The space consists of rooms and streets as main spaces for social interaction.  
The rooms are flexible in order to fulfill needs of open educational system.  
Each room consist the space for learning, practicing, and working.  
Each room can be enlarged or reduced according to number of children.

open system of space

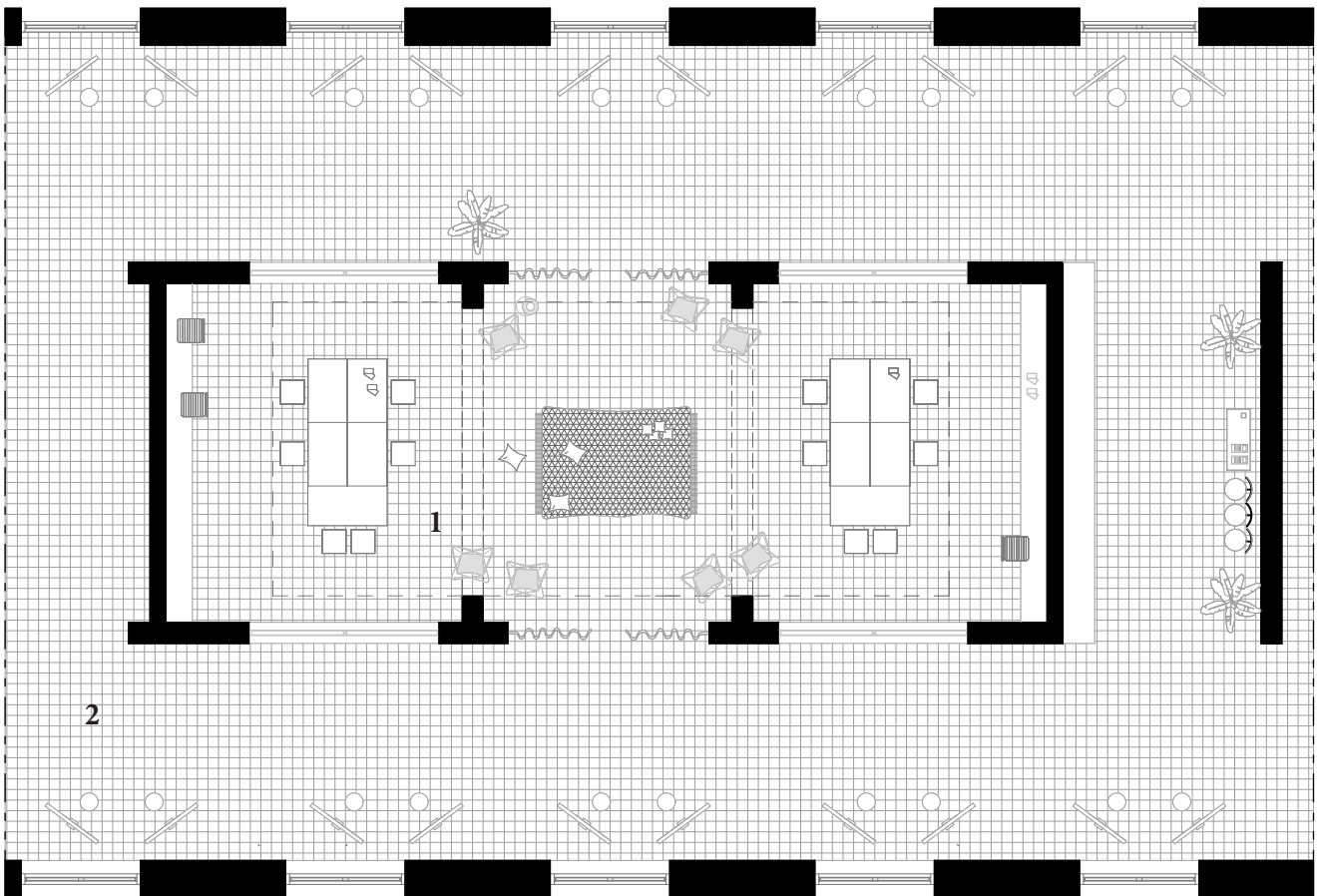


area / 70 m<sup>2</sup>



area / 370 m<sup>2</sup>

Each room is connected to the skylight, play sculptures and roof as the main public space.  
Rather than absorbing specific forms of knowledge, in traditional way, children will learn how to live, how to network and what is important, learn through play and social engagement.  
It is a domestication of education where children will learn how to live after all.



open system of classrooms / variation 1 / domestication of space  
1st floor

area

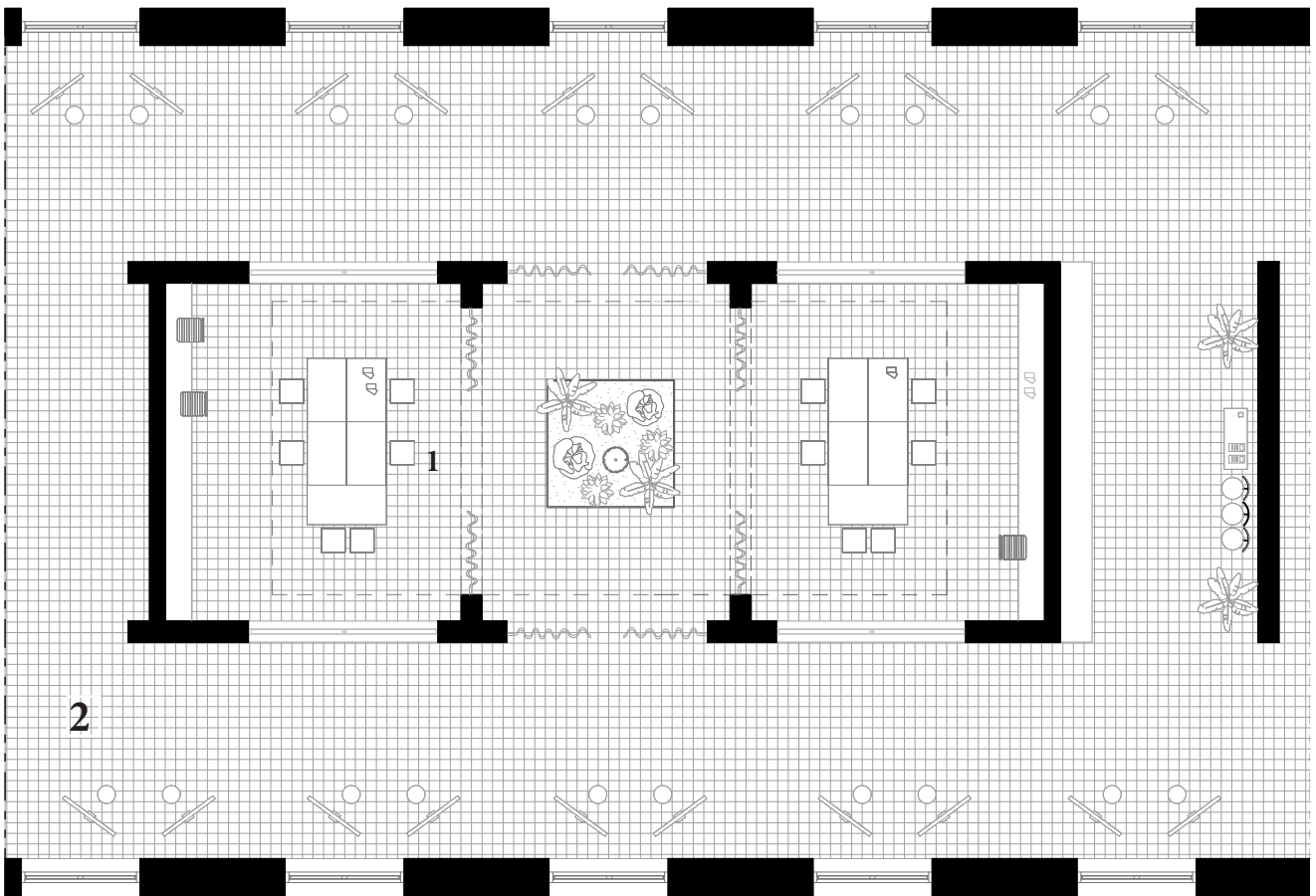
1. 105 m<sup>2</sup>

2. 270 m<sup>2</sup>

0m

10m



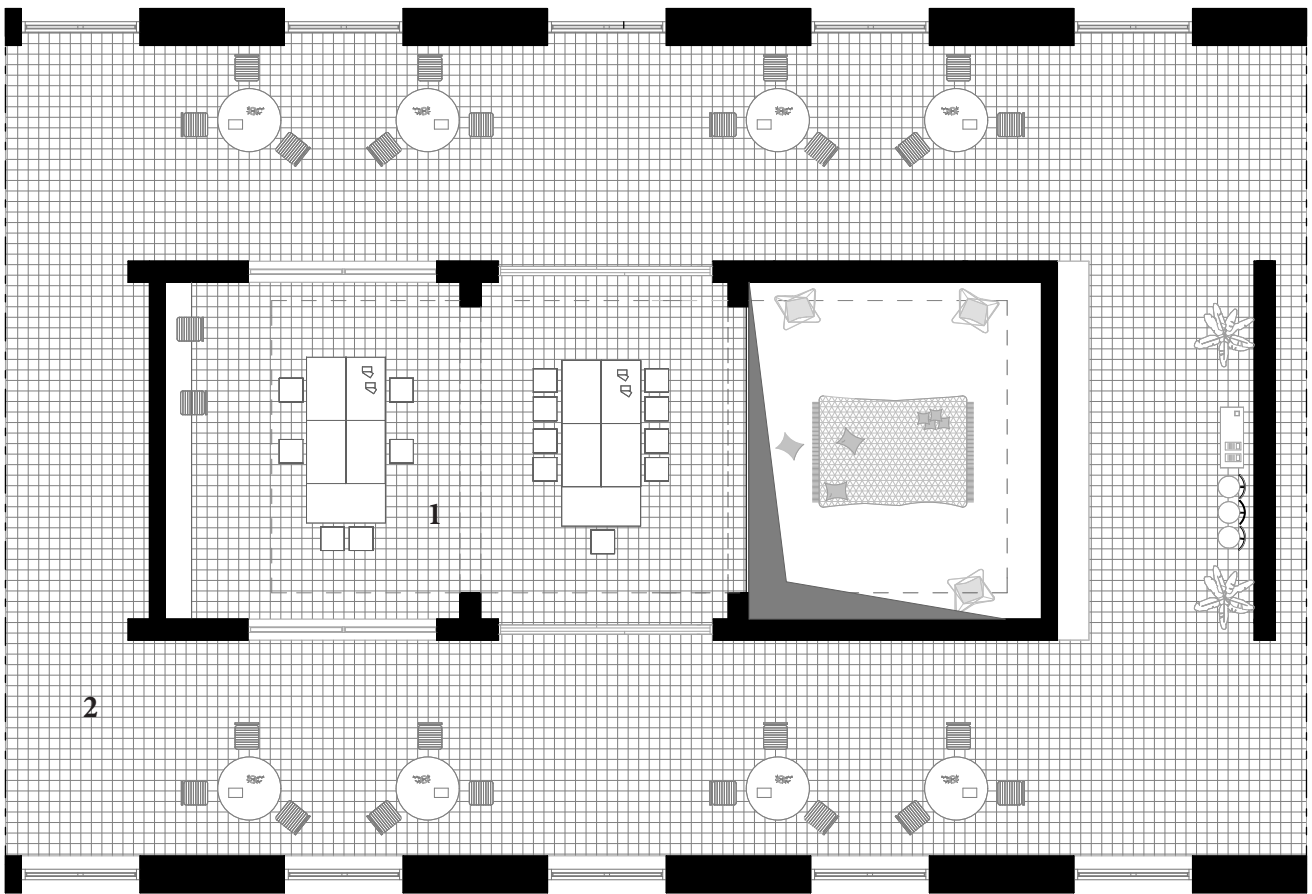


open system of classrooms / varianta 2 / domestication of space  
1st floor

area

1. 105 m<sup>2</sup>

2. 270 m<sup>2</sup>



open system of classrooms / varianta 3 / enclosure of space

1st floor

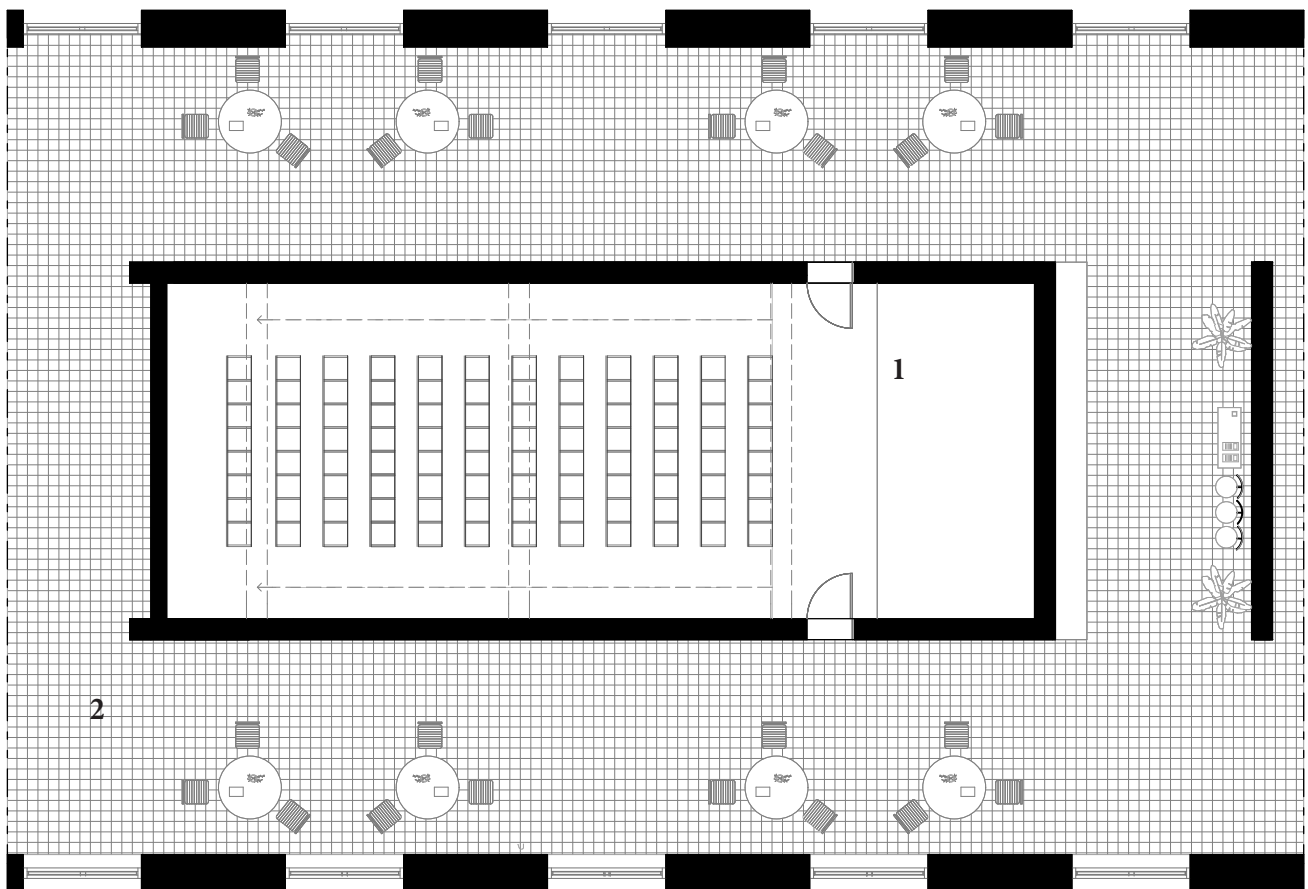
area

1. 70 m<sup>2</sup>

2. 270 m<sup>2</sup>

0m

10m



open system of classrooms / varianta 4 / auditorium  
1st floor

area

1. 105 m<sup>2</sup>

2. 270 m<sup>2</sup>

interior



Visualization of classroom

**Variation 1**  
learning space

interior



Visualization of classroom

**Variation 2**  
domestication of space

interior



Visualization of classroom

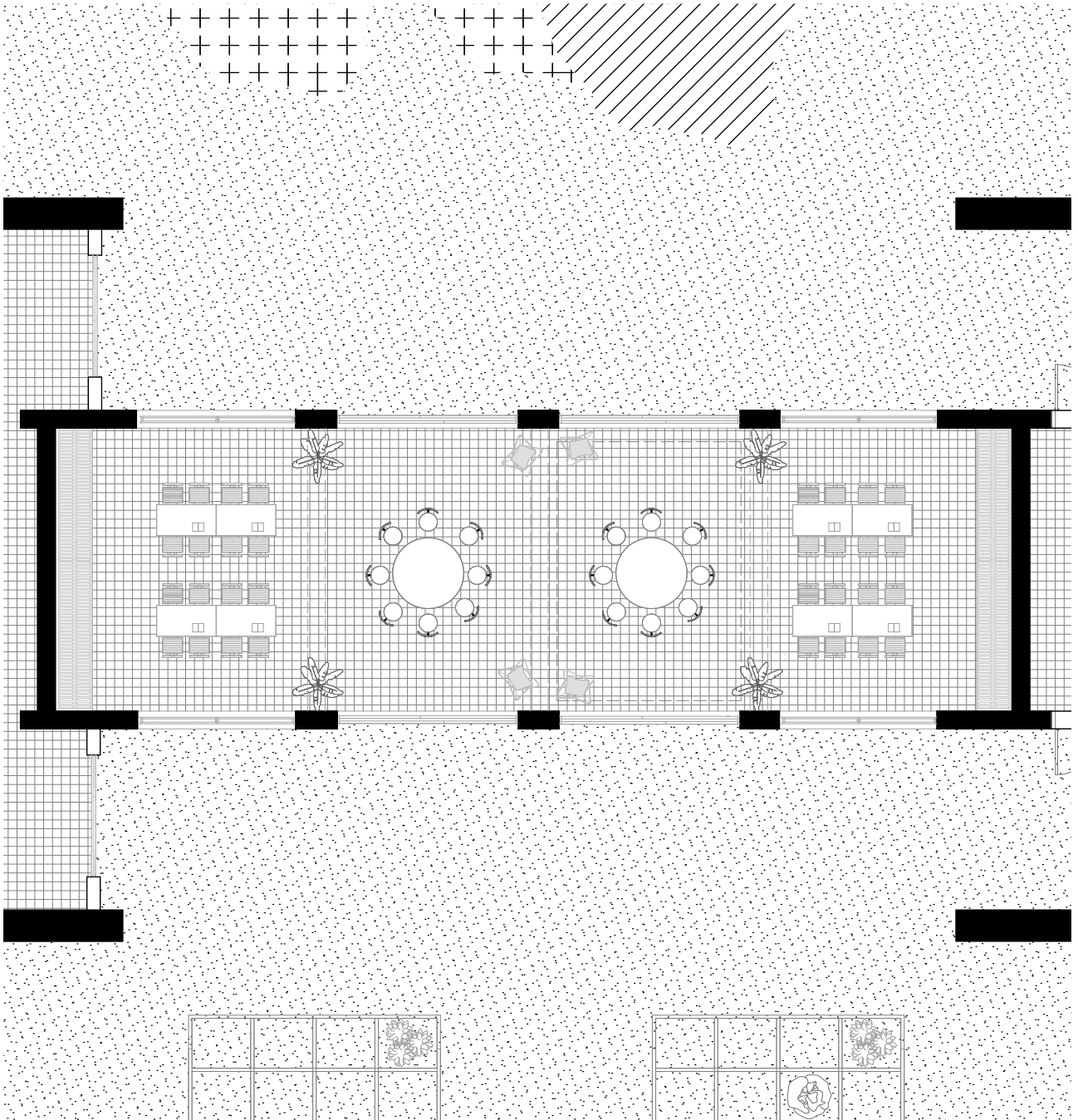
**Variation 3**  
common space

interior



Visualization of classroom

**Variation 2**  
enclosure of space

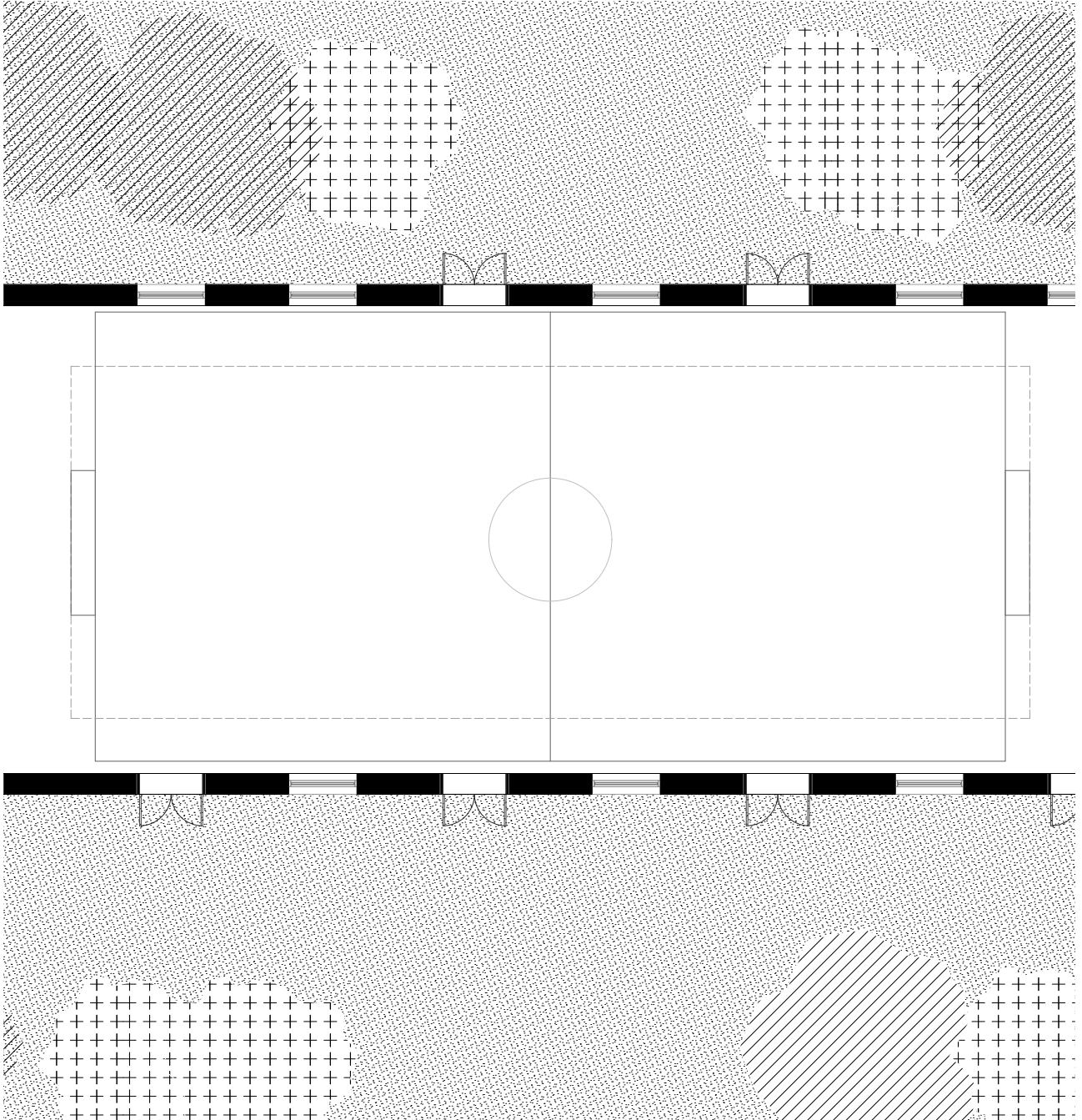


ground floor of the building/ library

area 130 m<sup>2</sup>



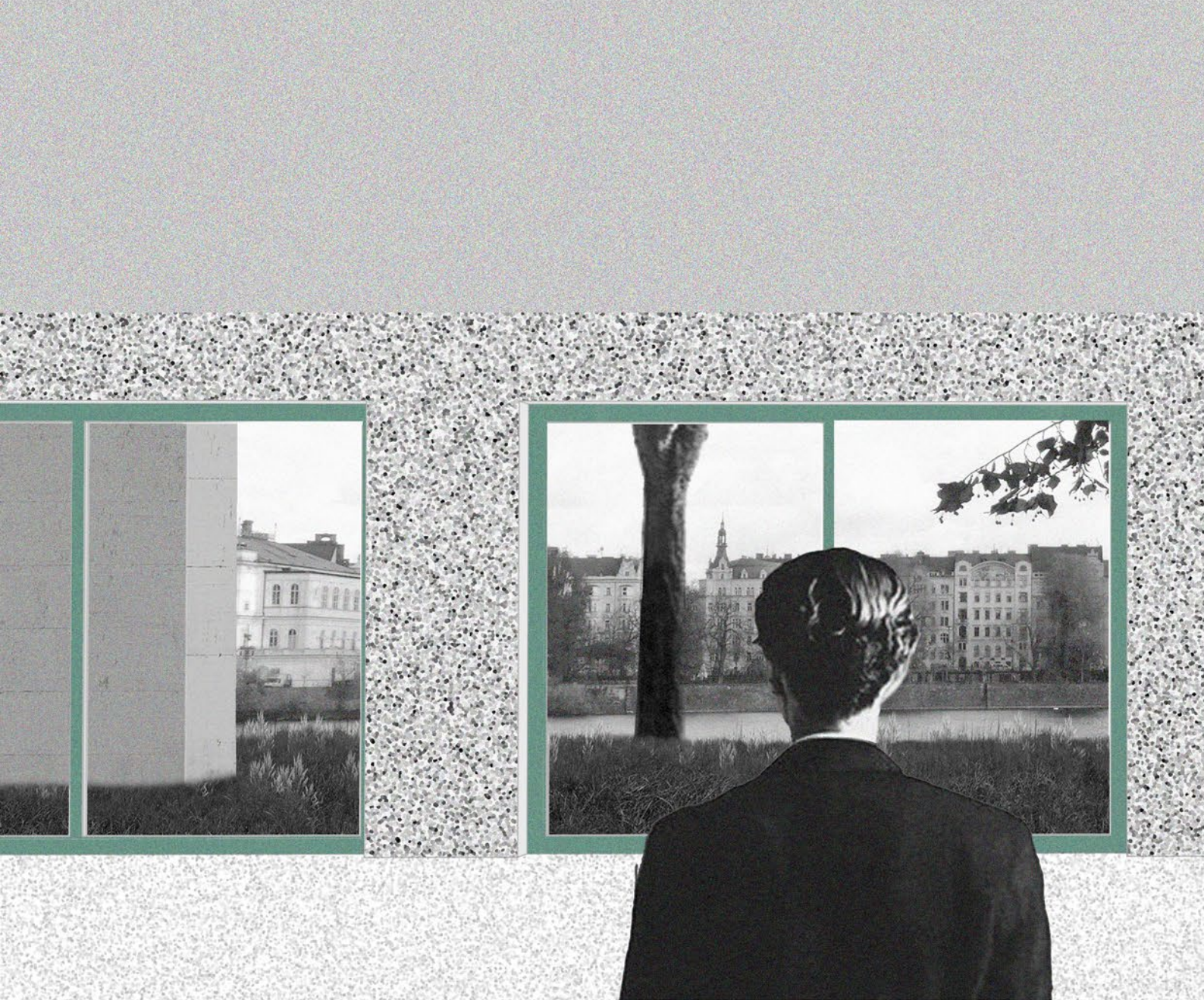




ground floor of the building / gym

area 600 m<sup>2</sup>



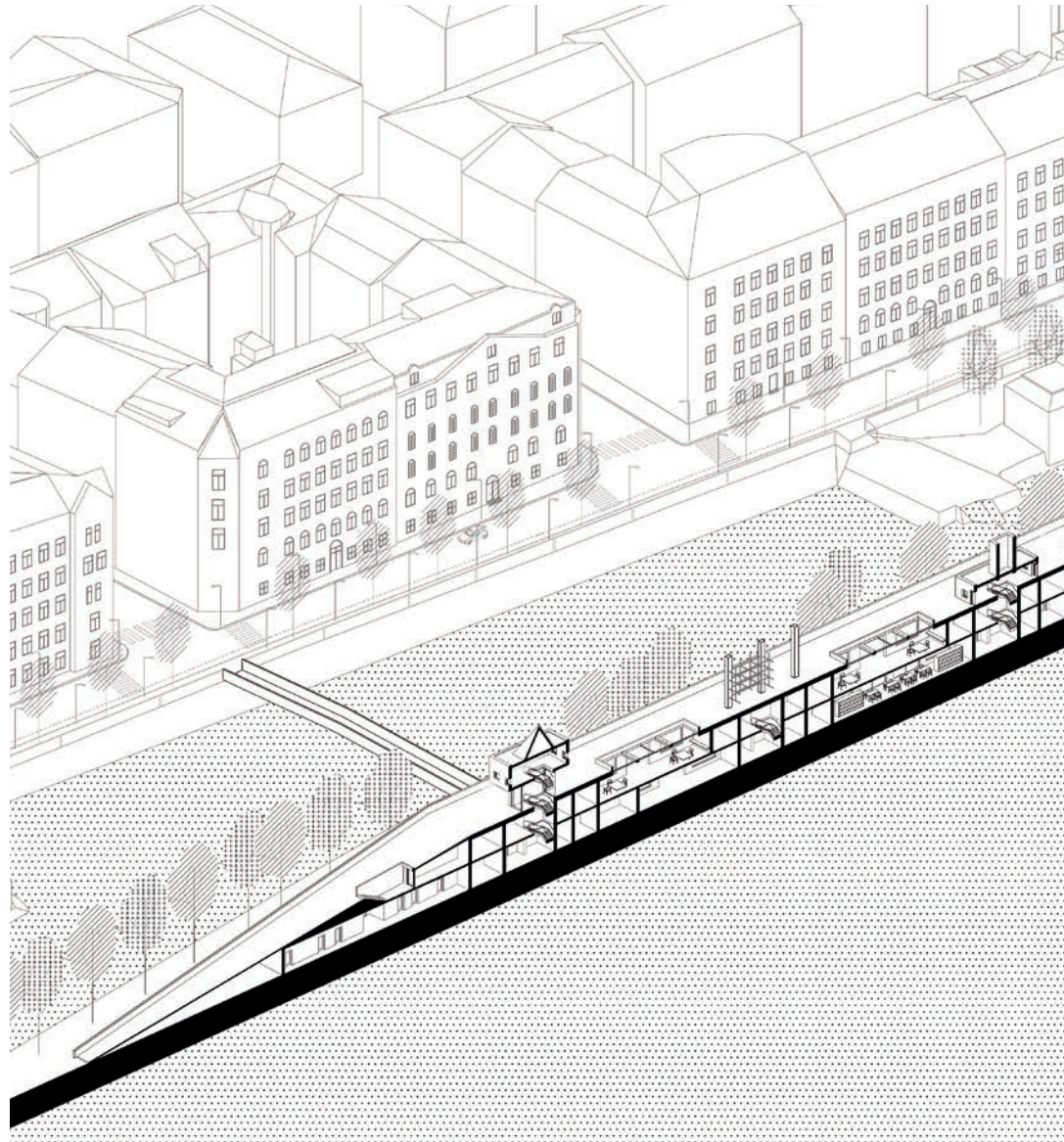




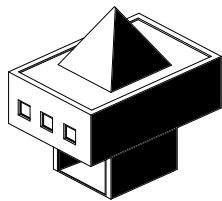


## **06 The Typology of Play Sculpture as an Object and a Space**

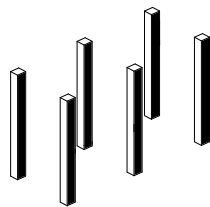
- room for imaginations
- room for desires
- room of dreams
- room for observations
- room of memories
- room of rituals



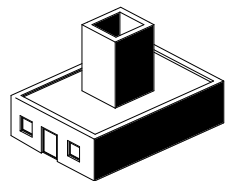
axonometry of the building



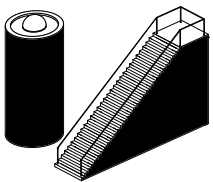
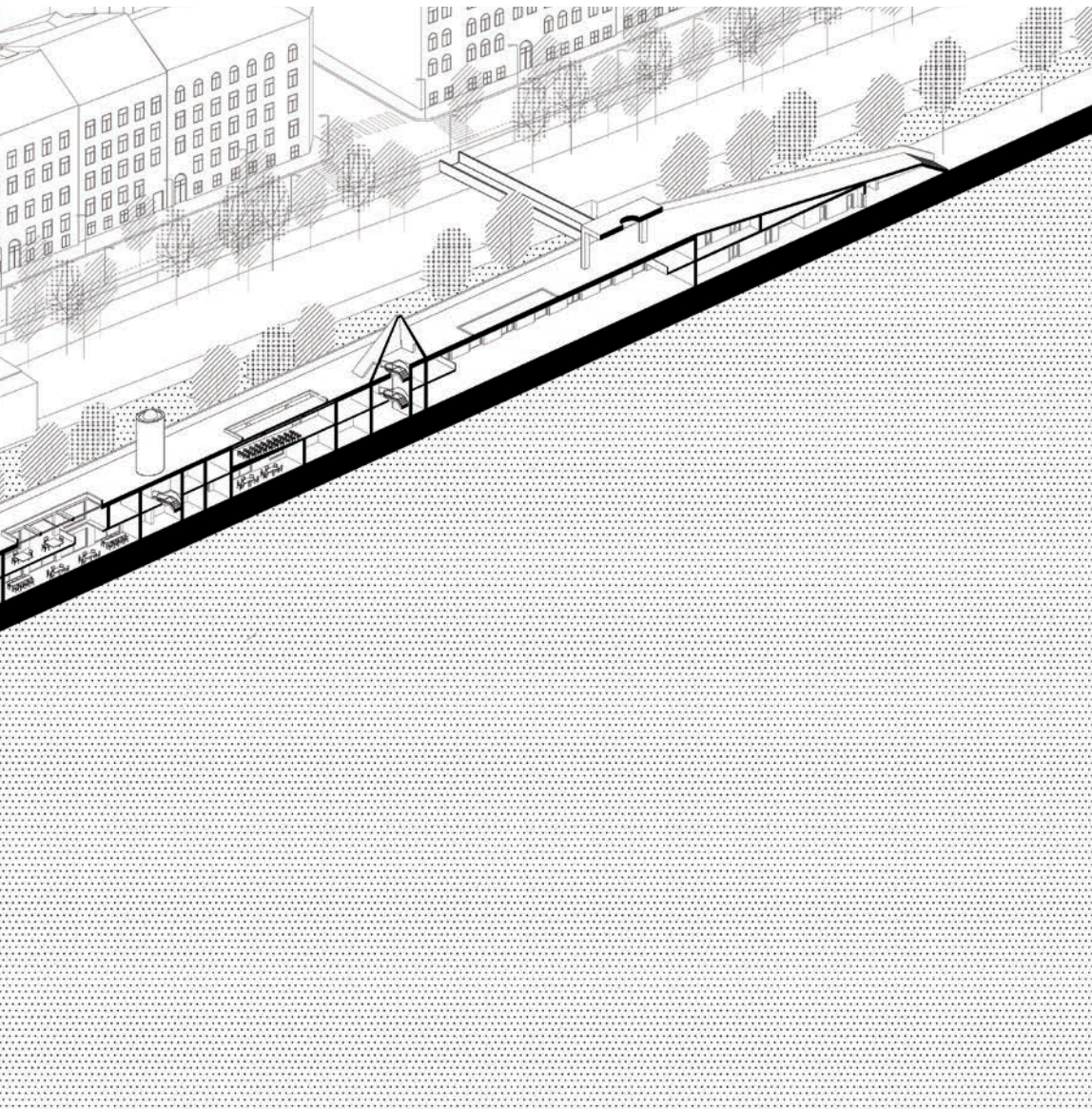
room of imaginations



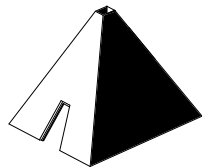
room of desires



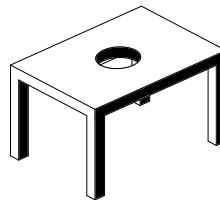
room of dreams



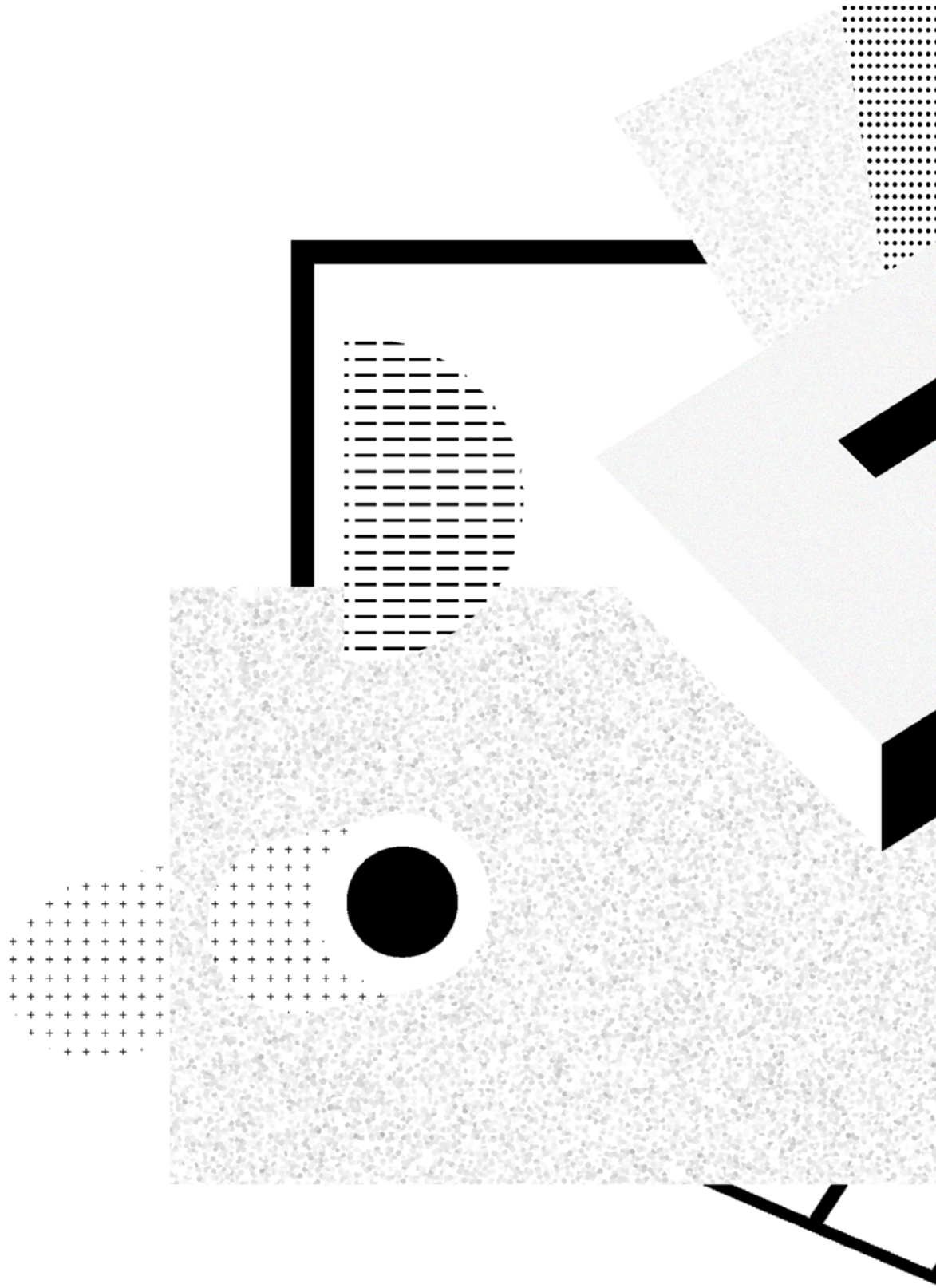
room for observations



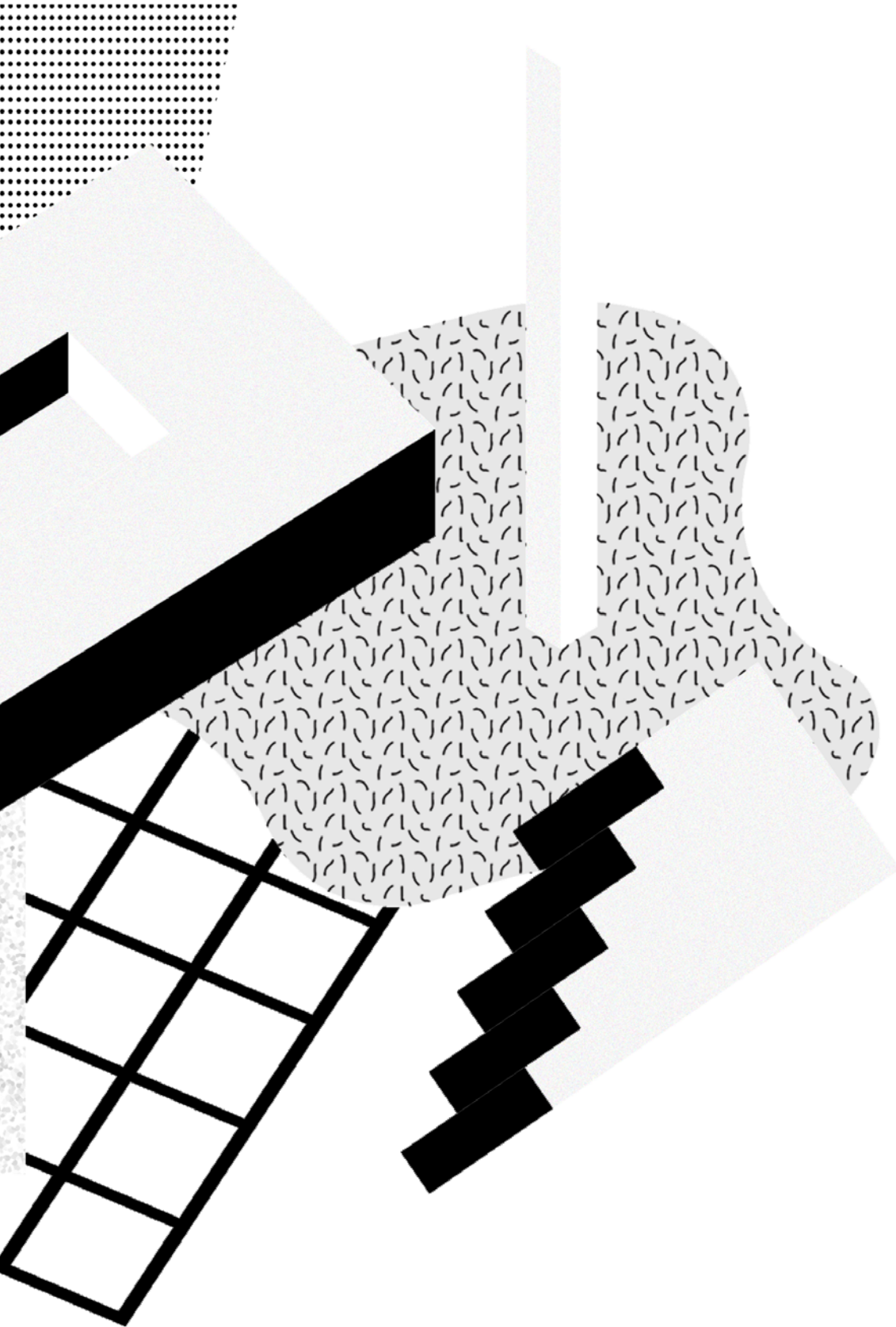
room of memories

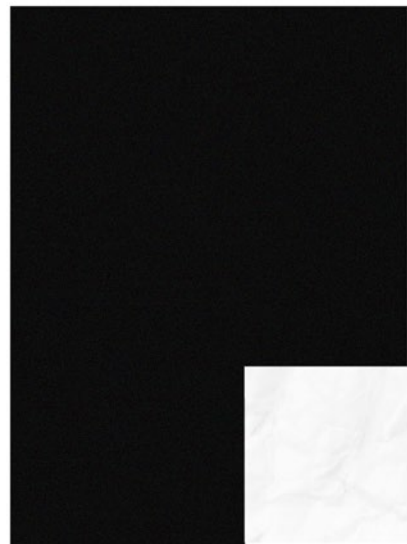
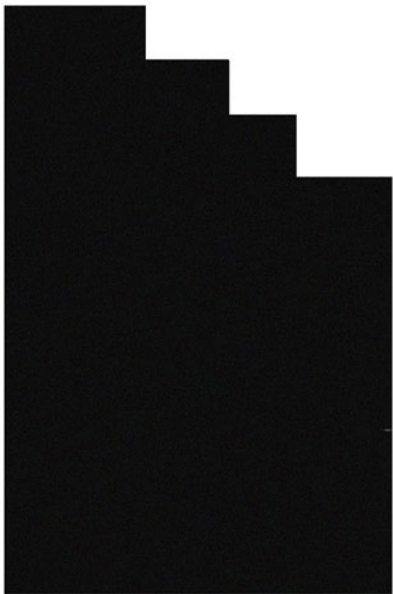
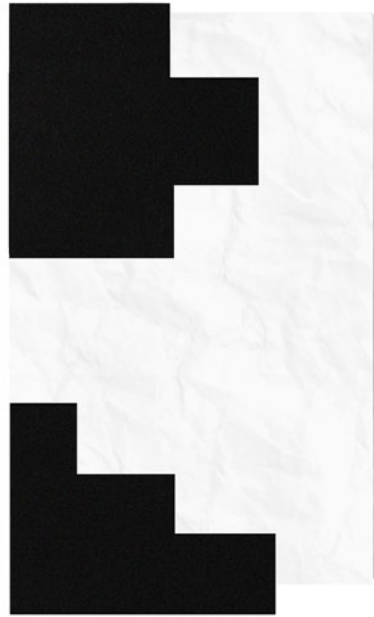
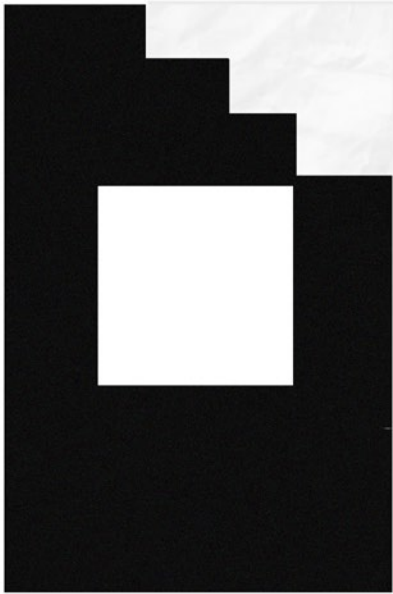


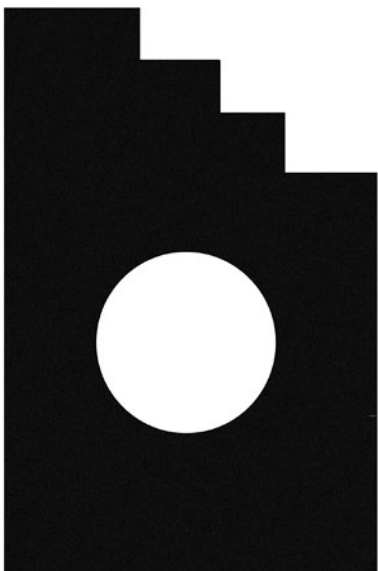
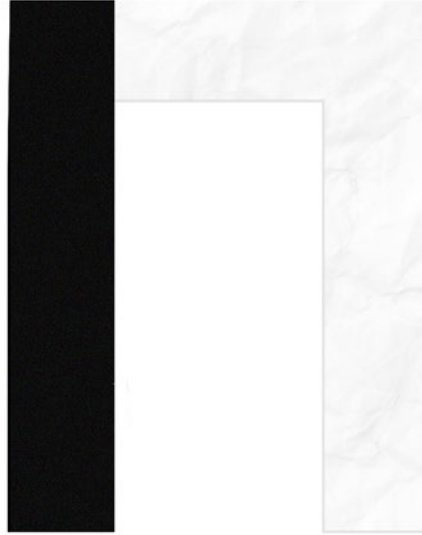
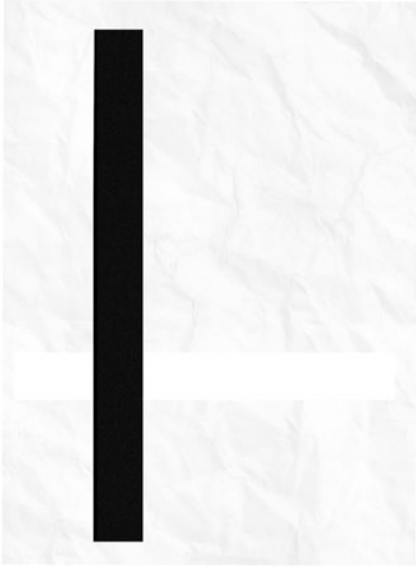
room for rituals



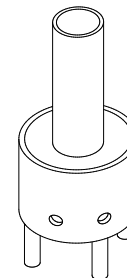
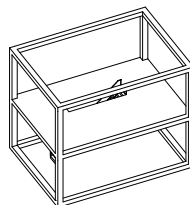
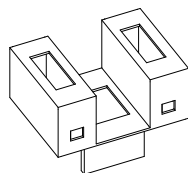
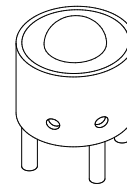
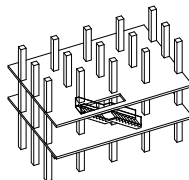
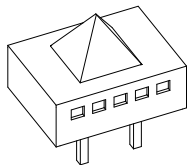
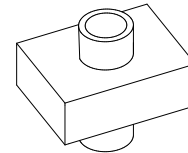
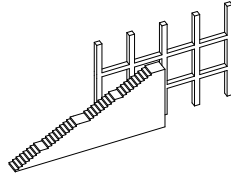
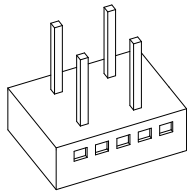
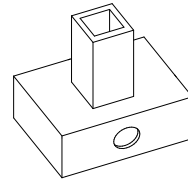
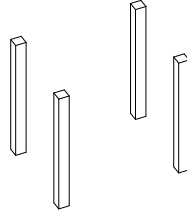
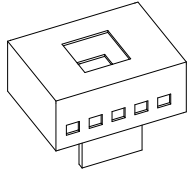








variations of play sculpture

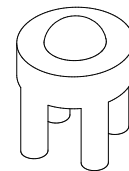
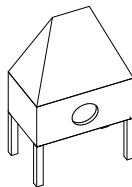
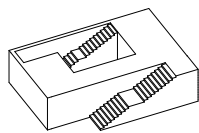
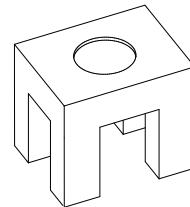
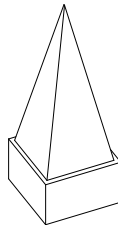
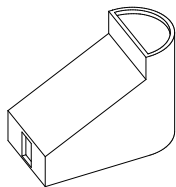
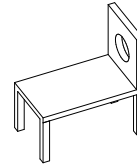
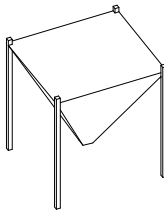
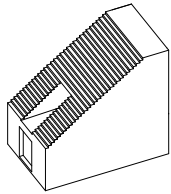
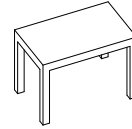
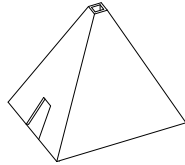
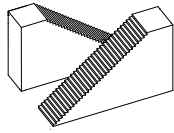


imagnations

desires

dreams

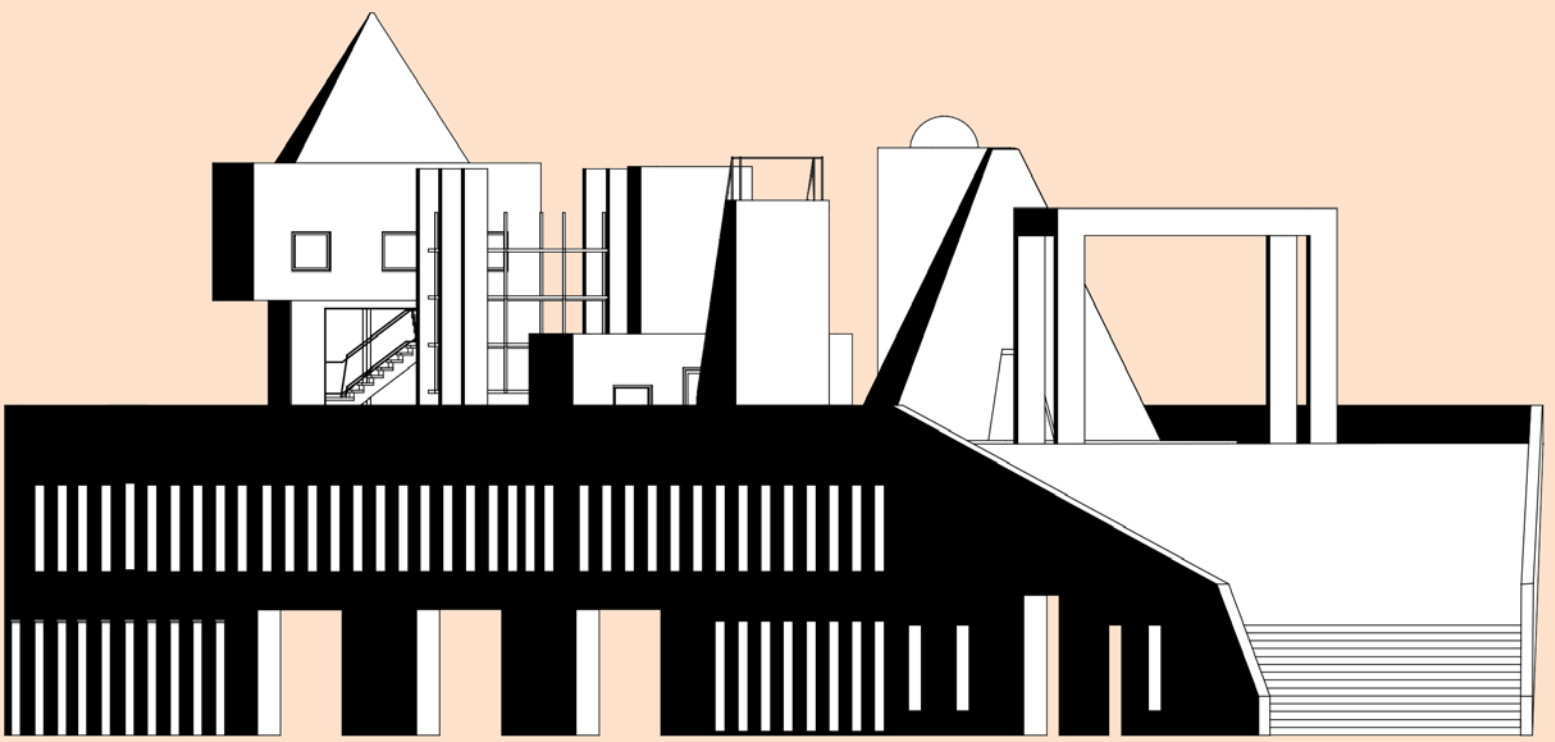
variations of play sculpture



observations

memories

rituals



The selection of 6 rooms :

### **The Room of Imaginations:**

There is a circle, cube, triangle.  
Let's play with forms.  
Let's draw your imaginary house.

Imagination creates wonder and the wonder is the basis of human's desire to understand.  
The aim is to to gain a sense of autonomy over the object.  
The philosophy of teaching is based to develop children's individual world of fantasy.

### **The Room for Desires:**

When I grow up, I want to create airplanes and fly.  
I want to be a physicist who creates weird theories.

The structure is flexible and allows children to manipulate with it in order to achieve their desires.  
After each process children and their parents can watch the scenography.

### **The Room of Dreams:**

Frequently, we can not reveal the meaning of our dreams, or even remember them.  
It is our subconsciousness which we are hiding inside of ourselves ,and sometimes forgetting.  
The space will be based on examining the dreams and children's subconsciously world which is full of mystery.  
It will help children to develop their thinking and way of perceiving the dreams.  
The dream, an abstract note, will be a indication for creating something out of it.

### **The Room for Observations :**

It is important to learn how to observe.  
The space is connected to the landscape and existing environment. By observing different things children will generate certain perceptions and cognitions which will help them in further stages of life.

### **The Room of Memories:**

The darkness. You can not see anything. It is peaceful.  
Wait, there are some glints of lights reflecting on walls.  
I can see the birds flying, ah, there is also my house in the village. Look !

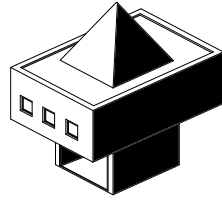
It is a record. The space which will help children to generate certain memories.

### **The Room for Rituals:**

In ancient times, people celebrate rituals. It was a need to socialize among people.

Imagine huge pylones around which many events can occur.  
It is a open-closed space so that children can connect with nature and themselves.

room of imaginations

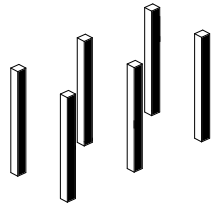


Visualization

**Room of Imagination**  
entrance from the roof



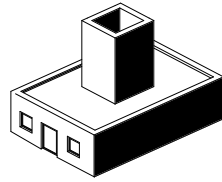
room for desires



Visualization

**Room of Desires**

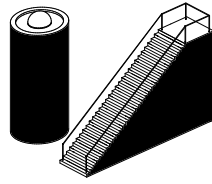
room of dreams



Visualization

**Room of Dreams**  
interior

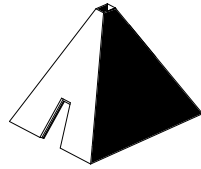
room for observations



Visualization

**Room for Observations**  
open closed structure

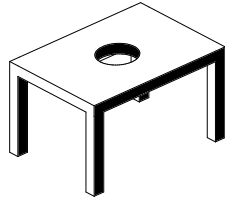
room of memories



Visualization

**Room of Memories**

room for rituals



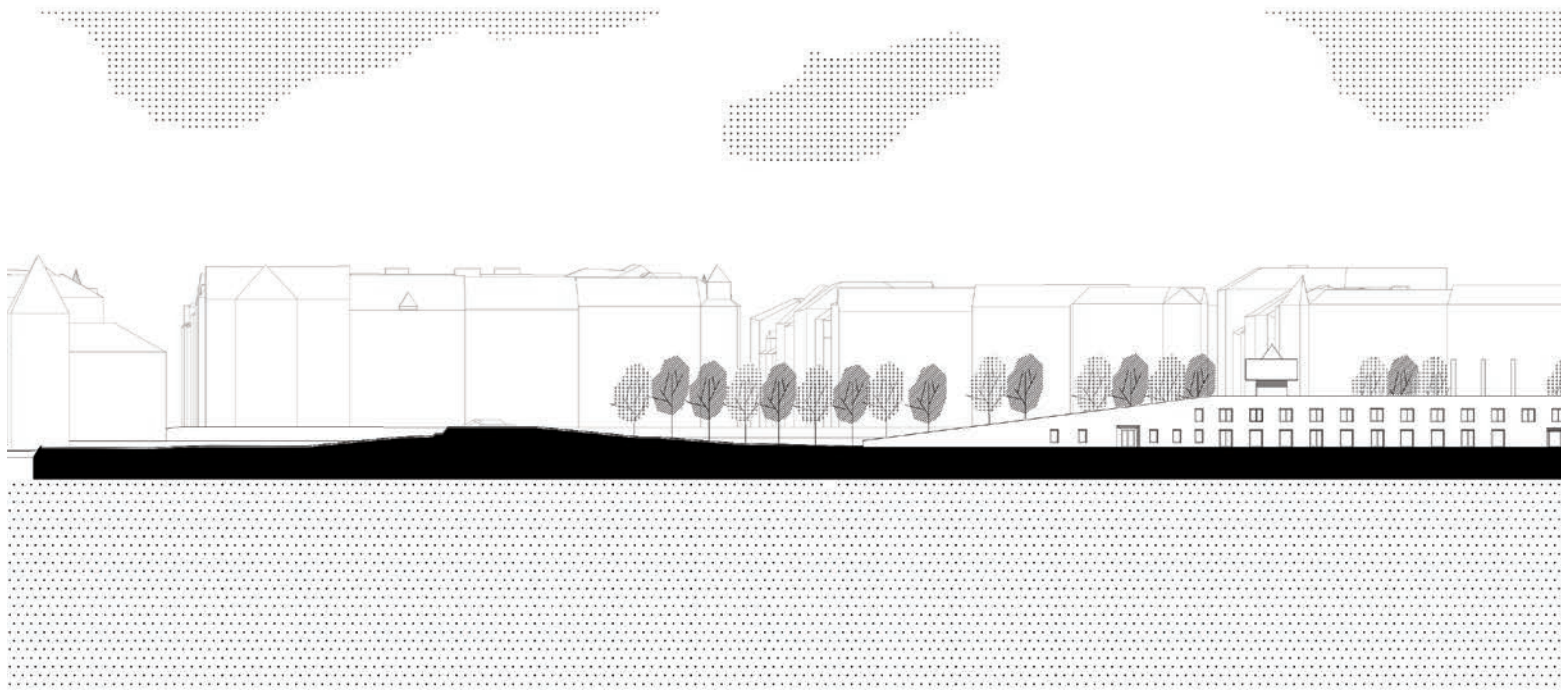
Visualization

**Room for Rituals**

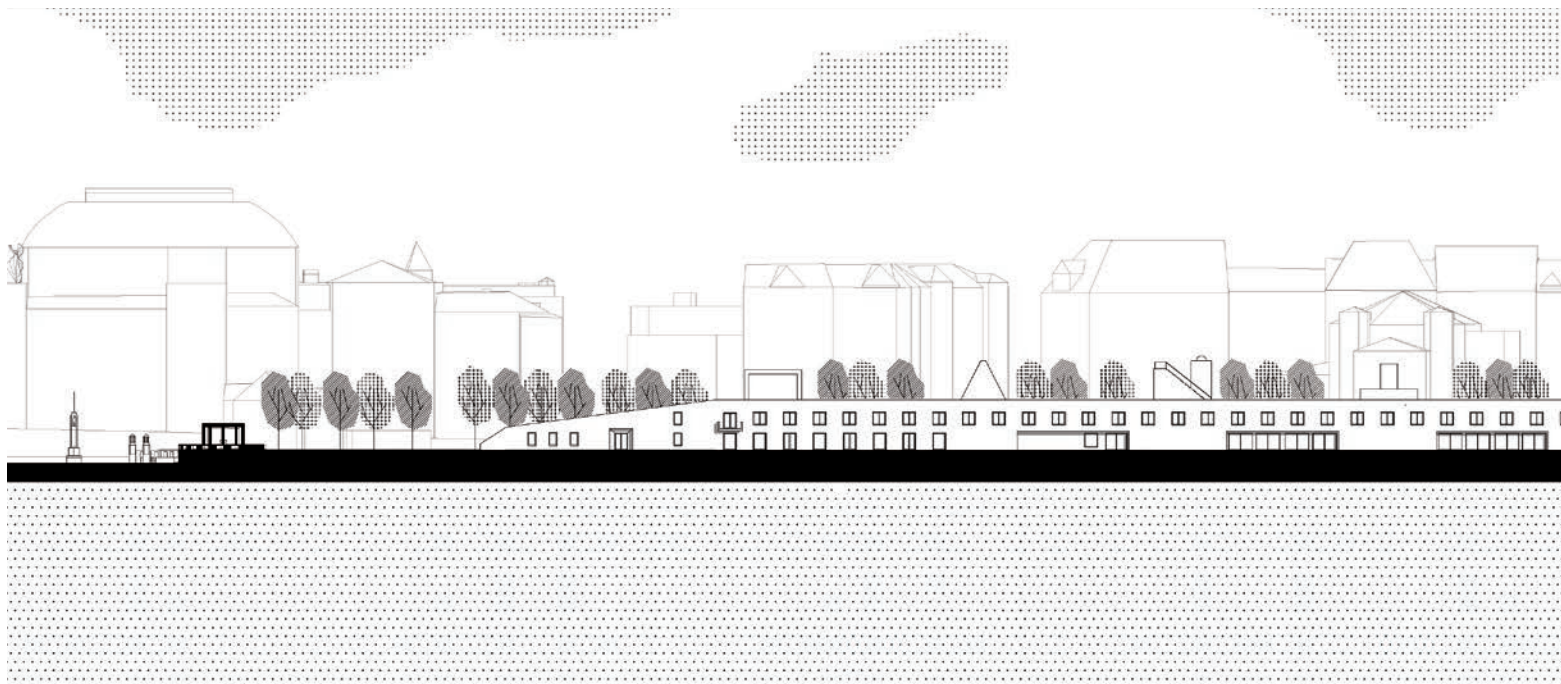


## **07**   **Facades**

facade



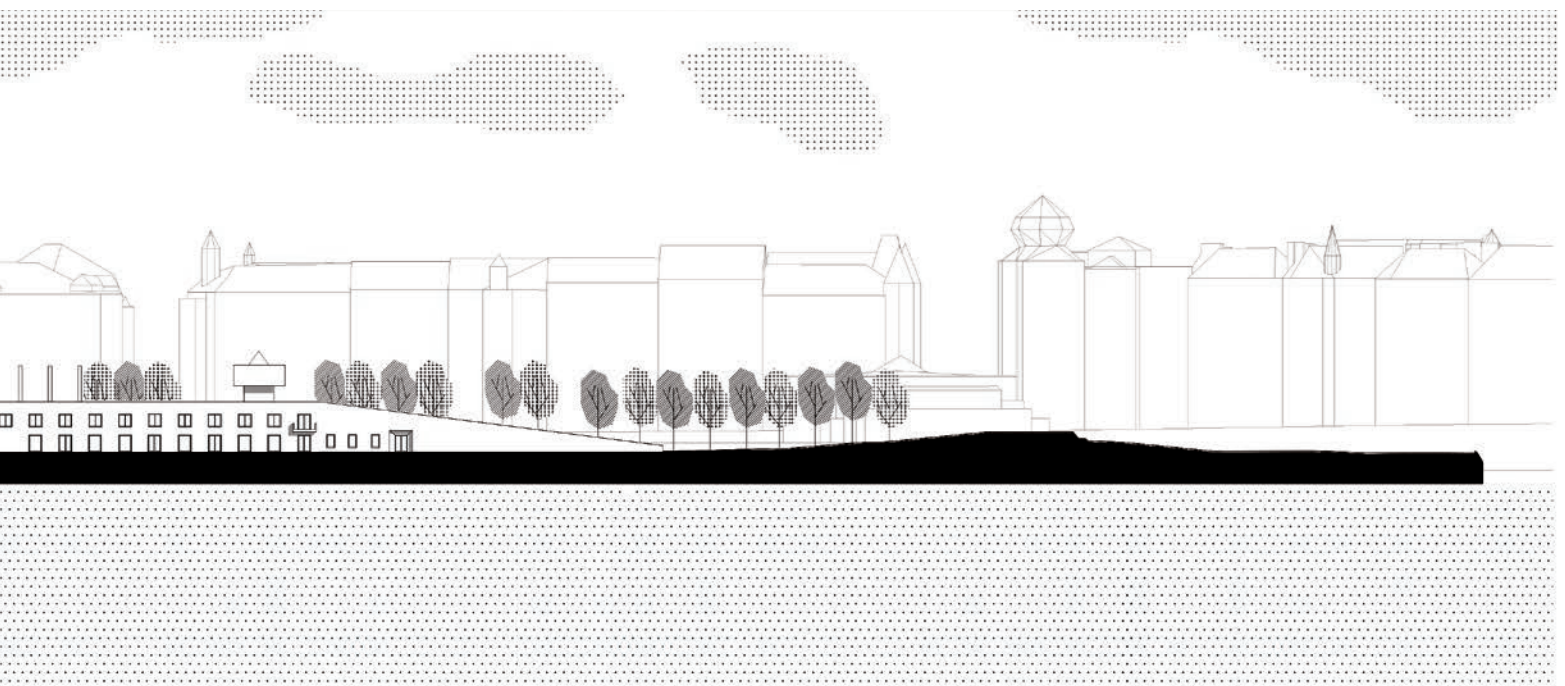
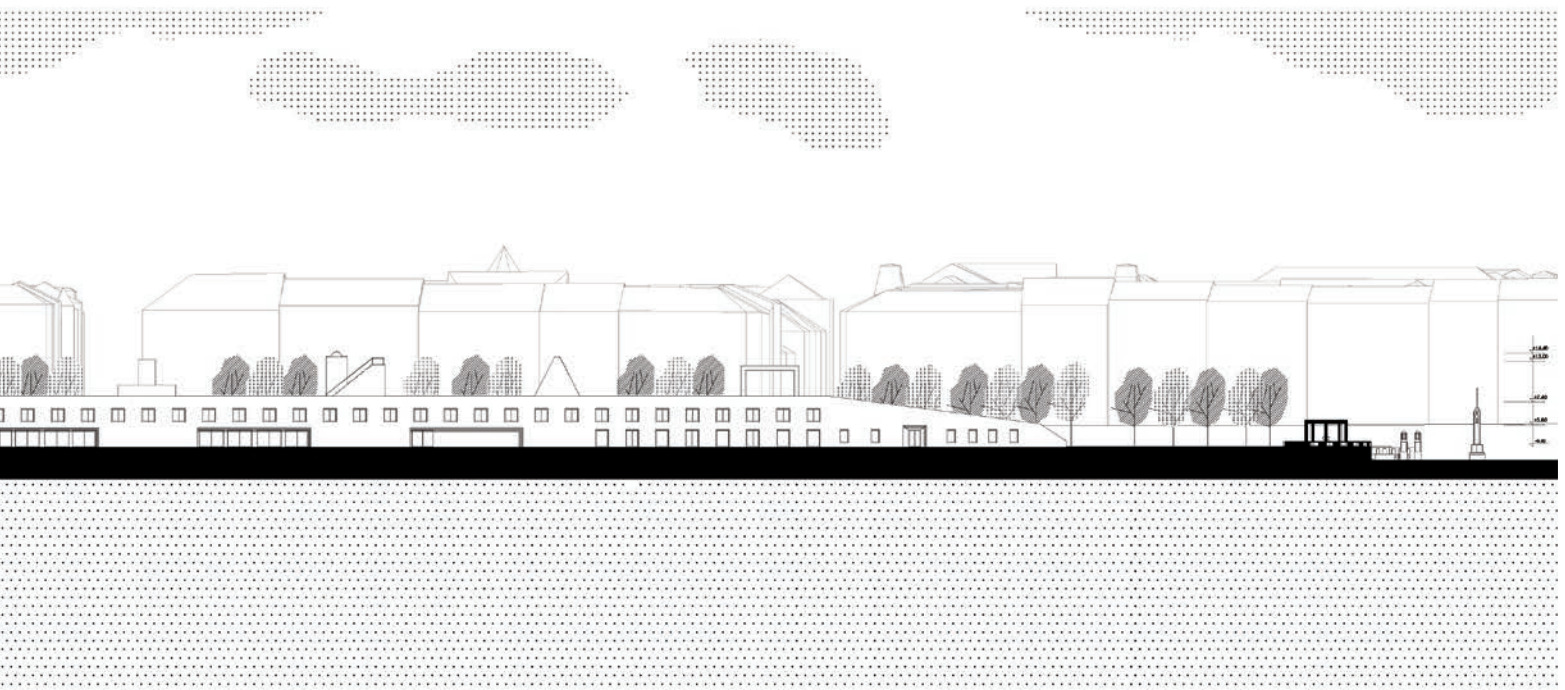
Facade view / west  
R = 1: 1300



Facade view / east  
R = 1: 1300



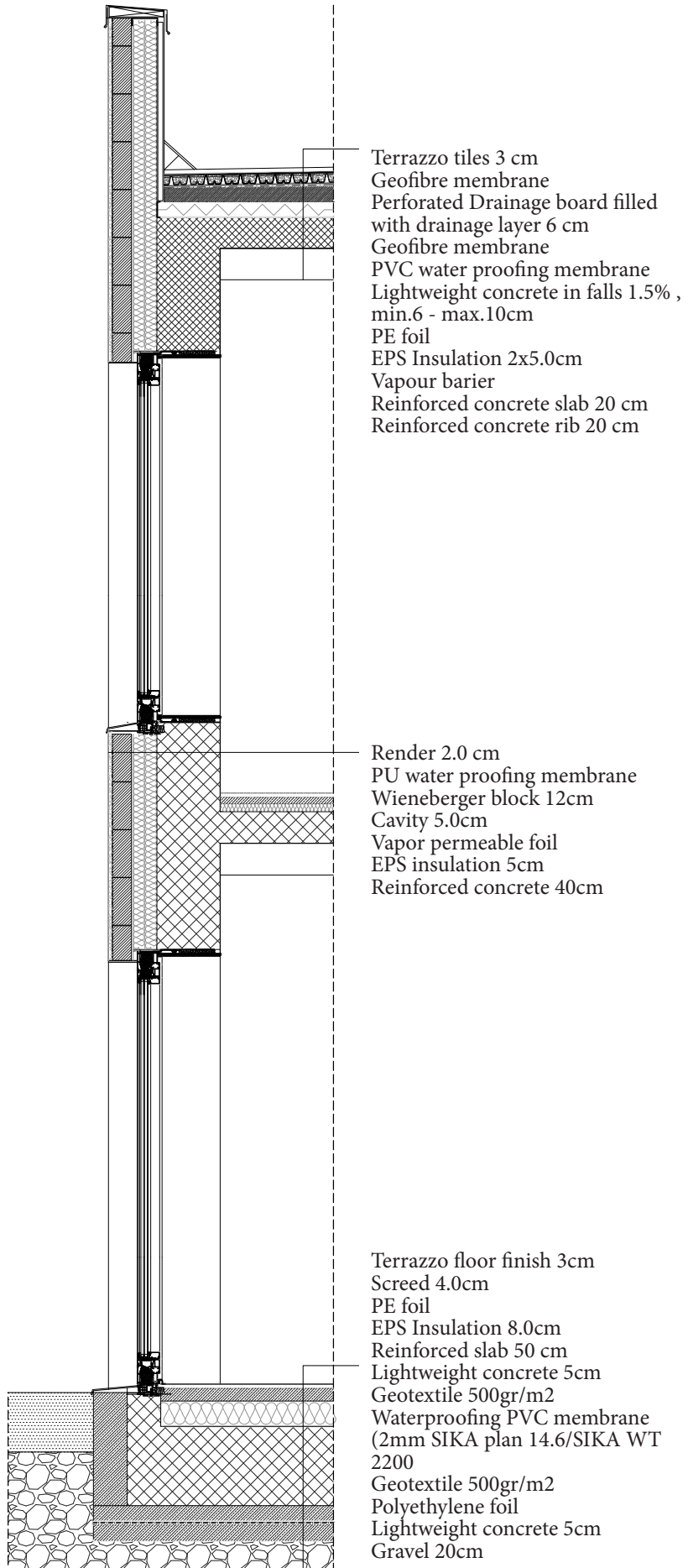
facade



facade view



detail

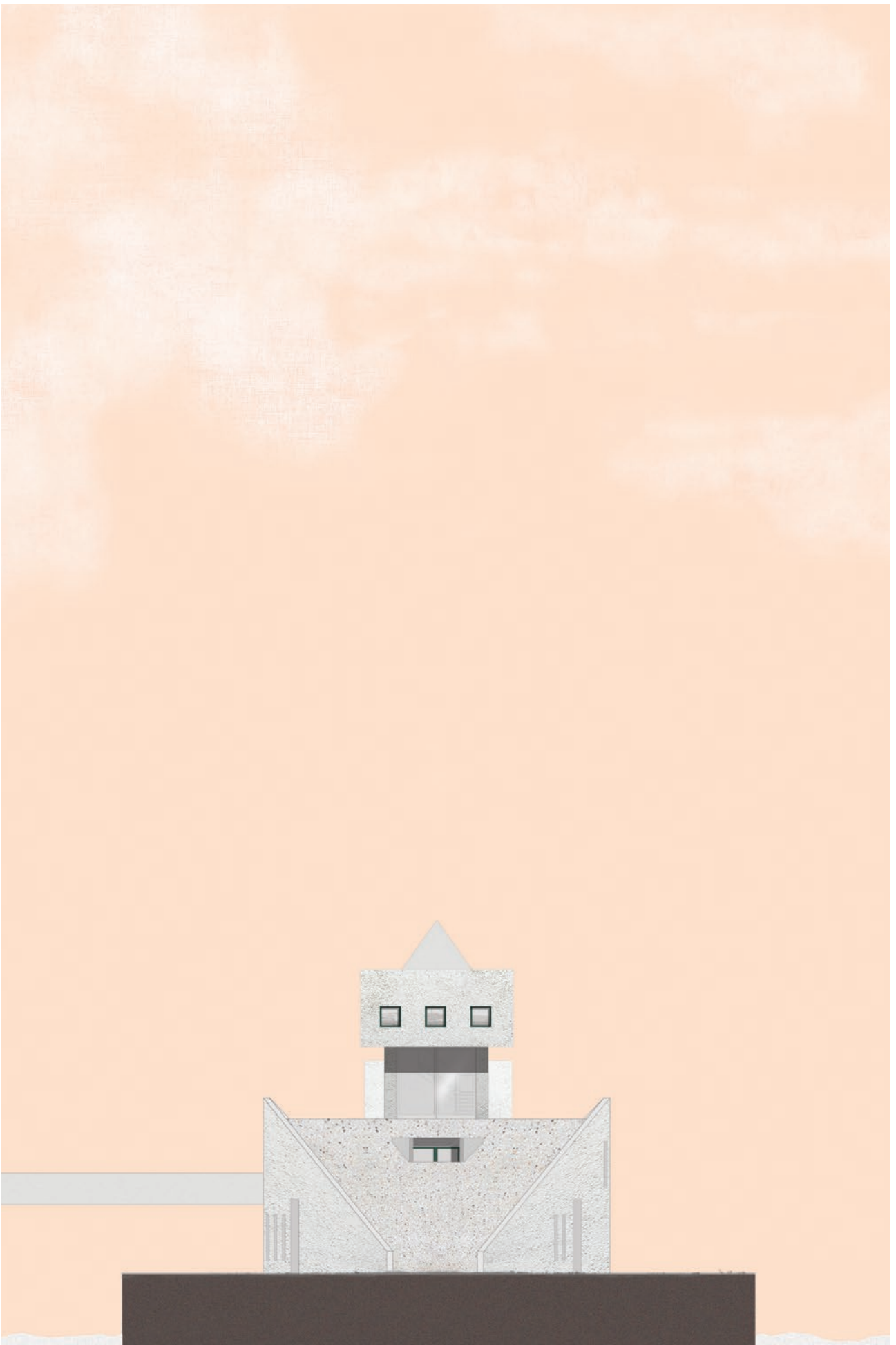


Terrazzo tiles 3 cm  
 Geofibre membrane  
 Perforated Drainage board filled with drainage layer 6 cm  
 Geofibre membrane  
 PVC water proofing membrane  
 Lightweight concrete in falls 1.5% , min.6 - max.10cm  
 PE foil  
 EPS Insulation 2x5.0cm  
 Vapour barrier  
 Reinforced concrete slab 20 cm  
 Reinforced concrete rib 20 cm

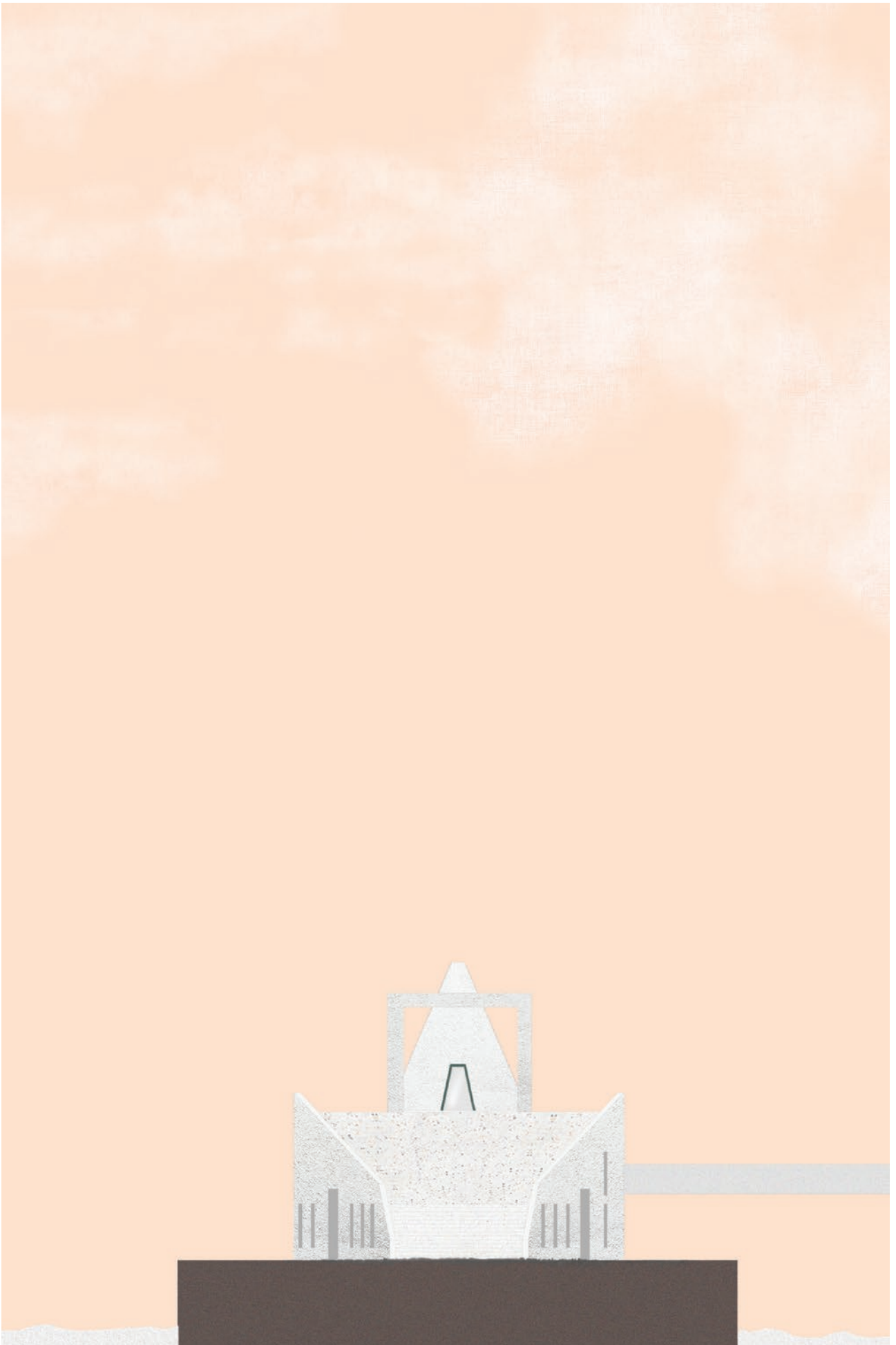
Render 2.0 cm  
 PU water proofing membrane  
 Wieneberger block 12cm  
 Cavity 5.0cm  
 Vapor permeable foil  
 EPS insulation 5cm  
 Reinforced concrete 40cm

Terrazzo floor finish 3cm  
 Screed 4.0cm  
 PE foil  
 EPS Insulation 8.0cm  
 Reinforced slab 50 cm  
 Lightweight concrete 5cm  
 Geotextile 500gr/m2  
 Waterproofing PVC membrane (2mm SIKA plan 14.6/SIKA WT 2200)  
 Geotextile 500gr/m2  
 Polyethylene foil  
 Lightweight concrete 5cm  
 Gravel 20cm

detail of facade  
 R= 1: 30

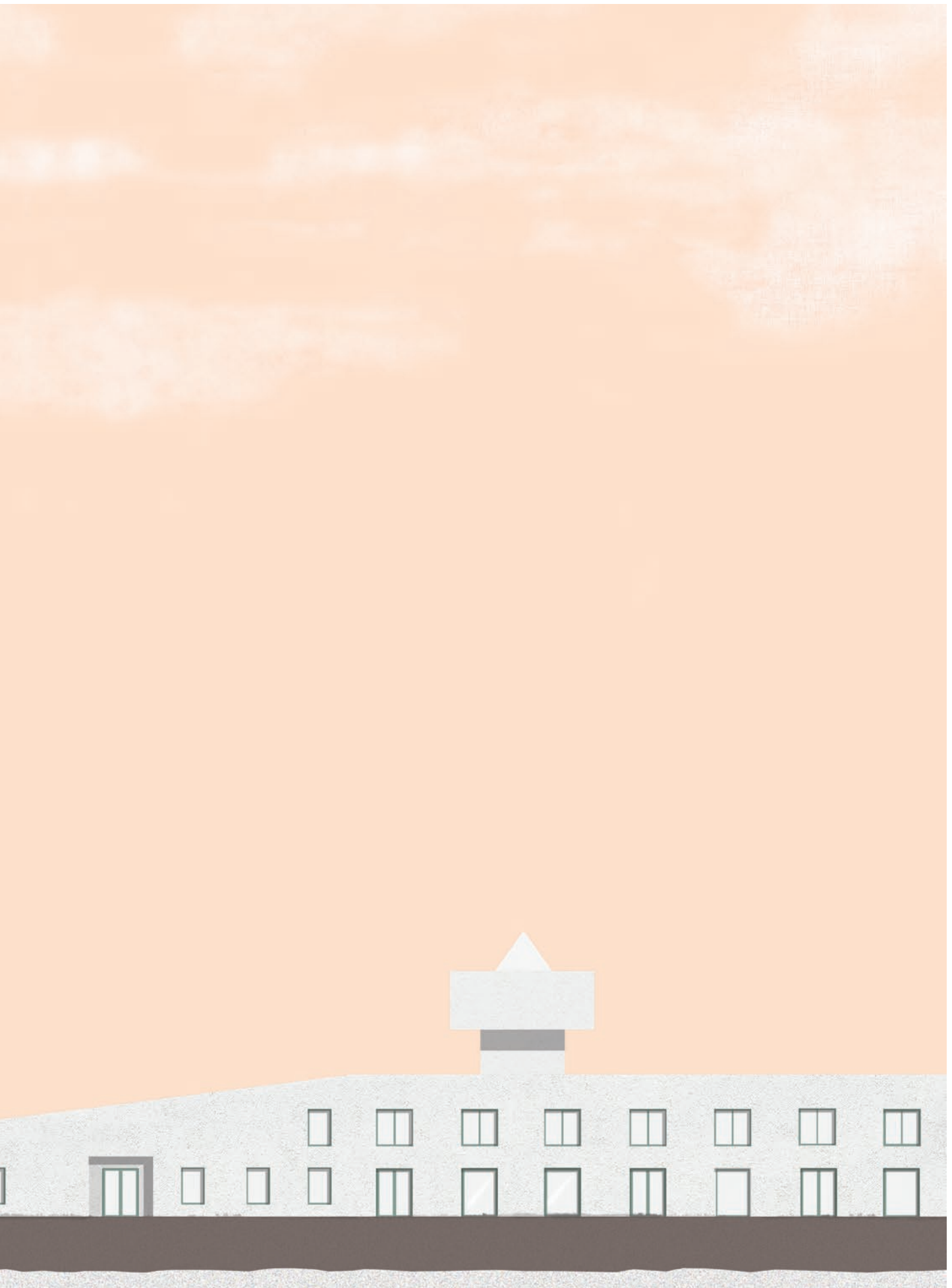


facade/ north

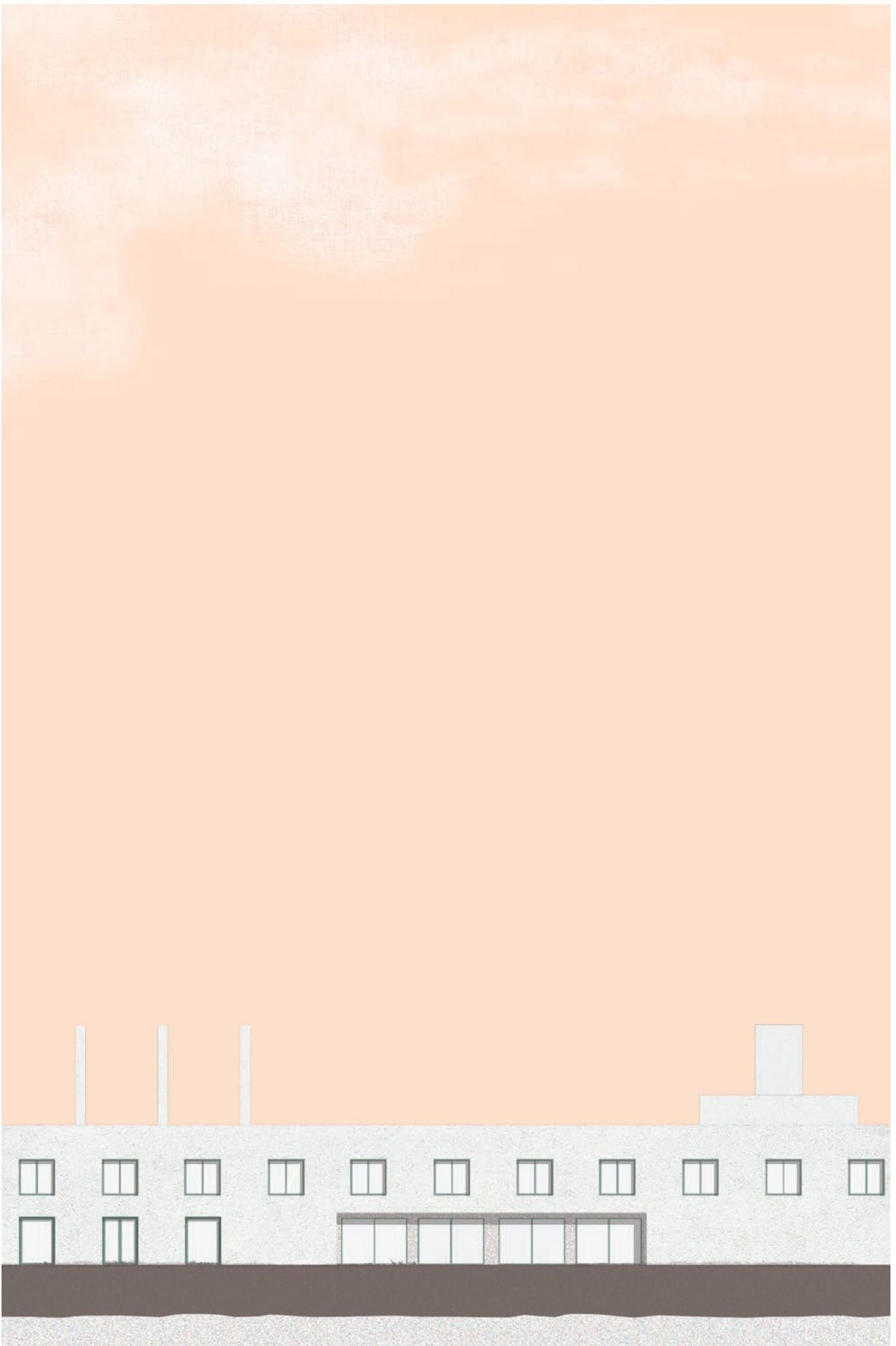




facade/ east



facade/ east





facade/ east



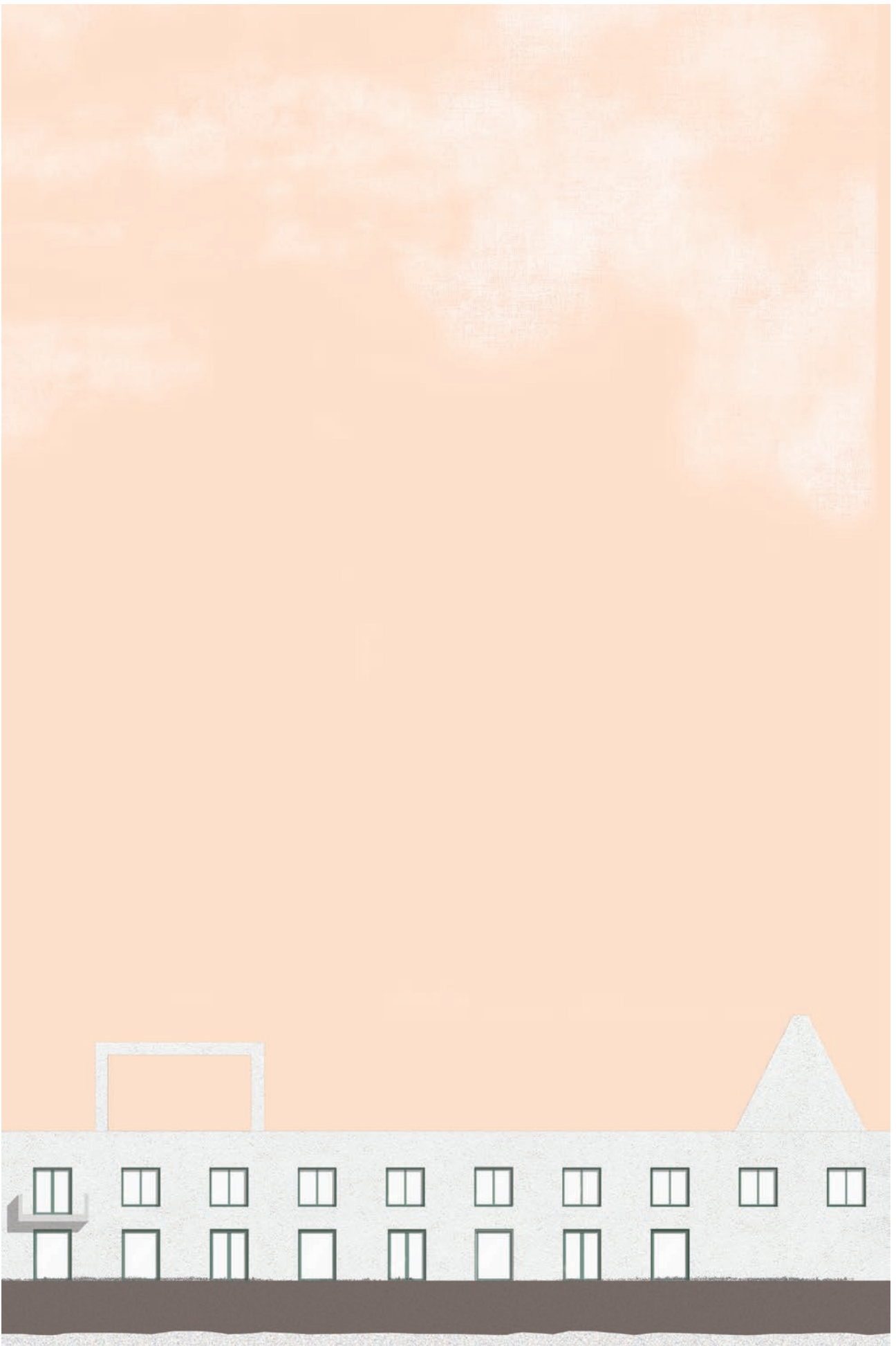
facade/ east

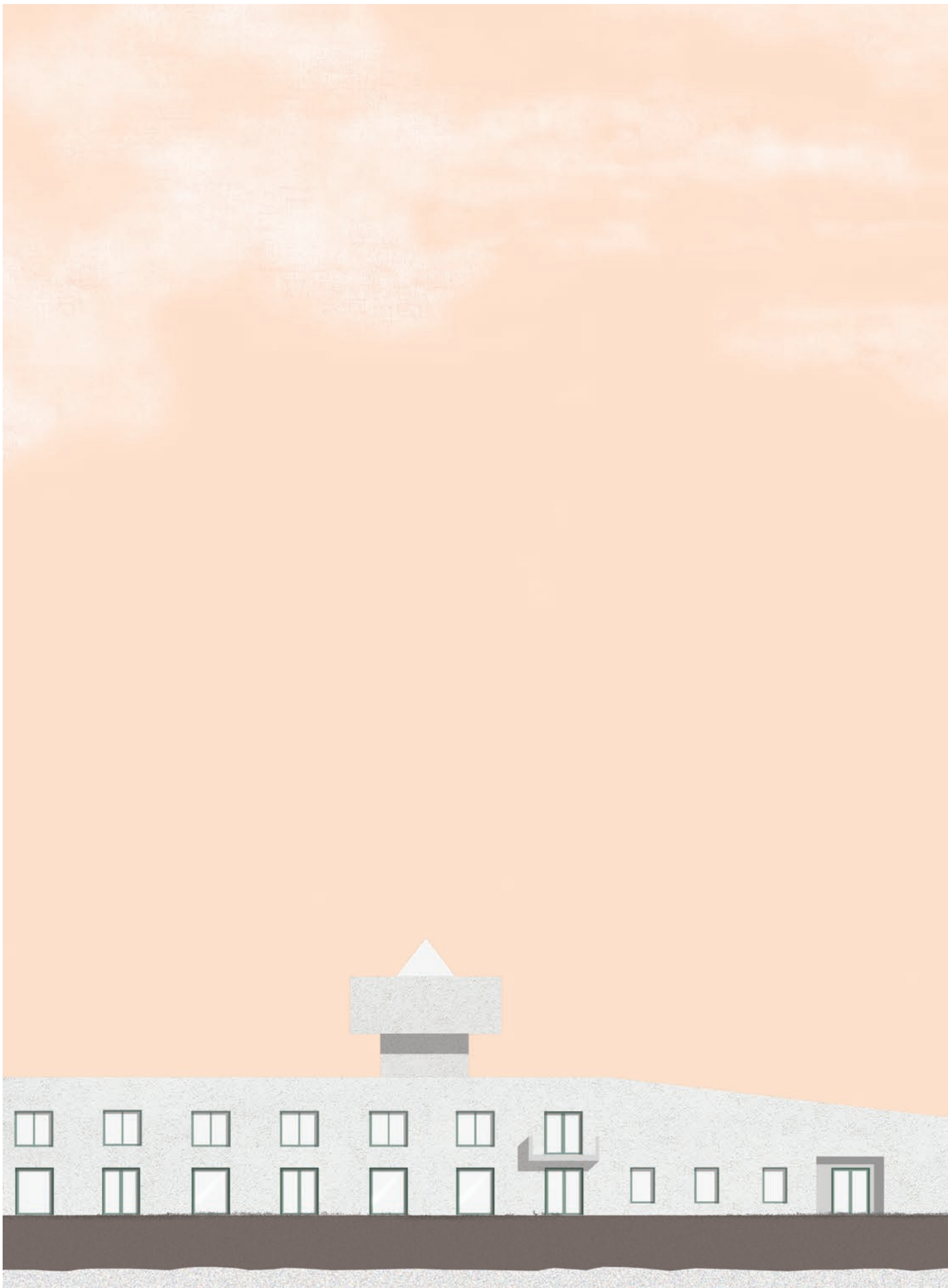


facade/ east















## **08**   **Visualizations**













visualization



Visualization

south view

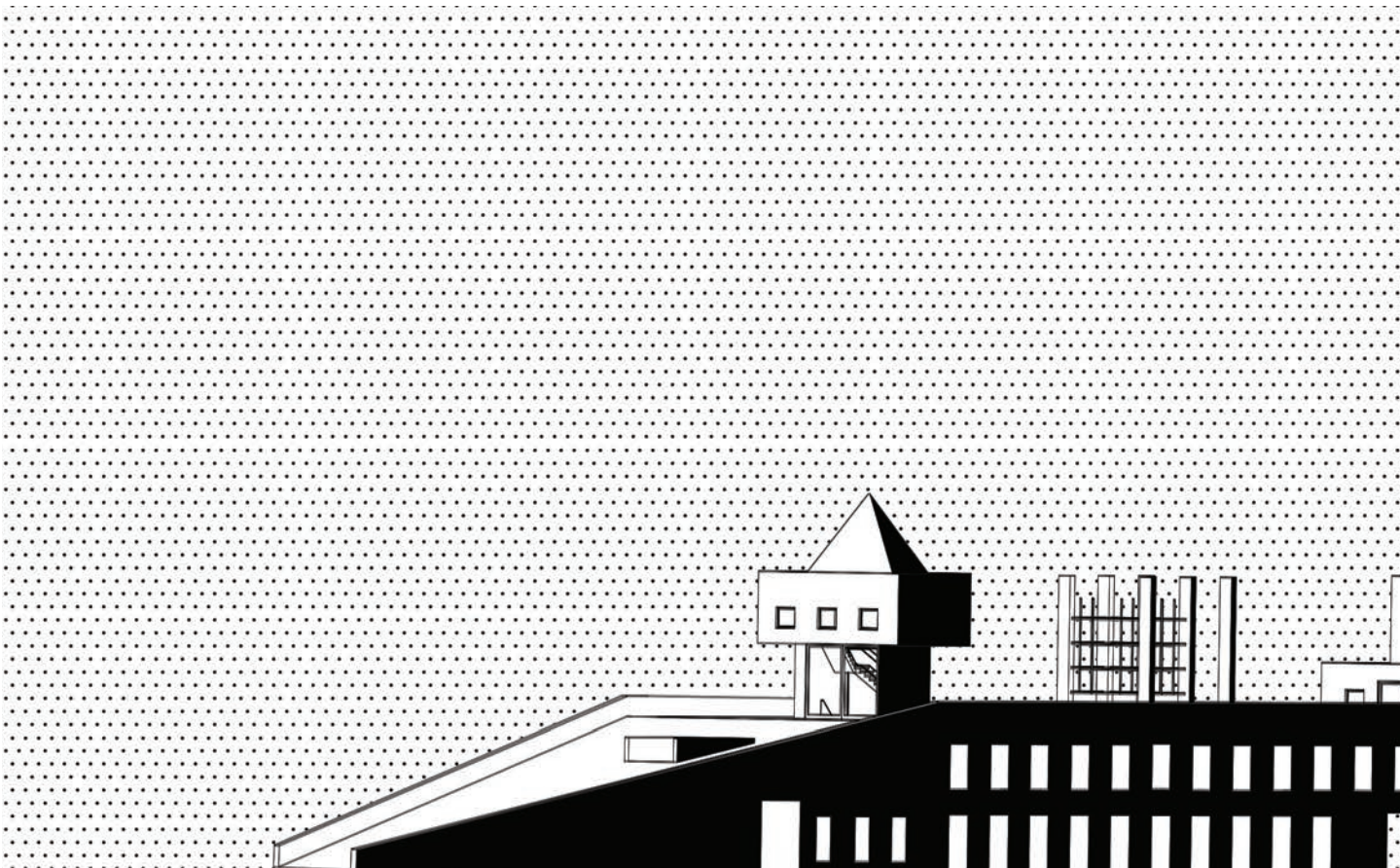


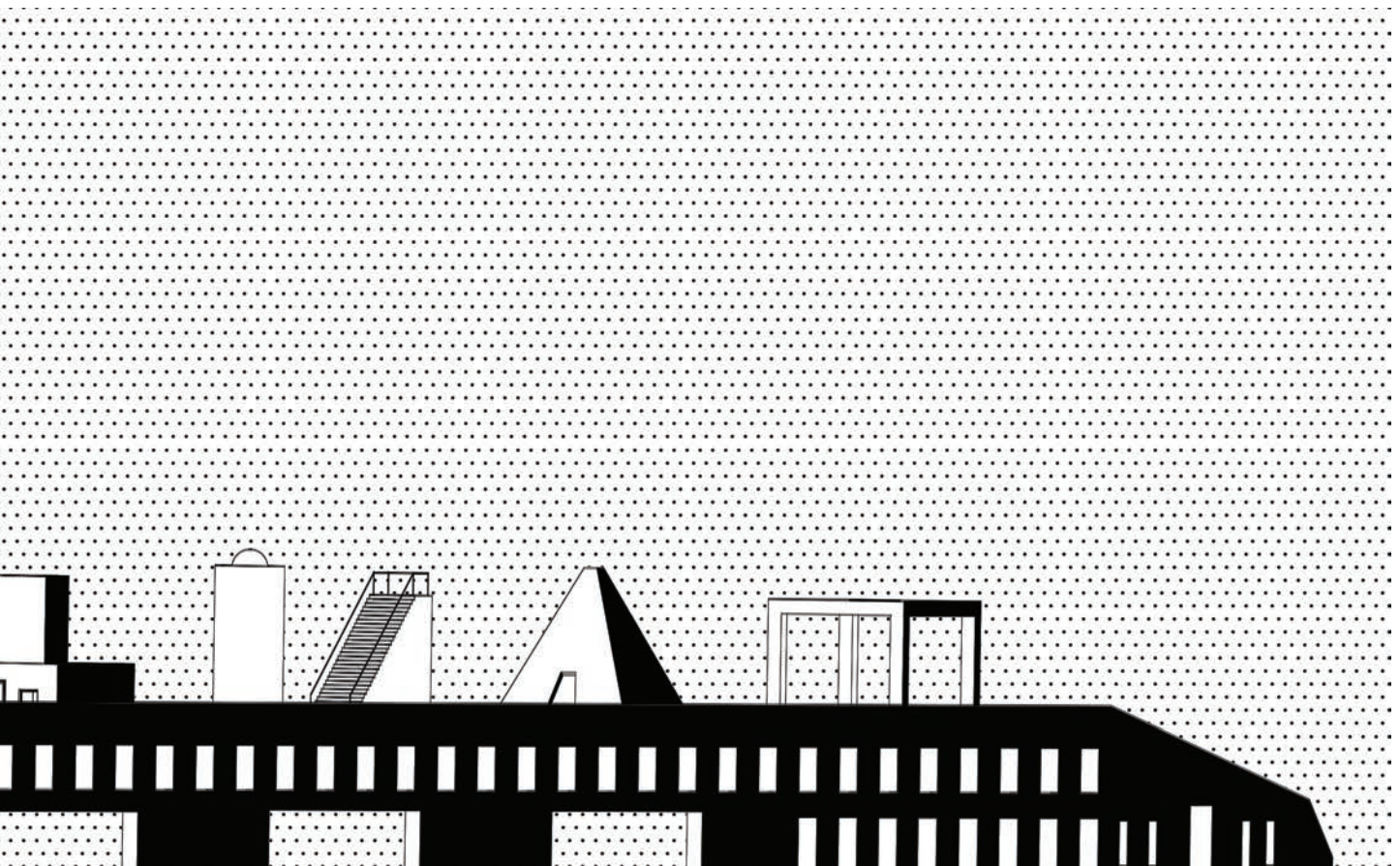
visualization



Visualization

north view







## **09** Bibliography



## Consultations

MgA PhD Ondřej Císler  
MgA Miroslav Pazdera  
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doc. Ing. Martin Pospíšil, Ph.D.  
Ing. Marek Novotný, Ph.D.

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