HOUSE OF LEARNING

The Studio Theme:
Consider Learning

Anton Stankowski Inner Conflict
KEYFIGURES, BUILDINGS & MOMENTS

Rudolf Steiner 1861-1925

Emil Molt 1876-1936

Freie Waldorfschule Uhlandshoehe, Stuttgart, Germany
Tripartism of man principle skills of the students’ development are of equal promotion and to be interlinked.

Cognitive; ‘thinking’
Emotional, artistic-creative; ‘feeling’
Behavior, craft-practical; ‘willing’
Every job is important, even the lowliest. Let no man delude himself that his work is more important than that of a colleague. Everyone should contribute for the good of the whole.
— Robert Bosch, Stuttgart

The Weissenhof Estate 1927
How do we want to dwell?

Robert Bosch

Willi Baumeister graphic 1924, 1927, 1932 including Bosch
Notable Arch. Students of Fischer

Richard Riemerschmid, 1868-1957
Bruno Taut, 1880-1938
Ernst May, 1886-1970
Erich Mendelsohn, 1887-1953
J.J.P. Oud, 1890-1963

Theodor Fischer
1862 – 1938
Architect, Urban-Planner, Professor

Fangelsbach Realschule Stuttgart
Heusteigschule, 1904-06
A practical and comfortable interior is far more critical than external ornamentation in a school building. I will therefore restrict (…), but I will also ensure that the masses are distributed and brought into balanced relationships with one another so that both express the comfort of the interior and the dignity of the building authority in the same way to be transported. — Theodor Fischer
Günter Behnisch
1922, Dresden 1922 – 2010, Stuttgart
Architect and Bricklayer

Olympic Parc, Munich, Germany, 1969-1972
Architecture: Behnisch & Partner
Structure: Frei Otto
Landscape-Arch. Hans Lutz
Graphics: Otl Aicher
Günter Behnisch
1922, Dresden 1922 – 2010, Stuttgart
Architect and Bricklayer


Schaefersfeldschule,
Lorch Germany, 1972-1973
We, as architects, are driven by the belief that our surroundings directly influence the quality of our lives, whether in the work place, at home or in the public spaces in between. This emphasis on the social dimension is fundamental to our design philosophy, which takes as its starting point the acknowledgement that architecture is generated by the needs of people, needs that may be spiritual as well as being material. — Stefan Behnisch
This everlasting discourse on educating the next generation asks for adapting school-typologies in order to gain new insights into the experience of learning.

The studio examines the context of the programmatic design of school typologies in different social communities, taking into account new learning circumstances and the ecological footprint, between the span of life cycle assessments and the artificial intelligence.

Extending the concept of education seems critical. Differentiating shapes, colors and materials is part of education. The haptic, the visual, the sensual, it is not all cognitive that is relevant in education and we might have the wrong messages in our education system.

Practical skills and abilities are not lower, they are lost in our education, and yet they are important for an integrative living and for systemically relevant professions.

How could this kind of educational space be visualized, and how could it be built? The seminar will examine and develop a catalog of historical and contemporary educational spaces and prototypes for learning spaces that exemplify the necessary discourse ‘How do we want to learn?’
FALL TO WINTER

Learning-Spaces & Configuration

School Schematic / Environmental Design

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Learning-Spaces & Configuration  School Schematic / Environmental Design  School Spaces, Interior Architecture & Furniture Design

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Portland, Oregon, USA
711 NE 100th between NE Pacific Ave. on the North, NE Irving St. on the South, NE 100th on the East and NE 99th on the West.
5 acres utilize about 3.5 acres.

PROJECT SITE

Proposed elementary school, an “urban elementary” building.
IRCO Immigrant and Refugee Community Organization
The site is the former Gateway Elks Club site

Portland, Oregon, USA

Option #1

Stuttgart, Baden-Wuerttemberg, Germany

Option #2
Portland, Oregon, USA

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Option #2
STUDIES:


Hilma af Klint (1862-1944): Guggenheim, NY 2018/19

Wassily Kandinsky: Circles in a Circle, 1923

Anish Kapoor: The Unilever Series. Tate London, 2002/03


Katharina Grosse: This Drove my Mother up the Wall South London Gallery, 2017
Le Corbusier, France
PC Tom Hille

Herman Hertzberger, Montessori Schools Amsterdam and Utrecht, Netherlands

Oregon Episcopal School 1869
Pre-Kindergarten through Grade 12

“The mission of the school is to prepare students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.”
Schola means the pleasure of having: “free time”, “idleness, doing nothing.”
My buildings are open to many things, also to changes in themselves.
– Günter Behnisch
Hans Scharoun, Geschwister Scholl Gesamtschule Luenen, 1956-1962
Hans Scharoun, Gesamtschule Marl, 1979
Elementary School

2016

Transsolar

Behnisch Architekten
Good teachers realise that the students are the antenna; they are sensing things that the teachers don't yet sense.

Brian Eno