



P.S. 64 Renovation

Context

For me, the school as a historic landmark preserves 100 years of experience and cultural practices.

The rigidity of Snyder's H plan provides ample light and air with a well-functioning classroom layout.

Challenge

The K-8 Curriculum does have difficulties allocating resources to cater to individual students' needs, like physical education and electives. In most K-8 Schools, Social activities among students are challenging due to the 9-year age gap. Instead of engaging the age diversity, schools usually end up functioning as separate entities with different staffing and circulation arrangements. I believe those activities are as important as the knowledge gained inside the classroom.

Strategy

This renovation wishes to establish a dynamic dialogue between the generic, rigid classroom learning and playful, spontaneous learning experience. Instead of fusing 2 parts of the education system, this project sets up a dichotomy like oxymoron to redefine their relationship.

1. Preserve half of the existing building that fits all the required classrooms, accept and retain the traditional learning experience and its associated rituals.
2. Freeing the other half, establishing an almost counterpart ritual to the existing classrooms: gym, cafeteria, auditorium, and library where public gathering may occur.
3. Inspired by the early Ready-mode studies, a series of discrete objects that don't make sense on their own get assembled to perform a circulation (like Ruby Goldberg Machine), where unexpected encounters and rewards are given.
4. Carving out the ground, exposing and modifying the foundation structure to provide community access on the ground floor.



































