

OUTDOOR ENVIRONMENTS: LANDSCAPING (HIGH)SCHOOLYARDS – ANALYSIS, QUALITY FACTORS AND HIGHLIGHTS FOR IMPROVING THE QUALITY

AMENAJĂRI PEISAGISTICE ÎN SPAȚII DE ÎNVĂȚĂMÂNT IEȘENE - ANALIZĂ, FACTORI DE CALITATE ȘI EVIDENȚIEREA DIRECȚIILOR DE INTERVENȚIE PENTRU CREȘTEREA CALITĂȚII ACESTOR AMENAJĂRI

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***Abstract.** The landscape, an urban design and development tool, is being defined by the form and the historical evolution, the individual perception and the social groups that inhabit it. All these elements are overlapping on society's cultural pattern, thus being born the human-landscape interaction, within the meaning of subjective perception of the existing target. This study aims landscaping the precincts of some schools and high-schools from Iasi. The chosen sites were selected through considering the great importance they play in educating children and adolescents and because they have a coherent structure established in connection with the architectural object(s), being at the same time subject to various degradation processes.*

***Key words:** urban landscape, educational space, landscaping, spaces for pupils, landscape design*

***Rezumat.** Peisajul, instrument al proiectării și dezvoltării urbane, are ca elemente definitorii forma și evoluția istorică, percepția individuală și a socio-grupurilor care-l locuiesc și care-l parcurg. Toate aceste elemente se suprapun peste modelul cultural al societății, născându-se astfel o interacțiune om-peisaj, în sensul percepției subiective a obiectivului existent. Acest studiu vizează amenajările peisagistice din incintele instituțiilor ieșene de învățământ preuniversitar. Amplasamentele alese au fost talese prin prisma următoarelor considerente: prezintă o mare importanță în formarea copiilor și adolescenților, au o structură încheată constituită în corelare cu obiectul (obiectele) de arhitectură, fiind supuse diverselor procese de degradare.*

***Cuvinte cheie:** peisaj urban, spații de învățământ, spații pentru elevi, amenajări peisagere*

INTRODUCTION

The landscape is a tool for urban and regional planning and development having as key elements shape and historical evolution, but also the perception of the individual and of the social groups that inhabit and go through it, overlaid on

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the cultural model of society. The landscape is constituted as landscaping units, as areas perceived with a significantly different character from the next picture. Thus there is a human-landscape interaction in the meaning of subjective perception of the existing objective, but also it reifies through intervention and modeling of landscape performed subjectively by human or social groups. From this perspective, for architects the landscape becomes important also as a process in a logic of connecting that allows communication, interaction and individual adaptation of the subject to the landscape, but also of the landscape to the identity of the subject (Țurlea, 2008).

MATERIAL AND METHOD

Landscaping generates a communication processes through a varied repertoire of signs (indices, icons, symbols), a complex ensemble of signs and meanings which are communicated through an appropriate and specific language and assembled by specific codes determined by the culture that produced them. This study aims landscaping the precincts of some schools and high-schools from Iasi. The chosen sites were selected through considering the great importance they play in educating children and adolescents and because they have a coherent structure established in connection with the architectural object(s), being at the same time subject to various degradation processes. For this study the following sites had been chosen: Grup Școlar Tehnic de Transporturi Căi Ferate, Colegiul Tehnic „Dimitrie Leonida”, Școala Gimnazială nr.11 „Otilia Cazimir” and Liceul teoretic „Dimitrie Cantemir”.

The above-mentioned study was under review between October 2014 and May 2015. The study was completed by using analytical and visualization methods and has been divided into 2 phases. The 1st phase of the study involved designing an evaluation grid for evaluating the studied sites and also the proper analysis of the pilot area mentioned above by applying the evaluation grid developed. Thus, we determined the impact of urban, structuring, morphology, identity, vegetable, mineral, water criteria, etc. on public space and urban image. The analysis of landscape designs and urban areas according to established quality criteria was done by allocating each criterion one of the three impact values: low, medium, high. Photomontages and three-dimensional computer simulations completed the analysis report. Thus, at the end of the 1st phase of the study, students managed to establish new directions for revitalizing and redevelopment of the studied area.

The 2nd phase of this study aimed to propose new landscape designs for the studied sites in order to eliminate as much as possible of the specific malfunctions of the site, and increase the quality of this space. In other words, the goal was to revitalize and redevelop the studied schoolyards.

RESULTS AND DISCUSSIONS

Generally, the proposals for improving the area's urban image and visual aesthetics aimed creating new compositions of the space allowing the materialization of more attractive pathways, with one or more of composition axes sustained by centers of interest grouped by their importance. It was also noticed that introducing temporary or permanent structures, structures that can accommodate different cultural and social activities needed in the learning

process (designated areas for outdoor classes, painting workshops and workshops for technological education classes, sports, jogging track and other facilities required for P.E. classes, etc.), and designing special lightning systems considerably increase the quality of landscaping, and therefore public space and urban image.

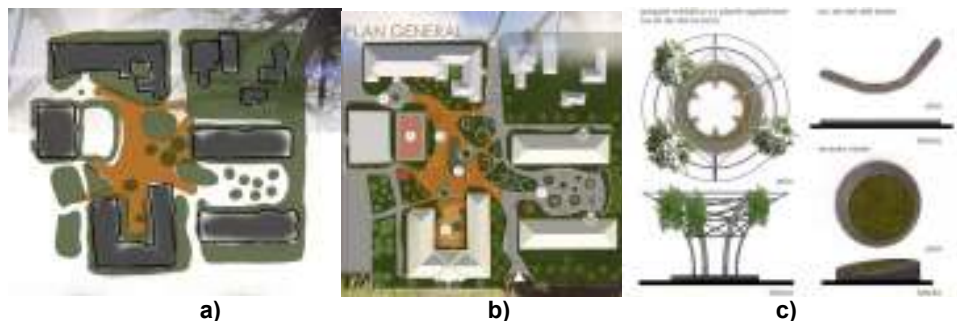


Fig. 1 - Proposal for Grupului Școlar Tehnic de Transporturi Căi Ferate
a) – concept ; b) – masterplan; c) – urban furniture

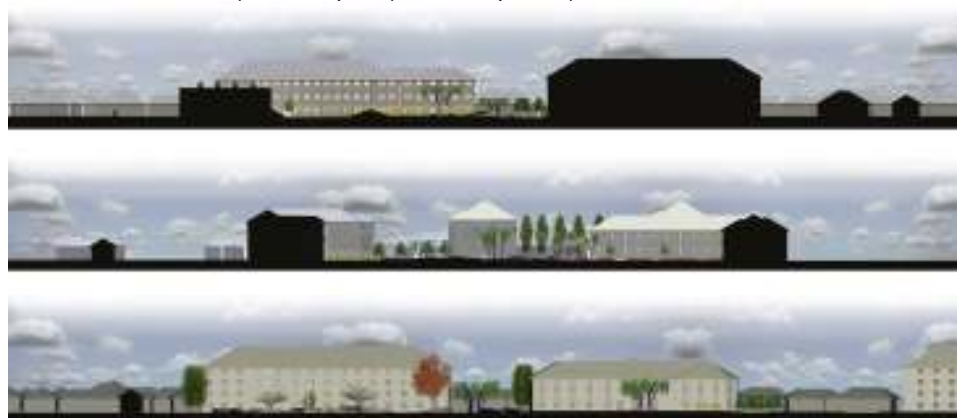


Fig. 2 - Proposal for Grupului Școlar Tehnic de Transporturi Căi Ferate – cross-sections

The proposed landscapedesign for the high schoolyard of Grupului Școlar Tehnic de Transporturi Căi Ferate uses the concept of *flowability* (Fig. 1). Within the project, the interstitial space of the buildings which have a rigid geometry, becomes organic. The element that unifies the entire composition, the deck that by its texture invites to human interaction and relaxationis developed only on horizontal plane. The resulted areas, although of different type, are clotted around a central space in which the mineral blend itself with the vegetal, it vertical development underlining the main pathways of the landscape design (Fig. 2).

Due to the immediate vicinity with the project presented before, the landscape designed proposed for the yard of Colegiul Tehnic „Dimitrie Leonida” (Fig. 3) follows the same concept, *flowability*, but materializing it under a different expression. In this case, the element that unifies the entire composition is

a structure which has the form of a linear surface made of four strips, very dynamic as form but also as function. This structure starts containing the sport's field footings, becoming then a generous pergola, floors and urban furniture.



Fig. 3 - Proposal for Colegiului Tehnic „Dimitrie Leonida”
a) – masterplan; b), c) – perspectives

For Școala Gimnazială nr. 11 „Otilia Cazimir”, the new landscape design suggests a diversification of the spaces, offering to pupils more possibilities for spending their break time, but also more opportunities to diversify the teaching-learning process (Fig. 4). Thus, the entire project identifies the needs of a pupil: relaxation, creativity, playing by sport and movement. Therefore some special areas were designed. These areas bare simple names: sport area, play area, creative area, quiet area.

Therefore, the central location was chosen for the playground, a multipurpose area that can be used for organizing various school events. Around it are the sport area, the creativity area, which includes an area for asphalt drawing and the relaxation area. The relaxation area is placed near the second entrance and by its furniture layout encloses a picnic-area.

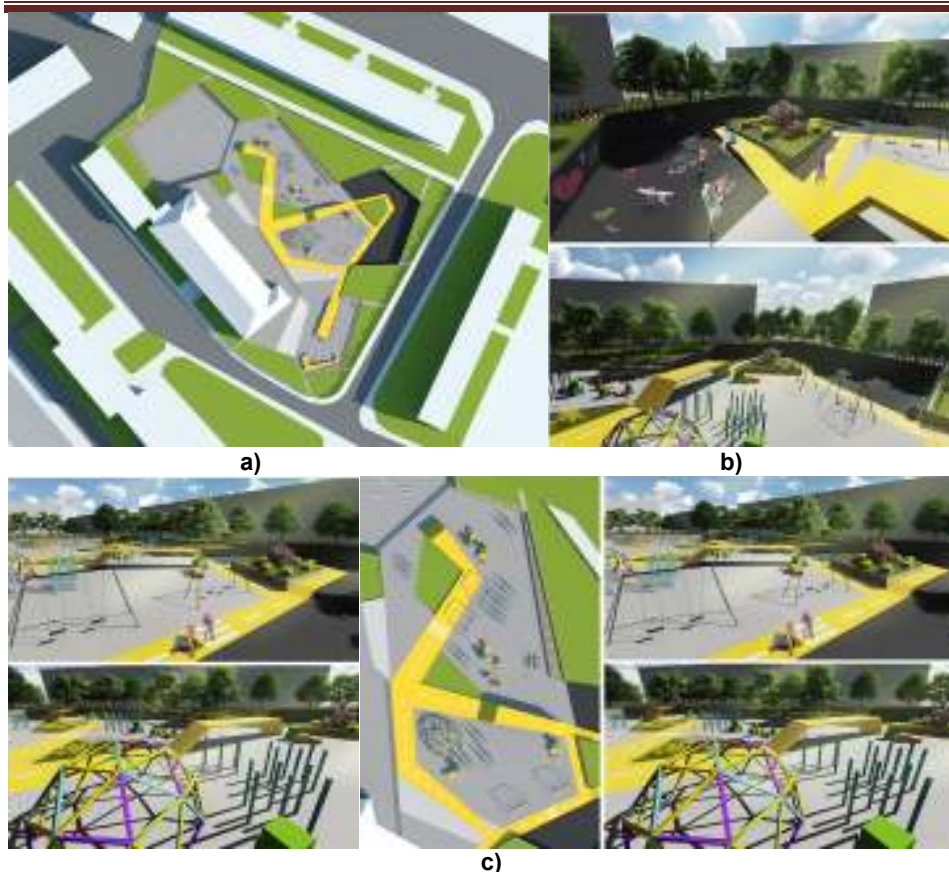


Fig. 4 - Proposal for Școala Gimnazială nr. 11 „Otilia Cazimir”
a) – masterplan; b) – creativity area; c) – play area.

The proposed landscape design concept for the Dimitrie Cantemir's High school courtyard (Fig. 5) aims to create a continuous and fluid space, which enfolds many areas, each one having a specific purpose. Hereby, the existing courtyard related to the main access was kept, representing a reception and a cluster area with multiple roles: rest and relaxation, study, meeting and outdoor celebrations for school events. Regarding this, three small footings recalling a small amphitheater and a pavilion with multiple destinations (stage, shelter, sitting and study place) were provided to the area. The yard is surrounded with green spaces and planted areas with trees and shrubs, the connection with the other areas being realized through a small number of circulations. The sport area was narrowed; only one wide sport field was kept.

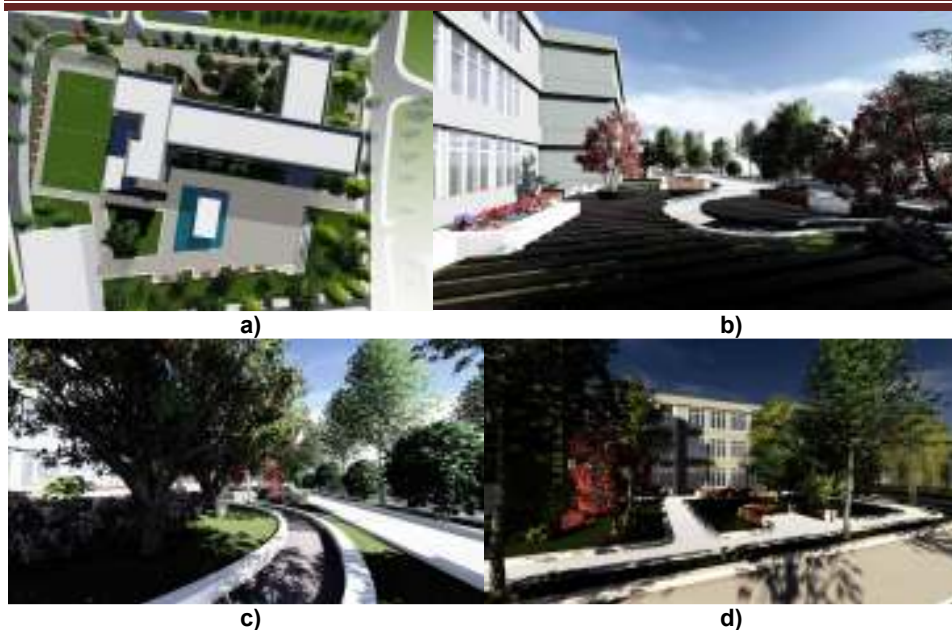


Fig. 5 - Proposal for Liceul Teoretic „Dimitrie Cantemir”
a) – masterplan; b), c), d) – perspectives

CONCLUSIONS

By reference to an image, the analysis and evolution of landscape are by nature imbued with subjectivity. Evaluation of landscaping involves aesthetic judgments that may vary depending on social groups, ages, etc. Consequently, there is no fixed standard or absolute measurement of aesthetics of a landscaped area. The existing methods for assessing the landscape, and so by default evaluation of landscaping, have raised and will raise critics for a long time, occasionally powerful, going up to denying the possibility of landscape quality assessment.

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