reconfigure experience

This Thesis project has two main focal points which serve as direction for the project: The first aims at tackling the issue of overcrowded schools and how the answer can be presented in a fast, efficient, and architectural solution. The second deals with the city of Radford, Virginia, as a distinct and new environment, and how one is greeted upon arrival. The site is unique in a way and presents an opportunity to interact with a new city context.

Preliminary design has directed the project to begin exploring a standardized building unit which will serve as a temporary component resting on a permanent "Infrastructure." This "Infrastructure" finds influence from the tectonic elements which exist in a building’s skin.

On a master scale, the project will serve as a focal point for a disjointed city which is organized in a linear plan. The site sits along the shore of the New River and rises out of a steep hill adjacent to the entrance of the City.

The inner program is shifted within the grid and aligns to the cardinal directions. This shift puts the inner rooms into a north/south orientation and generates a remaining space which will give each classroom a private exterior space. The shift will also keep the "Infrastructure" exposed while simultaneously serving as the structuring element for the removable wall partitions.
The opposed structure of the project represents the permanence and underlying foundation thereby the "infrastructure" has been applied. As inspiration, the energy and puerility of buildings under construction became a driving force. A grid work of columns follows a datum line that is pulled from the adjacent bridge. In section, the columns consist of a main piling that is surrounded by others in a cruciform layout to enhance the effective length of each element. The columns are engaged above the datum line with diagonal struts that support the roof structure.