

UPB
Architecture School

T8

Develop an urban proposal for the opening of the campus of the Universidad Pontificia Bolivariana and its integration with the neighborhood Laures. Reform and consolidation of all design school buildings, to achieve adaptation to the new proposed urban system.

RE-DESIGN Architecture School

Project Type	Educational
Mission	Development of proposals for opening of campus life to city life
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Date	2° semester / 2012

Summary: A principal urban design goal is to remove impediments between buildings and their neighborhood. Indeed, a university campus is host to green spaces and social spaces.

Against this background, we were charged with addressing a fundamental problem: the UPB campus is an urban enclave - a collection of buildings located in an active city center but with campus borders abruptly defined by a fenced perimeter.

To address this problem, this project developed a plan to reform the design of campus buildings and spaces to improve its integration with the external urban system.

In addition to internal and external building renovations, we also developed the idea to redesign the border between the enclaved campus and the surrounding city through a series of garden spaces.

These garden spaces are designed to blur the barriers between the campus and the urban domains, and thus to promote and reinforce the interconnectivity between the campus and the city.

Exterior building transformations are a principal design component.

By transforming the building facade, we aim to minimize the distance between students in the internal space and people enjoying the external green space, thereby generalizing the concept of university participation and promoting cross-demographic social life in this new mixed green space.



[A] Urban Design

Empirical Science and Reality observation (Nature) are the bases for the education

The project borns based on the ideal to have an open university to the world where would be possible a social and urban relation with its immediate environment.

From an initial analysis was possible to identify, how the university is a physical barrier where its "public" spaces haven't life and are disconnected from the urban scene of its immediate environment(neighborhood), making them useless.

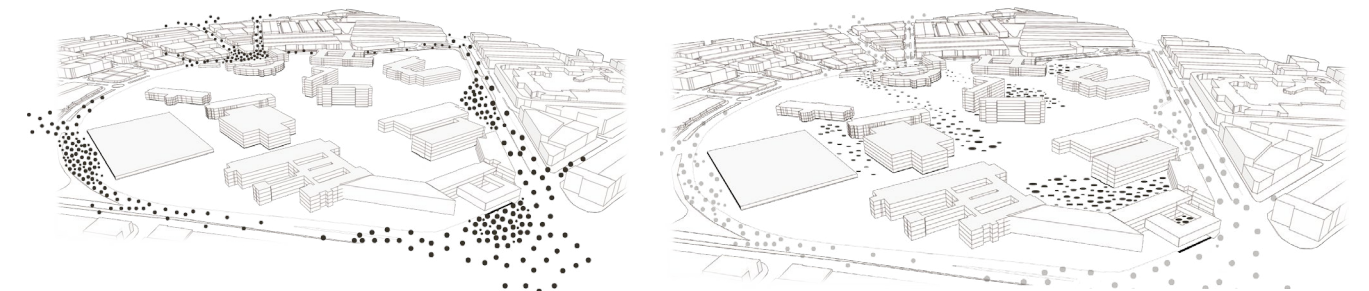
Based on this premise, were identified some points(spaces) that the community recognizes immediately because are congregation spaces as much for students as citizens, inside and exterior campus and urban axes (streets) that connect these points.

Those elements gave us the idea to transform those congregation points to gardens like blur spaces inside of the physical barrier and, as connection promoters between the university and the city from the urban axes

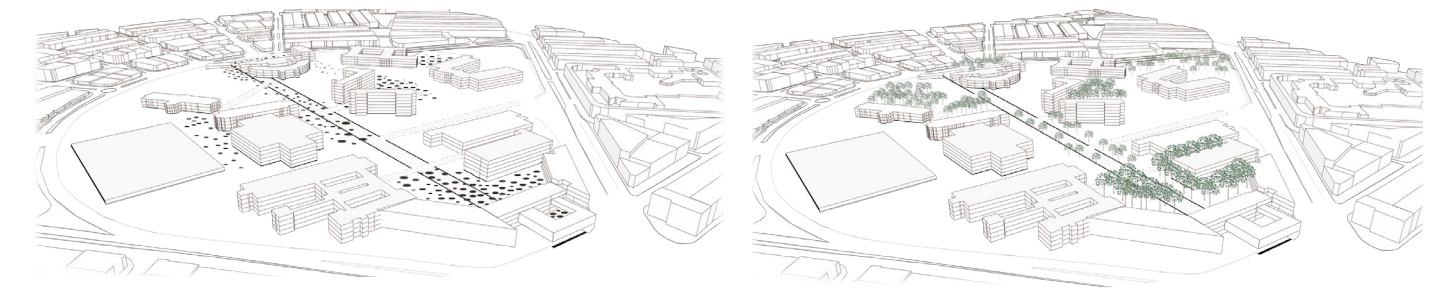
Gardens: Places to reveals the knowledge

Connection points

[1] Identification of congregation points of people as much in the interior and exterior campus



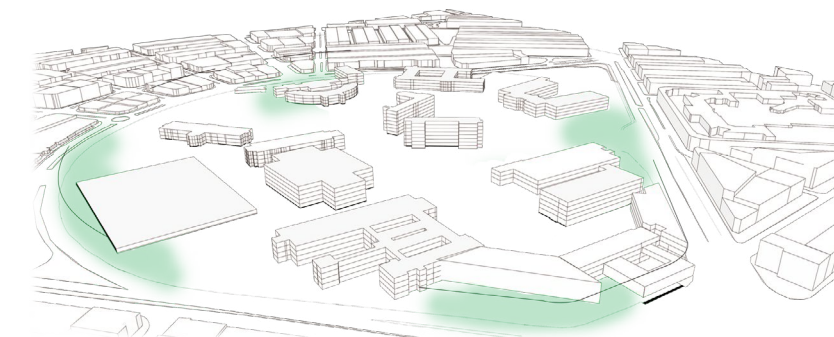
[2] Articulation of the gardens based on the central street (Boulevard) and secondary streets



Axis as a connection element of the articulating gardens of the campus

Formation of the gardens that shaping the interior of the campus

[3] Border transformation to generate a new relation between campus and the city



[1] Urban plan Location Architecture school - Campus UPB



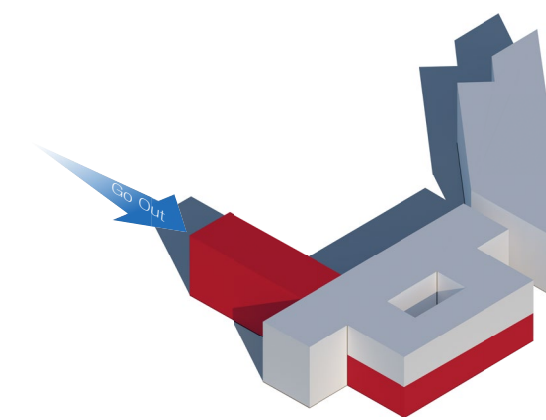
[A] Rethink the idea for the building (Urban aspect)

Based on the idea of: "The gardens as interior spaces of connection between the campus and the city" it is proposed a configuration of the building from two aspects that are: First, to generate a direct relation with the pedestrian from the urban planning, transforming the building in an edge that invites to the exchange and the visualization of daily life as much from inside and outside the campus.

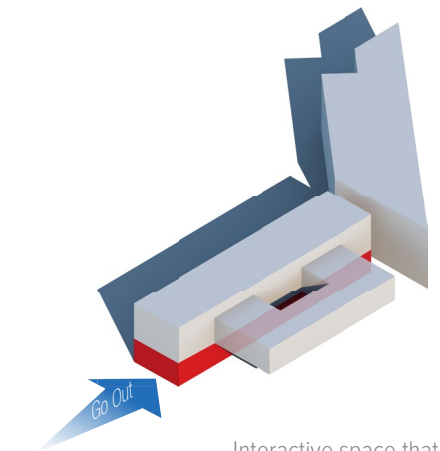
The second aspect is to reinforce the *raison d'être* of the faculty, its identity, which is to produce ideas and materialize them.

This is reflected in the building based on 2 conceptual models that are: Plato's Theory of Ideas which supports the practice to produce ideas and Aristotle's Empirical that supports the practice of the materialization of ideas, reflected in the spaces and the programmatic configuration of the building.

[1] Building as a conclusion of principal street

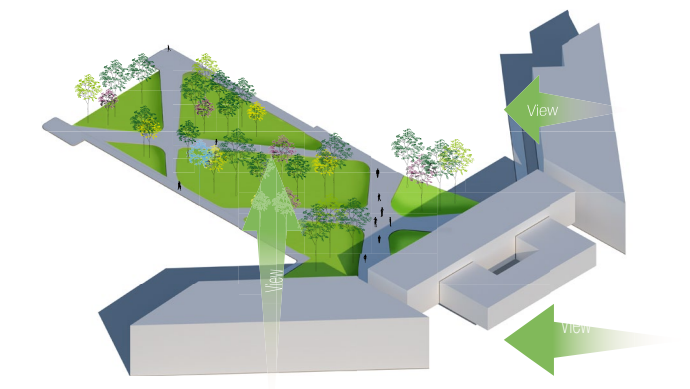
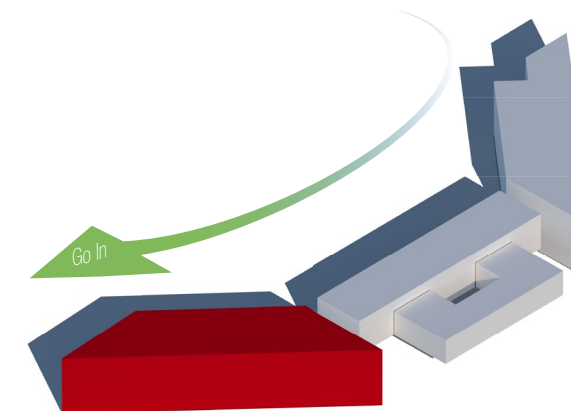


Opening on the first floor to generate a directly connected with immediate surroundings

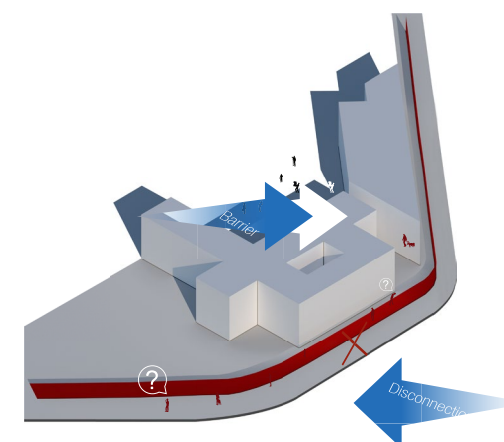


Interactive space that connect the interior space with exterior space

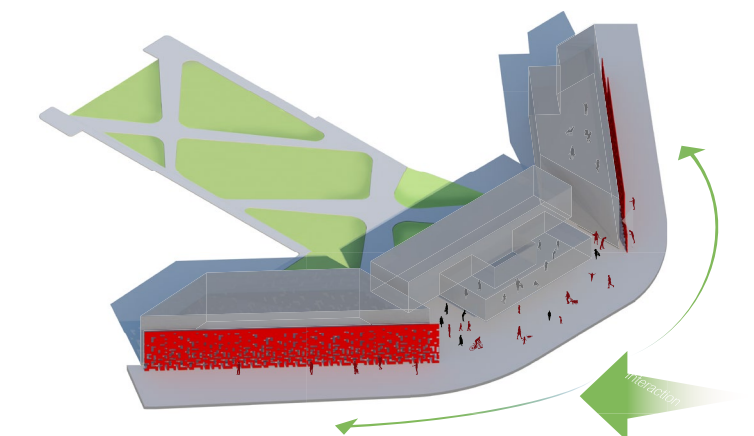
[2] Interior garden configuration



[3] Partial elimination of the campus enclosure



As consequence of design, The symmetric of the building give it a "building border" characteristic allowing it to be more dynamic



Building border the border is blurry, the facade now its a border of visual contact between inside and outside





1. Auditorium
2. Workshop Costume
3. Workshop Knitting
4. Workshop Painting
5. Workshop Projection
6. Workshop Cutting
7. Workshop Drawing
8. Store

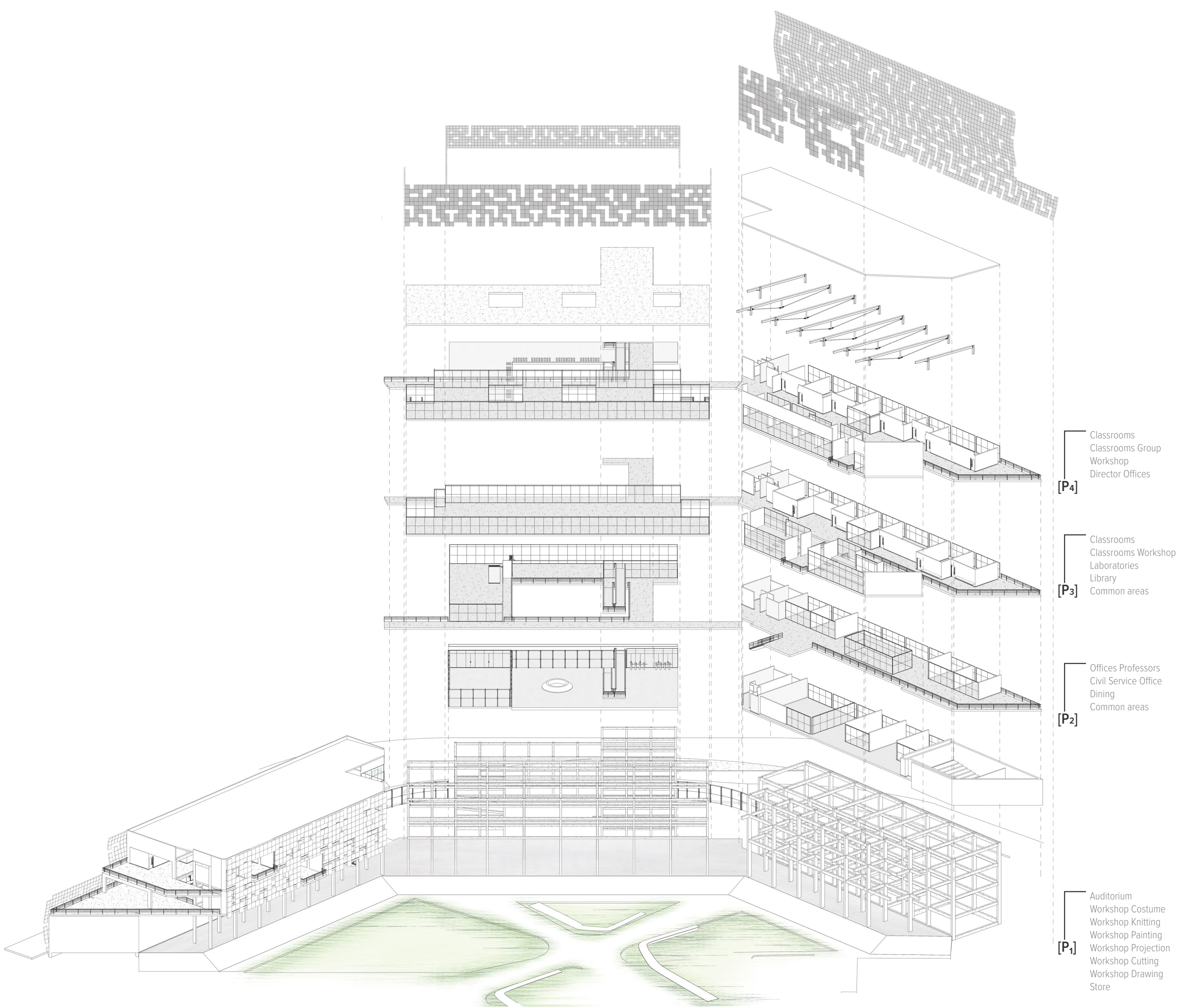
[1] Floor plan Level 1



Architectural Component

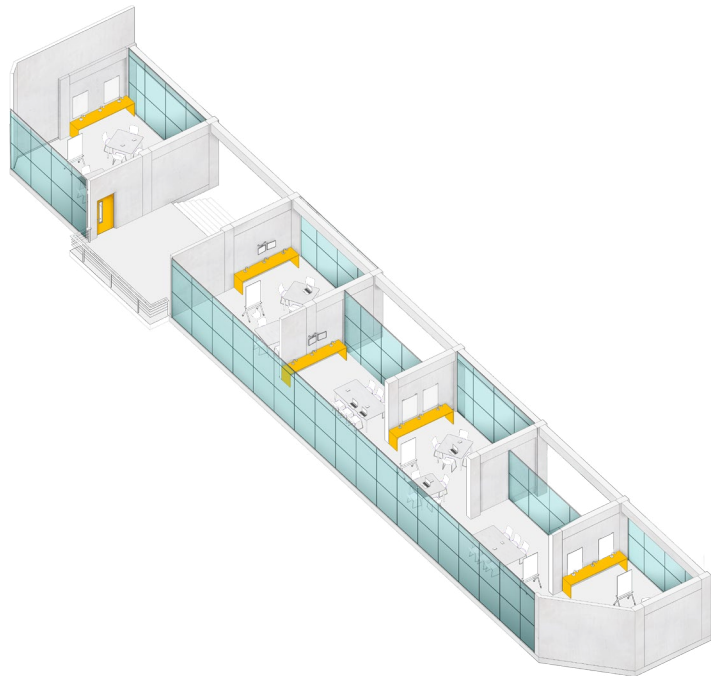
[C] Building composition

Programmatic concepts



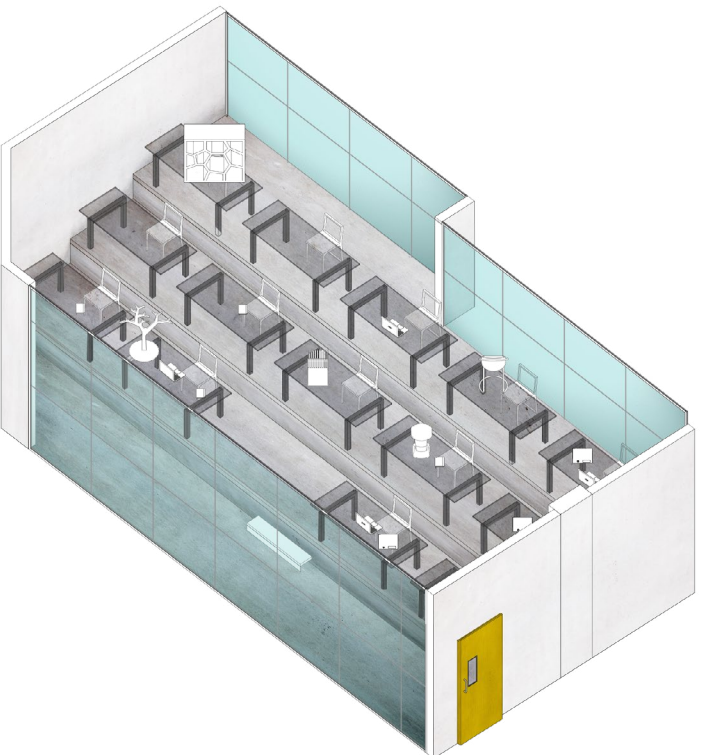
[A] Group classroom

The facade, in the beginning, it tackles as a problem of lining, where the principal objective is the permeability and, what it is the permeability? Permeability permits the outside and inside to influence each other across the boundary. The city's daily events influence the student's thinking and creativity and, from the interior the ideas creation affect the pedestrians esthetic perception.



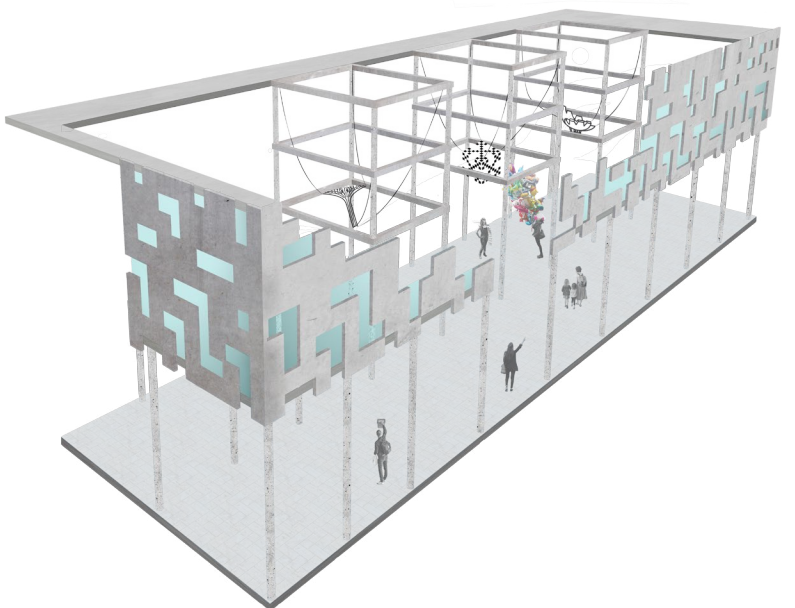
[B] Workshop classroom

Workshop classrooms, unlike the garden and gallery, has its own purpose based on Plato's theory about the ideas world. We outline a space where the students can conceptualize the abstract idea and then materialize it through the tools that the building has to support each career



[C] Space exposition

The exhibition spaces or gallery like the garden, are feed with Aristotle's idea about the empirical observation, as space where allow for the ideas and the learning environment exchange, through observation and evaluation of student projects.

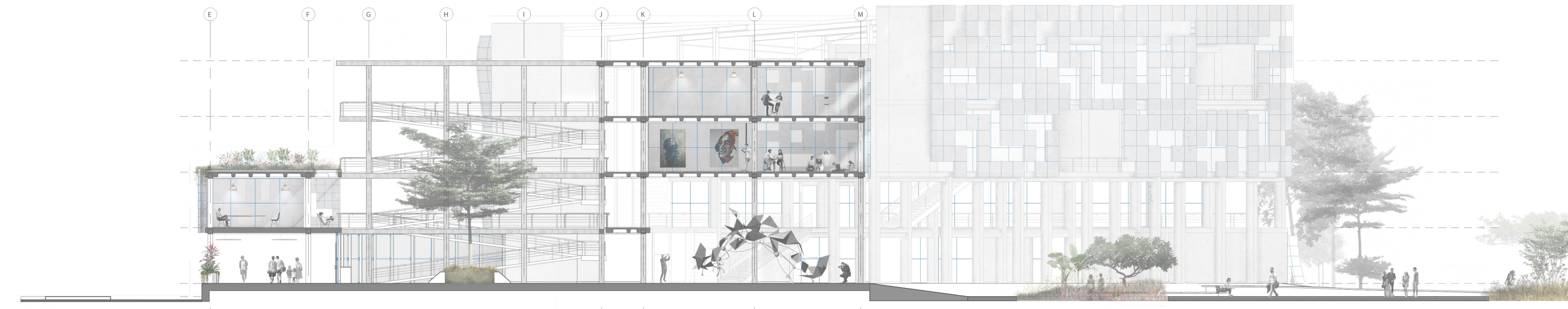




[A] South Facade



[B] North Facade



[C] Longitudinal Section A-A'



