

# 北仑滨海新城国际合作学校

International Cooperative School, Binhai New Town, Beilun, Ningbo, China

**项目名称:** 北仑滨海新城国际合作学校（国际竞赛第一名方案）  
**地 点:** 中国 宁波 北仑  
**功 能:** 教育建筑  
**设计时间:** 2011年  
**用地面积:** 13.78公顷  
**建筑面积:** 60800平方米  
**建筑设计:** DC国际建筑设计事务所  
**总建筑师:** 崔哲，平刚  
**设计团队:** 李佳，牟霄童，温雪凌，吴波、朱家声

**Project Name:** International Cooperative School, Binhai New Town, Beilun, Ningbo, China (international competition, first prize)  
**Location:** Beilun, Ningbo, China  
**Function:** Education  
**Design Period:** 2011  
**Site Area:** 13.78 ha.  
**Project Area:** 60800 m²  
**Architect:** DC Alliance  
**Project Architects:** Cui Zhe, Ping Gang  
**Project team:** Li Jia, Mou Xiaotong, Wen Xueling, Wu Bo, Zhu Jiasheng



DC国际建筑设计事务所（以下简称DC）将滨海国际学校的设计作为一个文化课题，清晰的给出了答案，DC在教育建筑的营造中，注重了设计观念的创新，同时创造独特的建筑风格，研究文化传承的可能，以及完成对自然地形的尊重和合理利用。

我们认为教育的本源不是“教与学”，而是“唤起”，所以我们一直在教育建筑的设计中强调“被设计的邂逅”以及“学习无处不在”的设计概念，整个学校都可以被营造成为一个大课堂。所以这次设计的研究基础首先是强调规划的整体性。设计把传统的二维平面规划转到三维乃至多维的整体思维上来，使校园具有不可分割的整体环境氛围。校园规划从传统的重视单幢建筑设计转向校园外部空间的创造，规划强调建构和协助形成一个广阔的、相互联系的且永久开放的外部空间联系，并以此作为可持续性发展的框架，把外部空间视为一个与建筑实体共生、且独立完善的整体。

同时我们在总体规划中引入城市设计的工作方式，注重对建筑之间的外部空间秩序的控制，而不是仅仅考虑设计各个建筑单体的具体形态。其次是营造空间的多样性，在数量上创造出在活动场所的多样性和使用时间的多样性。空间类型尽可能丰富，以对应不同层次的需求。设计创造的交往空间不仅仅体现在教学区，更要发展到全校园。

DC的设计关注景观的生态性，这体现在利用基地特色和保留了原有的自然环境。

在这些研究的基础之上，我们希望将滨海学校建设成为多维度的生态教育社区。设计最终形成的整体空间构架是：

DC Alliance has addressed a cultural issue through the design of International Cooperative School in Beilun. In the process of design, DC Alliance emphasizes the innovative understanding of education architecture, the possibility of cultural continuity, and respect to natural environment.

As architects, we believe the fountain head of education is not about “teaching&learning”, but “arousal& enlightenment”, therefore, we infuse the concept of “designed encounter” and “learning everywhere” in this project. The whole school and surroundings could be understood as a open class room. In the light of this concept, the wholeness of site planning become the first subject of design research. Integrated three-dimensional or multi-dimensional spatial thinking transcends the traditional two-dimensional planning methodology in design process, so that the design has an inborn learning atmosphere. In the same time, our focus has shifted from a single building to the space in-between. The planning attempts to achieve an open, but connected spatial network, which forms the framework for future sustainable development. The open space is integrated with architecture and become an autonomous whole.

Firstly, we introduce the urban design methodology into architecture, which focus on the control of the spatial order between buildings, rather than the form of individual elements. Secondary, we attempt to create a spatial diversity, which means the diversity of spatial use and temporal elements. Different spatial patterns correspond to different needs. Various encountering spaces scatter through the whole campus beyond the teaching area.

In terms of the relationship between buildings and natural environment, we highly value the landscape ecology. Base on the research and understanding of the needs of clients and users, the environmental surroundings, we are trying to create a multi-dimensional sustainable education community in this school design. The key elements of the design are:



谷：方案中南北向设置的一条室外公共活动场地，是学生各种活动的集散地，也是校园的活力枢纽。

场：以南北两个宿舍及中间艺术馆为核心的三个节点形成了校园中最重要的三片学生广场。

段：以三场为划分点将南北长向的建筑分为四段，削弱了单一的方向过长。

点：架空在“谷”上方的六栋基本教学单元。

院：东西横向布置的八栋建筑（专业教室和办公楼）南北长向的两个教学长廊围合出七个院落空间。

在这个清晰的设计策略之下，设计展现出丰富灵动的校园空间，整体大气的建筑形象，丰富的本土材料形成的独特文化氛围，我们可以想象学生们在这里能够感受和体验的完整艺术熏陶，这足以留下美好的，只属于孩子们的记忆。

Valley: a open space forms a spine of this school full of activities and energy

Area: the three most important outdoor spaces around two residential halls and art gallery in the middle.

Section: the whole building complex is divided into for sections by three areas, which introduces a spatial rhythm throughout the spatial experience.

Node: there are six basic teaching units built above the spatial spine: valley.

Courtyard: seven courtyards located between class rooms, administration building and two corridors.

Under this design strategy, a diverse and adaptable campus has been revealed. The simple outlook of the building under the help of local building material creates a unique atmosphere. We can imagine the students could have a valuable experience and memory studying in this atmosphere.



