

“ DREAM TREATER ”

Shanghai Pinghe School Jinding Campus

Project Overview

Located in Jinding Community of new emerging CBD of Shanghai's Pudong District, Pinghe School Jinding Campus is bound to be a unique urban entity due to its **high plot ratio requirement of up to 3.0**, internationalized pedagogical framework, and **strategic response to the surrounding high-density urban context**.



This educational complex consists a 48-class international boarding high school, a 24-class kindergarten, and a multifunctional adult education facility, while incorporating basic amenities including theater, natatorium, stadium, sports fields, and laboratories which are all accessible to the public, as well as extensive underground facilities.



Diverging from traditional educational enclaves that maintain a deliberate distance from surrounding urban context to show their identifications, this complex engages with the city with a proactive approach. **Evolving from a conventional campus into an educational complex, transitioning from a city spectator to an urban participant, or even a pioneer of the urban space,** it assumes a multifaceted role.

Design Concept

This **rare feature of strong urbanity** as an educational architecture has been captured by designers. By taking gathering as the theme and synthetically organizing diverse urban programs with pedagogical functions, the project manifests as an urban life theater that **dissolves boundaries and stimulates the desire for communication and exploration.**

“ DREAM THEATER ”



Design Highlight 1: **A theater shared with the city**

■ Campus in the city

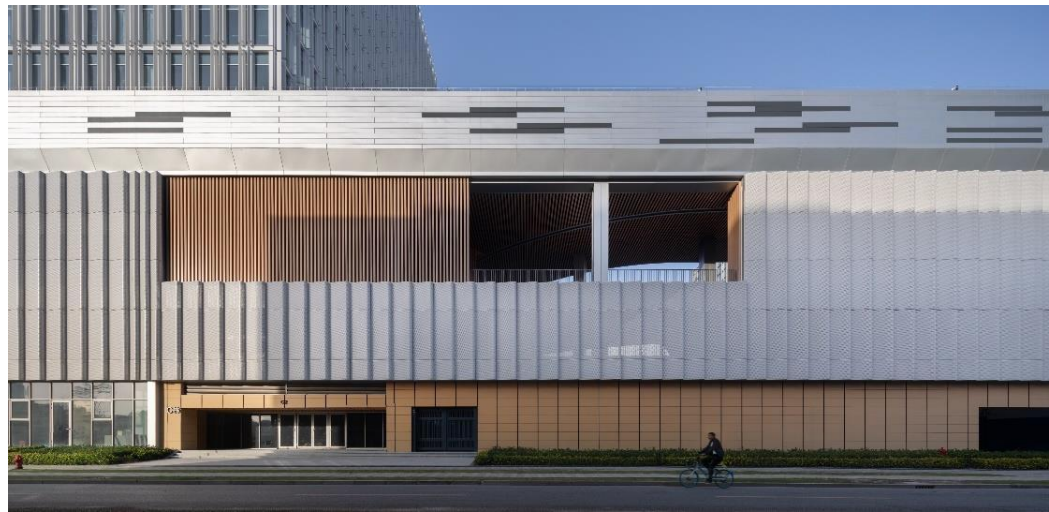
As part of a nine-grid neighborhood, the campus needs to perform as a both functional and visual entity alongside eight other plots, forming a cohesive urban ensemble.

■ Boundaryless Campus

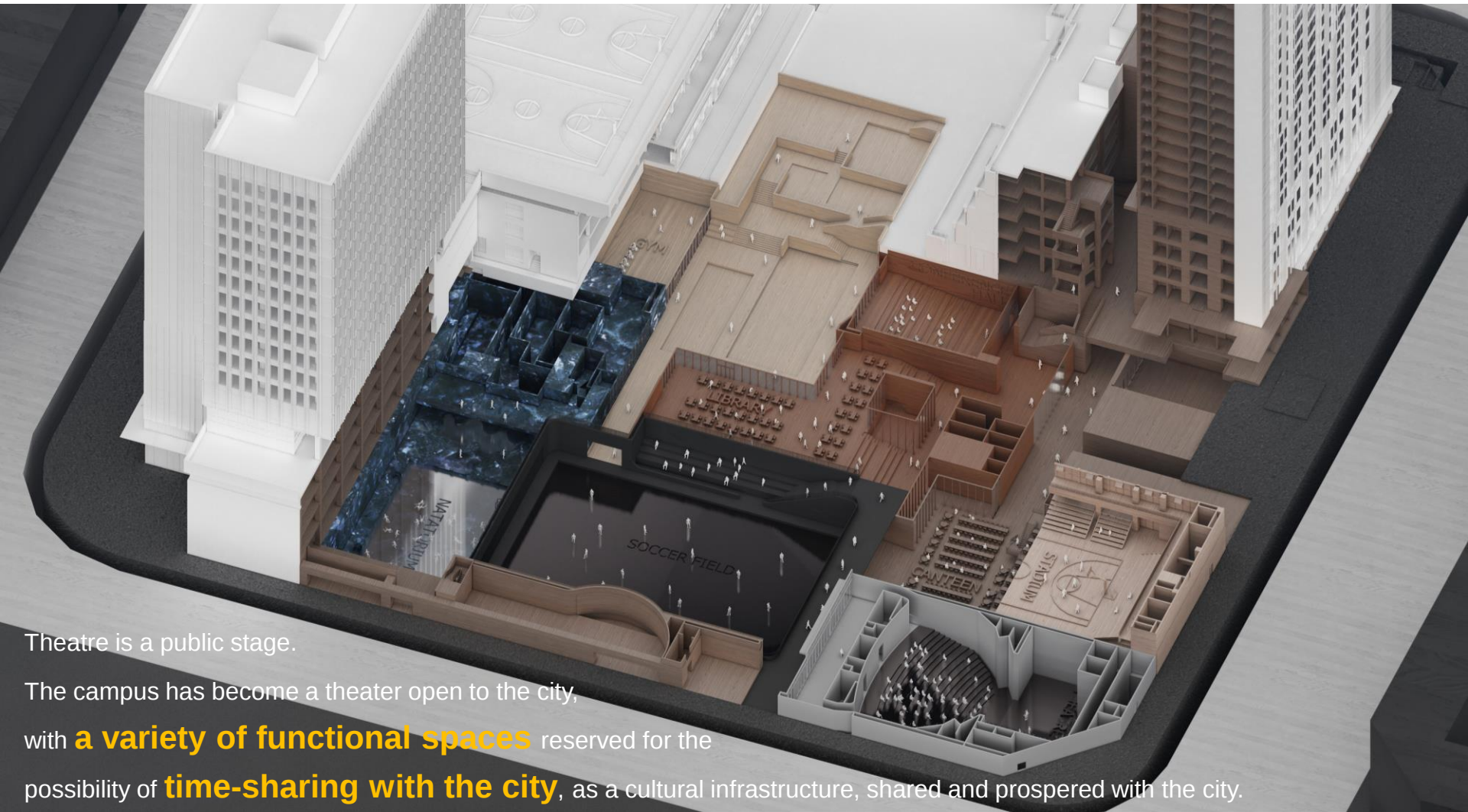
By eliminating physical barriers, the design positions buildings directly adjacent to streets, with materials and facades expressing a distinctly urban character. This "wall-less" approach transcends mere physical permeability, symbolizing an embrace of urban public life and enabling shared spatial resources between campus and city.

■ Response to High-Density Urbanism

To address the high-density urban context and stringent floor area requirements, the campus maximizes spatial efficiency while intensifying programmatic layering.



Design Highlight 1: **A theater shared with the city**



Theatre is a public stage.

The campus has become a theater open to the city,
with **a variety of functional spaces** reserved for the
possibility of **time-sharing with the city**, as a cultural infrastructure, shared and prospered with the city.



Design Highlight 2: **A theater of thematic interpretation**

■ City Within Campus

The complicated functional composition and pretty high spatial density call for an urbanized organizational structure, which can properly articulate spatial hierarchies and transitional logics. This framework can be regarded as the projection of the surrounding urban environment on the campus with highly compound three-dimensional features.

■ Multi-Layered Ground Planes

Aligning with the neighborhood's stratified urban infrastructure, the campus develops its own multi-layered terrain system. Through strategic excavation, terracing, and elevating, it creates a ground plane where the campus connects with the city, a subterranean plane where main activity spaces interconnect, an elevated plane where separated towers are connected through aerial recreation spaces. This three-dimensional approach alleviates ground-level congestion while generating new landscape opportunities, achieving a space system with multi-layered ground planes through vertical layering of various public spaces.

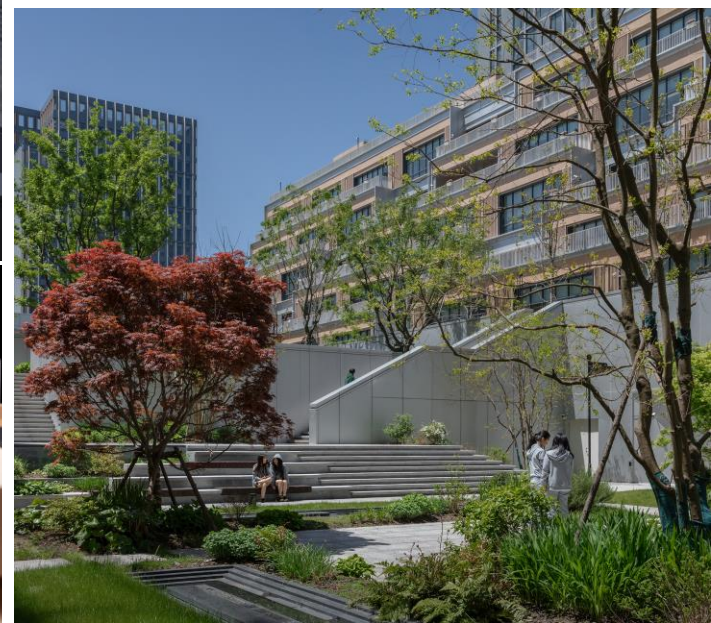
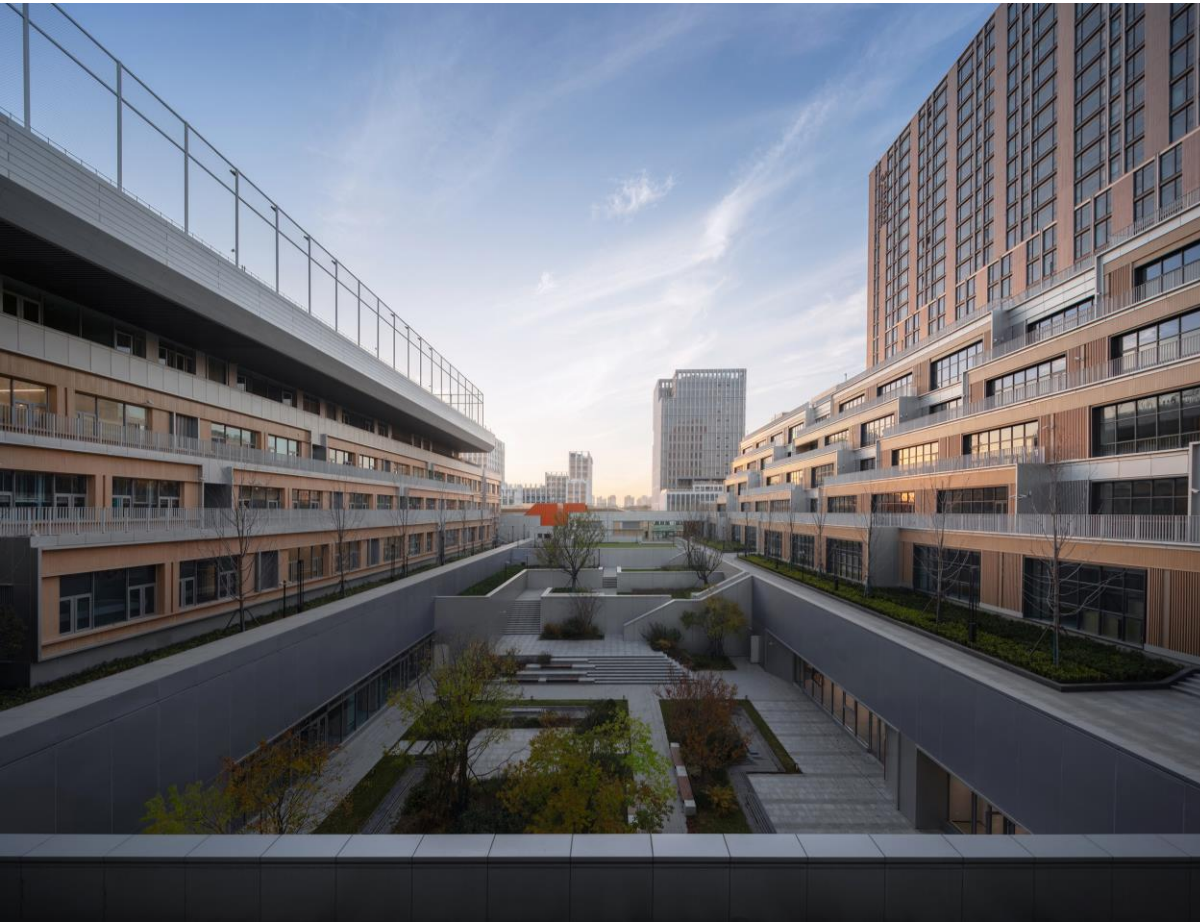
■ Three-Dimensional Street System

The design implements an internal street network where functions are decoupled from individual buildings and organized through internal streets. For example, most large-scale public facilities are connected by subterranean streets; the high school's sports fields are elevated on the kindergarten's rooftop. This three-dimensional street system transforms the campus circulations from horizontal movement to vertical interaction.



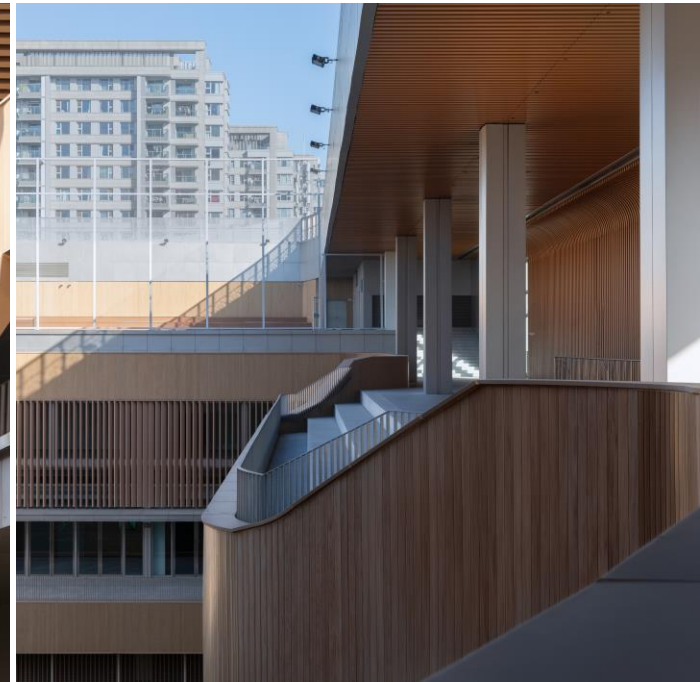
"The Wisdom Theater"

- which organizes various learning activities, with the classrooms set back as the stands and a garden surrounded by the library as the stage.



"The Vitality Theater"

- which is a venue for various sports and performances, with a multi-layered circular corridor connecting public functions as the stand and a sunken sports field as the stage



Design Highlight 3: **A theater of immersive exploration**

■ Holistic Complexity

In this educational complex, educational activities such as learning, living, entertainment, sports, training, gathering, are no longer fragmented functional zoning. Abundant activities take place here, and different groups of people such as students, parents, teachers, citizens, gather together. The campus is a projection of the city, and the city is an extension of the campus.



Design Highlight 3: **A theater of immersive exploration**

Theater is a condensed life scene.

Education is isomorphic to life, which is exploratory in nature.

As Whitehead pointed out,

"Education is discipline for the adventure of life", campuses with highly complex functions and spaces **convert the complexity of life into educational resources**, to better adapt to the needs of diverse learning scenarios.

