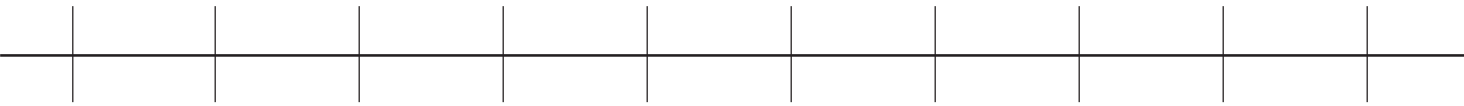


reconfigure — experience

joseph
mccoy



reconfigure experience

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William Galloway

Marcia Feuerstein



recognition

With sincere **gratitude**, I wish to acknowledge those people whose support and friendship have made this experience possible.

my thesis committee - (Michael Ermann, Bill Galloway, Marcia Feuerstein) For their guidance and encouragement throughout the masters program

my family - from day one the continuing love and support has been my keystone. I cannot thank you for the numerous sacrifices

my cowgill hall colleagues - for the sense of community that I felt in studio and the experience we shared in discovering architecture

my friends - for their patience and support in helping me realize this important goal

Thank you for broadening my horizons and opening my eyes to many new possibilities



introduction

The issue of overcrowded schools originated as a question in need of an architectural solution. Underlying this main issue are 3 drivers which organize the proposal. The writings to follow will discuss these 3 drivers as well as site, section, experience, and conception. The title of reconfigure experience derives from the programmatic changes which occur within the project. Upon a visit the "experience" which one encounters has the ability to be "reconfigured". There exist a permanent and temporary set of elements which users interact with.



abstract

With **overcrowded schools** as a project vehicle, this thesis investigates the expansion and contraction of an existing "infrastructure" and the relationship that developed between the two. The proposed intervention, guided by the site, touches on an urban scale by generating a gateway into the city.

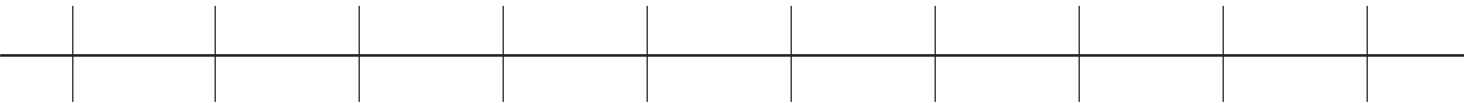
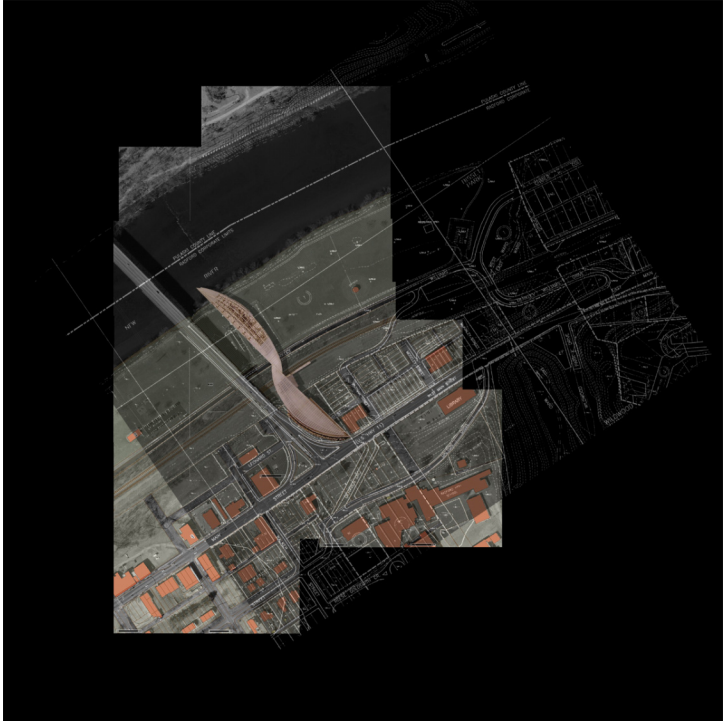


3 drivers

expansion/contraction - With an ever changing population, a structure such as a school must have the ability to be as flexible as the program it houses. The temporary unit engages the permanent "infrastructure" and provides the school an ability to adapt as needed.

"infrastructure" - The underlying foundation and permanence of the project. Inspired from the energy and pureness of a building under construction with an exposed skeleton.

gateway - This particular site will serve as a beacon or entry point to this small city. Just as one approaches a city and is greeted by a skyline, visitors and residents will be met with a sense of arrival.

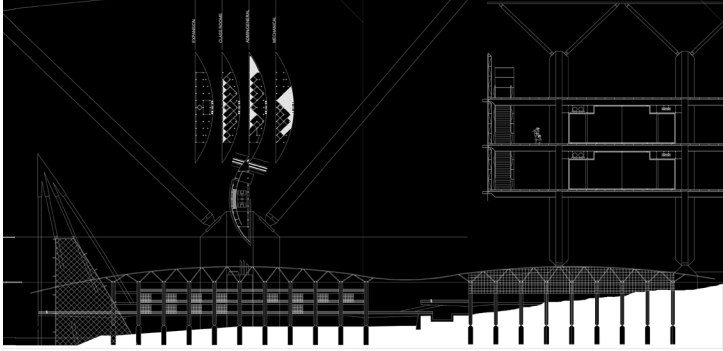


site

linear divide - The city of Radford follows the winding path of the New River. The linear organization becomes bisected by the entry point which brings occupants to an unmarked termination. The site sits at the midpoint of this line and serves as a catalyst adhering the disjointed city.

education axis - As the city, the project itself is part of linear path. However this path follows the entry to the city. A large four lane bridge spans the new river. This lane which is pulled from the entry extends to the entrance of a high school adjacent to the site.

public node - The program is separated in two halves. The termination which fills the linear divide contains a public space occupied by the school as well as the city itself. A main intention of the proposal is a sense of pride and ownership for the residence of Radford.

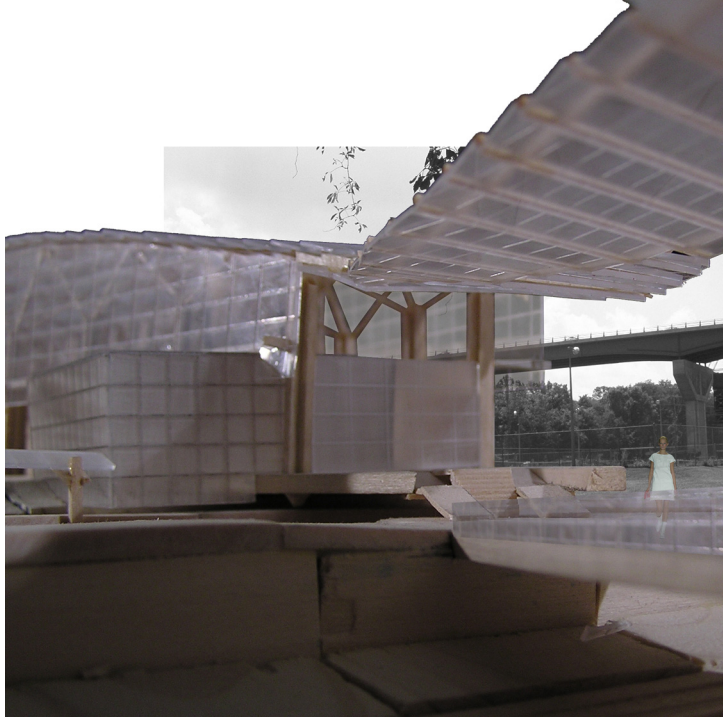


conception

multiple scales - Within the scale of the city one finds the site. With such a large intervention where does one find their place? Places of intimacy are developed which reduce the scale of this urban project down to the human factor. A point of interest cantilevers over the river while the geometry of plan reduces to one standing at a railing.

datum - As one enters Radford the project rises from the park below and brings its occupants into the city. The bridge not only creates this gateway but serves as a line of inference, rather than a ground plane. Organization occurs below and above this datum line.

occupiable section - In section the site offers interesting opportunities. Throughout the 1200' line the site drops 100' below the "datum line". Bisecting this line sits both a rail line and a small road. The proposal follows this drop to the water and interacts with the bisecting train line.



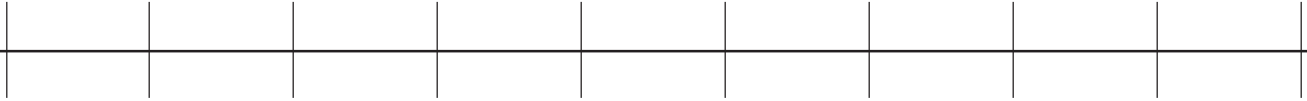
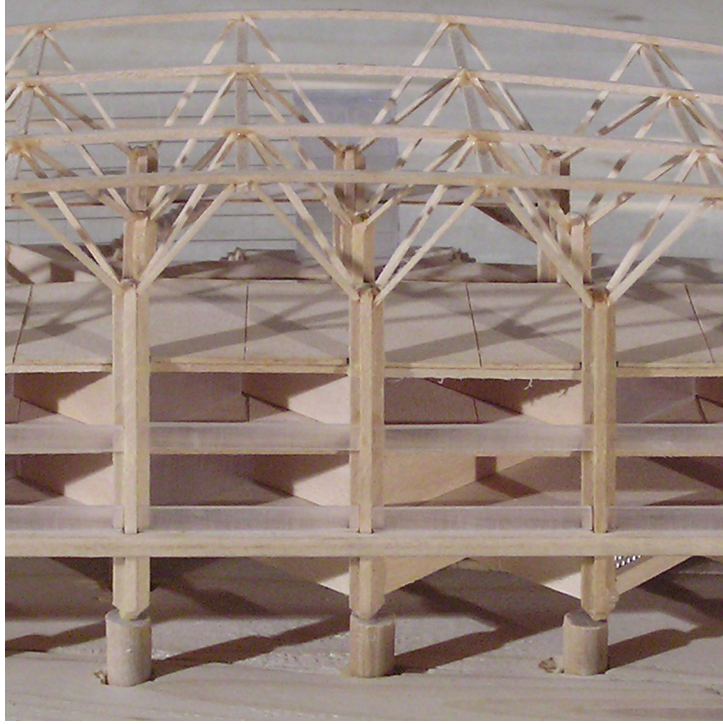
experience

module - A prefabricated module (temporary element) inserts into an existing "infrastructure" (permanent element) creating a flexible range of spaces which can be reconfigured quickly.

rotated plan - The plan rotates 45 degrees to the structural grid and aligns to the cardinal directions. The rotation yields indirect solar exposure and spatially creates a balcony for each classroom.

occupiable wall - The notion of circulation has created issues in the vertical sense. To solve this issue an occupiable wall follows the outside spine of the structure creating an ever changing dynamic facade.

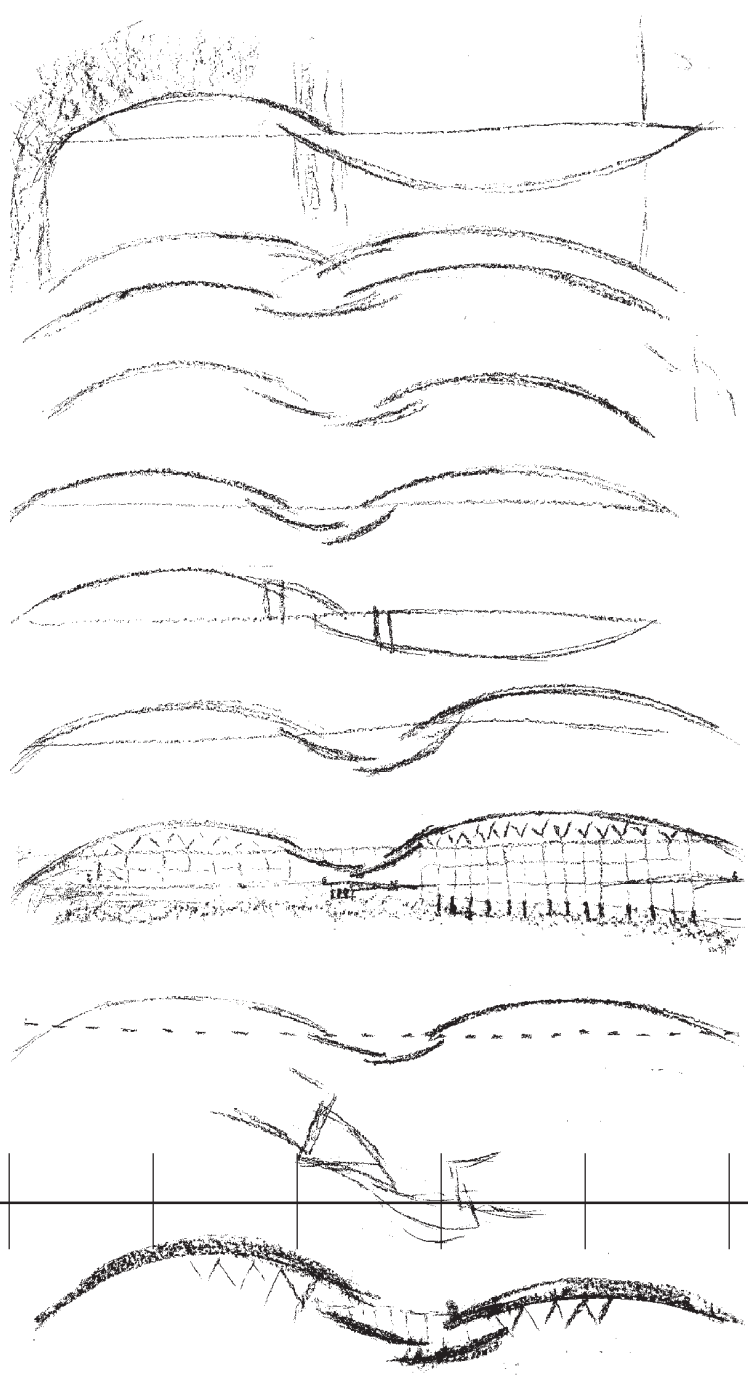
bisecting train - An existing train line cuts through the midpoint of the project. The cut happens at a shift in program from the public domain to the school. The cut integrates into the sectional shift giving one the opportunity to interact with a passing train.



section

grounding - The datum line which follows the bridge begins at the top of the sight and drops 100' to meet the water. Due to flooding and bisecting traffic the connection to the ground is ever changing. The top of site anchors into the ground and holds the roof as the apex is reached and brought back into the earth. The river portion meets the earth through a set of corresponding pilings allowing the site to seasonally flood.

programmatic - Program follows the sectional shift in the site. The school which expands vertically works off the scale of the adjacent bridge holding two floors with one devoted to expansion. The upper portion of the site which anchors the projects, as well as the city, is programmed with public use.



In an effort to create a space with the flexibility to adapt to an ever changing population a thesis was born. The thesis rather than being another project began to summarize the past six years of my architectural education and thereby defining the word thesis. As a conclusion I would like to describe my personal "stance on architecture". I feel that architecture must respond to a particular site. Both must feed off and engage the other. This thesis forms a gateway and serves as a beacon uniting a disjointed city. I feel that architectural form must be true to itself. The soul of a building being its structure should make a presence and not hide behind false fronts. The "infrastructure" makes a constant presences and represents the permanence of the project. I feel that architecture must function as a finely tuned machine. Circulation became a critical element within the school which secondarily became a dynamic facade. I feel that architecture is the culmination of these has elements, just as this thesis become the summation of my academic education to date.

