Architectural Design

Honorable Mention

2009

Project Title: **Learning (IN)flection**

Student Name: **Sean Obrien**

Level, Course: **Graduate 6th year, Advanced Studio**
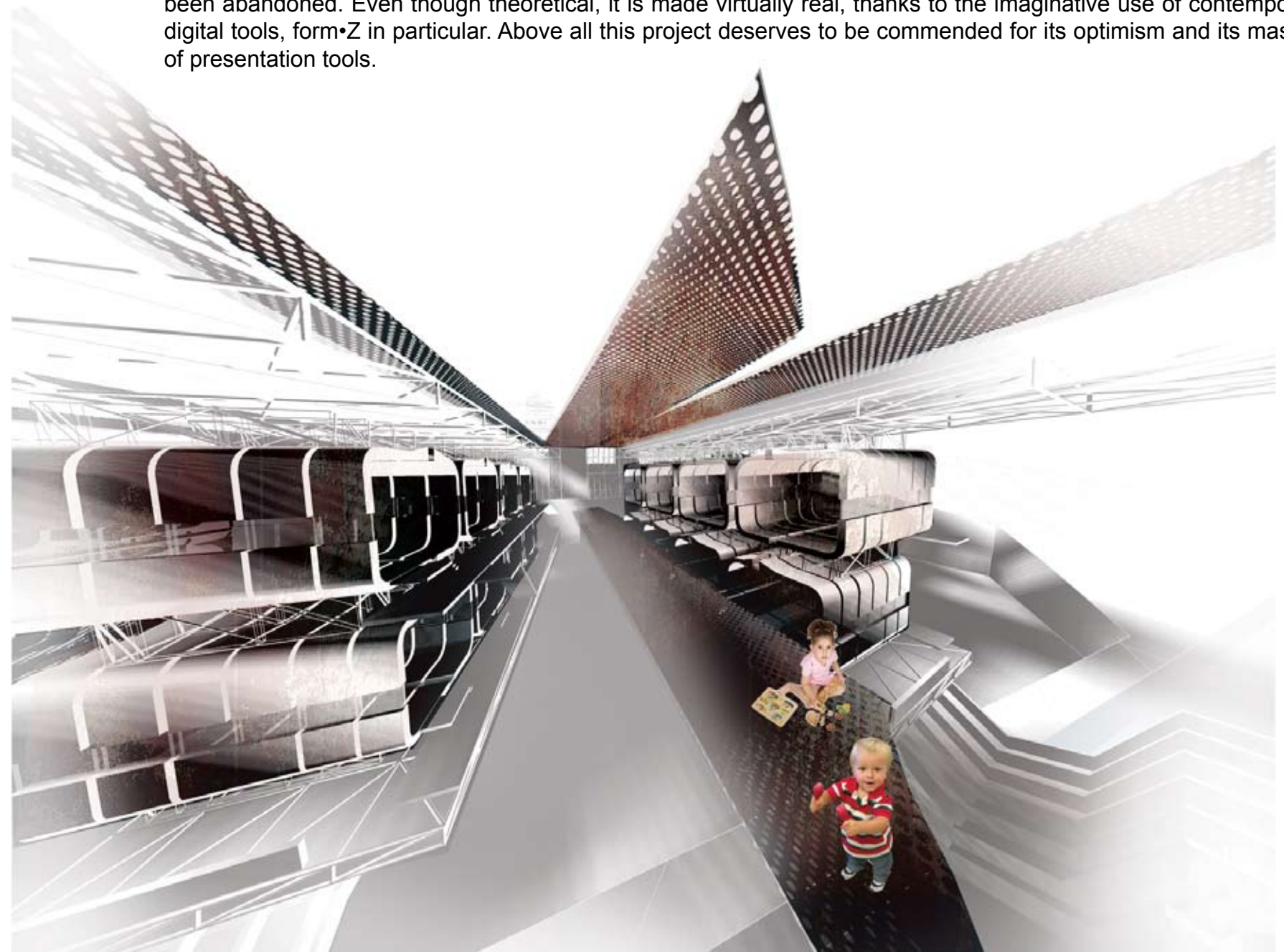
Advisor/ Instructor: **Bennett Neiman**

Principal Investigator: **Bennett Neiman**

Department: **College of Archirecture, Texas Tech University, Lubbock, Texas**

Summary description of project:

Dwindling water supply, over populating and aggressive farming has left America's heartland in a state of decay. What remains is a scarred landscape dotted with rusted steel structures that serve as reminders of man's ambition. Learning (IN)flection is a rebirth of these forgotten structures both physically and symbolically. The spaces carry the memory of the past as students learn to rectify the future.

By inflecting the structure and constructing an extension of the landscape, the steel that once stood in defiance of the topography now exists in harmony with it. Interactive surfaces arise challenging the senses that are normally muted in a typical school setting. Every surface addresses building and nature relationships. In time, the surrounding landscape naturally integrates itself with the steel reclaiming the ore it once provided.

Reasons for which this student should be awarded:

This is a radical concept for a school involving life cycle issues as it relates to steel. The site is a marginal industrial wasteland. The student had limited knowledge of form•Z when he started the project. Through repeated experimentation he was able to construct what he sought out in the design. At first this was frustrating, but once he understood the strategies for constructing within the software, design ideas began to accrue. Rendering technique was also a challenge. Again through trial and error experimentation, a mood and attitude emerged which represented the idea of the project: a dark and brooding, or perhaps cynical look at the future of education.

Jury Comments:

This is clearly a learning exercise: recycling previously used structural materials and the landscape where they have been abandoned. Even though theoretical, it is made virtually real, thanks to the imaginative use of contemporary digital tools, form•Z in particular. Above all this project deserves to be commended for its optimism and its mastery of presentation tools.

(IN) WORK/PLAY

EVERY SURFACE IS A NEW EXPERIENCE

NOTHING IS OFF LIMITS
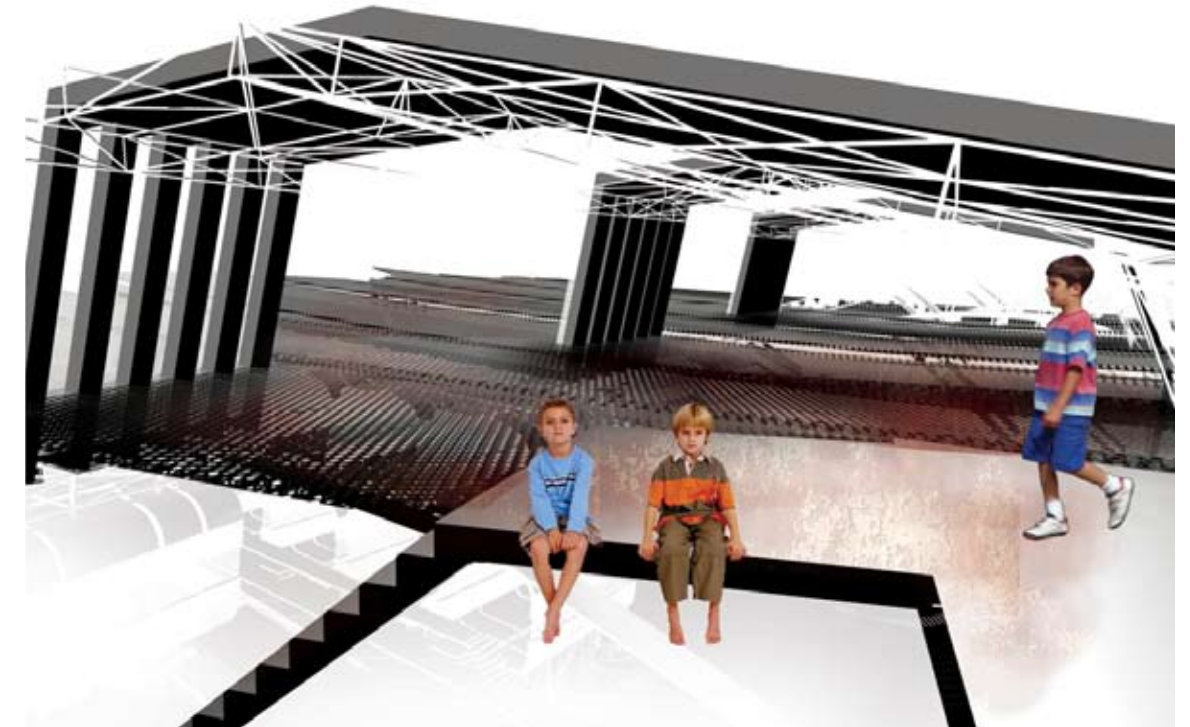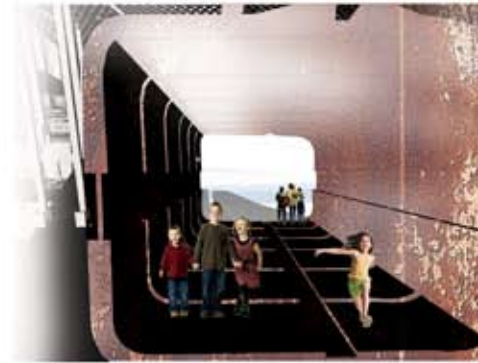
THE (IN)FLECTED SCHOOL IS

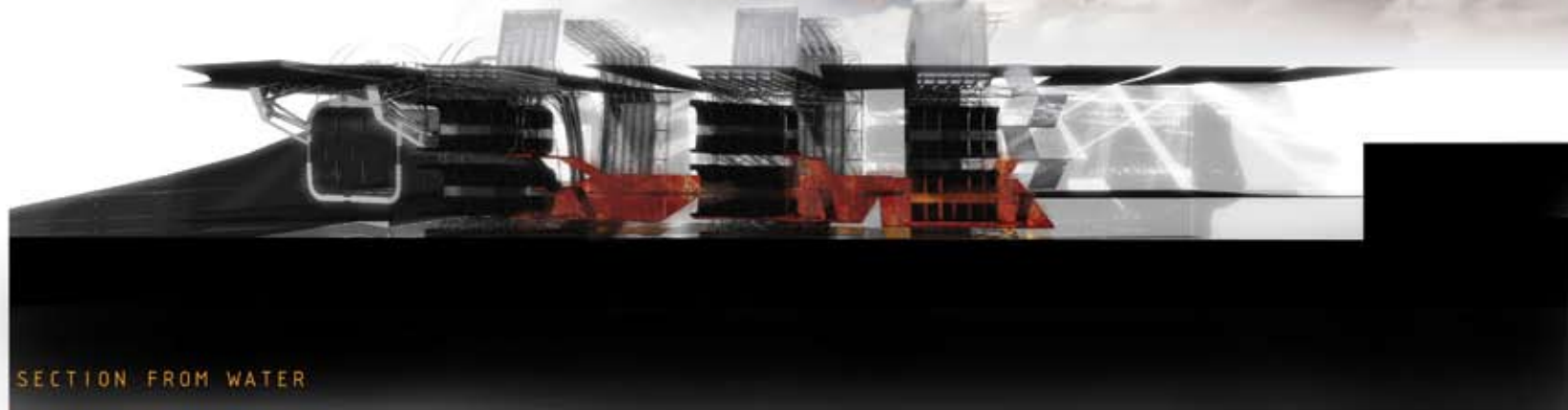AN INHABITABLE PLAYGROUND

(IN)FLECTION "ACTIVATES" SURFACES

WELCOME TO A SCHOOL THAT EN-
GAGES NOT JUST USERS BUT
NATURE ITSELF. A COMPLEX INTERWEAV-
ING OF STEEL AND EARTH CREATES SURFACE
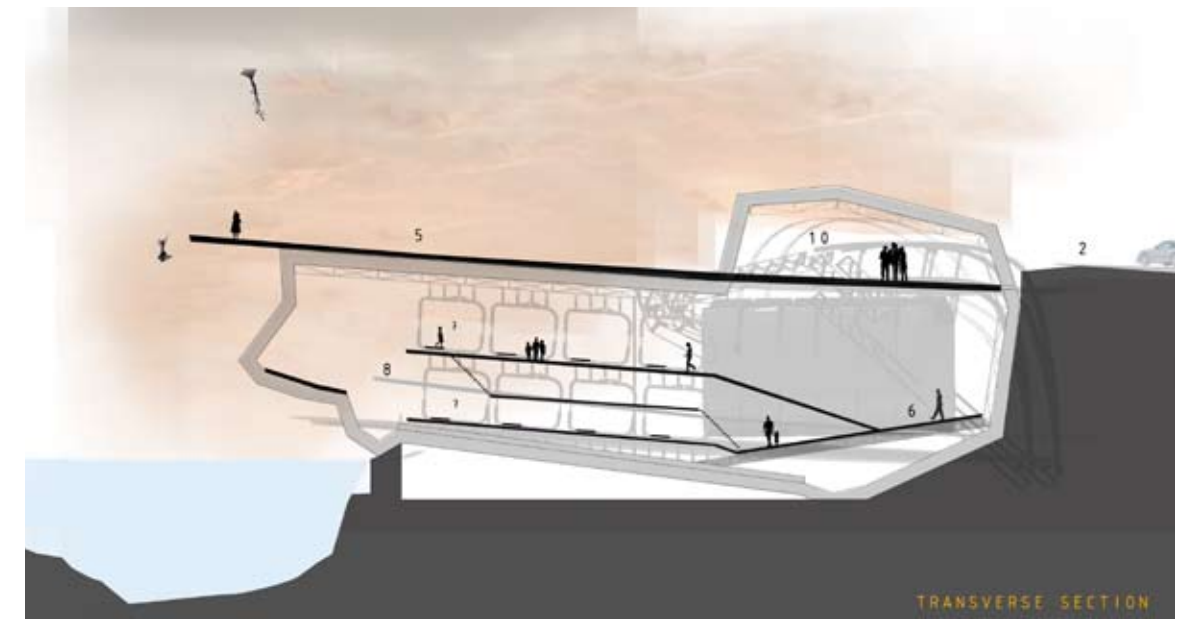AND SPACE THAT PLAYFULLY STRAYS
FROM THE ORTHOGONAL.

ALL SURFACES AROUSE THE SENSES AND
STIMULATE INTERACTION...

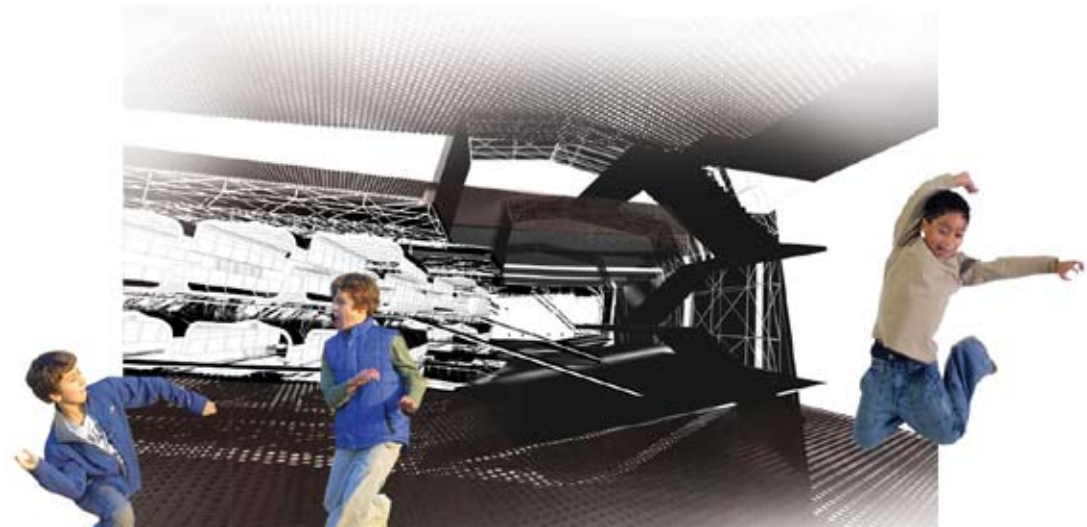WHERE DO YOU WANT TO GO?
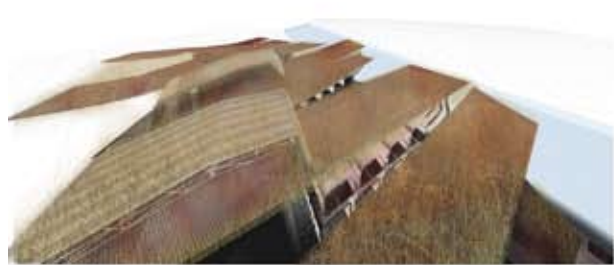
THE OBLIQUE

RULES

SECTION FROM WATER

TRANSVERSE SECTION

(IN) CYCLE

100 YEARS

50 YEARS

20 YEARS

10 YEARS

DYING: STEEL GRAIN SILOS GO UNUSED AND DESINTEGRATE BECAUSE OF EXPLOITED FARM LAND. THIS BUILDING IS A SYMBOL OF MAN'S DESIRE TO CONTROL NATURE. IT STANDS BROKEN AND DEFIANT.

IN CONTRAST TO SURROUNDING TOPOLOGY

1.

SALVAGED: THESE STRUCTURES AS A WHOLE ARE USELESS. AS COMPONENTS, THEY FIND NEW LIFE.

AS COMPONENTS, THEY FIND NEW LIFE

2.

BEING: WHEN THIS NEW STRUCTURE AGES, INSTEAD OF DEFYING THE SURROUNDING LANDSCAPE, IT GRACEFULLY BECOMES ONE WITH IT. IN TIME NATIVE VEGETATION FLOWS FREELY ACROSS THE SURFACE AND MILLIONS OF YEARS FROM NOW THE EARTH WILL RECLAIM THE ORE FROM WHICH IT WAS TAKEN

4.

REBORN: CYLINDRICAL SILOS AND METAL SHEATHING ARE BROKEN DOWN, RETHOUGHT, REORGANIZED AND REMASTERED TO BECOME AN INFLECTION OF THE LAND.
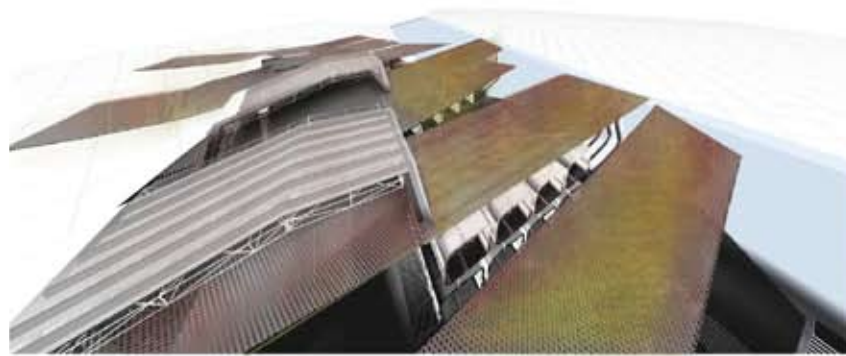
3.

100 YEARS

50 YEARS

20 YEARS

10 YEARS

LEARNING (IN)FLECTION

LIFE CYCLE OF A SCHOOL

SUB-LEVEL 1

SURFACE LEVEL

(IN) SPACE

SUB-LEVEL 1

SURFACE LEVEL
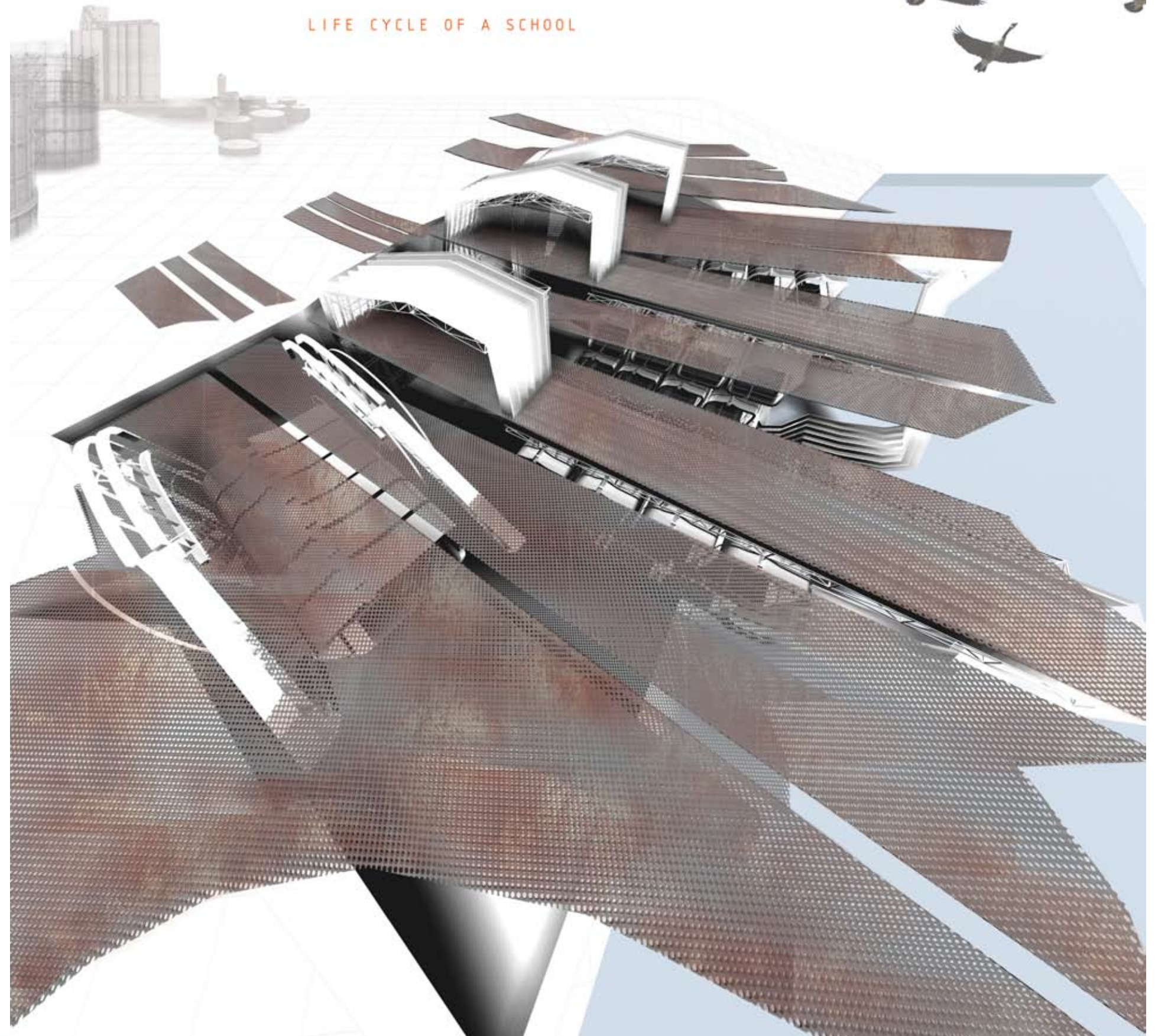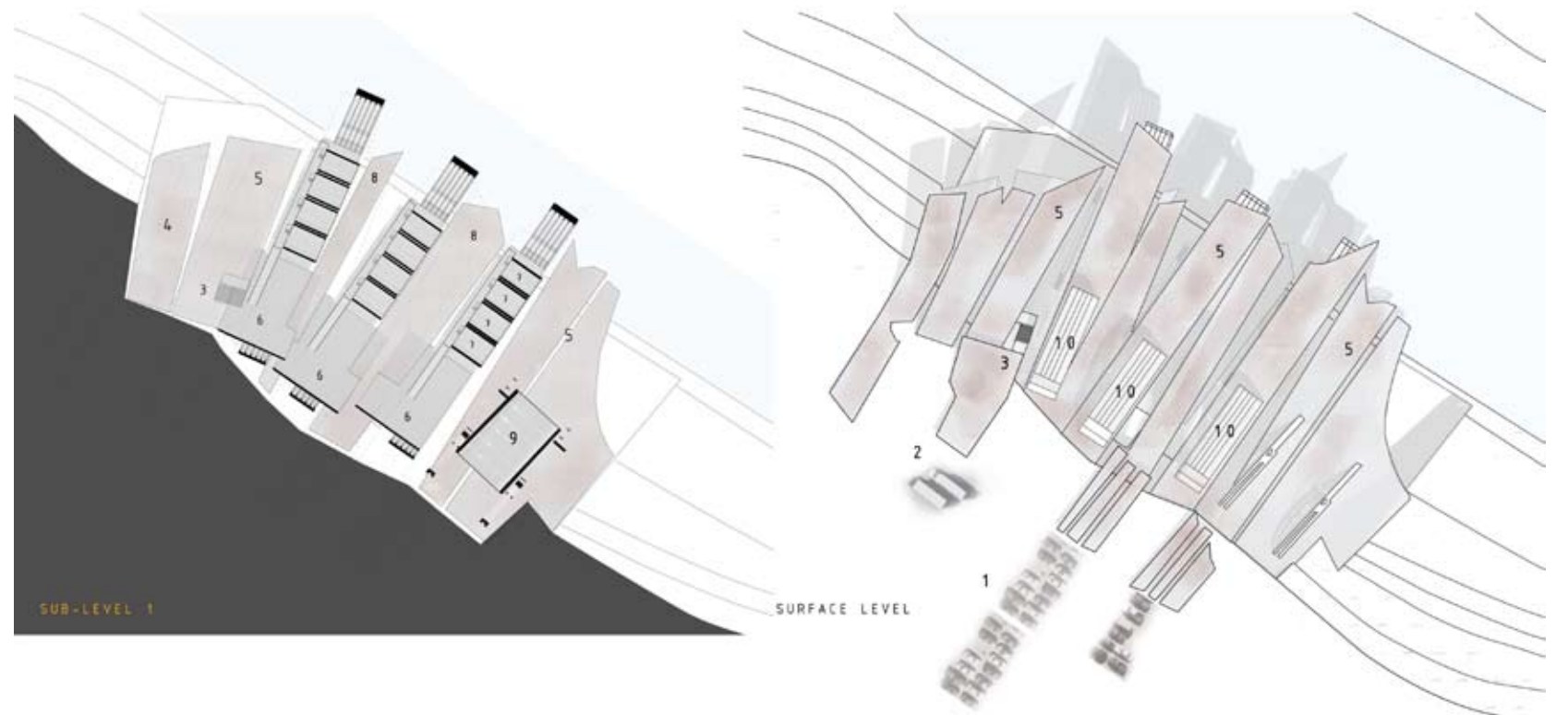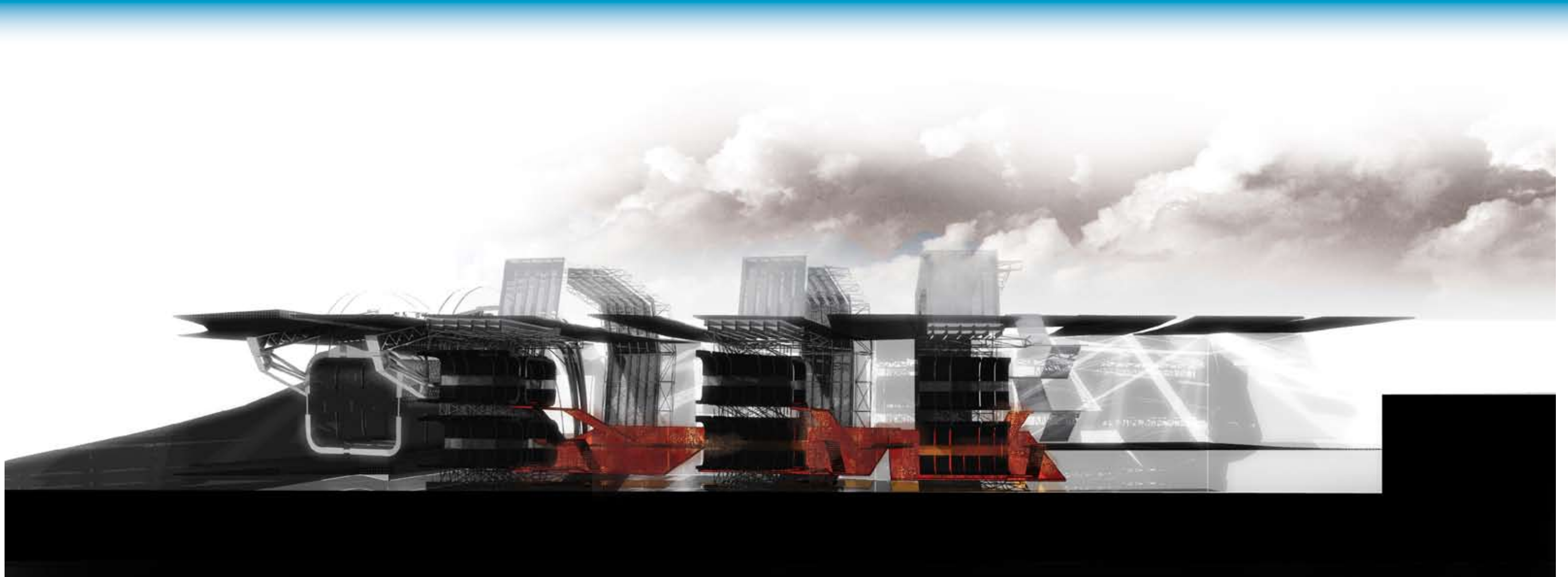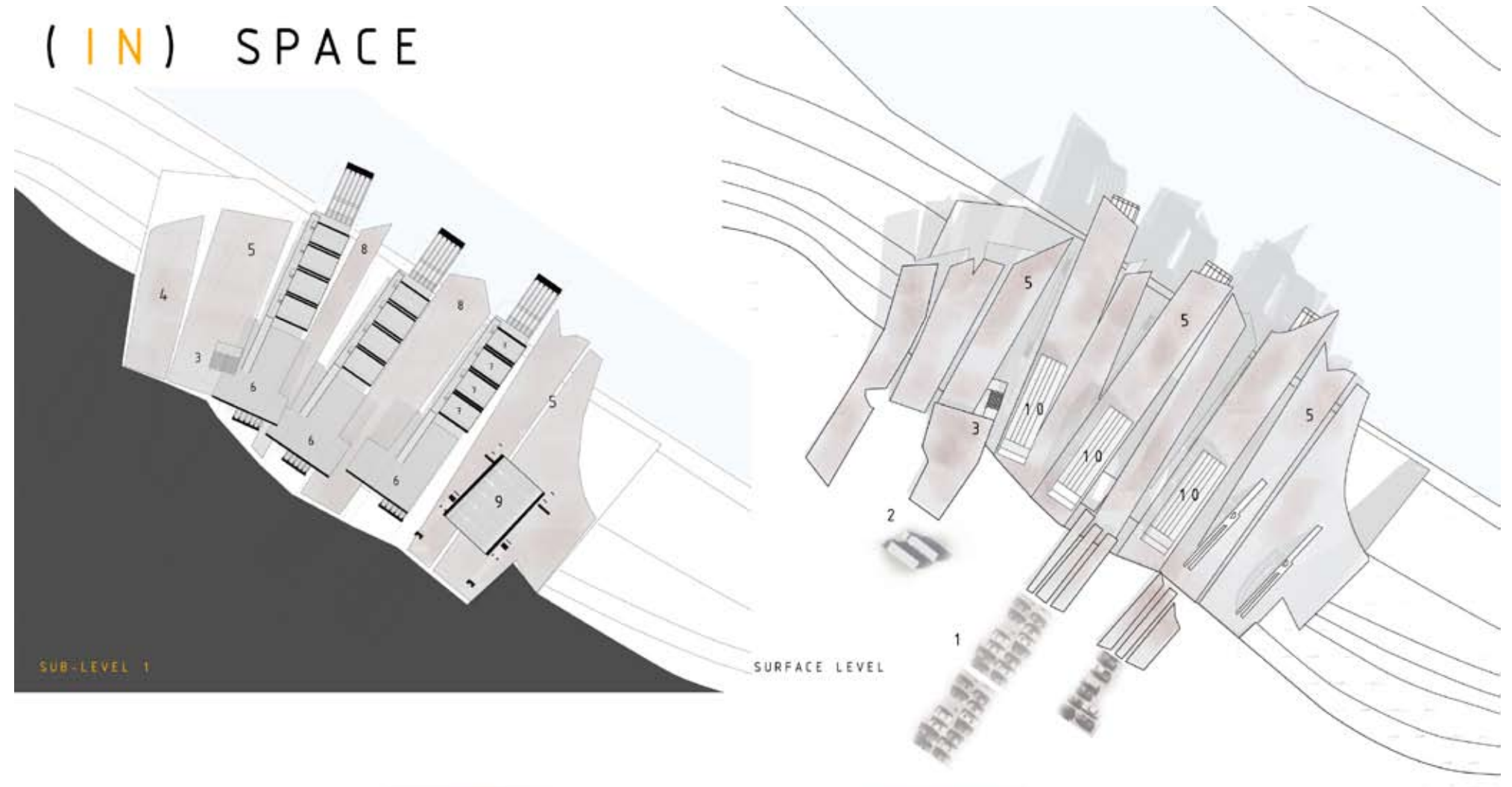
PROGRAM : :

1. AUTORAMA
2. THE DROP OFF
3. IN/FLECTION
4. MASTICATION
5. ZEN/FLECTION
6. PRIMARY INCLINE
7. KNOWLEDGE PODS
8. PANOPLATFORMS
9. INFORMATION PORTAL
10. JERK OFFICE

TRANSVERSE SECTION