

TERRACE SCHOOL

Lloret de Mar, Girona
2009-2012

Construction of a new school on a plot adjacent to the access to the gardens of Santa Clotilde in Lloret de Mar. This centre must include the cycles of nursery, primary and secondary education, in addition to the services and common prescriptive elements of the department and is expected to accommodate 690 students aged between 3 and 16.

The different needs in terms of space and program for the various age ranges of the future users, added to the strong gradient of the slope and hard budget constraints and construction period were determining factors for the final design.

TPOLOGY

Public building, Educational.

AREA

6725 m²

PROMOTER

GISA, ICF-Equipaments

BUILDER

Capdeferro Constructor, s.a.

COLLABORATORS

Blázquez Guanter, s.l.p., structural consultants.
FiA, Font i Armengol, s.l., facilities consultants.
Brufau Cusó, s.l.p., budget consultants.
Geocam, s.l., geotechnical consultants.
Dinamis, Promocions dels Valors Ambientals, s.l., quality and environment consultants.
SiS, Consultoria Acústica, s.l., acoustic consultants.

PHOTOGRAPHY

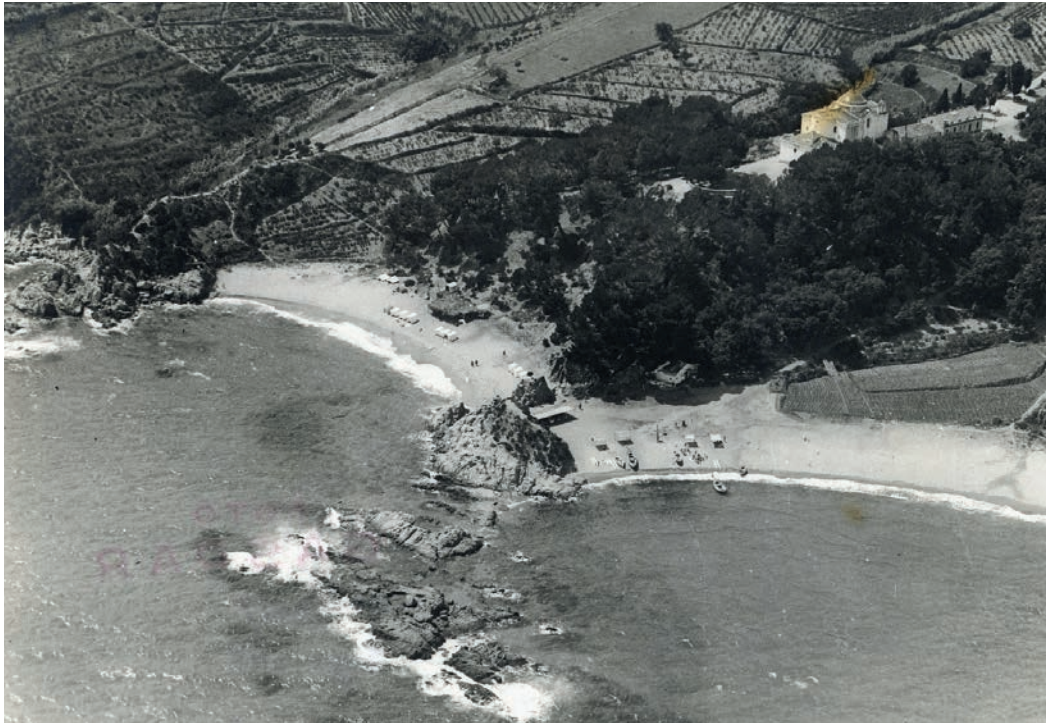
José Hevia

BASF Architecture Award 2014

Mention of the Palmarés Architecture Aluminium

Technal 2013





Terraces have historically been the system used to domesticate terrain relief in the villages of the Mediterranean coast.

F1
Santa Cristina hermitage. Josep Gaspar i Serra, 1929.
Institut Cartogràfic i Geològic de Catalunya (ICGC).

F2
Santa Cristina hermitage. Josep Gaspar i Serra, 1929.
Institut Cartogràfic i Geològic de Catalunya (ICGC).

F3
Terrace School site plan. Institut Cartogràfic i Geològic de Catalunya (ICGC), 2016.

The proposal adopts terracing as the main strategy to fragment both the site and the program, using a single industrialized and structural concrete element to configure the space. Each building acts as the containing wall of every terrace, configuring its own exterior space.

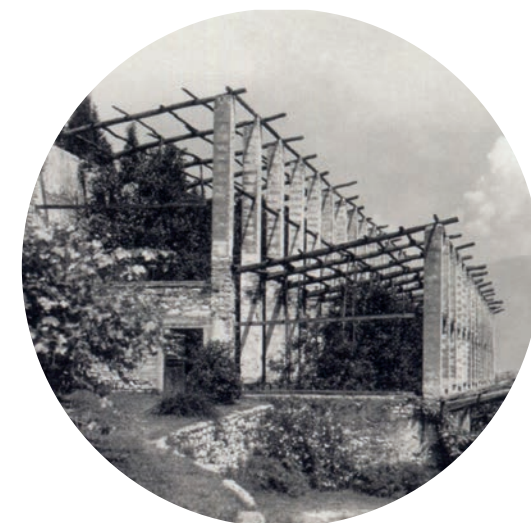
Therefore, we build three parallel blocs adapted to the topography of the site, configured on the basis of a modular and repetitive structure, with wide and flexible bays, which seeks great simplicity in terms of execution. A generic space completely open to the various forms of colonization that its inhabitants of different ages will provide.

Each block has its own exterior space, its own piece of sun and sky, its specific way of relating to the site and to the climate, and offers to teachers, children and teenagers differentiated learning and resting spaces throughout the different periods of their studies.

The constructive system is based on the use of a 120cm wide and 30cm thick concrete panel with two 6cm exterior faces pre-formed at the factory, reinforced according to calculation requests and ready to be fully concreted on site. The load-bearing capacity of this element, initially designed to build retaining walls, makes it extraordinarily versatile. It is used for its original purpose of retaining the pressure of the terrain but also as a pillar or façade enclosure.

The standard classrooms are located at the western end of each of the blocks (close to the circulation core) and in direct contact with the playground, while classrooms that have special requirements of darkness, privacy or security are concentrated in the east end and have a system of planters and lattices formed by galvanized tubes that filter their relationship with the playground areas.

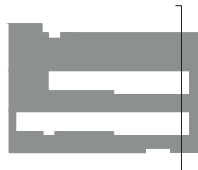
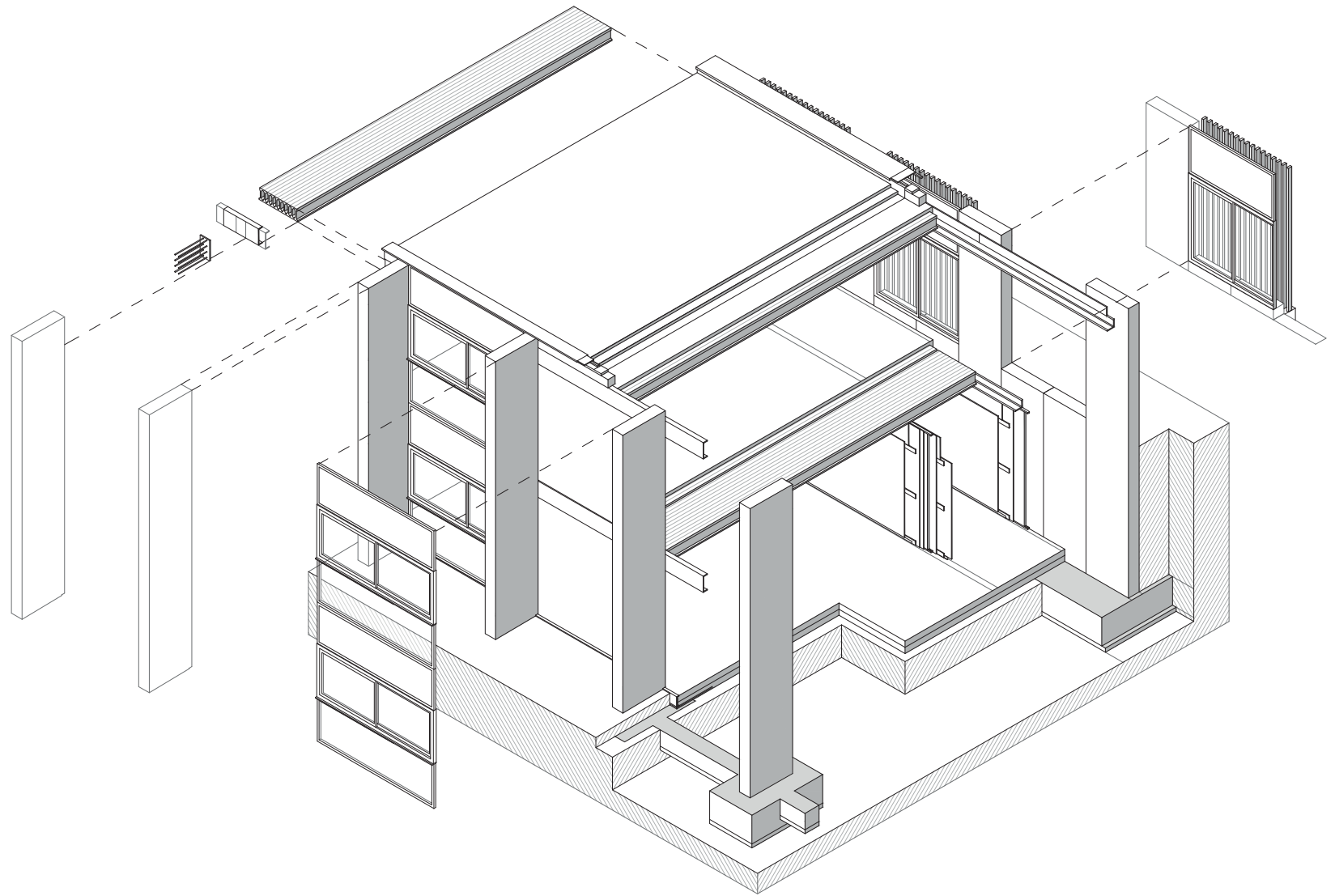
Rather than the design of a building, the project consists of the development of a constructive system of maximum effectiveness as to conform a spatial structure capable of conditioning the plot and house the different parts of the programme, offering a kind system of relating people with the environment.



F1
A single prefabricated structural concrete element configures all the spaces.

F2
Terracing as the driving strategy of the project.

F3
Gardens and lemon trees at Lake Garda, Italy. Bernard Rudofsky, prior to 1977. Research Library, The Getty Research Institute, Los Angeles.

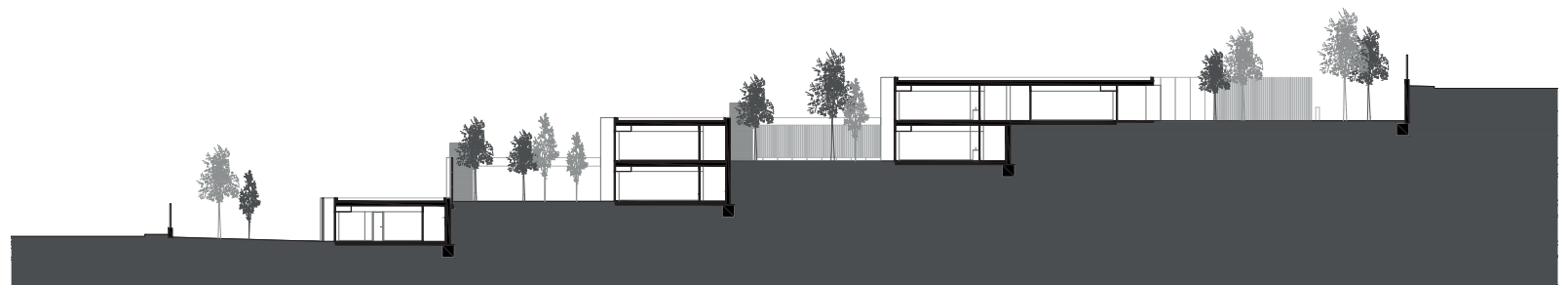


F1
Isometric. Construction of the terrace-building.

0 1 5m

F2
Section.

0 10 20m





- F1**
Main access and circulation core on the north-south axis of the complex.
- F2**
Materiality: Concrete and light.
- F3**
The vertical circulation core connects the different levels of the building through interior corridors and overpasses.



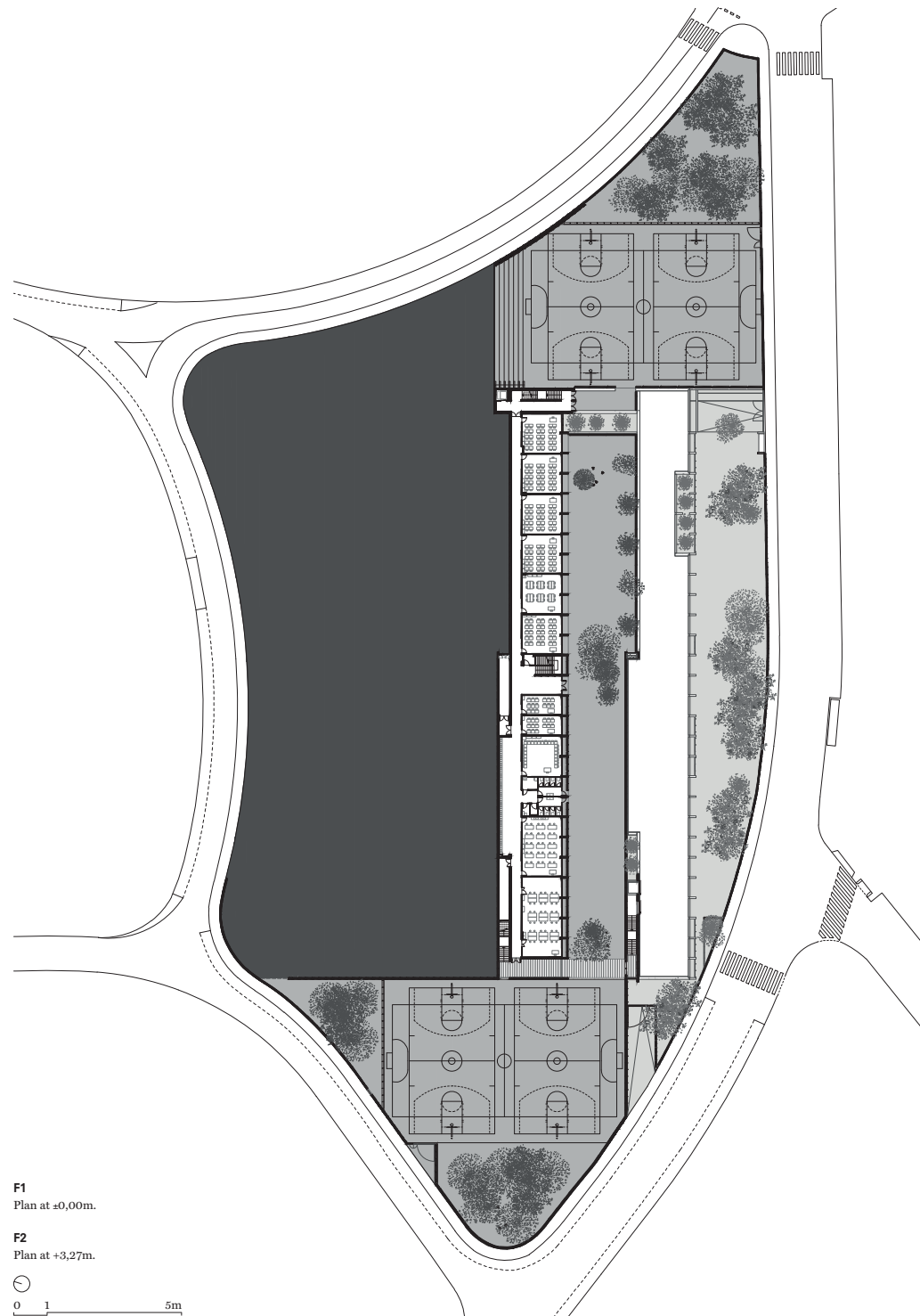
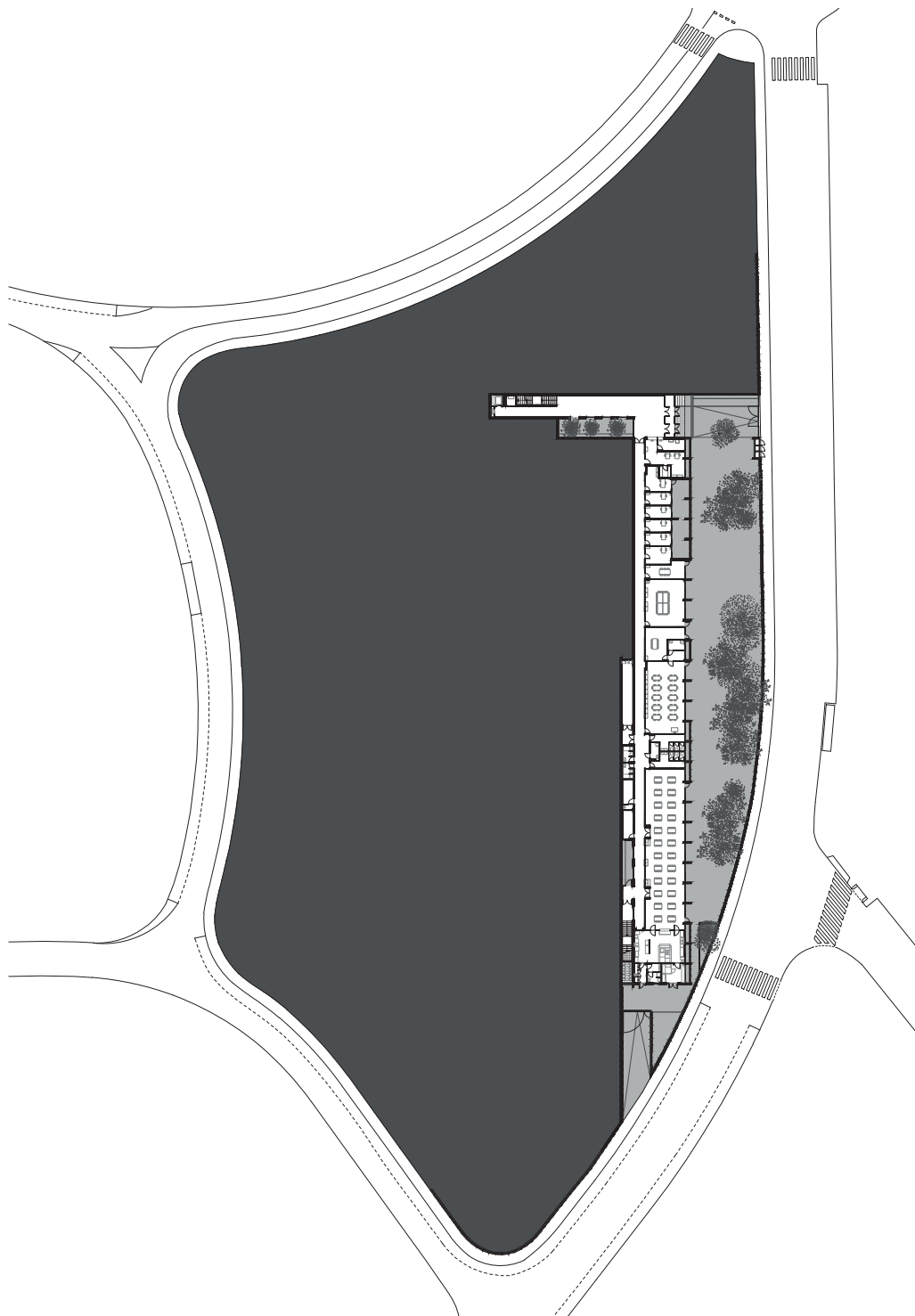


F1

The span of the classrooms defines the structural module that guides the whole.

F2

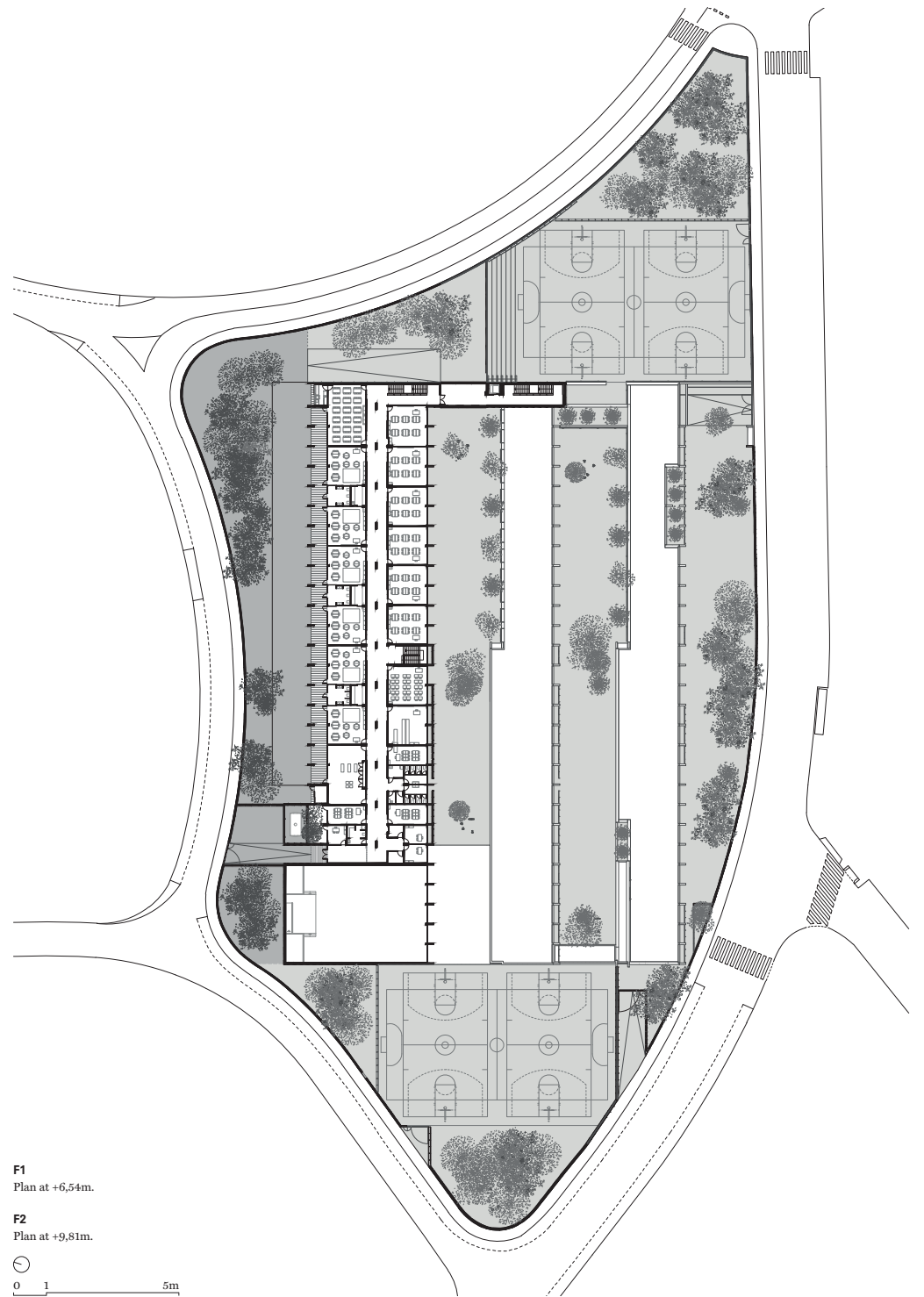
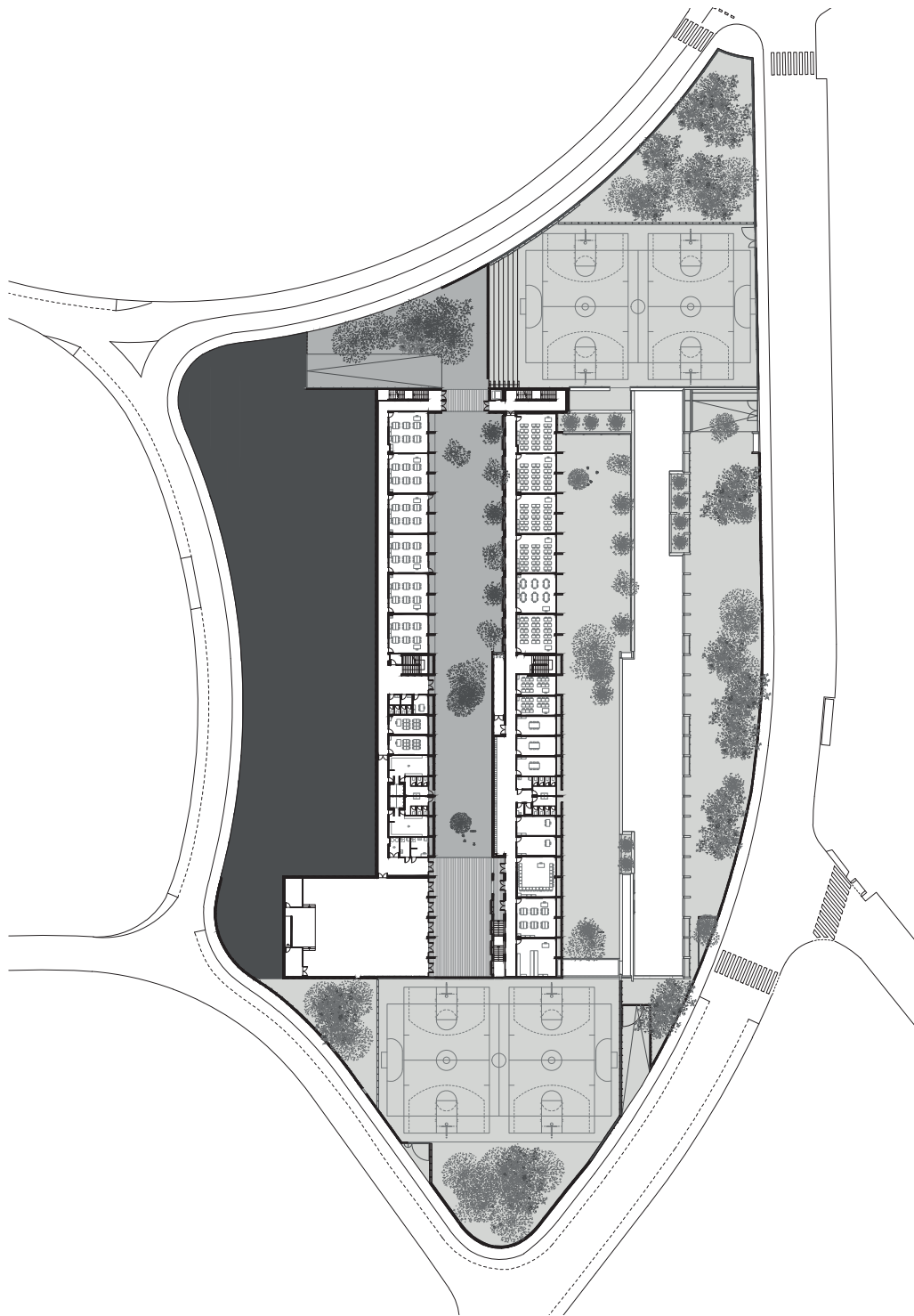
Vegetation and latticework formed by galvanized tubes filter the relationship of some interior spaces with playground areas.



F1
Plan at ±0,00m.

F2
Plan at +3,27m.





F1
Plan at +6,54m.

F2
Plan at +9,81m.





*Terrain retention,
an elementary
terracing
infrastructure,
generates all of
the school's living
spaces.*

F1

A set of covered exterior passages connects all the buildings in the center.

F2

The classroom: open space with large windows in direct contact with the playground.

