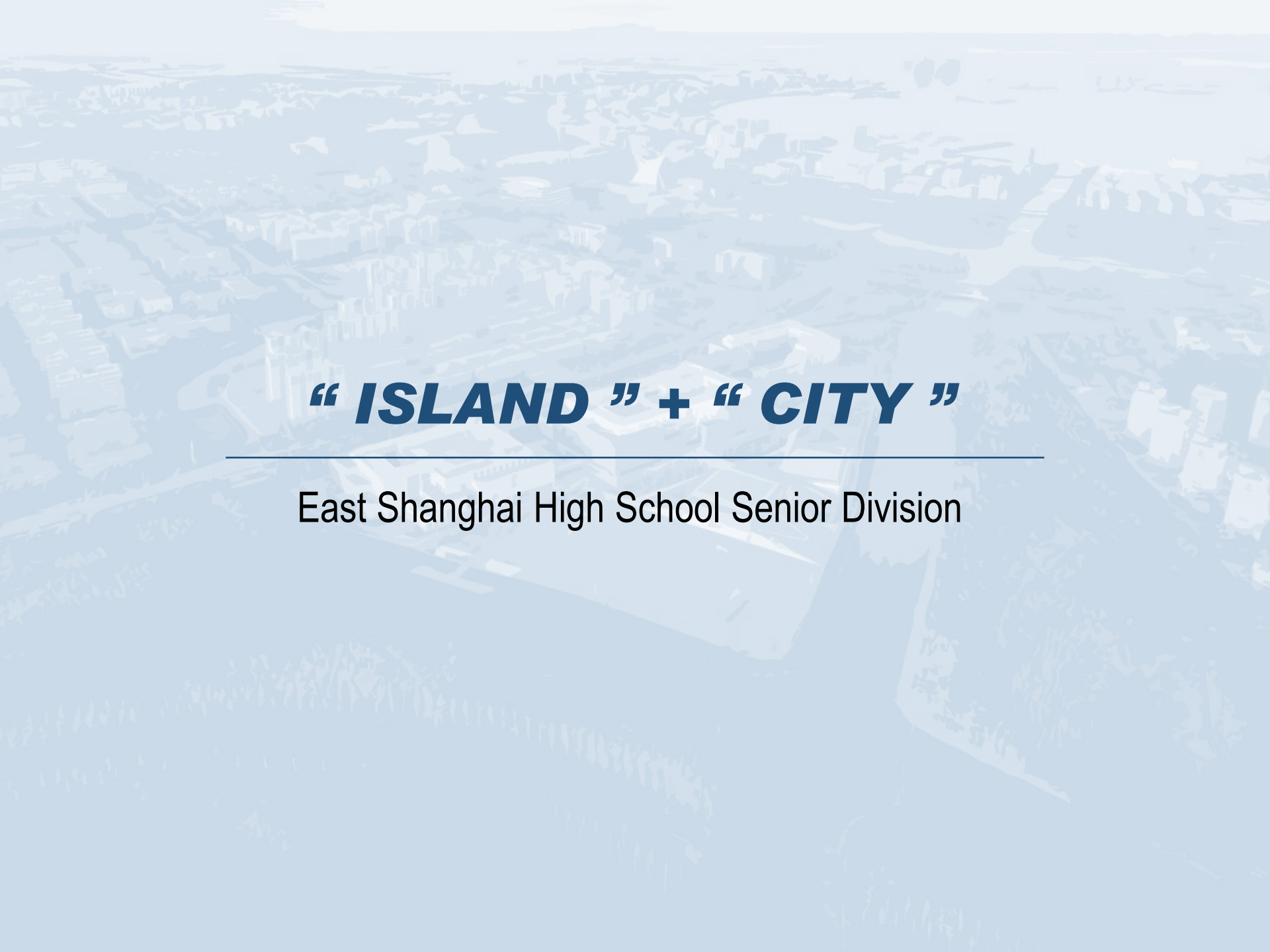


An aerial photograph of the East Shanghai High School campus, showing various buildings, green spaces, and a large body of water in the foreground. The image is overlaid with a semi-transparent blue filter.

“ ISLAND ” + “ CITY ”

East Shanghai High School Senior Division

Project Overview

Shanghai High School is one of the most prestigious middle schools in Shanghai, and the construction of its new campus has naturally got much attention, hoping that it could be a model for campus construction in some ways.

The project site is located **in the urban public green corridor** of Shanghai Lin-gang Special Area, with one longer side unfolding along the road, while two sides facing the water. Three sides of the site are connected to the landscape, providing favorable environmental conditions.

Design Challenge



As a fully residential **48-class high school** with a **plot ratio of 1.2**, there are a number of questions that need to be answered from the very beginning:

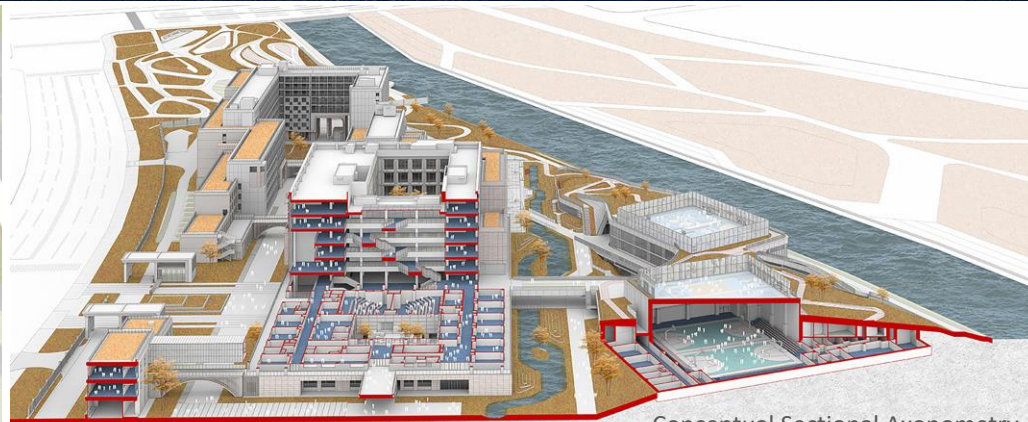
1. How to integrate the campus into the urban public space system as a participant in shaping the urban environment?
2. How to bring out the possibility of relieving stress from efficient and intense study life in terms of spatial design?
3. How to create a traditional and unique spatial language and experience for the new campus?

Design Concept

Finally, a dualistic narrative mode with **“city”** and **“island”** as the main body has been chosen, trying to give responding strategies in contrastive, intertextual and structural tension.



Masterplan



Conceptual Sectional Axonometry

Design Highlight 1: **One City, One Island** | complementary campus spatial structure

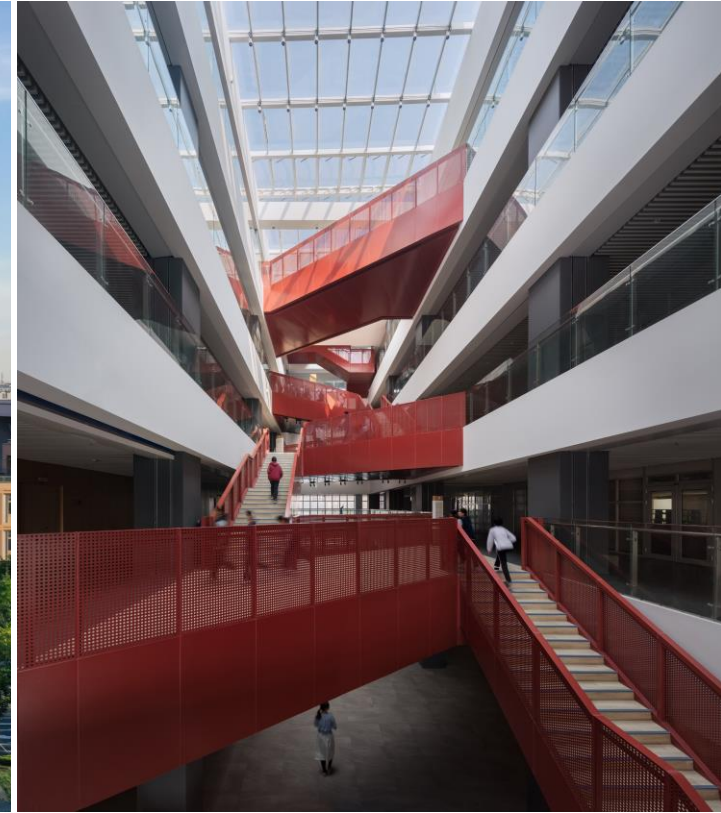
The first thing that the design has to face is **the relationship between the campus and the city**, with the campus unfolding along the main road of the city on one hand while being in the middle of the urban public green corridor on the other hand.

Therefore, the design aims to **create a distinctive urban image** for educational buildings **without interrupting the continuity of the green corridor**, to guarantee the integrity of the campus' operation while keep the possibility to share the campus facilities with the city.

This complementary desire led to a complementary campus spatial structure: the strategy of **One City, One Island** gave a holistic solution.



[Longmen Study City] - a micro city with superimposed living density



The **Longmen Building** is the main building with historical significance of the old campus of Shanghai High School, thus being transplanted to the new campus as **a cultural symbol**.

The new campus has **a plot ratio of 1.2**, which is not too low, and if it were laid out in a normal way, the entire site would be occupied evenly, and the urban public green corridor would inevitably be interrupted by the building.

Therefore, the design made a decision which went in the opposite direction, to further **gather the construction capacity to the side along the road**, and to superimpose the living density through composite functional settings, **creating a highly intensive micro-study city**.

[A vibrant green island] - where campus infrastructures feeds back the city



The **released floor area ratio** has been combined with the demand of sports facilities, **shaping a vibrant green sports island** by means of landscape.

The **Island** is separated from the City by an inland river, connected to the City by bridges, and meanwhile **extends to the urban park** on the east side, which creates the possibility of **time-sharing with the city in physical space**.

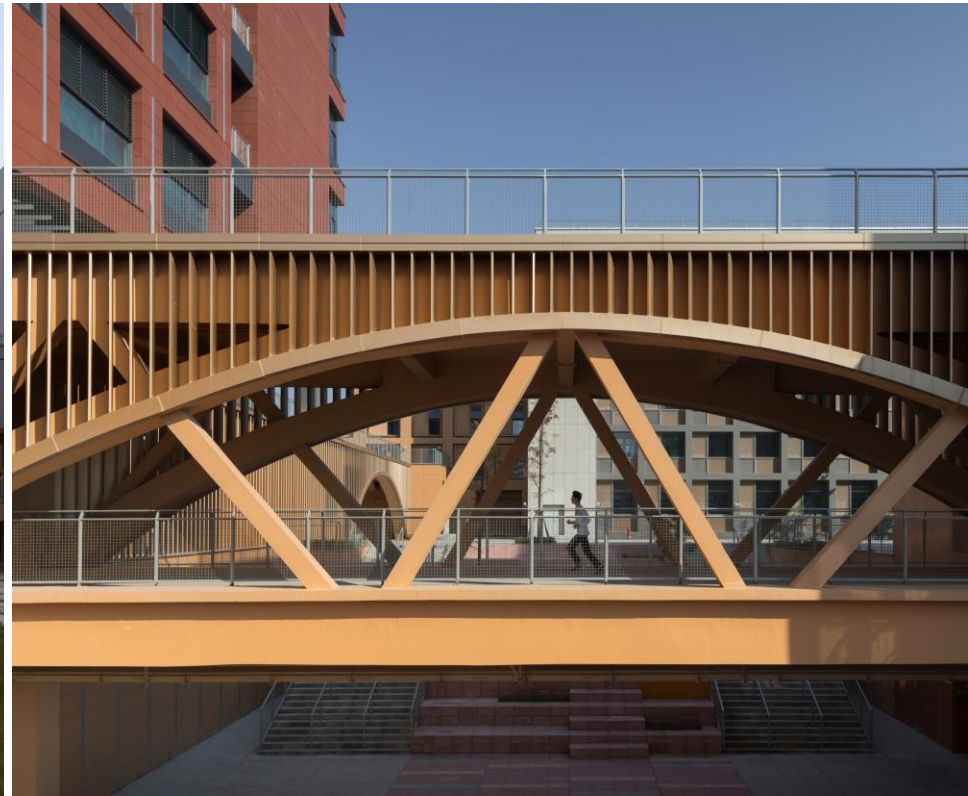
The Island is integrated with the City during campus use, and into the urban park during shared use with the city. The **Island feeds back to the city as an infrastructure** and becomes part of the urban green public space.

Design Highlight 2: **Within City, On Island** | shaping the scene of discipline and release

Discipline and release are two sides of education, and switching between the two requires a sense of spatial ritual. As a result, **completely different spatial qualities** are presented in the Study City and the Green Island.

[Courtyards and bridges] – clues to order

Within the Study City, grouped courtyards and bridges of different heights connect various spaces, embodying rigorous sequences and efficient functions everywhere.



The Study City consists of three parts: the main teaching area in the middle, the art complex area in the west, and the living accommodation area in the east. Between the main teaching building and the art complex building is a semi-enclosed art courtyard. The living accommodation area, consisting of the boys' dormitory, the girls' dormitory and the cafeteria, has two dormitory courtyards with different characters and a sunken courtyard that serves as the entrance space to the cafeteria. Five bridges of different forms connect the three buildings at different heights, making them a mapping of the complete city.

[Beyond the hills] – the breath of freedom

On the Green Island, there is a suburban atmosphere, and moving freely in green spaces brings a rare sense of relaxation under the pressure of high-intensity study.



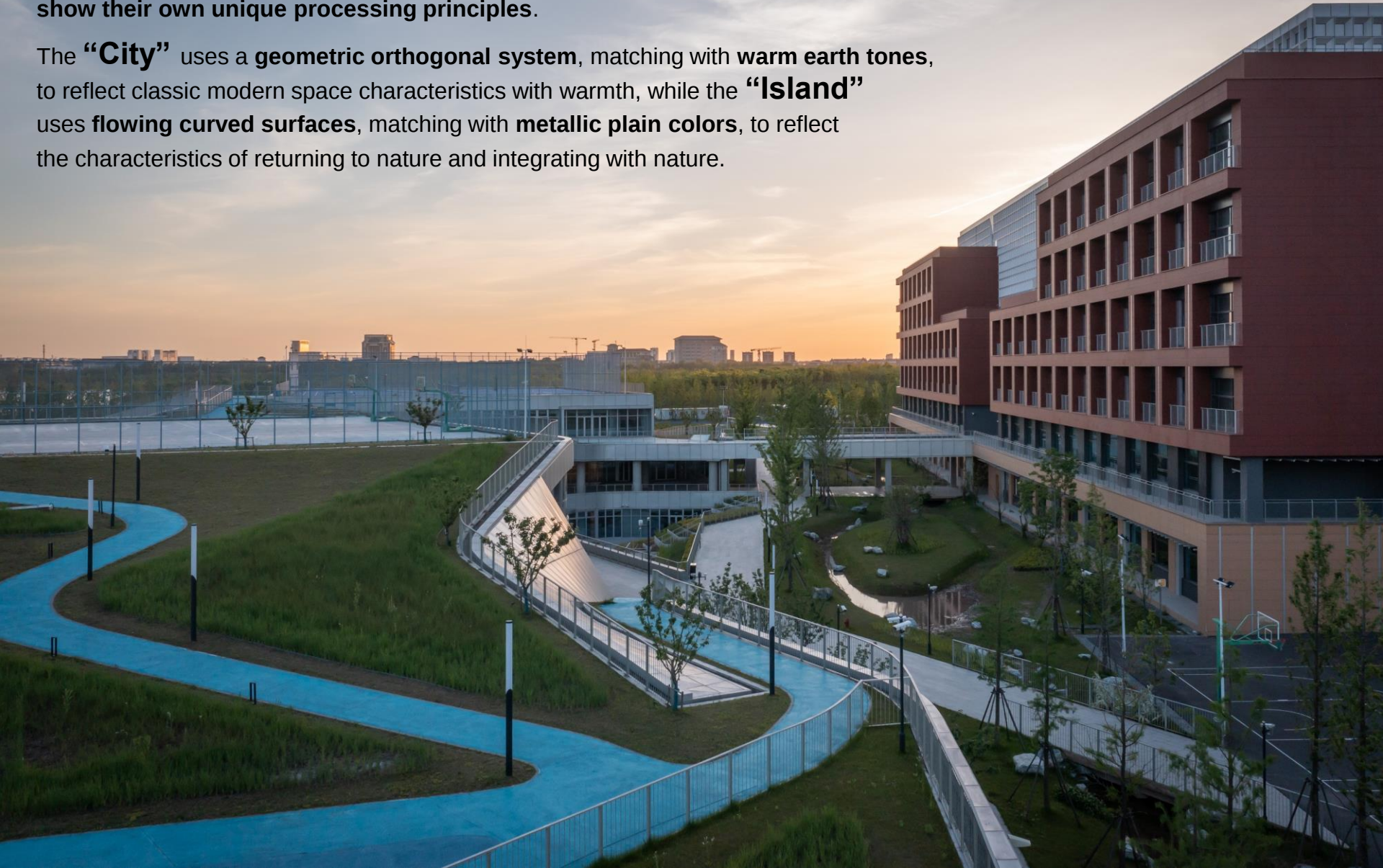
On the other side of the campus, on the other side of the river which stretches across the campus, after crossing the connecting bridge, the Sport Island appears in the form of a gentle rolling hill.

The Island wraps a series of sports spaces such as basketball, badminton, swimming, table tennis, etc. in a landscaped space, while at the same time setting up a sports field and a sports trail on top of the rolling green roof. The sports trail is connected to the running track of the standard sports ground as well. The sweeping topography, low height and naturalized environment make the Island a free enclave and a pressure-releasing gathering place in the campus.

Design Highlight 3: **Duet of City and Island** | contrast of space, color and material

As a set of contrasting existence, the City and the Island are expected to **display the dramatic spatial tension** between the two which is caused by their differences. Therefore, in terms of design language, the Study City and the Green Island also **show their own unique processing principles**.

The **“City”** uses a **geometric orthogonal system**, matching with **warm earth tones**, to reflect classic modern space characteristics with warmth, while the **“Island”** uses **flowing curved surfaces**, matching with **metallic plain colors**, to reflect the characteristics of returning to nature and integrating with nature.





[Rigid and flexible]

– orthogonal grids and free paths

In Study City, the geometric orthogonal system is a constantly repeated language, appearing as a regular modulus from plan to façade, emphasizing the regularity and logic of learning and living.

There are also some interventions of metallic heterogeneous spaces combined with entrances and transportation spaces, which suggest certain special coordinates and become intruders of the grid.

While on the Green Island, free lines and curved surfaces are the theme, where the space mimics nature and the paths are not limited, providing choices in a free context as much as possible.

[Appropriate shades] – earth tones and plain nature

In Study City, a series of warm earth tones such as brown, dark red, light orange, beige has been used on the façade, combined with ceramic panels and GRC curtains.

While on the Green Island, the exposed façade is made of uniform silver-white aluminum panels, except for the roof covered with green vegetation.

