

# ARHITEKTONSKI PROJEKTI ŠKOLA

22 ideje za 21. vijek



Urednici / Editors Svetislav G. Popović & Svetlana K. Perović

ARCHITECTURAL SCHOOL PROJECTS

22 ideas for the 21th century



Publikacija obuhvata 20 idejnih arhitektonskih rješenja osnovnih škola, generacije studenata 2010/II. godine, dopunjena sa dvije ideje školskih objekata za srednje obrazovanje, u crnogorskom kontekstu. Mentor na projektima studenata je bio doc.dr Svetislav G. Popović, sa saradnicima mr Svetlanom K. Perović, Jelenom Bajić, Ivanom Babić i Vladimirom Bojkovićem.

Nakon pet godina od kada je ova publikacija sklopljena i studenti je koriste u preliminarnom elektronskom obliku, pokazala se, pored primarne literature, kao koristan materijal u rješavanju programskih zadataka studenata druge godine Arhitektonskog fakulteta u Podgorici, na predmetu Sintezni projekat II- Skolski i predškolski objekti, kojim rukovodi doc. dr Svetislav G. Popović.

Sa namjerom da ove ideje prikažemo široj stručnoj javnosti i ujedno afirmišemo i promovišemo rad studenata Arhitektonskog fakulteta u Podgorici, odlučili smo da ponudimo i formalno izdanje publikacije, u štampanom i elektronskom obliku.

#### UREDNICI

The publication includes 20 architectural solutions for primary schools, from the 2010/II generation of students, supplemented with two ideas for secondary education school facilities, in the Montenegrin context. Mentor for the student projects was Svetislav G. Popović PhD, and his associates. Svetlana K. Perović MSc, Jelena Bajic, Ivana Babic and Vladimir Bojkovic.

In five years since this publication was assembled, it has been used by students in the preliminary electronic form, and in addition to primary literature, it has been a useful material in resolving the program tasks of the second year students of the Faculty of Architecture in Podgorica on the course Synthesis design II: school and preschool facilities run by Svetislav G. Popović, PhD.

With the intention to demonstrate these ideas to a wider public and at the same time affirm and promote the work of students of Faculty of Architecture in Podgorica, we have decided to offer a formal edition of the publication in printed and electronic form.

#### EDITORS

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Svetislav G. Popović & Svetlana K. Perović

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## IMPRESUM IMPRESSUM

### NASLOV KNJIGE: BOOK TITLE:

ARHITEKTONSKI PROJEKTI ŠKOLA  
22 ideje za 21. vijek

ARCHITECTURAL SCHOOL PROJECTS  
22 ideas for the 21st century

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Doc. dr Antonello Alici\_dipl.inž.arch.

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### INTRODUCTION

Prof. Dr. Svetislav G. Popovic, Dipl.-Ing.Arch.

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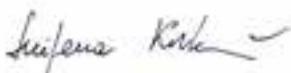
## Recenzija knjige

Publikacija sa naslovom Arhitektonski projekti škola, pod uredništvom dr Svetislava G. Popovića i dr Svetlane K. Perović, rezultat je rada studenata na predmetu Sintezni projekat 2 - Školski i predškolski objekti i predstavlja izuzetno značajan doprinos razumevanju i učenju predmetnog arhitektonskog programa. Ideja, da se na ovakav način prikaže raznovrstan i smisleno strukturiran pregled projekata iz tipologije školskih objekata, je nastala nakon višegodišnjeg iskustva profesora i saradnika u radu sa studentima.

Sadržaj publikacije je bogat, sa izložena 22 projekta, čije ideje obuhvataju preispitivanja prilagođenosti školskih prostora deci i njihovim potrebama. Istražuju se različite varijacije programskih i funkcionalnih rešenja, interakcija forme, igre svetlosti, sve do uspostavljanja organskih odnosa sa prirodnim okruženjem, sa zajedničkim ciljem artikulacije prostora škole kao stubom obrazovanja i podsticajem kreativnosti. Svaki primer predstavljen je tekstom koji jasno prikazuje koncept, stav i izraz autora. Poseban doprinos publikaciji predstavlja pristup ilustrovanju svakog pojedinačnog projekta, kako u odnosu na broj i izbor ilustracija, tako i u odnosu na specifičnu kompoziciju vizuelnih dokumenata kojima se dodatno uspostavlja linija koja prati koncept.

Cilj pisanja ove publikacije je bio da se budućim studentima približi fenomen projektovanja školskih objekata, kroz konkretnе rezultate njihovih kolega iz prethodnih generacija, te da im se ponude dodatne neophodne smernice za njihov budući istraživački rad, kroz razvoj sopstvene ideje. Na ovaj način, formiran je koristan aparat za dalja proučavanja u oblasti školskih, ali i drugih arhitektonskih tipologija. U celini, publikaciju smatram veoma korisnom i važnom za učenje arhitekture, jer može koristiti kako budućim studentima, tako i u istraživačkoj praksi projektovanja savremenih školskih objekata.

Novi Sad \_15. Avgust 2016.



Van. Prof. dr Milena Krklješ  
Fakultet tehničkih nauka \_ Univerzitet u Novom Sadu

## Book Review

Publication entitled *Architectural school projects*, edited by Dr. Svetislav G. Popovic and Dr. Svetlana K. Perovic, is the result of students' work on the course *Synthesis design 2 – School and preschool buildings* and it represents a very important contribution to the understanding and study of the architecture program. The idea was created as a result of many years of experience of professors and associates working with students and the need to in this way provide a versatile and meaningfully structured review of projects from the typology of school objects.

The content of the publication is rich, with 22 presented projects, and ideas that include examination of adaptation of school facilities to children and their needs. There is an exploration of different variations of program and functional solutions, forms, play of light, as well as the establishment of an organic relationship with the natural environment, continuously having a common objective to articulate school premises as a pillar of education and foster of creativity. Each example is represented by text that clearly shows the concept, attitude and expression of the author. Special contributions to the publication is presented with the approach to illustrate each project, both in terms of the number and choice of illustrations, as well as in relation to the specific composition of documents, which further establishes the line that follows the concept in general.

The aim of writing this publication was to familiarize students with the phenomenon of designing school facilities, through concrete results of their colleagues from previous generations, and to give them the necessary guidelines for their future research activities through the development of their own ideas. In this way, a useful device is formed for further studies in the field of school, but also other typologies in the field of architectural activity. Therefore, the publication would be very useful and important for the study of architecture, both for future students and in the research practice of designing modern school facilities.

Novi Sad \_15th August 2016.

Milena Krklješ \_ PhD \_ Associate professor  
Faculty of Technical Sciences \_ University of Novi Sad

## Book Review

The educational system is facing a difficult change all over the world, affected by the growing capacity of mobility of students and professors in high school and university. As a consequence, the design of schools remains a central topic, aimed to offer to the young generations the best spaces for a safe and complete instruction.

The history of modern architecture proves the interest of the communities and the capacity of the architects to conceive innovative schools and campuses for the education. Those pages of good and successful architecture must be a solid ground for the students of architecture.

For these reasons, the present book is worth to be published, as it presents the results of students work on the topic "School and pre-school buildings" conceived and coordinated by Dr. Svetislav G. Popović and Dr. Svetlana K. Perović from the Faculty of Architecture in Podgorica, Montenegro.

The ideas for a school buildings – from the primary school to the university – presented in this collection of works prove the capacity of the students to deal with programs, space and materials. The design and the descriptions of the proposals show the understanding of the needs of the future users, from the care for the surroundings, to the curriculum that can shape the sequence of spaces, to the use of light and colors to give dynamism and contrast the homogeneity and repetition typical of the prefabrication.

My hope is that these ideas for schools can circulate in form of exhibition together with the present book, in order to raise more discussions on this relevant topic.

Ancona\_10th September 2016.



Antonello Alici\_Architect \_Ph.D.  
Assistant Professor  
Dipartimento di Ingegneria Civile Edile e Architettura/  
Department of Civil and Building Engineering and Architecture  
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## Recenzija knjige

Obrazovni sistem se suočava sa teškim promjenama svuda u svijetu pod uticajem rastućih kapaciteta za mobilnost studenata i profesora iz srednjih škola i univerziteta. Kao posledica ovoga, dizajn škola ostaje centralna tema, usmjerena ka cilju da mladim generacijama pruži najbolje prostore za bezbjednu i kompletну nastavu.

Istorijski moderne arhitekture pokazuje interes zajednica i kapacitete arhitekata da osmisle inovativne škole i kampuse za obrazovanje. Te stranice dobre i uspješne arhitekture su sigurno solidna baza za studente arhitekture.

Zato je ova knjiga vrijedna publikovanja kao prezentacija rezultata rada studenata na temu „Školski i predškolski objekti”, pod idejom i koordinacijom dr Svetislava Popovića i dr Svetlane K. Perović sa Fakulteta Arhitekture u Podgorici, Crna Gora.

Ideje za školske objekte – od osnovnih do srednjih škola – koje su predstavljene u ovoj zbirci radova dokazuju kapacitet studenata da savladaju program, prostor i materijale. Dizajn i opisi predloga pokazuju razumijevanje potreba budućih korisnika, od vođenja računa o okruženju do programa koji može da oblikuje sekvencu prostora, do upotrebe svjetla i boja za dobijanje dinamičnog efekta i kontrasta između homogenosti i ponavljanja tipičnog za prefabrikaciju.

Nadam se da će ove ideje za škole moći da cirkulišu u obliku izložbe zajedno sa predstavljenom knjigom kako bi se pokrenula diskusija na ovu veoma važnu temu.

Ancona\_10. Septembar 2016.

Doc. dr. Antonello Alici  
Departman za građevinarstvo i arhitekturu  
Politehnički Univerzitet Marche\_Italija

## UVOD

Sve je osjetljivije pitanje nekonvencionalnosti objekta i njegove trajnosti na graničnoj liniji, mjestu preklapanja kulturološke i prostorne posebnosti i multivalentnog vremena. To je posebno važno, u procesu transformacije fizičkog prostora u ideju koja treba da interpretira namjenski determinisan prostor za osjetljivu kategoriju korisnika, djecu, u 21. vijeku.

Publikacija sadrži 22 ideje savremenog odnosa prema arhitektonskom programu za primarno obrazovanje u Crnoj Gori, koje su predložili studenti druge godine Arhitektonskog fakulteta u Podgorici, uz pomoć profesora i saradnika, na predmetu Sintezni projekat II - školski i predškolski objekti.

Intencija mentora da fizicki prostor postane ideja, a studenta da tu ideju adekvatno interpretira, u predloženim projektantskim rješenjima, jasno je istaknuta. U procesu razvoja ideje, ispoljena je potreba za transformacijom konvencionalno inherentnog odnosa prema razvoju arhitektonskih programa za edukaciju, u Crnoj Gori. Oslanjajući se na fleksibilnije sadržajne i strukturne razmjere školskih objekata, u čijim okvirima se razvijaju raznolike metodološke paradigme za primarnu edukaciju djece, proizašle su ideje studenata druge godine Arhitektonskog fakulteta u Podgorici. Sam proces projektovanja je bio kompleksan, od izbora lokacije u širem kontekstu, koncepta, razvoja ideje, do tehničke interpretacije rješenja. Projektni zadatak je artikulisao u određenoj mjeri tipski karakter objekta, sa univerzalnim uslovima za lociranje, širi kontekst, od južne, centralne do sjeverne zone Crne Gore. Sloboda je postojala, ali je bilo potrebno kontrolisati.

U konceptualnom dijelu, studenti su polazili od ključnih riječi, tema, za svoju ideju. U tom pravcu, neka od konačnih rješenja su naslovljena na sledeći način: Moderna škola-funkcionalno i estetski osmišljen prostor po mjeri savremenog djeteta; Smjene atrijuma i poluatrijuma, Kurikulum; Prirodno svjetlo kao podsticaj; Arhitektura i priroda, Grupa; Igra svjetlosti na blagoj padini; Škola slobodnog duha; Novi koncept obrazovanja; Tvrđava znanja; Škola - zadovoljstvo; Kreativnost; Ideja o projektu škole, Prepoznavanje namjene objekta kroz posmatranje forme; Dječiji duh; „Arhitektura je vizuelna umjetnost, a zgrade pričaju za sebe“ /Julia Morgan/, Metamorfoza leptira; Obrazovanje je moja religija; Spona; List. Te ključne riječi, ovdje su poslužile kao inspiracije za ideju i artikulisale u značajnoj mjeri koncept, odgovivši autora od klasičnog poimanja projektovanja školskih objekata po funkcionalno-formalnim standardima. U školi, dijeca se, osim što uče, psihofizički razvijaju, a za to je neophodno obezbijediti uslove, sa naglaskom na istraživanje, igru, komunikaciju, konekciju sa prirom i okruženjem. U predmetnoj tipologiji objekata, preklapanje prirodnog i artificijelnog imalo je centralno mjesto.

Uz pomoć apsorbovanih znanja na predavanjima o klasičnim i savremenim standardima projektovanja školskih objekata, a uz podršku profesora i saradnika, studenti su osnaženi da kroz sopstveni projekat, artikulišu nove ideje i pristupe u projektovanju kreativnih, fleksibilnih, univerzalnih, humanih, arhitektonskih prostora za primarnu edukaciju djece. Vjerujemo u doprinos koji slijedi.

Svetislav G. Popović & Svetlana K. Perović

## INTRODUCTION

There is a prevailingly sensitive issue of unconventionality of a building and its sustainability on the border line, the overlap of cultural and spatial uniqueness and multivalent time. This is particularly important in the process of transforming the physical space into an idea that needs to interpret the space intended for sensitive category of users, children in the 21st century.

The publication contains 22 ideas of the modern attitude towards the architectural program for primary education in Montenegro, proposed by the students of the second year of the Faculty of Architecture in Podgorica, with the help of professors and associates on the course Synthesis design II school and pre-school facilities.

There is a clearly pronounced intention of mentors to make the physical space become an idea and of students to adequately interpret that idea with proposed design solutions. In the process of idea development there is an expressed need for transformation of inherently conventional attitudes towards the development of architectural education programs in Montenegro. Ideas of the second year students of the Faculty of Architecture in Podgorica have resulted from relying on more flexible content and structural proportions of school buildings, within which diverse methodological paradigm for the primary education of children are being developed. The design process was complex, from the choice of locations in a wider context, the concept, idea development, to the technical interpretation of solutions. The project task articulated to some extent the typical character of the building, with universal locating conditions, a broader context, from the southern, central to the northern zone of Montenegro. Freedom was there, but it needed to be controlled.

In the conceptual part the students start from key words and themes for their idea. In this regard, some of the final solutions were titled as follows: A modern school – functionally and esthetically designed space by standards of a modern child, Atrium and semi atrium alteration, Curriculum, Natural light as an impulse, Architecture and Nature, Group, Play of light on a gentle slope, Free spirit school, A new concept of education, The Fortress of knowledge, School- satisfaction, Creativity, School Project Idea, Recognition of the facility purpose through observation of its form, Child's spirit, "Architecture is a visual art, and the buildings speak for themselves." /Julia Morgan/, Metamorphosis of a butterfly, Link, Leaf. These key words served here as an inspiration for the idea and have articulated the concept significantly, separating the authors from the classical understanding of the design of school buildings by the functional and formal standards. At school, in addition to what they learn, children develop mentally and physically, and for this it is necessary to provide the conditions, with the emphasis on exploration, play, communications, connection with nature and the environment. Overlapping of natural and artificial had a central place in the course typology. With the help of absorbed knowledge in lectures on classical and contemporary standards of design of school buildings, and with the support of professors and associates, students are empowered to, through their own project, articulate new ideas and approaches in the design of creative, flexible, universal, human, architectural spaces for primary education of children. We believe in the contribution that follows.

Svetislav G. Popovic & Svetlana K. Perovic

Moderna škola-funkcionalno i  
estetski osmišljen prostor po mjeri savremenog djeteta  
GOJKO MITROVIĆ

Smjena atrijuma i poluatrijuma  
JOVANA LIŠČEVIĆ

Kurikulum  
MARINA BOTIĆA

Prirodno svjetlo kao podsticaj  
TAMARA ĐUKIĆ

Arhitektura i priroda  
DANIJELA MIJAJLOVIĆ

Grupa  
DUBRAVKA ŠUŠIĆ

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Tradicionalno-buntovna škola  
NIKOLETA BRANKOVIĆ

Srednja arhitektonsko-građevinska škola  
MIROSLAV VUKČEVIĆ

Igra svjetla na blagoj padini  
MILICA ĐUROVIĆ

Škola slobodnog duha  
MIRKO MUGOŠA

Novi koncept obrazovanja  
ANA MIČIĆ

Tvrđava znanja  
BRANKO LUTOVAC

Škola-zadovoljstvo  
ANJA RADOVIĆ

Kreativnost  
BOJANA KOKOTOVIĆ

A modern school – functionally and esthetically designed  
space by standards of a modern childProf  
GOJKO MITROVIĆ

Atrium and semi atrium alteration  
JOVANA LIŠČEVIĆ

Curriculum  
MARINA BOTIĆA

Natural light as an impulse  
TAMARA ĐUKIĆ

Architecture and Nature  
DANIJELA MIJAJLOVIĆ

Group  
DUBRAVKA ŠUŠIĆ

High school of Architecture  
Traditionally-resistive school  
NIKOLETA BRANKOVIĆ

High school for architecture and civil engineering  
MIROSLAV VUKČEVIĆ

Play of light on a gentle slope  
MILICA ĐUROVIĆ

Free spirit school  
MIRKO MUGOŠA

A new concept of education  
ANA MIČIĆ

The Fortress of knowledge  
BRANKO LUTOVAC

School- satisfaction  
ANJA RADOVIĆ

Creativity  
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DUBRAVKA TOMČIĆ

Prepoznavanje namjene objekta kroz  
posmatranje forme  
DRAGOVOJA ASTRIT

Dječiji duh  
MAJA KRUŠIĆ

"Arhitektura je vizuelna umjetnost a zgrade pričaju  
za sebe". /Julia Morgan /  
TIJANA Milić

Metamorfoza leptira  
ĐORĐE MRDAK

Obrazovanje je moja religija  
MARK DUSHAJ

Spona  
MILOŠ ĐIKANOVIĆ

List  
ANĐELA KRSMANOVIĆ

School Project Idea  
DUBRAVKA TOMČIĆ

Recognition of the facility purpose through  
observation of its form  
DRAGOVOJA ASTRIT

Child's spirit  
MAJA KRUŠIĆ

"Architecture is a visual art, and the buildings speak  
for themselves." /Julia Morgan/  
TIJANA Milić

Metamorphosis of a butterfly  
ĐORĐE MRDAK

Education is my Religion  
MARK DUSHAJ

Link  
MILOŠ ĐIKANOVIĆ

Leaf  
ANĐELA KRSMANOVIĆ

NASTAVNIK/ PROFESSOR: Prof. dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M. Arch. Svetlana Perović

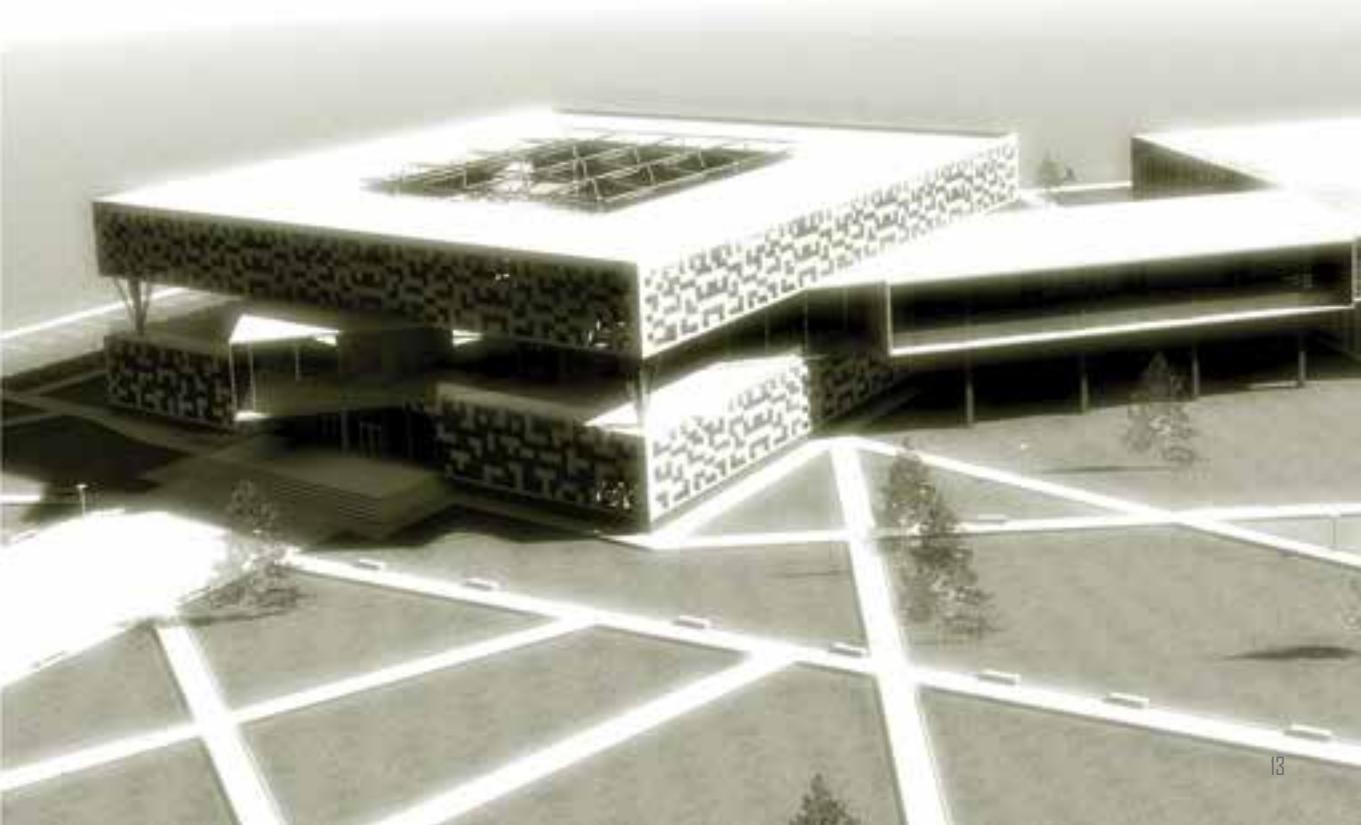
STUDENT/ STUDENT: Gojko Mitrović

TEMA: Moderna škola-funkcionalno i estetski osmišljen prostor posmjeri savremenog djeteta

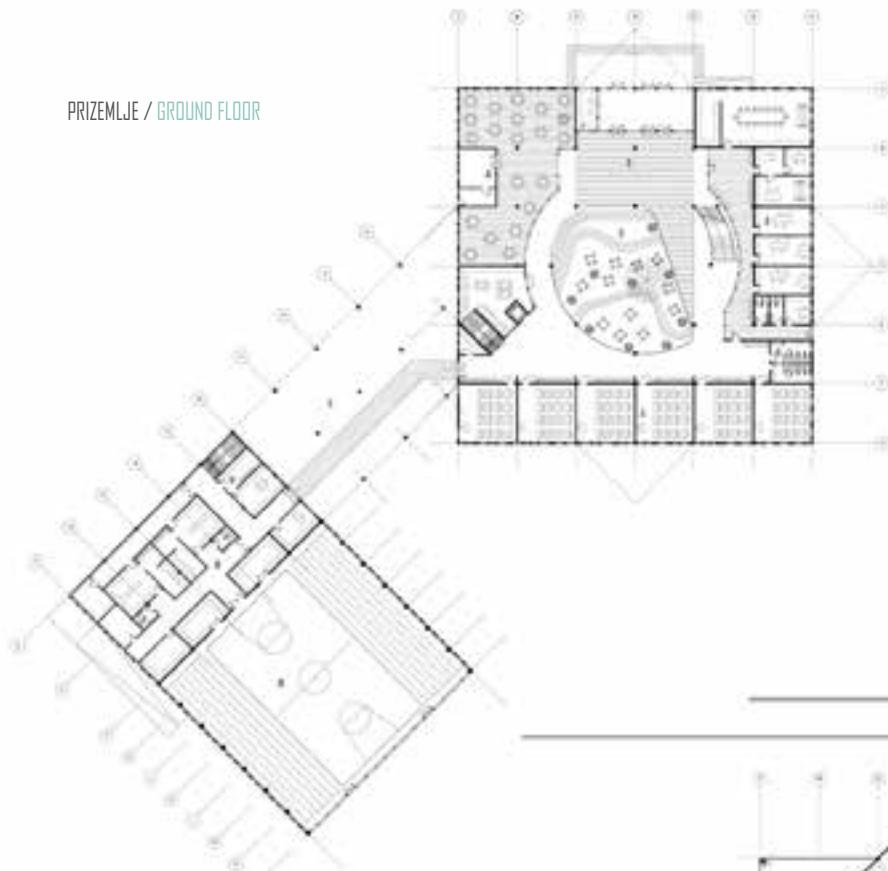
## TOPIC: A modern school – functionally and esthetically designed space by standards of a modern child

Predmet projektovanja je arhitektonsko rješenje osnovne škole na prostoru Crne Gore koja treba da bude u skladu sa potrebama i zahtjevima savremenog obrazovanja i društva. Projekat je univerzalnog dizajna, pristupačan je i dostupan za sve korisnike, sa akcentom na osobe sa posebnim potrebama. Kroz razvoj ideje i proces projektovanja škole nastojalo se odgovoriti kako na zahtjeve precizirane programskim zadatkom, tako i na par ključnih pitanja koja se odnose na projektovanju objekata kulturnog značaja. Riječ je o „prvom javnom prostoru“ sa kojim se većina djece susreće, a u kojima su objedinjena prirodna i urbana iskustva. Unutrašnji prostor zgrade organizovan je prema savremenim potrebama djece, različitim uzrasta, obogaćen raznovrsnim programskim sadržajima i predstavlja logičan slijed događaja nastao razvojem polaznih premlisa. Jasna podjela prostora s pragmatičnim vezama stvara idealne uslove za organizovanje boravišnih jedinica kojima je lako komunicirati. Uz vizuelnu komunikaciju kroz objekat interesantan je dojam ostvarenog pogleda prema nebu, koji je dobijen uvođenjem atrijuma i krovnog nadsvjetla u centralni korpus zgrade, zbog ravnomjerne raspodjele dnevnog osvjetljenja. Jednostavna dispozicijska šema prostora, upravo otvaranjem prema zajedničkim prostorijama, otvorenim i zatvorenim, stvara novi kvalitet. Danas su djeца često kod kuće sama i žive u nekoj vrsti kulturne izolacije. Druženje sa svojim vršnjacima zamjenjuju virtuelnim druženjem. Škola je mjesto koje im omogućava kontakt sa različitim socijalnim strukturama, drugačijim navikama, shvatanjima, potrebama, ponašanjem. Zbog toga, školski ambijent je potrebno projektovati po principu prostorne i funkcionalne fleksibilnosti i dostupnosti.

The subject is a preliminary design of a building for primary schools in Montenegro, which should be in accordance with the needs and demands of contemporary society. The project has universal design, which means that it is affordable and accessible for all users, with emphasis on people with special needs. Development of the idea and design process on the school project sought to respond to the requirements specified in the task, and few key issues encountered in the design of cultural content. This is "the first public space" that children encounter, and that combines natural and urban experiences. Interior building space is organized according to the contemporary needs of children of different ages and it is fulfilled with diverse program content, representing a logical development of transient premises. Clear division of space with a pragmatic relationship creates ideal conditions for organizing the residence units easy to communicate through. Beside visual communication, through the building an interesting impression is achieved by the view of the sky, obtained by introduction of roof skylights in the central part of the building, for an even distribution of daylight. The simple dispositional space scheme creates a new quality by opening to open and closed common areas. Nowadays, children are often home, alone and living in a kind of cultural isolation. Socializing is replaced with virtual socializing. School is a place that gives them contact with children from different social structures, with different habits, attitudes, needs, and behaviors. That is why the school environment should be designed by the principle of spatial and functional flexibility and availability.



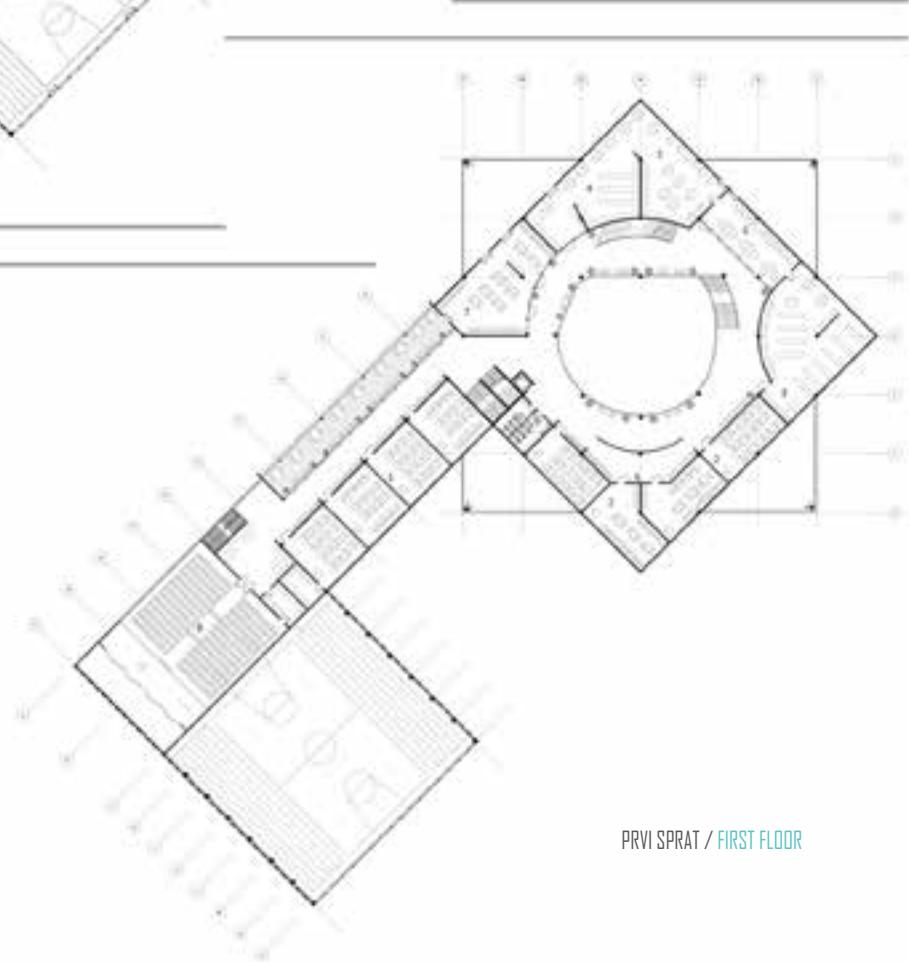
## PRIZEMLJE / GROUND FLOOR



- 1. hol
- 2. multifunkcionalni prostor
- 3. administracija
- 4. trpezarija sa kuhinjom
- 5. učionice za niže razrede
- 6. sanitarni čvor
- 7. prostor za učionice u prirodi
- 8. fiskulturni blok
- 9. zdravstvena zaštita

- 1. lobby
- 2. multifunctional space
- 3. administration
- 4. dining room and kitchen
- 5. classrooms for lower grades
- 6. sanitary facilities
- 7. classrooms in nature
- 8. gym bloc
- 9. medical care

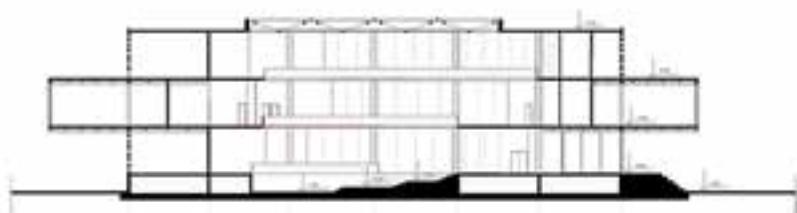
- 1. učionice za niže razrede
- 2. učionice za više razrede
- 3. medijateka
- 4. biblioteka
- 5. internet sala
- 6. čitaonica
- 7. prostor za produženi boravak
- 8. sala za manifestacije
- 9. sanitarni čvor



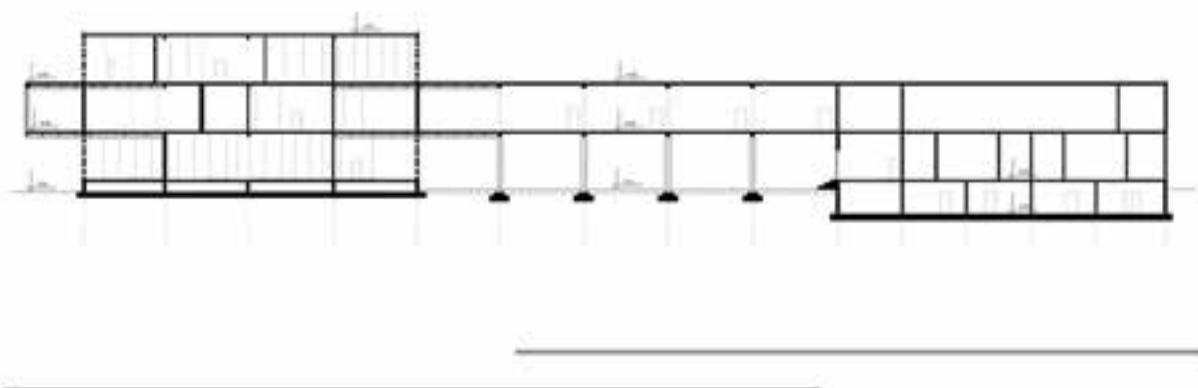
- 1. classrooms for lower grades
- 2. classrooms for higher grades
- 3. media centar
- 4. library
- 5. internet room
- 6. reading room
- 7. space for extended stay
- 8. hall for events
- 9. sanitary facilities

## PRVI SPRAT / FIRST FLOOR

PRESJEK 1 / SECTION 1



PRESJEK 2 / SECTION 2



JUŽNA FASADA / SOUTH FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



ISTOČNA FASADA / EAST FAÇADE

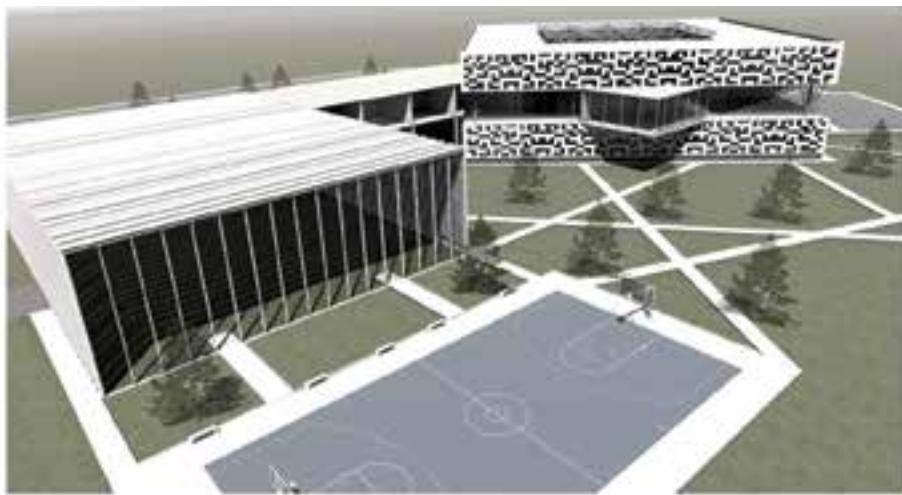


ZAPADNA FASADA / WEST FAÇADE





3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_ ATRIJUM/ ATRIUM



3D MODEL\_ ATRIJUM/ ATRIUM



ENTERIJER UČIONICE/ CLASSROOM INTERIOR

NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

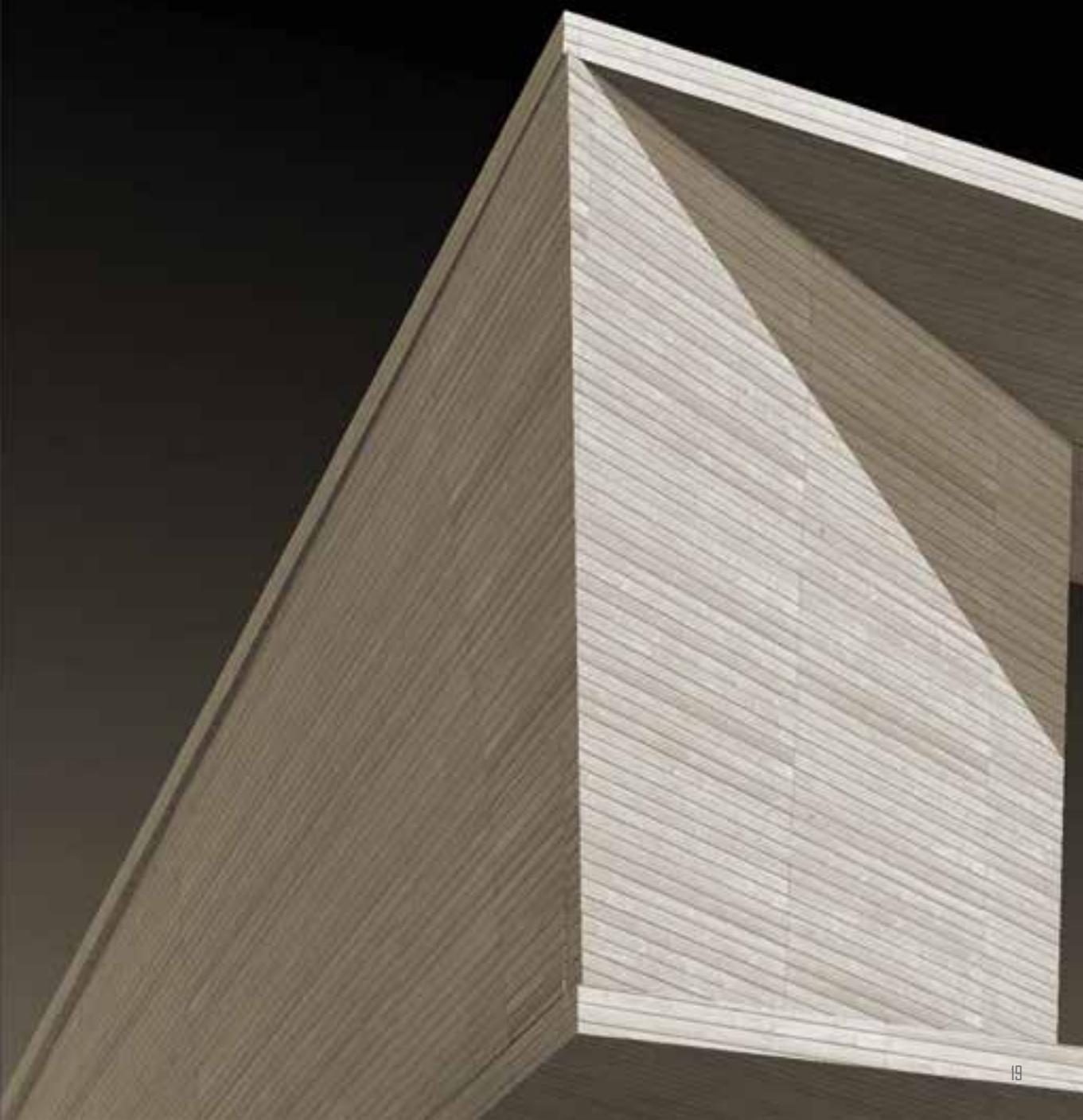
STUDENT/ STUDENT: Jovana Liščević

## TEMA: Smjena atrijuma i poluatrijuma

## TOPIC: Atrium and semi atrium alteration

Arhitektura i obrazovanje se povezuju u tzv. „simbiotičku“ vezu kako bi se stvorila kompleksna sredina okrenuta djeci, koja im omogućava sticanje novih znanja, te podstiče socijalni, fizički i psihički razvoj. Tokom osnovne škole, dijete treba da bude podstaknuto da istražuje prostor koji ga okružuje. Razmišljaći upravo o takvoj sredini nastaje razuđena osnova prizemlja razdvajanjem različitih funkcionalnih zona tzv. 'džepovima', odnosno praznim prostorima. Tačnije, finalna osnova nastaje od-sijecanjem djelova od njene početne koherentne cjeline. Tako se kroz čitav projekat provlači element centralnog atrijuma i većeg broja poluatrijuma, nastalih upravo oduzimanjem određenih dje-lova od cjeline. Oni služe zblžavanju objekta i okoline; uvlačenju prirodnog okruženja u unutrašnjost objekta - formirajući tako jedan topao, priјatan ambijent, veoma bitan korisnicima istog tog prostora - djeci. Pored toga, ovi otvoreni prostori podstiču djecu da razmišljaju, istražuju, uče kroz igru, pa se osim jednog takvog centralnog prostora javlja i veći broj decentralizovanih poluatrijuma rasprostranjenih po čitavom prizemlju škole što ih čini pristupačnim djeci svih uzrasta.

Architecture and education are linked in so-called 'symbiotic' relationship in order to create a complex environment turned to children, enabling them to acquire new knowledge, and encourage social, physical and psychological development. During elementary school, a child should be driven to explore the space that surrounds them. Thinking about that kind of environment creates jagged ground floor which is formed by separating different functional areas with so-called 'pockets', that is empty open spaces. More specifically, the final ground floor plan is made by cutting off parts from its initial coherent whole. So the whole project runs through the element of central atrium and number of semi-atriums made by subtracting certain parts of the whole. They serve to bring closer the object and the environment, dragging the natural environment into the interior of the building, forming a warm, friendly atmosphere which is very important for users of the same area – children. Besides that, these open spaces encourage reflection, exploring, learning through play... so except for one central open space, a number of decentralized semi atriums occur scattered all over the school ground floor plan, which makes them accessible to children of all ages.





## PRIZMLJE / GROUND FLOOR



- 1. vjetrobran
- 2. glavni hol
- 3. stepeništa
- 4. koridori
- 5. učionice I.-4.razred
- 6. ljetnje učionice
- 7. sanitarije ž
- 8. sanitarije m
- 9. trpezarija
- 10. kuhinja
- 11. ostave
- 12. sanitarije ž
- 13. sanitarije m
- 14. biblioteka
- 15. čitaonica
- 16. sanitarije ž
- 17. sanitarije m
- 18. stepenište
- 19. sanitarije ž
- 20. sanitarije m
- 21. kafe kuvarica
- 22. prostorije za nastavnike
- 23. finansijska služba
- 24. sekretar
- 25. zamjenik direktora
- 26. direktor
- 27. zbornica
- 28. psiholog
- 29. pedagog
- 30. stomatolog
- 31. fiskulturna sala
- 32. svlačionice
- 33. sanitarije
- 34. tuševi
- 35. rezervi
- 36. profesor fizičkog
- 37. stepenište
- 38. garderoba
- 39. vjetrobran
- 40. glavni hol
- 41. stepeništa
- 42. koridori
- 43. učionice
- 44. sanitarije ž
- 45. sanitarije m
- 46. sanitarije ž
- 47. sanitarije m
- 48. sanitarije ž
- 49. rampa
- 50. učionice 5.-8. raz.
- 51. proizvedeni boravak
- 52. sanitarije ž
- 53. sanitarije m
- 54. kabinet za jezike
- 55. kabinet za fiziku
- 56. kabinet za hemiju
- 57. kabinet za biologiju
- 58. kabinet za likovno
- 59. kabinet za muzičko
- 60. kabinet za tehničku
- 61. kabinet za inform.
- 62. sanitarije ž
- 63. sanitarije m
- 64. koridor
- 65. garderoba

## PRVI SPRAT / FIRST FLOOR



- 39. stepenište
- 40. koridor
- 41. učionica
- 42. sanitarije ž
- 43. sanitarije m
- 44. stepenište
- 45. medijateka
- 46. sanitarije ž
- 47. sanitarije m
- 48. sanitarije ž
- 49. rampa
- 50. učionice 5.-8. raz.
- 51. proizvedeni boravak
- 52. sanitarije ž
- 53. sanitarije m
- 54. kabinet za jezike
- 55. kabinet za fiziku
- 56. kabinet za hemiju
- 57. kabinet za biologiju
- 58. kabinet za likovno
- 59. kabinet za muzičko
- 60. kabinet za tehničku
- 61. kabinet za inform.
- 62. sanitarije ž
- 63. sanitarije m
- 64. koridor
- 65. garderoba
- 39. stairs
- 40. corridors
- 41. classroom
- 42. toilets
- 43. toilets
- 44. stairs
- 45. multi-purpose space
- 46. toilets
- 47. toilets
- 48. toilets for disabled persons
- 49. ramp
- 50. class, 5.-8th grade
- 51. extended stay
- 52. toilets
- 53. toilets
- 54. foreign languages
- 55. physics
- 56. chemistry
- 57. biology
- 58. arts and crafts
- 59. music
- 60. technical education
- 61. computers
- 62. toilets
- 63. toilets
- 64. corridors
- 65. cloakroom



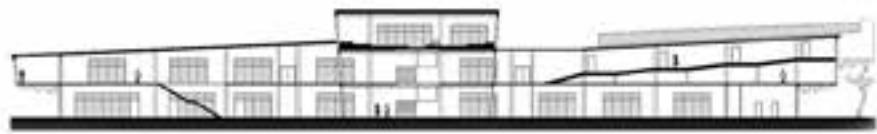
ISTOČNA FASADA / EAST FAÇADE



ZAPADNA FASADA / WEST FAÇADE



PRESJEK B-B / SECTION B-B



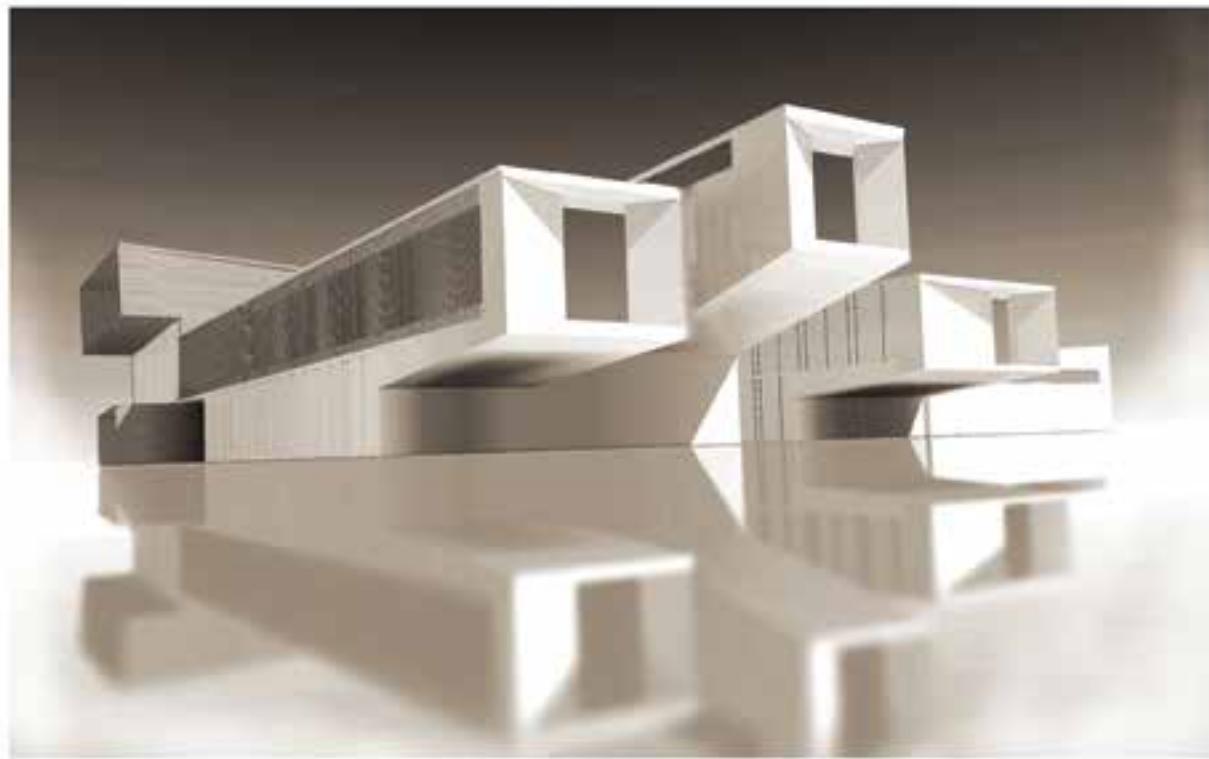
PRESJEK A-A / SECTION A-A



SJEVERNA FASADA / NORTH FAÇADE



JUŽNA FASADA / SOUTH FAÇADE





NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

STUDENT/ STUDENT: Marina Botica

## TEMA: Kurikulum

## TOPIC: Curriculum

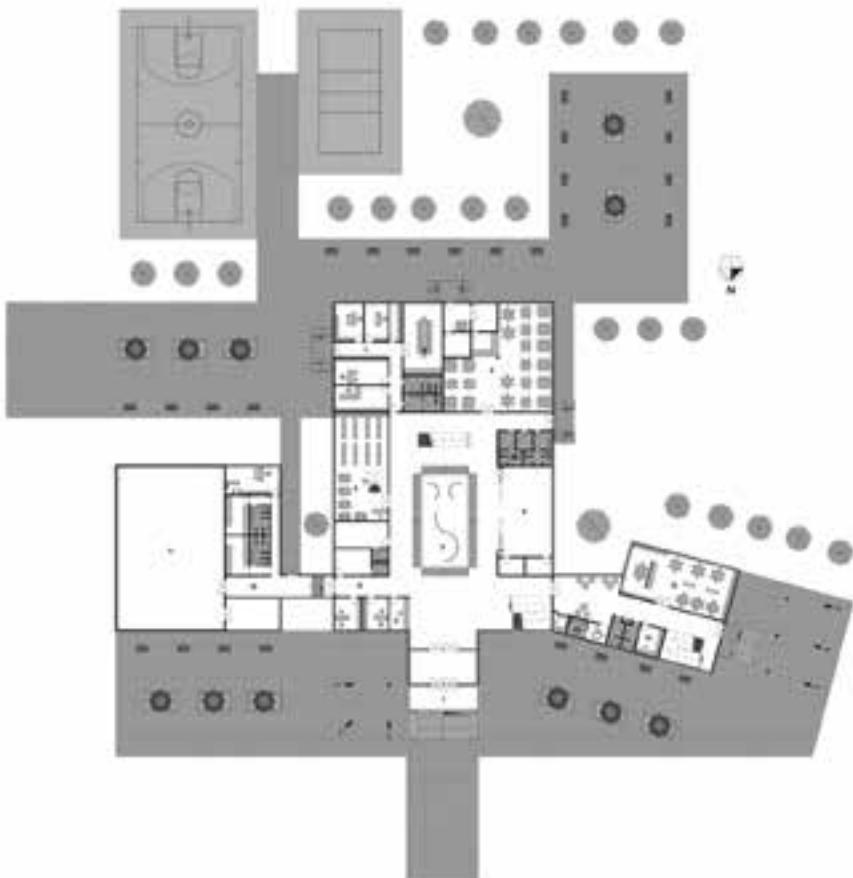
Rad na principima kurikuluma zasniva se na mišljenju kako je u nižim razredima osnovne škole bolje i važnije djeci pružiti više različitih prilika za učenje, kako bi razvijali osnovne vještine i kreativnost i povećali razumijevanje pojava u svakodnevnom životu. Zato je od posebnog značaja da se u današnjim obrazovnim ustanovama obezbijede prostori u kojima će se, pored obavezne nastave, omogućiti djeci kreativni rad, u grupama i individualno. Škola je koncipirana tako da je prizemlje oslobođeno nastavnih prostora, čime se povećava površina namijenjena za društvene aktivnosti, za niže i više razrede zajedno - medijateka, glavni hol sa mogućnošću povezivanja sa višenamjenskim prostorom, zajednička trpezarija, biblioteka na dva nivoa. Na spratovima se pojavljuje odvajanje manjeg dijela, za mlađu djecu, od glavnog, namijenjenog starijoj djeci. Tako se pored učionica za niže razrede organizuju kreativne radionice, posebni sanitarni čvor i garderoba. Ovakvim rasporedom sadržaja, po spratovima, omogućava se rad sa djecom u manjim grupama, i samim tim posvećivanje više pažnje svakom djetetu posebno. U djelu za više razrede smješteni su kabineti. Ova dva dijela odvojena su proširenjem koje ima funkciju produženog boravka. Kreativne radionice i brojni zajednički prostori razvijaju kod djece osjećaj povezanosti, radoznalost, samopouzdanje, i spremnost na saradnju, što su ključni elementi kurikuluma.

Work on curriculum principles is based on the belief that children in lower classes of elementary school have to be provided with different opportunities for learning, so they can develop their basic skills and creativity, as well as their understanding of everyday situations. Therefore it is very important that modern educational institutions contain both elementary courses, and individual or group creative work. Concept of the school is based on the ground floor without classrooms and enriched with spaces for social activities for both lower and higher classes – a multimedia room, main hall connected with multifunctional spaces, common dining space, two-level library. The upper floors have smaller spaces for children in lower classes and separate main spaces for children in higher classes. Near the classrooms, there are creative work shops, special sanitary facilities and wardrobes. This arrangement of school contents allows working with children in smaller groups and more attention for each child. In spaces for children in higher classes there are cabinets. These two spaces are separated by a small social activity place. Creative workshops and plenty common spaces develop sense of connection, curiosity, self-confidence and will for collaboration – all of which are key elements of the curriculum.



## PRZEMLJE / GROUND FLOOR

- 1. ulaz
- 2. portirnica
- 3. glavni hol
- 4. višenamjenski prostor
- 5. kuhinja i trpezarija
- 6. zbornica
- 7. administrativni blok
- 8. biblioteka
- 9. zdravstveni blok
- 10. fiskulturni blok
- 11. fiskulturna sala
- 12. medijateka
- 13. sanitarni čvor za osobe sa invaliditetom
- 14. radionica



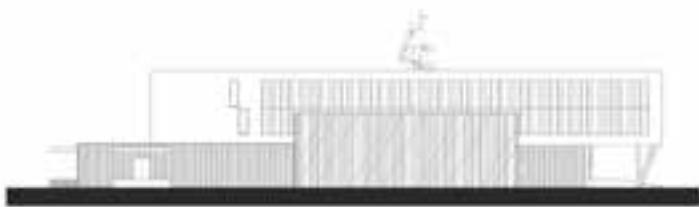
## PRVI SPRAT / FIRST FLOOR



SJEVERNA FASADA / NORTH FAÇADE



ZAPADNA FASADA / WEST FAÇADE

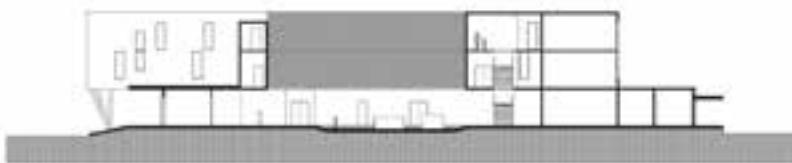


ISTOČNA FASADA / EAST FAÇADE



JUŽNA FASADA / SOUTH FAÇADE

PRESJEK I / SECTION I



PRESJEK 2 / SECTION 2





3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR



3D MODEL\_ENTERIJER/ INTERIOR



3D MODEL\_EKSTERIJER/ EXTERIOR

NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

STUDENT/ STUDENT: Tamara Đukić

## TEMA: Prirodno svjetlo kao podsticaj

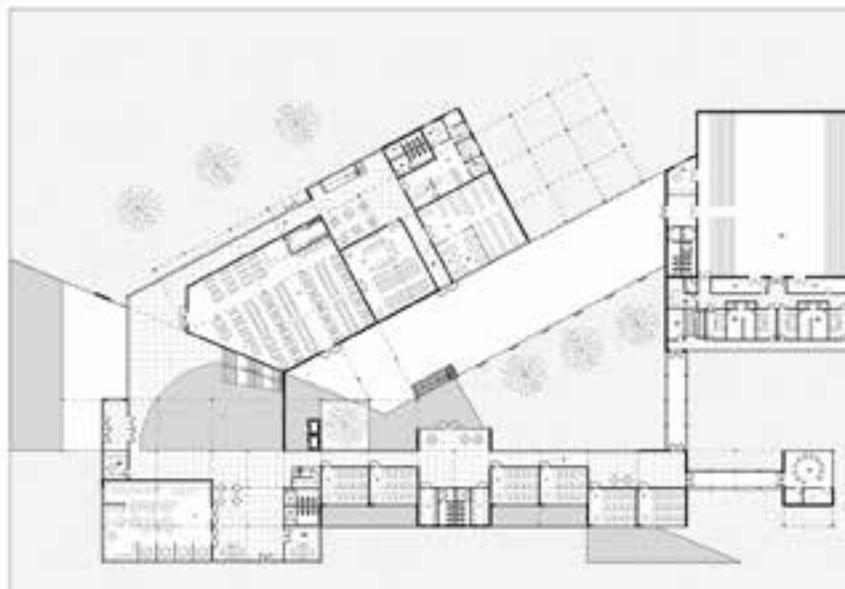
## TOPIC: Natural light as an impulse

Pedagoški koncept je ključ arhitektonске strategije ove škole. Namjera je bila izbalansirati pristup tradicionalnih „zatvorenih“ učionica i ideju „otvorenog plana“. Učenici su podijeljeni u tri grupe što rezultira priličnom fleksibilnošću, a opet, ne stvara preveliku distrakciju. Naravno, susreću se u samom središtu škole koje je pretežno otvoreno ka spolja. Na ulazu je usvojena visoko ekspresivna arhitekton-ska forma koja može biti objašnjena kao dramatična ilustracija snage i kreativne energije. Ova poruka je otelotvorena u eksploziji kinetičke drame na planu, koja viđena u trodimenzionalnom obliku predstavlja sudar mirnih i dramatičnih poteza.

A pedagogic concept was the key aspect of this architectural strategy. The intent is to balance the traditional closed classroom approach with a more open-plan communal idea. Pupils are divided into three groups, which are infinitely flexible, but do not create too many distractions. Of course, they all meet at the center of the school, which is open towards outside. A highly expressive architectural form which can be interpreted as a dramatic shape of the strength and creative energy is presented at the entrance. This message is embodied within the exploding kinetic drama of the plan form, which seen in its three dimensional architecture, is a collision of calm and dramatic moves.



## PRIZEMLJE / GROUND FLOOR



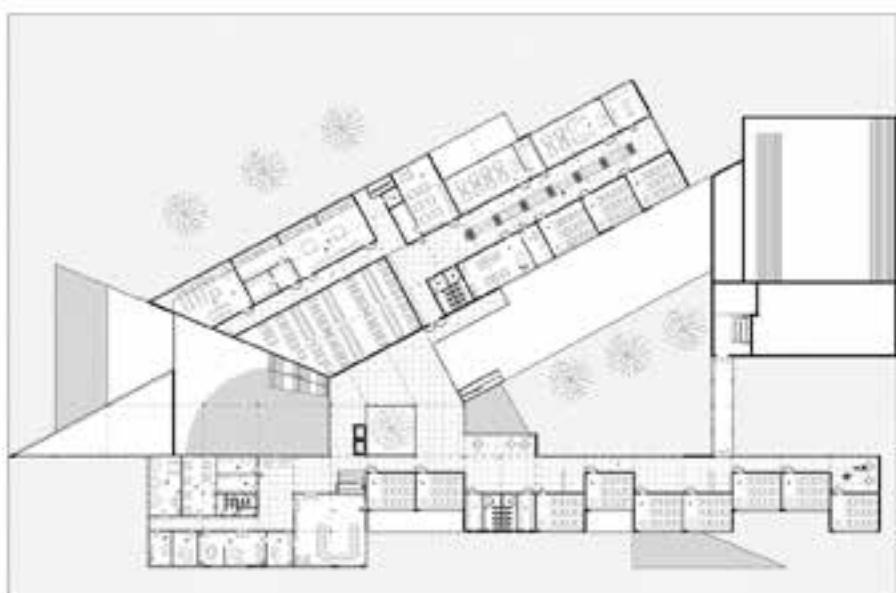
- |                         |                      |
|-------------------------|----------------------|
| 1.ulazni hol            | 1. entrance hall     |
| 2.medijateka            | 2. multi-media room  |
| 3.trpezarija            | 3. dining room       |
| 4.kuhinja               | 4. kitchen           |
| 5.kabinet               | 5. classroom         |
| 6.koridor               | 6. hall              |
| 7.garderobera           | 7. wardrobe          |
| 8.sanitarni čvor        | 8.toilet             |
| 9.biblioteka            | 9.library            |
| 10.čitaonica            | 10.reading room      |
| 11.čekaonica            | 11.waiting room      |
| 12.archiva              | 12.archives          |
| 13.stomatolog           | 13.dentist           |
| 14.psiholog             | 14.psychologist      |
| 15.pedagog              | 15.pedagogue         |
| 16.pediјatar            | 16.paediatrician     |
| 17.sala za predavanja   | 17.presentation room |
| 18.kabinet za likovno   | 18.art classroom     |
| 19.prijem roditelja     | 19.parent's room     |
| 20.fiskulturna sala     | 20.gymnasium         |
| 21.ostava za sprave     | 21.gym storage       |
| 22.sanitarni čvor       | 22.toilet            |
| 23.kabinet za profesora | 23.gym teacher       |
| 24.portir               | 24.gym porter        |
| 25.portir               | 25.porter            |



## PRESJEK / SECTION

## PRVI SPRAT / FIRST FLOOR

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1.koridor                          | 1.hall                        |
| 2.kabinet                          | 2.classroom                   |
| 3.jezici                           | 3.languages                   |
| 4.kabinet za biologiju i hemiju    | 4.biology and chemistry class |
| 5.kabinet za fiziku                | 5.physics                     |
| 6.kabinet za muzičko               | 6.music class                 |
| 7.garderobera                      | 7.wardrobe                    |
| 8.sanitarije                       | 8.toilet                      |
| 9.kabinet za informatiku           | 9.computer class              |
| 10.kabinet za tehničko obrazovanje | 10.technical class            |
| 11.zbornica                        | 11.teachers room              |
| 12.direktor                        | 12.principal                  |
| 13.zamjenik direktora              | 13.deputy                     |
| 14.sekretar                        | 14.secretary                  |
| 15.fotokopirnica                   | 15.photocopying               |
| 16.administracija                  | 16.administration             |
| 17.kafe kuhinja                    | 17.coffee kitchen             |
| 18.finans                          | 18.finans                     |
| 19.ostava za čistačice             | 19.cleaning storage           |
| 20.računovodstvo                   | 20.accounting                 |
| 21.multi- medijateka               | 21.multi-media                |





FASADA 1 / FAÇADE 1



FASADA 2 / FAÇADE 2



FASADA 3 / FAÇADE 3



FASADA 4 / FAÇADE 4



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

STUDENT/ STUDENT: Danijela Mijajlović

## TEMA: Arhitektura i priroda

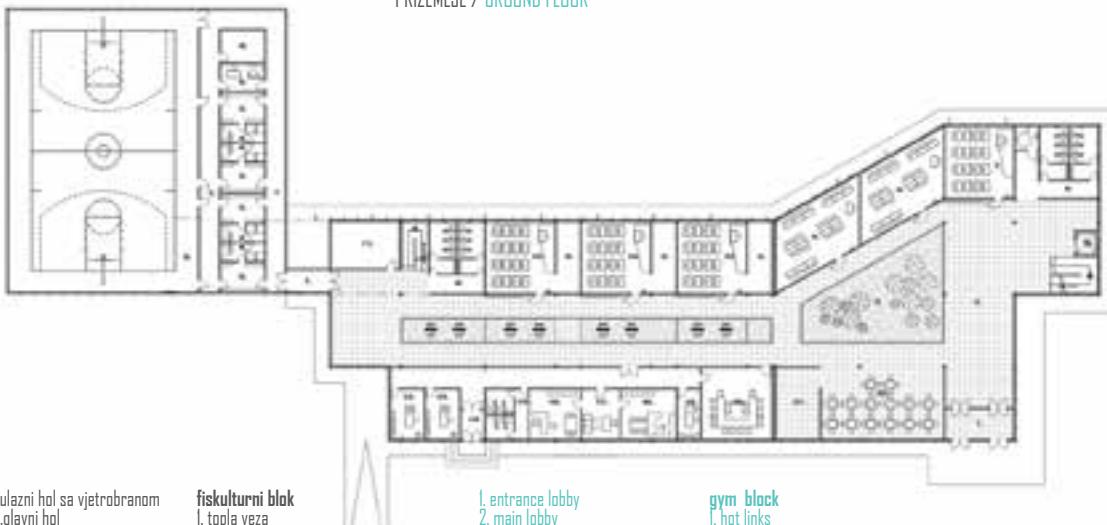
## TOPIC: Architecture and Nature

Važnost koju arhitektura škola, muzeja, raznih obrazovnih institucija i parkova ima na razvoj djece i način na koji uče svijet oko sebe, nemjerljiva je. Odnos učenika i škole, odnos je koji je potrebno pretvoriti u idealno mjesto djetinjstva. Drugim riječima, škole i ostale obrazovne institucije možemo zvati i trodimenzionalnim udžbenicima. Stoga je ovaj projekat prije svega individualni pristup djetetu. Raznovrsni prostori čine da se u njemu razviju različiti tipovi učenja, dizajn omogućava školi da razvije svoje potencijale. Glavna komunikacijska osa postavljena je u smjeru istok – zapad, širi se i potpuno otvara vertikalno prema gore čineći glavno mjesto susreta. Prirodna svjetlost prodire kroz tri nivoa, do samog jezgra zgrade, omogućavajući vizuelnu dostupnost iz svih pravaca. Umjesto zatvorenih prostora postavljena su „ostrva za sjedenje“ i živahni stolovi za piknik za kojima se okupljaju učenici i učitelji. Longitudinalno prostiranje spoljašnjosti objekta istaknuto je velikim staklenim površinama koje artikulišu sa naizgled slučajnim nizom prečki, dok je omotač drvo koje omogućava disanje objekta i postiže kompromis između prirodnog i humanizovanog ambijenta. Forma je dinamična i na njoj se mogu očitati funkcionalni zahtjevi objekta kao i podjela objekta na administrativnu, nastavnu i javnu cjelinu.

The importance of architecture of educational and cultural institutions and public spaces for children's development and the way they study the world around them is immeasurable. The relationship of students and schools is the relationship which needs to be converted into an ideal place of childhood. In other words, schools and other educational institutions may be considered as three-dimensional textbooks. Therefore, this project is primarily an individual approach to the child. A wide variety of spaces make it possible to develop different types of learning and school design allows the school to develop its potential. The main communication axis is set in the east - west direction, expanding and fully opening vertically upwards making up the main meeting place. Natural light penetrates through three levels, to the very core of the building, allowing visual access from all directions. Instead of closed spaces there are "seating islands" and lively picnic tables for gatherings of students and teachers. Longitudinal extent of the object' exterior is emphasized by large glass surfaces that articulate with a seemingly random series of rungs while the shell is a tree that allows the facility to breathe and achieves a compromise between the natural and humanized environment. Form is dynamic and it reads the functional requirements of the facility as well as the division of the facility to administrative, teaching and public entities.



## PRIZEMLJE / GROUND FLOOR



### fiskulturni blok

- 1. topla veza
- 2. prijavi hodnik
- 3. garderobe
- 4. tusevi-pranje do pola
- 5. nastavnik-prva pomoć
- 6. spravarnica
- 7. čisti hodnik
- 8. sala

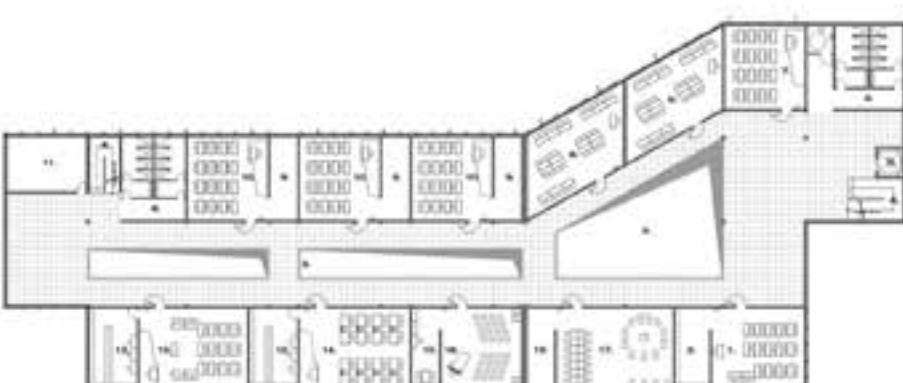
### gym block

- 1. entrance lobby
- 2. main lobby
- 3. obby with a green
- 4. vertical communication
- 5. Lift for per. with special needs.
- 6. toilets for pupils
- 7. frontal teaching
- 8. group and ind. Teaching
- 9. auxiliary facilities
- 10. frontal teaching
- 11. doctor
- 12. pedagogue
- 13. psychologist
- 14. entry for teachers
- 15. toilets for teachers
- 16. assistant director.
- 17. secretary
- 18. director
- 19. archive
- 20. assembly hall
- 21. kitchenette
- 22. dining room

### gym

- 1. hot links
- 2. dirty corridor
- 3. wardrobe
- 4. showers to wash half
- 5. teacher-first aid
- 6. storage for devices
- 7. clean hallway
- 8. gym

## PRVI SPRAT / FIRST FLOOR



### 1.cabinet of biology

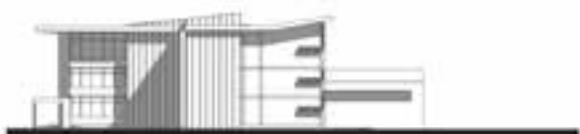
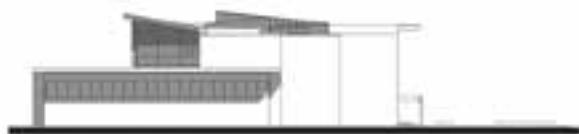
- 2. auxiliary facilities
- 3. gallery
- 4. vertical communication
- 5. lift for p. with special needs
- 6. toilets for pupils
- 7. frontal teaching
- 8. group and ind. Teaching
- 9. auxiliary facilities
- 10. frontal teaching
- 11. dentist
- 12. auxiliary facilities
- 13. cabinet of physics
- 14. cabinet of chemistry
- 15. auxiliary facilities
- 16. cabinet for art
- 17. cabinet for music



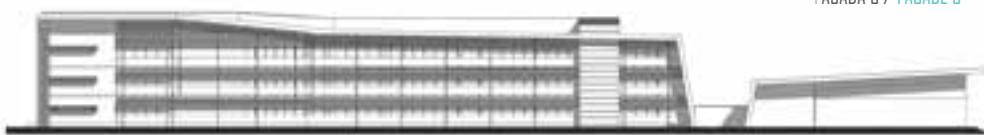
FASADA 1 / FACADE 1



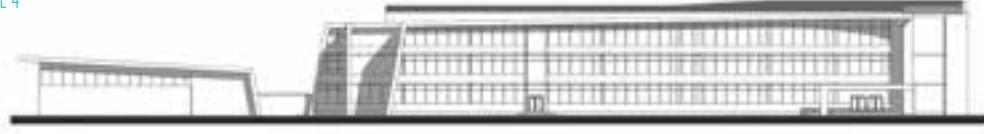
FASADA 2 / FACADE 2



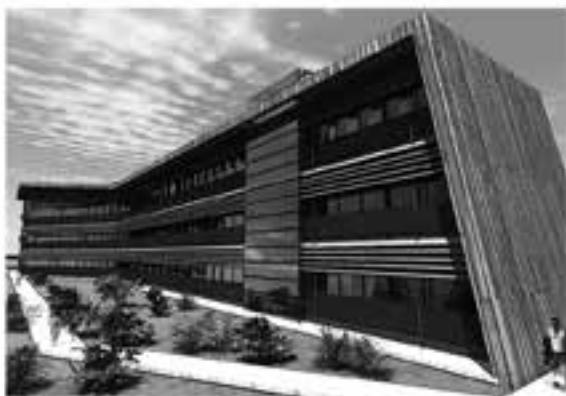
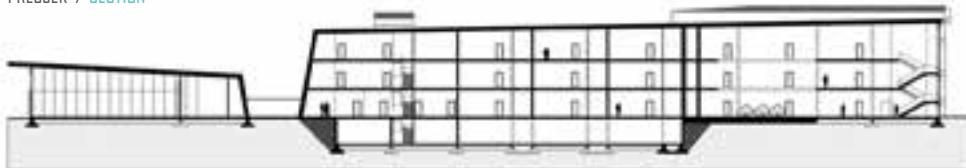
FASADA 3 / FACADE 3



FASADA 4 / FACADE 4



PRESJEK / SECTION



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

STUDENT/ STUDENT: Dubravka Šušić

TEMA: Grupa

## TOPIC: Group

Dok sam skicirala ovu školu, razmišljala sam o značaju grupe i grupnog rada. Timski rad, posebno u mlađem uzrastu, zanimljiviji je i produktivniji od individualnog. Timski rad znači druženje, zabavu, učenje kroz igru, pomaganje drugima. Tim djece ima više šanse za uspjeh od pojedinca. U učionici grupe rade zajedno. Nakon časova nastavljaju druženje u prostorijama za produženi boravak i zajedno rade domaće zadatke, pretražuju Internet, gledaju TV, čitaju knjige u biblioteci ili užinaju u trpezariji. Moja ideja je bila da projektujem školu koja će svojim izgledom podsticati na zabavu, igru, dobro raspoloženje. Školu u kojoj će boravak biti obogaćen raznim vanaставnim mogućnostima i aktivnostima koje toliko fale većini škola koje smo pohađali. Školu u kojoj će se djeca moći družiti i zabavljati pri svakom koraku, školu u kojoj će zajednički prostori podsjećati na naše dnevne boravke. Školu sa puno svjetlosti, sa prirodnom van i unutar nje, školu u boji!

While sketching this school, I was thinking about the advantages of working in group. Team working, especially at the youngest age, is more interesting and more productive than individual. Team working symbolizes friendship, fun while studying, helping each other. A team of children has more chances to succeed than one child. In classrooms groups work together. After classes they continue conviviality in activity rooms and do their homework together, surf the Internet, watch TV, read books in libraries and have lunch in dining room. My idea was to project a school which will stimulate fun, play, good mood with its appearance. A school in which dwelling will be enriched by lots of extra-curricular activities that many schools nowadays don't have. A school where children could have fun in every step, school where multi-purpose areas will look like our living rooms. School with a lot of light, with nature in and out, a school in colors!





1 dvorište  
 2 ulaz  
 3 hol  
 4 učionica  
 5 sanitarni čvor  
 6 sala  
 7 administracija  
 8 trpezarija  
 9 produženi boravak  
 10 kuhinja  
 11 ambulanta

1 courtyard  
 2 entranc  
 3 hall  
 4 classroom  
 5 bathroom  
 6 sport jym  
 7 administration  
 8 dining room  
 9 activity room  
 10 kitchen  
 11 ambulance

PRIZEMLJE / GROUND FLOOR



PRVI SPRAT / FIRST FLOOR



1 galerija  
 2 hol  
 3 biblioteka  
 4 produženi boravak  
 5 kompjuterska sala  
 6 muzičko  
 7 učionica  
 8 umjetnost  
 9 tehničko obrazovanje  
 10 kabinet za nukve  
 11 sanitarije

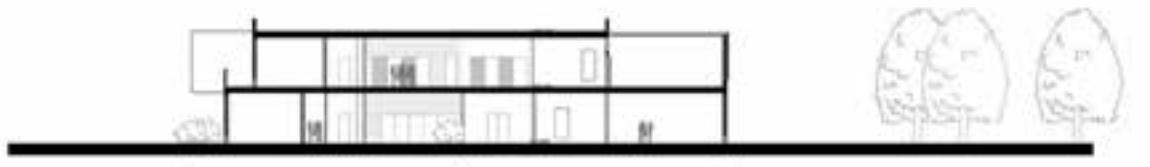
1 gallery  
 2 hall  
 3 library  
 4 activity room  
 5 computer room  
 6 music room  
 7 classroom  
 8 art classroom  
 9 technical education  
 10 science classroom  
 11 bathroom



PRESJEK I-I / SECTION I-I



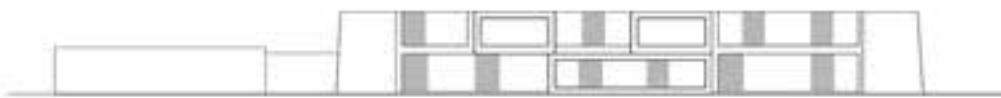
PRESJEK 2-2 / SECTION 2-2



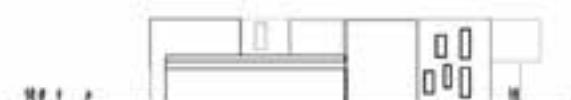
SJEVERNA FASADA / NORTH FAÇADE



JUŽNA FASADA / SOUTH FAÇADE



ZAPADNA FASADA / WEST FAÇADE



ISTOČNA FASADA / EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

STUDENT/ STUDENT: Nikoleta Branković

## TEMA: Srednja Arhitektonска škola Tradicionalno-bunтовна школа

„Transparentnost je mudrost da se stvori otvorenost u ograničenom prostoru“- Kengo Kuma.

Kako projektovati školu a ne upasti u zamku tipizacija i kreiranja jednoličnih i monotonih prostora? Ispoštovati tradiciju i obaveze koje jedan ovakav objekat nameće, a ujedno se pobuniti protiv strogosti i mlađim osobama koje tek započinju svoj stvaralački put obezbijediti inspiraciju u samom prostoru?

Moj odgovor na ova pitanja bio bi: transparentnost. Spoj tradicije i bunta, koji rezultira otvorenosću, prožimanjem sa prirodom i formiranjem veselog, razigranog prostora koji upućuje na kreativnost.

Ovaj princip transparentnosti prvenstveno je primjenjen na sam objekat i rezultirao je formiranjem staklene fasade prema dvo-rištu kako bi se stvorio osjećaj neraskidive veze između prirode i unutrašnjeg prostora i tako izbjeglo stvaranje monotonog i sterilnog školskog objekta. Zatim je isti princip primjenjen i na uređenje školskog dvorišta. Tako se javljaju amfiteatri, koji pored svoje primarne funkcije po potrebi postaju mesta za održavanje priredbi, predstava, mesta koja mogu služiti za časove crtanja za učenike koji se upisuju na fakultet, kao i prostori za druženje i okupljanje; zatim sportski tereni, fontane, trim staze, odnosno svi oni sadržaji koji, pored toga što su u potpunosti spremni da odgovore na sve potrebe učenika, nude prijatan ambijent svim stanovnicima tog naselja u popodnevnim časovima kada nema nastave ili za vrijeme školskih ferija.

Ujedno mogu zaključiti da je glavna intencija bila kreiranje ambijenta koji će koristiti svima, a za one kojima je prvenstveno namijenjen služiti kao prostor u kojem će se rado boraviti i koji će buditi kreativnost i inspiraciju.

## TOPIC: High school of Architecture Traditionally-resistive school

„Transparentnost je mudrost da se stvori otvorenost u ograničenom prostoru“ - Kengo Kuma.

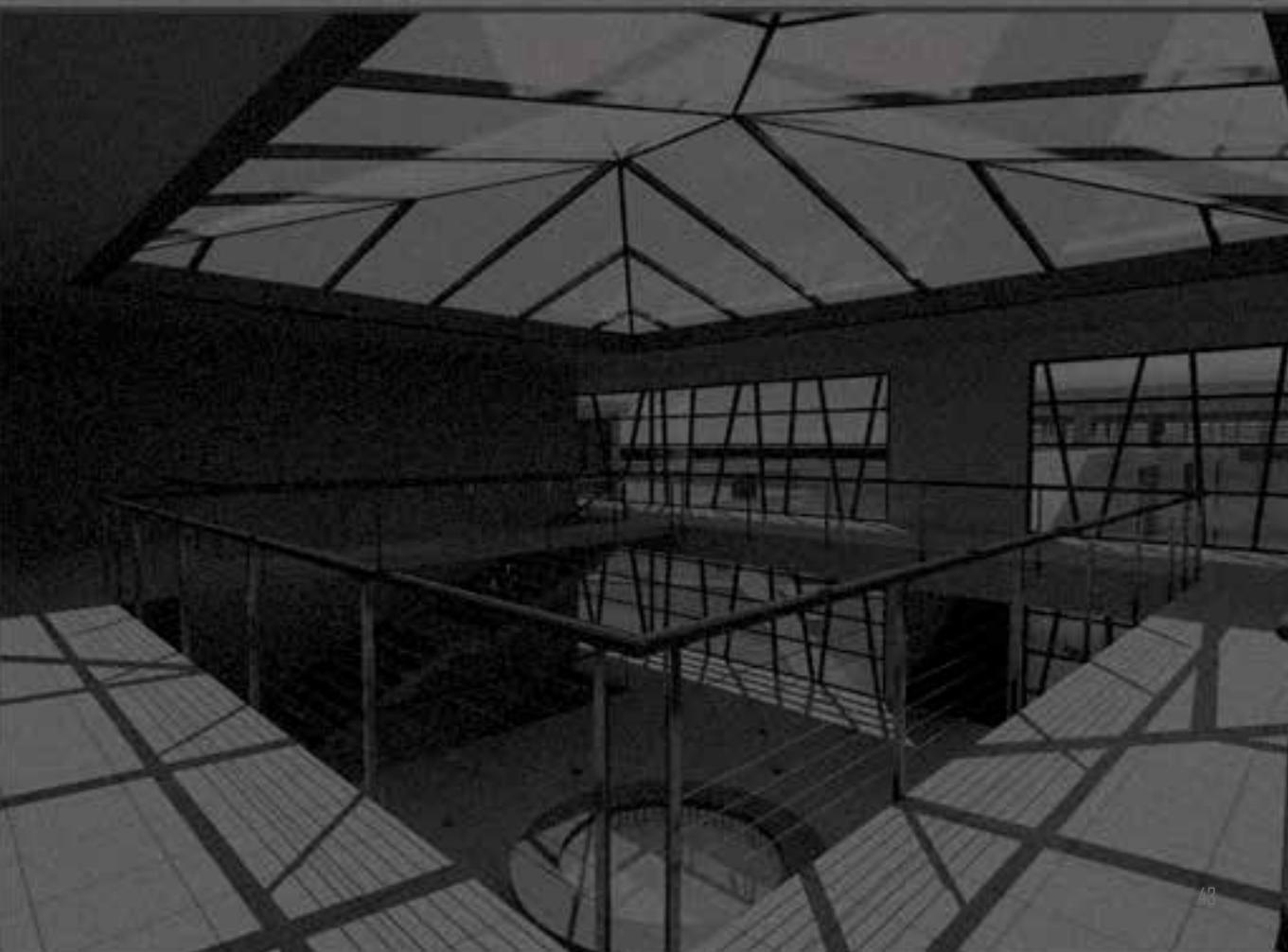
How to design school but avoid falling into the trap of standardization and creation of monotonous space? Having respect for tradition and obligations that such a structure imposes and at the same time rise against strictness and provide creative inspiration in the space for young people who are just starting their creative drive?

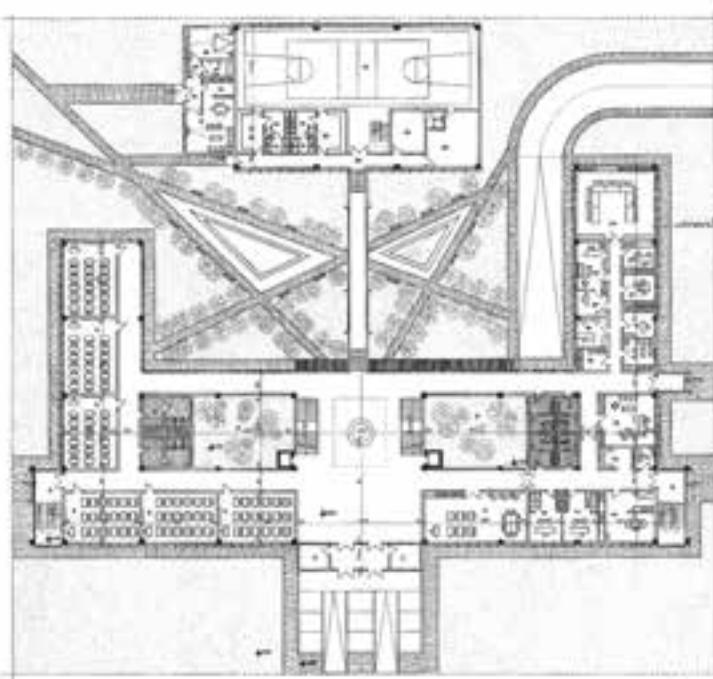
The answer to these question is : transparency. The combination of tradition and rebellion, resulting in openness and creation of happy, playful space.

This principle of transparency is applied at the school building and it has resulted with glass facade facing the courtyard with the intention to create the feeling of unbreakable bond between nature and the interior. Then I applied the same principle with the arrangement of the school yard. That resulted with two amphitheaters, which in addition to their basic functions can become spaces for entertainment, school performances, or places that can be used for drawing classes. Then, in school courtyard I placed sport grounds, fountains, jogging track, and all those activities which, besides being fully prepared to meet all needs of the students, offer a pleasant environment for all inhabitants of the village in the afternoon when there is no school or during school holidays.

I can also conclude that the main intention was to design a school space that will serve all, and for those primarily intended the school should be a space in which they will love to stay and which will awake creativity and inspiration in them.

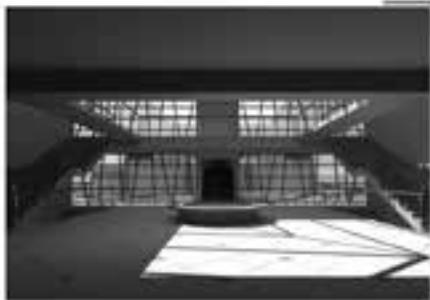
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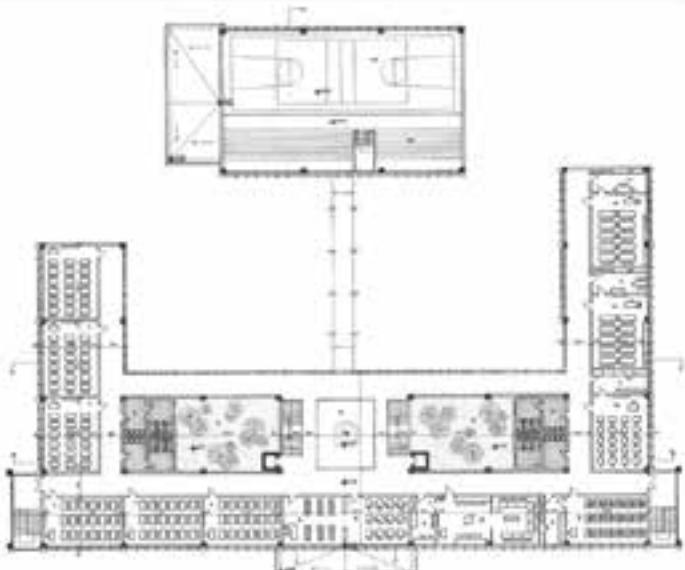


- 1.vjetrobran  
 2.portir  
 3.pomoćna prostorija  
 4.višenamjenski hol  
 5.učionica  
 6.stepenište  
 7.sanitarni čvor  
 8.atrijum  
 9.medijska  
 10.pedagog  
 11.psiholog  
 12.doktor  
 13.čekaoonica  
 14.pomoćna prostorija  
 15.projektni biro  
 16.totokopirnica  
 17.kuhinja za nastavnike  
 18.pomoćnik direktora  
 19.računovodja  
 20.sekretar  
 21.arhiva  
 22.direktor  
 23.prijem roditelja  
 24.zbornica  
 Fiskulturni blok  
 25.hodnik  
 26.kabinet  
 27.sanitarni čvor  
 28.prostorija za sprave  
 29.svlačionica  
 30.sanitarni čvor  
 31.tuševi  
 32.fiskulturna sala

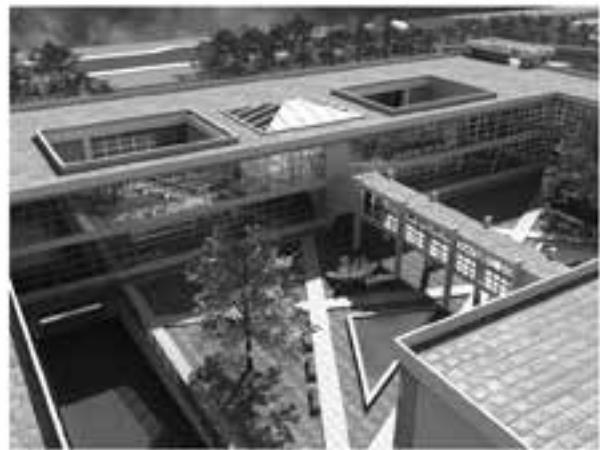
PRIZEMLJE / GROUND FLOOR



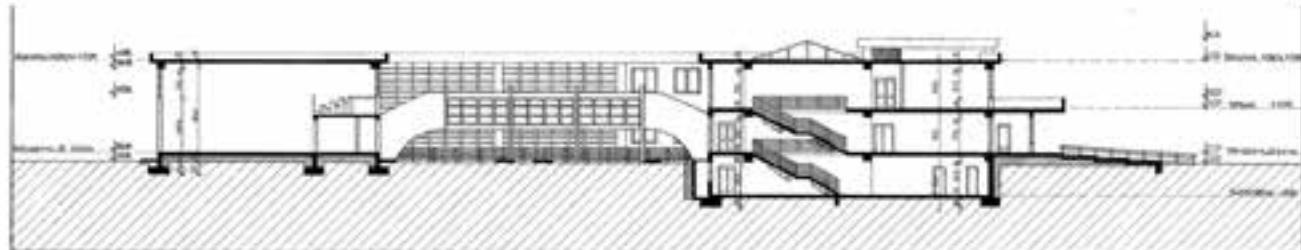
PRVI SPRAT / FIRST FLOOR



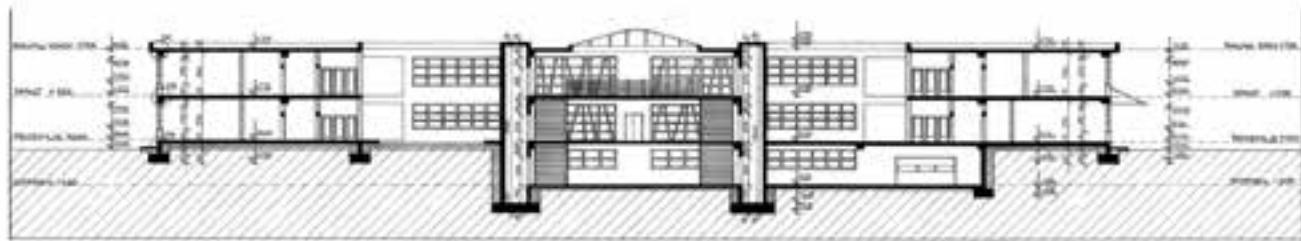
1. učionica  
 2. sanitarni čvor  
 3. atrijum  
 4. galerija  
 5. Biblioteka  
 6. čitaonica  
 7. pripremna prostorija  
 8. kabinet za tehničko  
 9. kabinet za informatiku  
 10. kabinet za likovno  
 11. kabinet za hemiju i biologiju  
 12. kabinet za fiziku  
 13. tribine  
 14. fiskulturna sala
- I. classrooms  
 2. sanitary bloc  
 3. atrium  
 4. gallery  
 5. library  
 6. reading room  
 7. auxiliary facilities  
 8. technical cabinet  
 9. computer cabinet  
 10. cabinet for art  
 11. cabinet of chemistry and biology  
 12. cabinet for physics  
 13. stands  
 14. gym



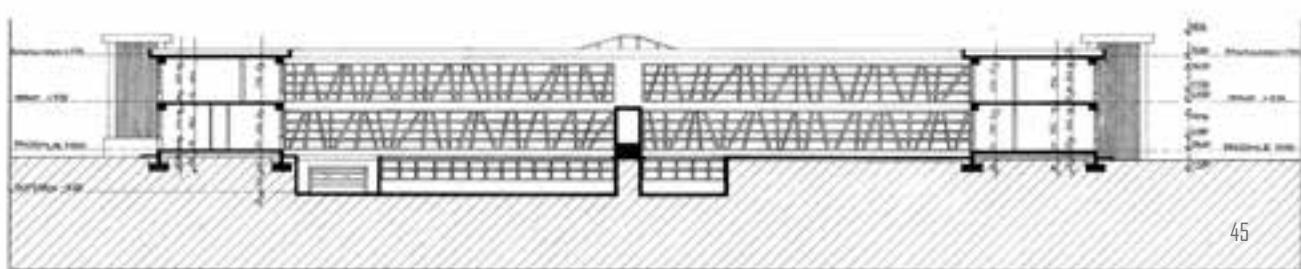
PRESJEK A-A / SECTION A-A



PRESJEK B-B / SECTION B-B



PRESJEK C-C / SECTION C-C

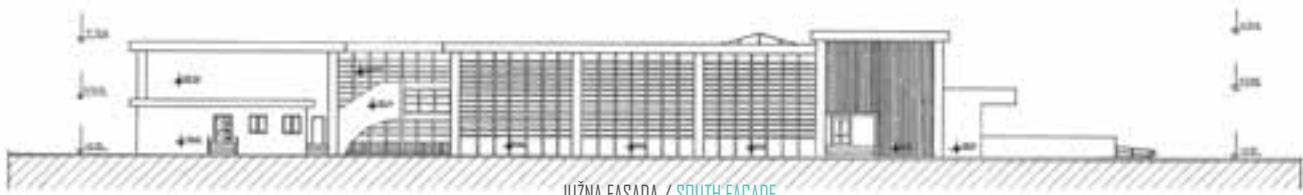




ISTOČNA FASADA / EAST FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



JUŽNA FASADA / SOUTH FAÇADE

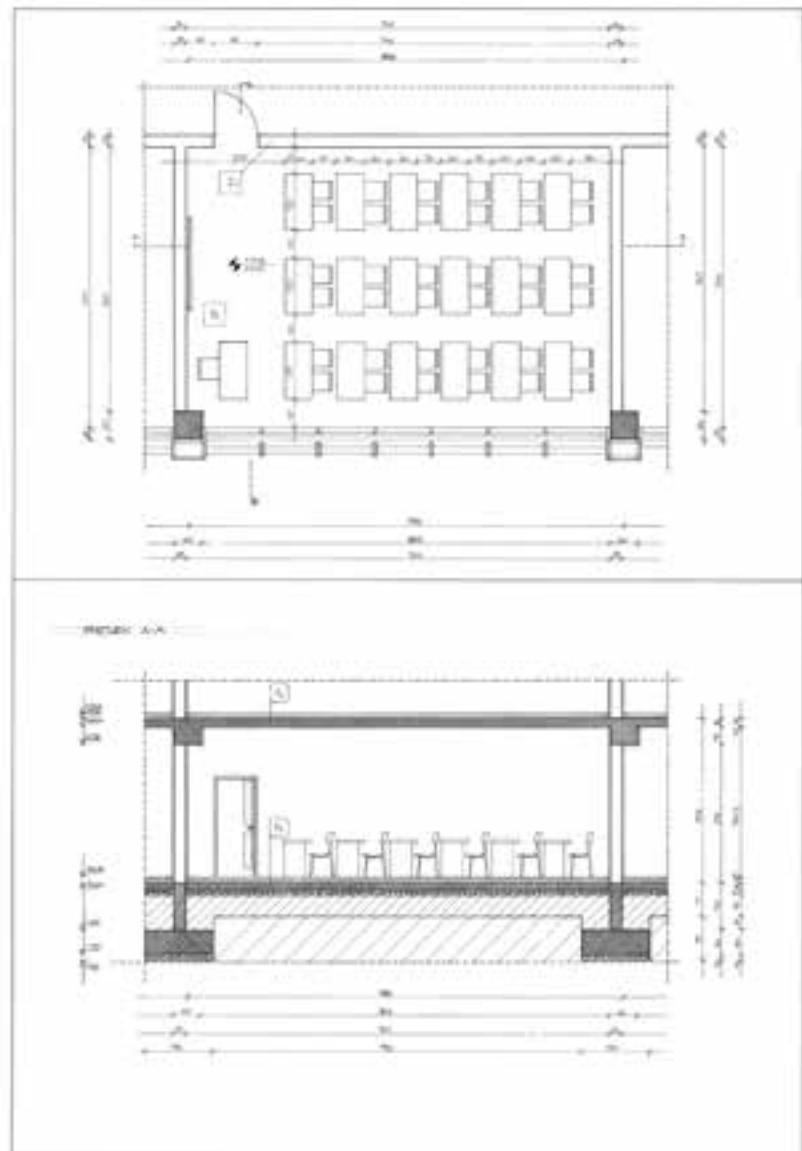


ZAPADNA FASADA / WEST FAÇADE





DETALJ UČIONICE / CLASSROOM



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: M.Arch. Svetlana Perović

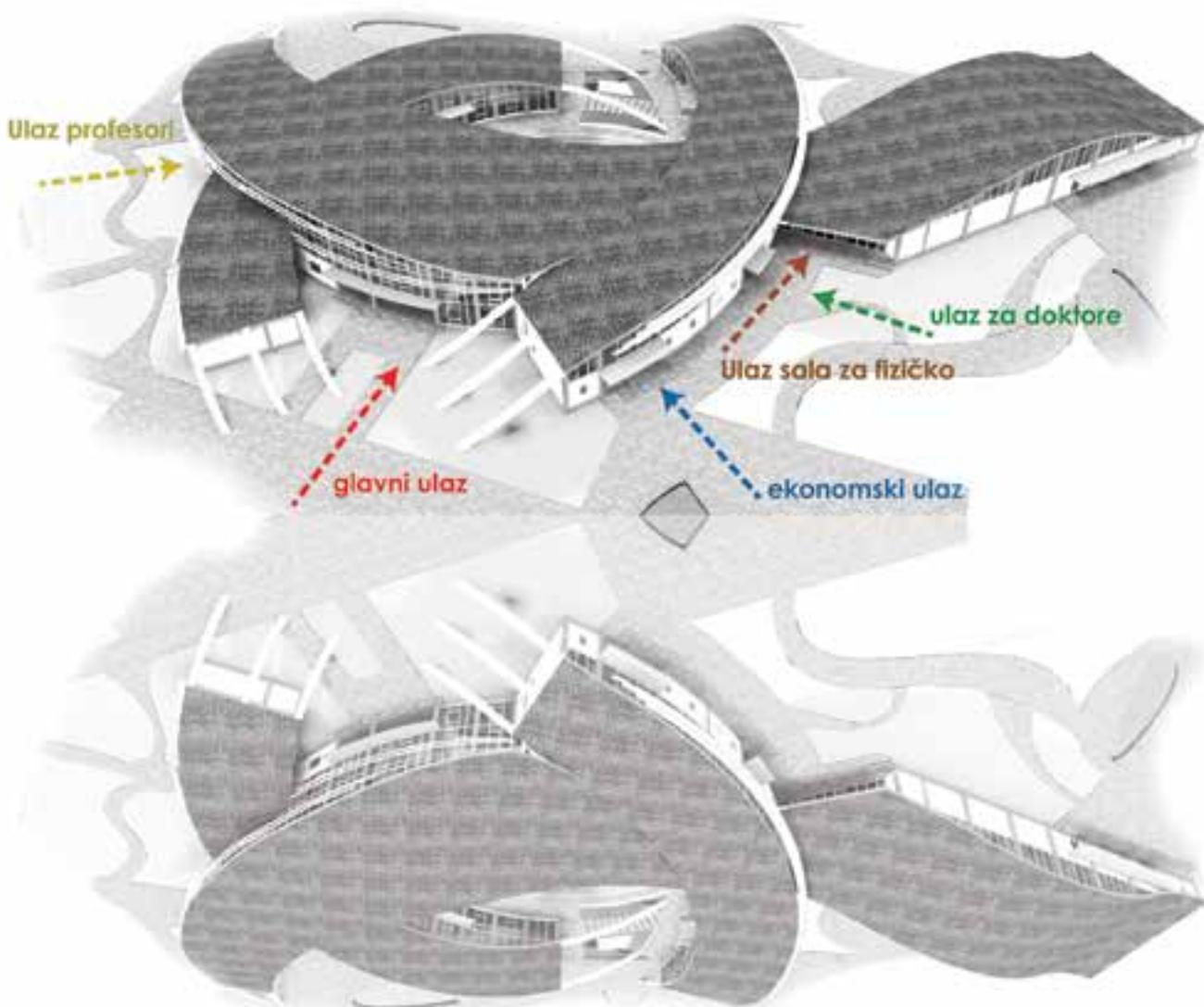
STUDENT/ STUDENT: Miroslav Vukčević

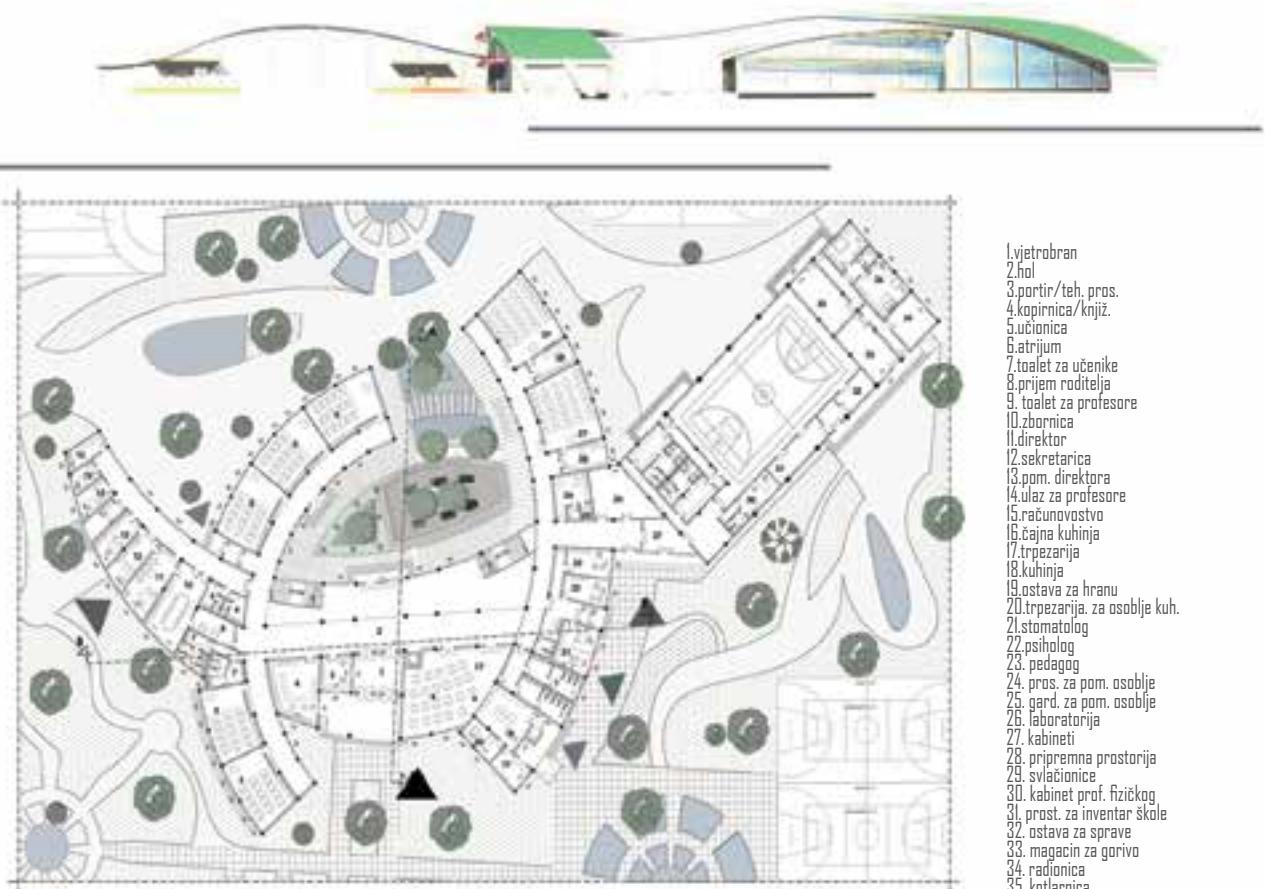
## TEMA: Srednja arhitektonsko-građevinska škola

TOPIC: High school for architecture and civil engineering

Na konkretno zadatoj lokaciji predviđena je izgradnja srednje stručne škole u Podgorici. Objekat sadrži: prizemlje, sprat i galeriju. Primarna ideja je bila da se pristupi školi iz svih pravaca, da se omogući nesmetano cirkulisanje korisnika prostora sa koncentracijom raznovrsnih sadržaja koji će omogućiti boravak u ambijentu u toku cijelog dana. Namjera je bila i da se uspostavi konekcija između unutrašnjeg i spoljašnjeg prostora i interakcija sa okruženjem sa ciljem uklapanje škole u urbanu cje- linu uz akcenat na energetski efikasnu arhitekturu. Objekat je u funkcionalnom i oblikovnom smislu kompleksan i donekle ekstreman. Specifičnim pristupom rješavanju krovnih ravni i traktova objekta omogućilo se kvalitetno uklapanje u kontekst, pri čemu su ispoštovani svi parametri iz propisa i standarda projektovanja školskih objekata (osvjetljenje učionica, spratnost, aeracija i sl.).

The specified location is envisaged for construction of a vocational high school in Podgorica. The facility includes: ground floor, first floor and a gallery. Primary concept was to allow for access to the school from all directions and to provide unobstructed circulation of all facility users with concentration of various content that will be carried out in the building throughout the day. The intention was to create a connection between inner and outer space and interaction with the environment, to incorporate the building with the urban surrounding with the focus on energy efficient architecture. The facility is complex both in functional and in respect of the form, even somewhat extreme. Specific approach in solving roof surfaces and facility tracts have allowed for quality context integration, while all policy and standards parameters for school construction have been met (lighting of classrooms, floors, aeration etc.).



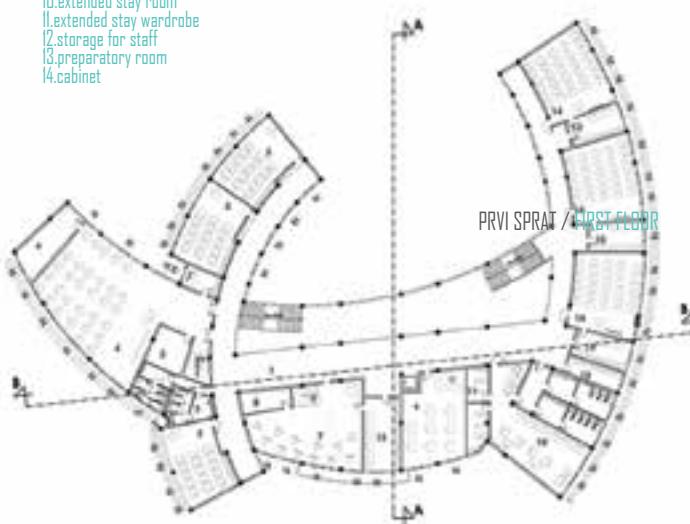


PRIZEMLJE / GROUND FLOOR

- 1.hol
- 2.ostava
- 3.toaleti
- 4.video sala/medijateka
- 5.učionica
- 6.tehnicka prostorija
- 7.atelje
- 8.ostava pribora
- 9.arhitektonski biro
- 10.produženi boravak
- 11.garder. za prod. boravak
- 12.ostava za pom. osoblje
- 13.pripremljena prostorija
- 14.kabinet

- 1.lobby
- 2.storage
- 3.toilets
- 4.multi video room
- 5.classroom
- 6.technical facilities
- 7.art studio
- 8.technical facilities
- 9.architectural studio
- 10.extended stay room
- 11.extended stay wardrobe
- 12.storage for staff
- 13.preparatory room
- 14.cabinet

- 1.vjetrobran
- 2.hol
- 3.portir/teh. pros.
- 4.kopirnica/knjiž.
- 5.učionica
- 6.atrijum
- 7.toalet za učenike
- 8.prijem roditelja
- 9.toalet za profesore
- 10.zbornica
- 11.direktor
- 12.sekretarica
- 13.pom. direktora
- 14.ulaz za profesore
- 15.računovostvo
- 16.čajna kuhinja
- 17.trpezarija
- 18.kuhinja
- 19.ostava za hranu
- 20.trpezarija. za osoblje kuh.
- 21.stomatolog
- 22.psiholog
- 23.pedagog
- 24.pros. za pom. osoblje
- 25.gard. za pom. osoblje
- 26.laboratoriјa
- 27.kabинети
- 28.pripremljena prostorija
- 29.svlaćionice
- 30.kabinet prof. fizičkog
- 31.prost. za inventar škole
- 32.ostava za sprave
- 33.magacin za gorivo
- 34.radionica
- 35.kotlarnica
- 36.domar



PRVI SPRAT / FIRST FLOOR

- 1.windshield
- 2.lobby
- 3.doorman
- 4.bokstore
- 5.classroom
- 6.atrium
- 7.toilets for students
- 8.parents receive
- 9.assembly hall
- 10.toilets for teachers
- 11.director
- 12.secretary
- 13.assistant director
- 14.teacher entrance
- 15.accounting
- 16.kitchenette
- 17.dining room
- 18.kitchen
- 19.food storage
- 20.staff dining room
- 21.dentist
- 22.psychiatrist
- 23.pedagogue
- 24.room for support staff
- 25.gardrobe for support staff
- 26.laboratory
- 27.cabinet
- 28.preparation room
- 29.locker rooms
- 30.teacher of physical education
- 31.inventory of school
- 32.equipment room
- 33.fuel storage
- 34.boiler room
- 35.workshop
- 36.superintendent



PRESJEK A-A / SECTION A-A



PRESJEK B-B / SECTION B-B



FASADE / FACADES



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Jelena Bajić

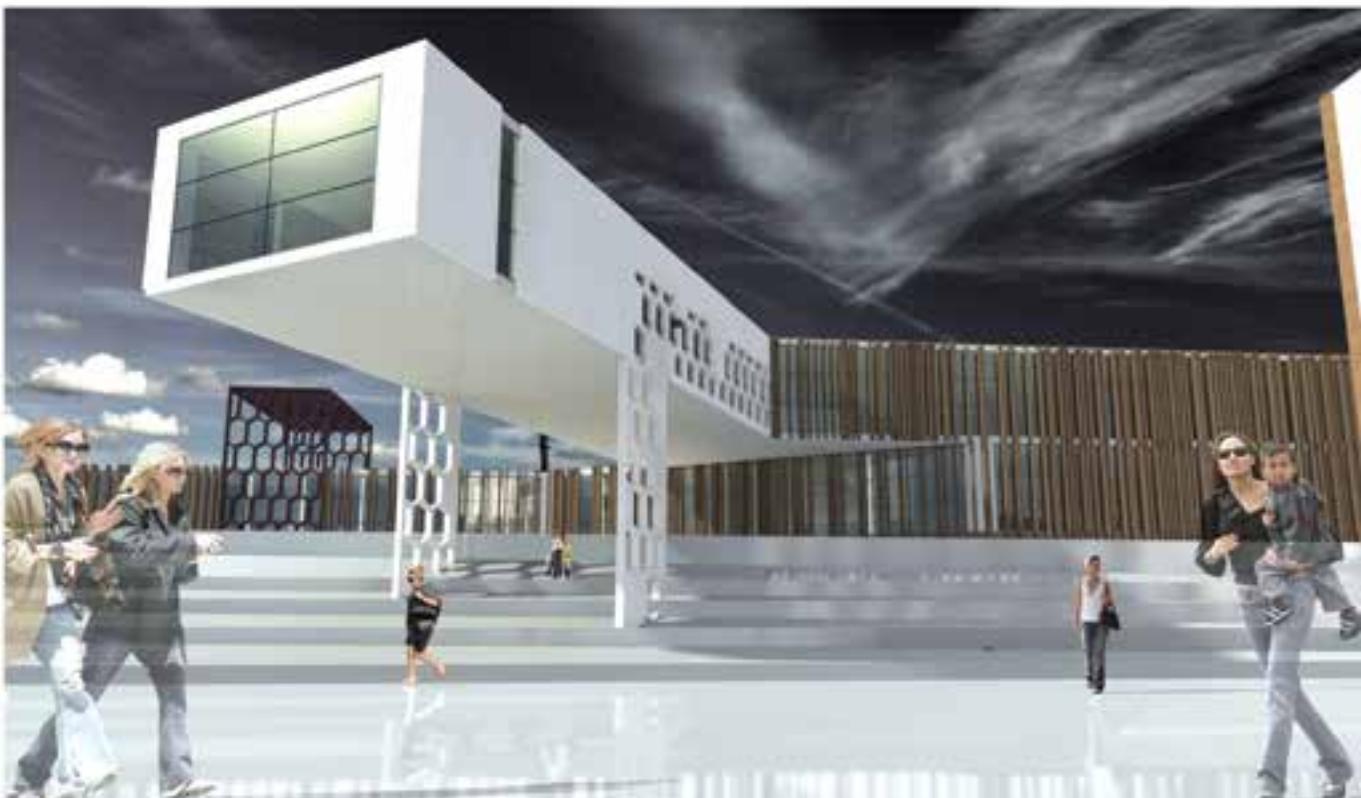
STUDENT/ STUDENT: Milica Đirović

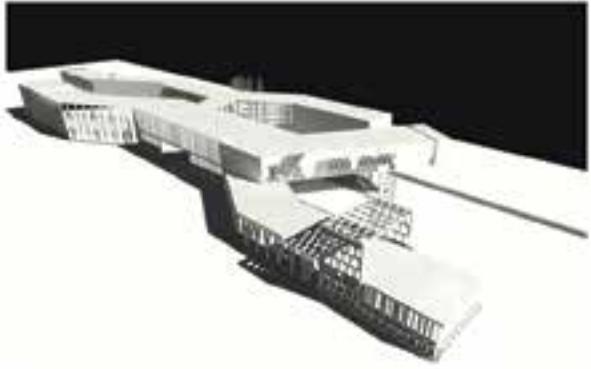
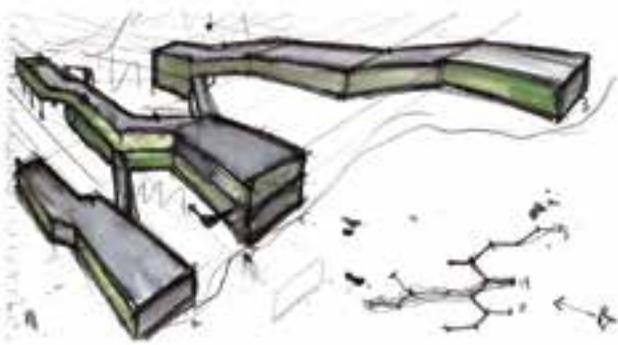
## TEMA: Igra svjetla na blagoj padini

## TOPIC: Play of light on a gentle slope

Kako zamišljate školsku zgradu na padini koja nudi iste standarde komunikacija i dostupnosti i logiku koju pruža tipična škola? Polazna tačka ovog projekta je blago nagnuta južna padina. Objekat je prilagođen i učionice se rasipaju po padini formirajući tekuću strukturu koja sačinjava funkciju unutrašnjih komunikacija škole. Sve učionice imaju južnu ili jugo-istočnu orijentaciju, lijep pogled i osiguran svjetlosni komfor. Kako ova dva kraka mogu da funkcionišu kao zasebne autonomne jedinice ali i kao povezan sistem, tako učenici imaju mogućnost da cirkulišu u svojoj jedinici ne morajući da prolaze u drugi krak. Cijela škola prati padinu i slivajući se sačinjava dinamičnu formu.

How do you create school in the mountains that offer the same standards of accessibility, circulation and logistics as typical schools do? The starting point of the project is a gentle southern slope. The building is adjusted and the classroom is stretched down over the mountain side, creating a structure that makes use of interior circulation of the school. The classroom is filled with sunshine with an open view and the students have the possibility to move through the built up area without having to move from pavilion to pavilion. By stretching the school block through the mountain side, classrooms spring up on the south east side of the schools façade. The entire school is connected by the slope that yields a very dynamic form.

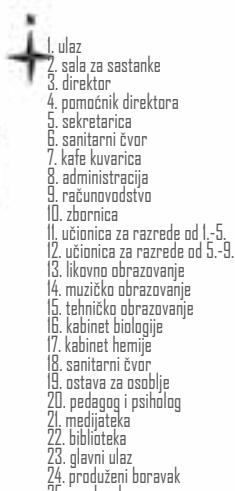
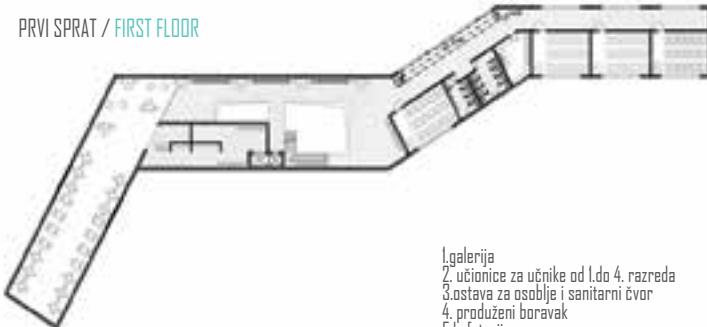




## PRIZEMLJE / GROUND FLOOR



## PRVI SPRAT / FIRST FLOOR



- 1.galerija  
2. učionice za učnike od I.do 4. razreda  
3. ostanica za osoblje i sanitarni čvor  
4. produženi boravak  
5.kafeterija  
6. trpezarija  
7. kuhinja  
8.magacin

- 1.galerija  
2. classroom for children /Ith-5th grade/  
3. storage for staff  
4. exstended stay  
5.cafeteria  
6.dining room  
7.kitchen  
8.warehouse

- 1.entrance  
2.meeting room  
3.director  
4. assistant director  
5.secretary  
6.sanitary facilities  
7.cafe chef  
8.administration  
9.accounting  
10.assembly hall  
11. classroom for children /Ith- 5th grade/  
12. classroom for children /5th-9th grade/  
13.art education  
14. music education  
15. technical education  
16.cabinet of biology  
17. cabinet of chemistry  
18. sanitary facilities  
19. storage for staff  
20.pedagoge and psychology  
21.media center  
22.library  
23.main entrance  
24.exstended stay  
25.wardrobe  
26.school street  
27.multipurpose hall  
28.gymnasium bloc  
29.corridor  
30.cabinet for teacher  
31.auxiliary facility  
32.equipment room  
33.women's locker rooms  
34.man's locker rooms  
35.sanitary facilities  
36.gym



PRESJEK A-A / SECTION A-A



PRESJEK B-B / SECTION B-B



FASADA 1 / FACADE 1



FASADA 2 / FACADE 2



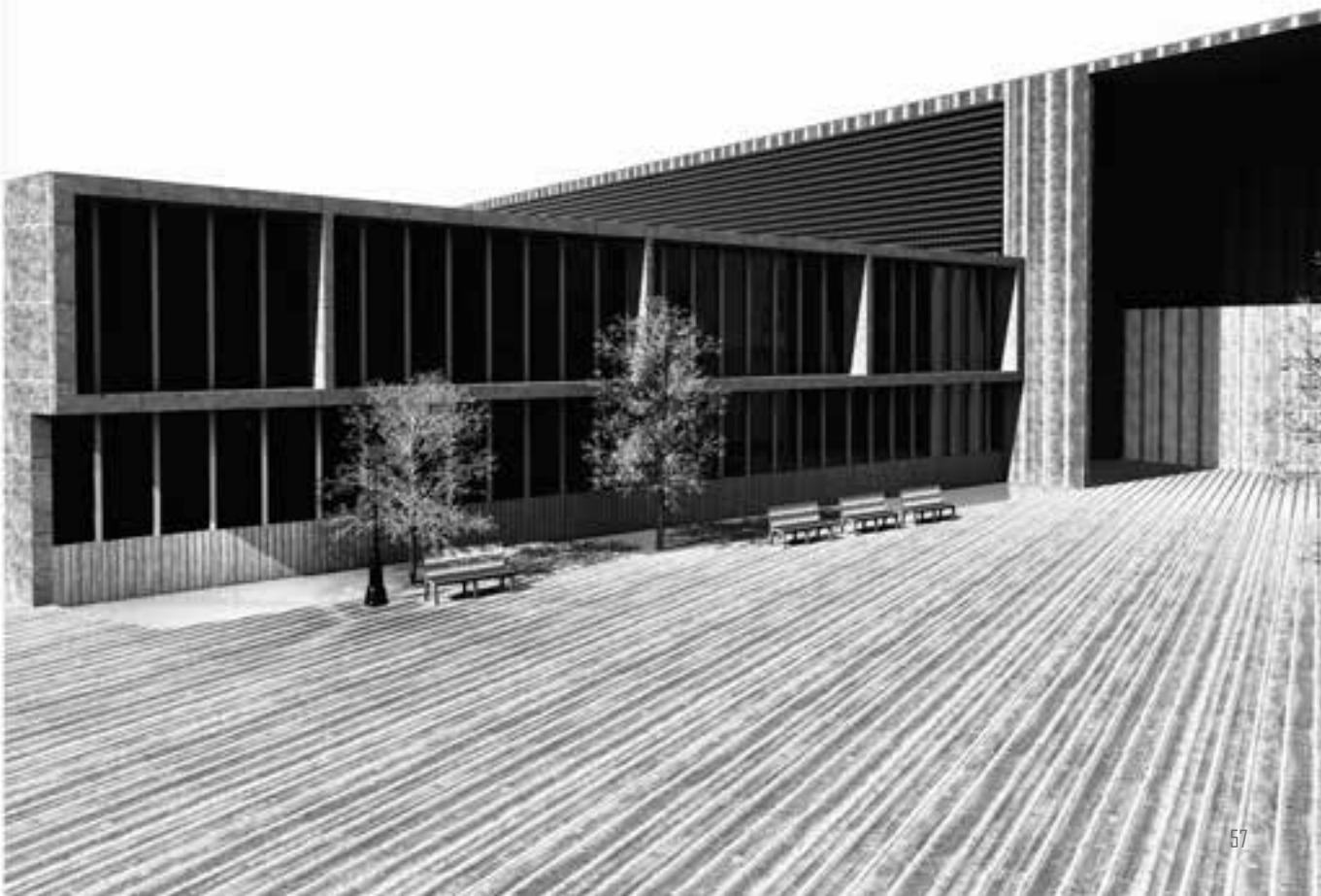
FASADA 3 / FACADE 3



FASADA 4 / FACADE 4









## PRIZMLJE / GROUND FLOOR

- 1. vetrobran
  - 2. hol
  - 3. učionica
  - 4. garderoba
  - 5. vertikalne komunikacije
  - 6. sanitarni čvor
  - 7. multifunkcionalni prostor
  - 8. sanitarni čvor
  - 9. kabinet za fiziku
  - 10. kabinet za hemiju
  - 11. kabinet za biologiju
  - 12. pomoćna prostorija
  - 13. multifunkcionalni prostor
  - 14. sanitarni čvor
  - 15. kafeterija
  - 16. kuhinja
  - 17. oštava
  - 18. zbornica
  - 19. direktor
- 20. pomoćnik direktora
  - 21. sekretar
  - 22. domaćin
  - 23. čajna kuhinja, ostava
  - 24. sanitarni čvor
  - 25. pravna služba
  - 26. računovodstvo
  - 27. fotokopirica
  - 28. prijemni pult
  - 29. psiholog
  - 30. pedagog
  - 31. čekaonica
  - 32. čekaonica
  - 33. stomatolog
  - 34. svačionica
  - 35. sanitarni čvor
  - 36. pomoćna prostorija
  - 37. spravarnica
  - 38. sala



- 1. windshield
  - 2. lobby
  - 3. classroom
  - 4. wardrobe
  - 5. vertical communications
  - 6. bathroom
  - 7. multifunctional space
  - 8. bathroom
  - 9. cabinet for physics
  - 10. cabinet for chemistry
  - 11. cabinet for biology
  - 12. auxiliary facilities
  - 13. multifunctional space
  - 14. bathroom
  - 15. cafeteria
  - 16. kitchen
  - 17. storage
  - 18. assembly hall
  - 19. director
- 20. assistant director
  - 21. secretary
  - 22. school keeper
  - 23. kitchenette, storage
  - 24. bathroom
  - 25. legal service
  - 26. accounting
  - 27. photocopying
  - 28. reception desk
  - 29. psychologist
  - 30. pedagogue
  - 31. lounges
  - 32. lounges
  - 33. dentist
  - 34. locker room
  - 35. bathroom
  - 36. auxiliary facilities
  - 37. storage for devices
  - 38. gym



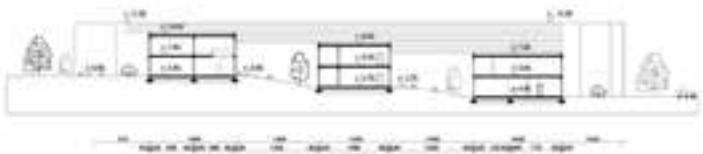
## PRVI SPRAT / FIRST FLOOR

- 1. učionica
- 2. garderoba
- 3. vertikalne komunikacije
- 4. sanitarni čvor
- 5. vertikalne komunikacije
- 6. multifunkcionalni prostor
- 7. kabinet za informatiku
- 8. kabinet za tehničko
- 9. kabinet za engleski jezik
- 10. pomoćna prostorija
- 11. multifunkcionalni prostor
- 12. sanitarni čvor
- 13. medijateka
- 14. biblioteka
- 15. pomoćna prostorija
- 16. kabinet za muzičku
- 17. dvorana za priredbe
- 18. kabinet za likovno
- 19. pomoćna prostorija
- 20. kabinet za profesora

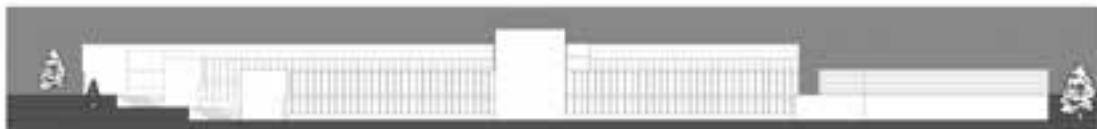




PRESJEK A-A / SECTION A-A



PRESJEK B-B / SECTION B-B



SJEVERNOZAPADNA FASADA / NORTH-WEST FAÇADE



JUGOZAPADNA FASADA / SOUTH-WEST FAÇADE



JUGODISTOČNA FASADA / SOUTH-EAST FAÇADE

SJEVERODISTOČNA FASADA / NORTH-EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Jelena Bajić

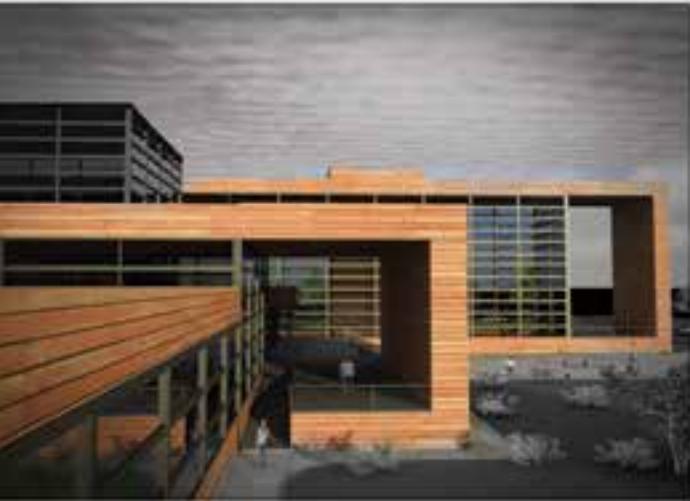
STUDENT/ STUDENT: Ana Micić

## TEMA: Novi koncept obrazovanja

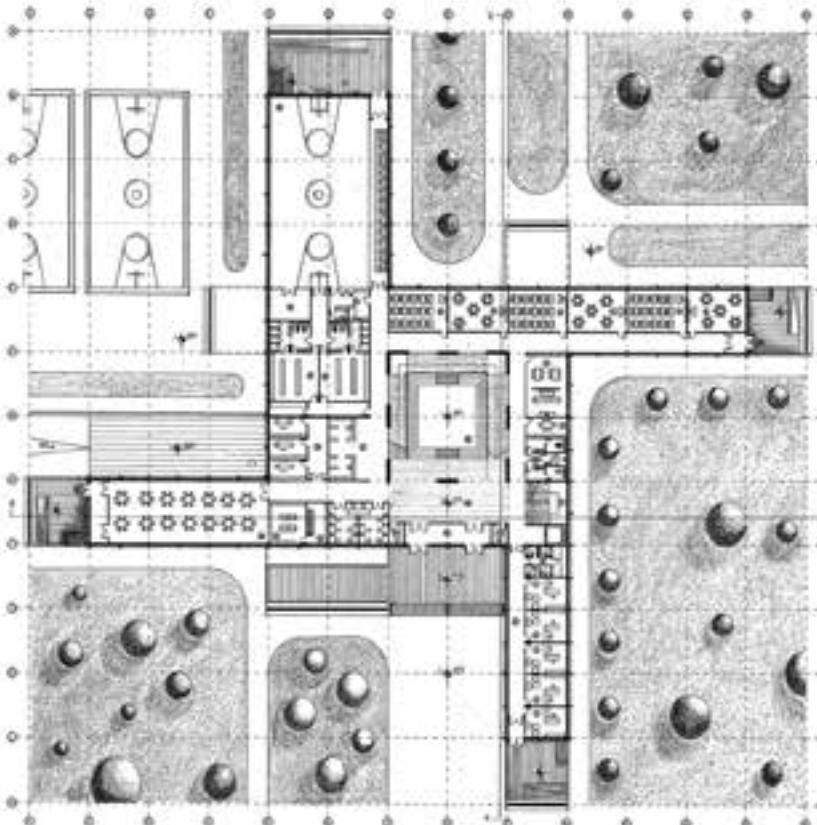
## TOPIC: A new concept of education

Koncept škole-inspirisan intelektualnim uzdizanjem, odnosno stremljenjem svakog pojedinca, učenika, ka vrhuncu sopstvenog obrazovanja, što se ogleda kroz formu objekta, postavljenom kroz više kubusa, koji postepeno streme ka vrhu, koji se poklapa sa centrom objekta, svaki se povećavajući za po jednu visinu od najnižeg ka najvišem (centralnom). Oko njega su organizovani svi potrebeni sadržaji, raspoređeni po zonama, koridorima razdvojeni po funkcijama, sa centrom u galerijski postavljenom centralnom kubusu koji ujedno predstavlja centar dešavanja i okupljanja svih učenika. Svojevrsna mješavina paviljonskog i holskog sistema obrazovnih ustanova, sa ciljem što bolje socijalizacije učenika, sa prostranim zajedničkim prostorom za okupljanje sagledivim sa svake etaže i zenitalnim osvjetljenjem koje stvara priјatnu atmosferu sa puno svjetlosti, a ujedno mirnim zonama namijenjenim isključivo učenju, odnosno sprovođenju kvalitetnog obrazovnog programa. Koncept podoban za pravilan razvoj ličnosti djeteta, koji kroz svoju prostornu organizaciju, funkcionalnu šemu i na kraju enterijersku postavku, može da mu pruži svojevrsnu socijalizaciju, kao i kvalitetno obrazovanje.

The concept of school – inspired by intellectual elevation, and yearning of each individual student to peak in their own education, is reflected in the shape of the facility set by several cubes which gradually tend towards the top and coincide with the center of the building incremented by one height of the cube towards the highest - central one. All essential content is organized around it and distributed by zones, separated by corridors and functionality, with an axis in gallery-like set central cube that is also the center of activity and gathering of all students. A mixture of pavilion like and hall system of educational institutions, aiming at better socialization of students, with special common area for gathering visible from each of the paths and zenith like lighting that creates pleasant atmosphere with lots of light and at the same time peaceful zones intended for learning, that is implementation of quality educational program. The concept is good for adequate development of child's personality, and by means of its spatial organization, functional scheme and interior setting it can provide its own kind of socialization as well as quality education.

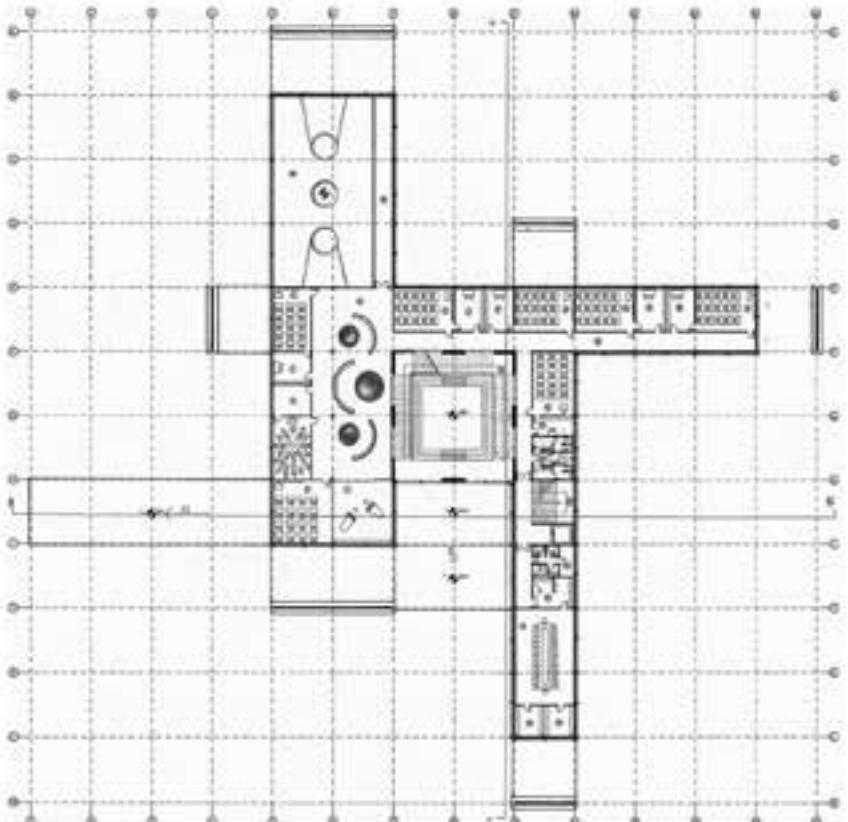


## PRIZEMLJE / GROUND FLOOR

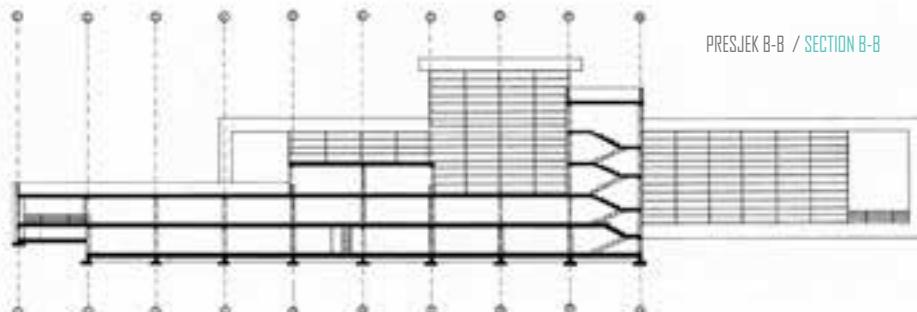
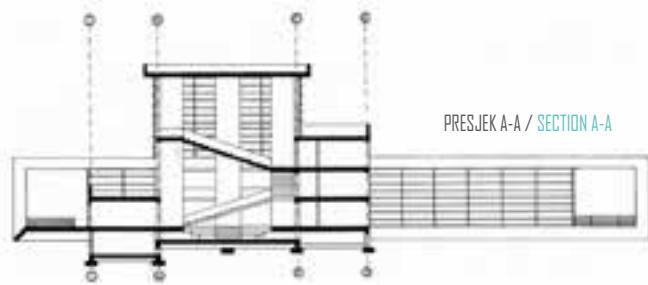


- 1. administrativni ulaz
- 2. administrativni blok
- 3. kancelarija direktora
- 4. pomoćnik direktora i sekretar
- 5. računovodstvo
- 6. pravna služba
- 7. trezor
- 8. toalet za administraciju
- 9. vertikalne komunikacije
- 10. toalet
- 11. prostorija za osoblje
- 12. produženi boravak
- 13. ulaz za djecu do 5. razreda
- 14. učionica za djecu do 5. Razreda
- 15. ulazni hol za salu
- 16. sala
- 17. kabinet za nastavnika i toalet
- 18. pomoćna prostorija
- 19. ženska svlačionica i toalet
- 20. muška svlačionica i toalet
- 21. zdravstveni blok
- 22. fotokopirnica i knjižara
- 23. internet kafe
- 24. kuhinja
- 25. trpezarija
- 26. ulaz u trpezariju
- 27. glavni ulaz u školu
- 28. plezni hol
- 29. dežurni učenik
- 30. portir
- 31. amfiteatar

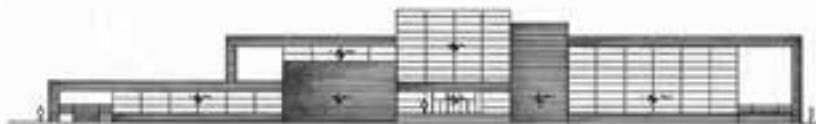
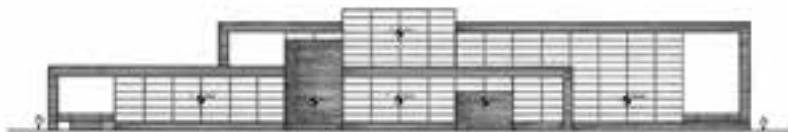
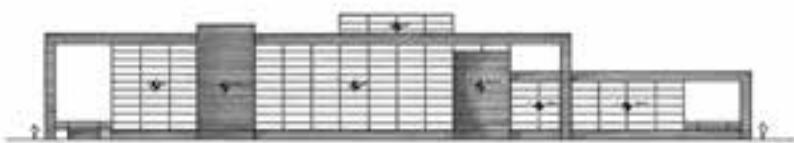
## PRVI SPRAT / FIRST FLOOR



- 1. muzički kabinet sa dvoranom
- 2. kabinet umjetnosti sa studiom
- 3. studio umjetnosti
- 4. kabinet za informatiku
- 5. pripremna prostorija
- 6. kabinet za hemiju
- 7. pomoćna prostorija
- 8. kabinet za fiziku
- 9. pomoćna prostorija
- 10. kabinet za biologiju
- 11. pomoćna prostorija
- 12. kabinet za istoriju
- 13. pomoćna prostorija
- 14. kabinet za jezike
- 15. pomoćna prostorija
- 16. zbornica
- 17. prostor za dnevnike
- 18. arhiva
- 19. cajna kuhinja
- 20. toalet za nastavnike
- 21. toalet
- 22. vertikalne komunikacije
- 23. hodnik
- 24. hol
- 25. galerija
- 26. fiskulturna sala
- 27. vertikalne komunikacije



ZAPADNA FASADA / WEST FAÇADE



ISTOČNA FASADA / EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Jelena Bajić

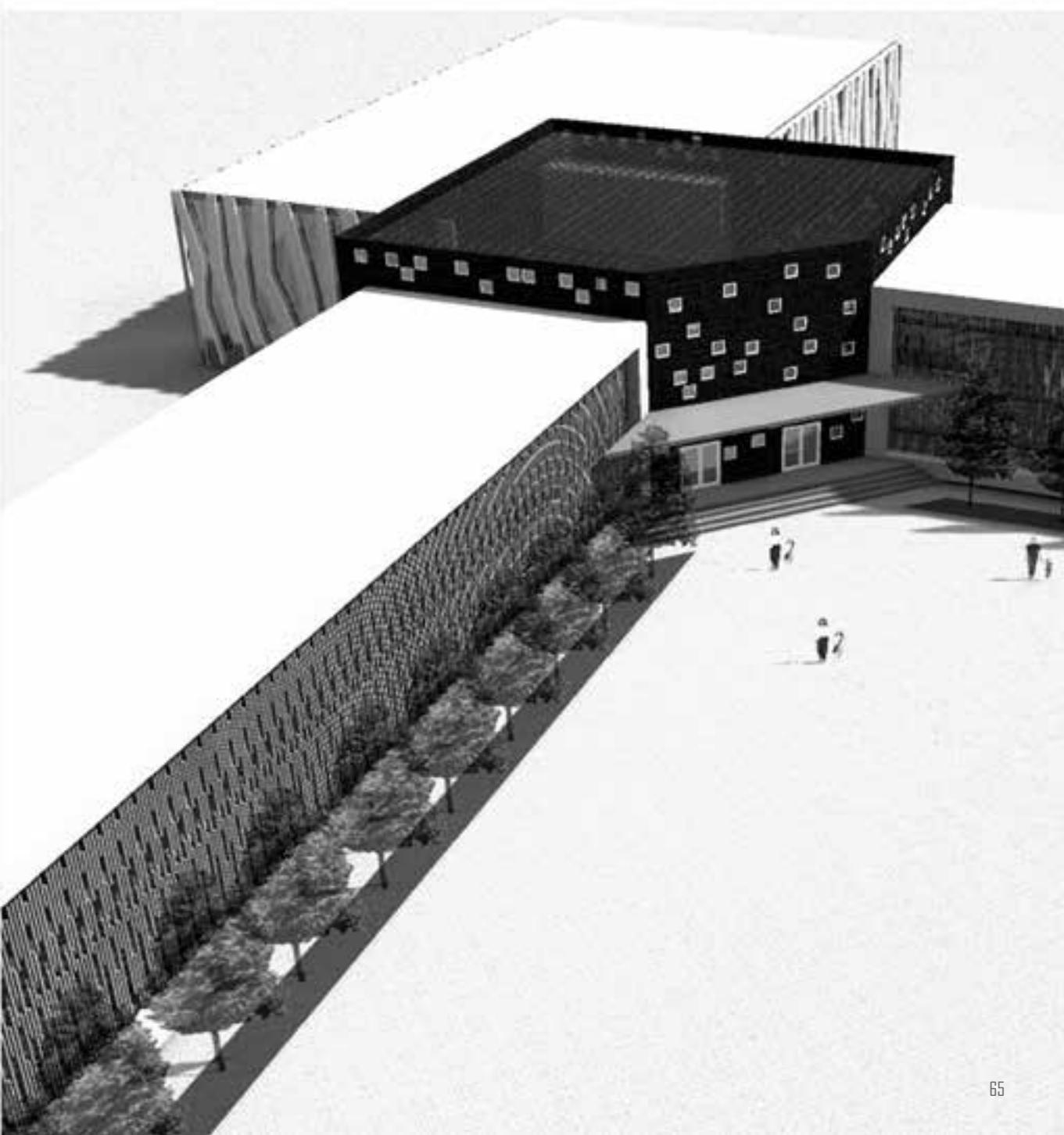
STUDENT/ STUDENT: Branko Lutovac

## TEMA: Tvrđava znanja

## TOPIC: The Fortress of knowledge

Kao objekat u kome će djeca boraviti veći dio dana i sticati osnovna znanja, potrebno je formu prilagoditi da djeca školu shvate kao ozbiljnu ustanovu a istovremeno i zanimljivu, tako da im privuče pažnju i zainteresuje ih da bez teškoće borave u njoj. Ideja je prvenstveno proistekla iz toga da škola treba da bude tvrđava kojom se država brani ali ne oružjem, nego znanjem. I kao takva ona mora da izgleda stabilno i čvrsto. Tako centralni dio vuče inspiracije iz starih tvrđava sa puškarnicama, a tri moderna kubusa koja izlaze iz njega predstavljaju tendenciju ka budućnosti i onome što će djeca postati.

As a place where children will spend almost their whole day and acquire basic knowledge, it is very important to adapt the school form for children to understand it as a serious, but at the same time an interesting institution which would attract their attention and make them be interested in spending time there without any trouble. The idea for this school should be a fortress from which one defends its country, not with arms but with knowledge. Like this, it should look stable and firm. The central part is inspired by old fortresses with loopholes, and three modern cubes represent the tendency for future and for what children will become.

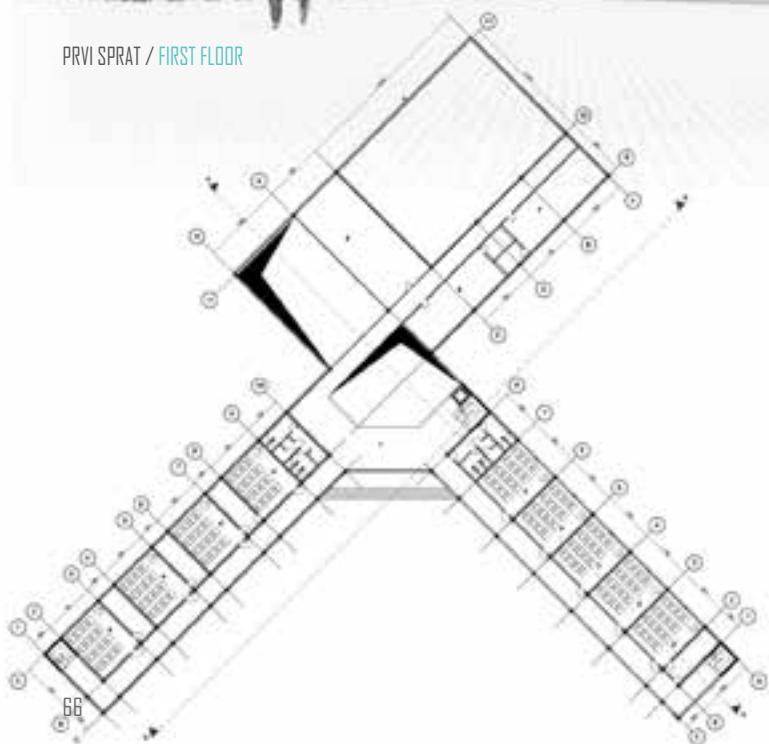


PRIZMLJE / GROUND FLOOR



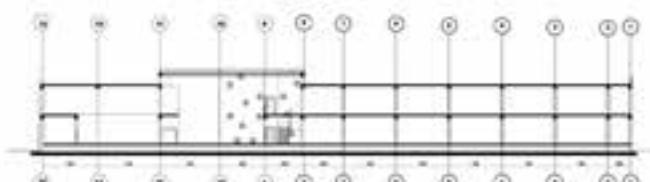
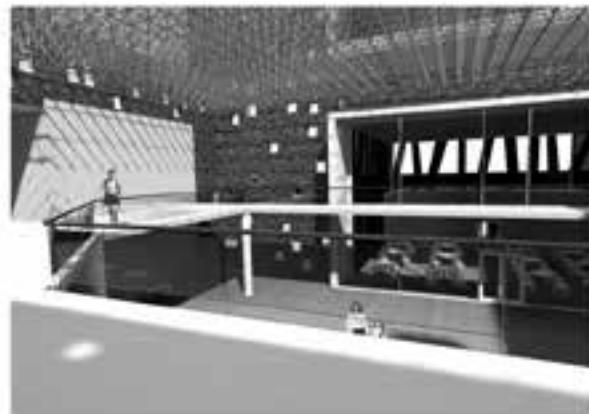
- |   |   |
|---|---|
| 1.Ulazni hol                                | 1. Entrance hall                            |
| 2.Wc za učenike                             | 2. Toilets for students                     |
| 3.Učionica                                  | 3. Classroom                                |
| 4.Zbornica                                  | 4. Assembly hall                            |
| 5.Wc za administraciju                      | 5. Toilets for administrations              |
| 6.Direktor                                  | 6. Director                                 |
| 7.Pomoćnik direktora                        | 7. Assistant director                       |
| 8.Čajna kuhinja                             | 8. Kitchenette                              |
| 9.Pravna služba                             | 9. Legal services                           |
| 10.Računovodstvo                            | 10. Accounting                              |
| 11.Trpezarija                               | 11. Dining room                             |
| 12.Kuhinja                                  | 12. Kitchen                                 |
| 13.Zubar                                    | 13. Dentist                                 |
| 14.Pedagog                                  | 14. Pedagogue                               |
| 15.Zdravstvena pomoć                        | 15. Health assistance                       |
| 16.Ostava                                   | 16. Pantry                                  |
| 17.Svlačionicice sa tuševima i sanitarijama | 17. Changing rooms with showers and toilets |
| 18.Profesor                                 | 18. Professor                               |
| 19.Ostava za sprave                         | 19. Storage for equipment                   |
| 20.Sala                                     | 20. Hall                                    |

PRVI SPRAT / FIRST FLOOR



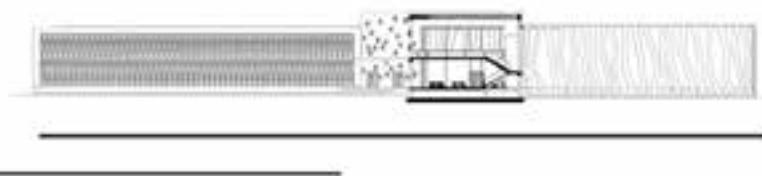
- |                          |                          |
|--------------------------|--------------------------|
| 1.Galerija sa mostom     | 1. Gallery with a bridge |
| 2.Wc za učenike          | 2. Toilets for students  |
| 3.Učionica               | 3. Classroom             |
| 4.Kabinet                | 4. Cabinet               |
| 5.Biblioteka sa čitaonom | 5. Library with          |
| 6.Medijateka             | 6. Media center          |
| 7.Internet sala          | 7. Internet hall         |





PRESJEK A-A / SECTION A-A

PRESJEK B-B / SECTION B-B



ZAPADNA FASADA / WEST FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



ISTOČNA FASADA / EAST FAÇADE



JUŽNA FASADA / SOUTH FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Jelena Bajić

STUDENT/ STUDENT: Anja Radović

## TEMA: Škola-zadovoljstvo

## TOPIC: School- satisfaction

Čovjek se uči dok je živ. Pa ipak, svi mi smo svoja prva znanja i ukus avanture zvane život osjetili na istom mjestu - osnovnoj školi. Iz ovog perioda svi nosimo lijepo uspomene, ali su one uglavnom vezane za drugarstvo, prve ljubavi i dobre ocjene, nikada za uslove u kojima smo radili. Inspiraciju za školu dale su mi razne ovdašnje osnovne škole širom naše zemlje, čije tmurne učionice i bezbojni zidovi nude potpuni opozit živoj, veseloj i pozitivnoj atmosferi u kakvoj djeca treba da provode veći dio dana i upijaju prva znanja. Dječiji osmijeh je bez sumnje najljepši ukras na svijetu, a nje- ga možemo dobiti samo ukoliko se djeca prijatno osjećaju u sredini u kojoj borave. Tako sam došla na ideju da se poigram sa prilazima školi, da "otvorim" učionice za sunčevu svjetlost, da fasadama poklonim život jarkim bojama. Moja želja je da ponuđenim estetskim rješenjima pomognem djeci da odlazak u školu dožive kao zadovoljstvo, a ne kao obavezu.

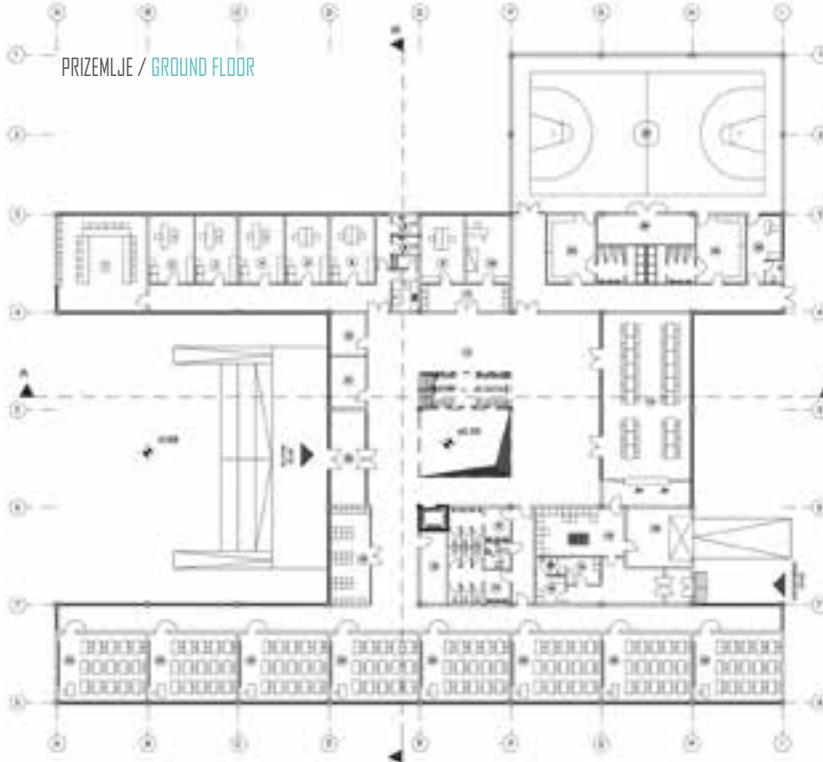
Learning is a lifelong process. Still, we all have gained our first knowledge and tasted the adventure called life in the same place – elementary school. We all have beautiful memories from this period, but most of them are related to friendship, first loves and good grades, never to the working conditions. I was inspired for school design from various elementary schools that we can see in our country, whose dark classrooms and colorless walls represent the opposite to alive, joyful and positive atmosphere in which children should spend most of their days and gain first knowledge. A child's smile is, without a doubt, the most beautiful thing in the world, and we will deserve it only if children feel pleasant in their surrounding. That is how I came up with an idea to play with school access points, to "open up" the classrooms to the sunlight, to give a life to facades with strong colors. With these esthetic solutions, my wish was to help the children understand that going to school should be a joy and not an obligation.

ARHITEKTONSKI PROJEKTI OSNOVNIH ŠKOLA  
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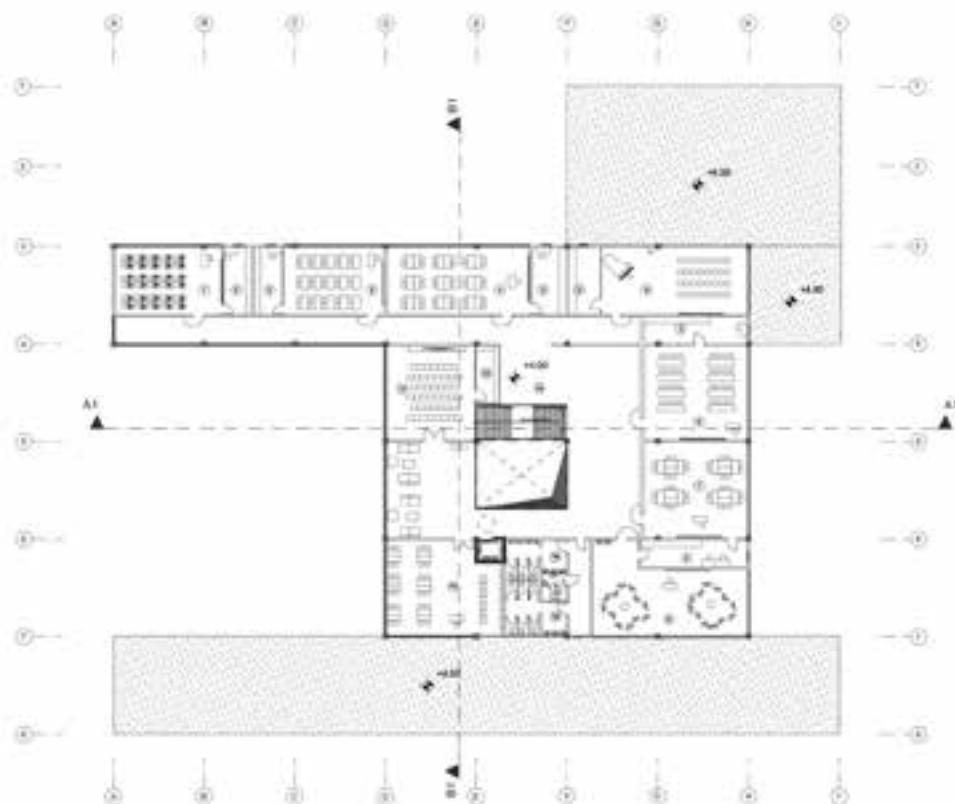


PRIZMLJE / GROUND FLOOR



- 1. izbornica
- 2. direktor
- 3. pomoćnik direktora
- 4. sekretar
- 5. pravna služba
- 6. računovodstvo
- 7. Čajna kuhinja
- 8. sanitarni čvor
- 9. pedagog i psiholog
- 10. zdravstvena zaštita
- 11. cekaonica
- 12. multifunkcionalni prostor
- 13. trpezarija
- 14. kuhinja
- 15. ostava za hranu
- 16. garderoba za osoblje
- 17. sanitarni čvor
- 18. garderoba
- 19. ostava
- 20. vjetrobran
- 21. domar
- 22. prostorija za spremaćice
- 23. učionice
- 24. svlaćionice
- 25. prostorija za nastavnika
- 26. prostorija za sprave
- 27. fiskulturna sala

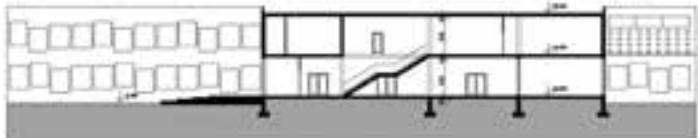
PRVI SPRAT / FIRST FLOOR



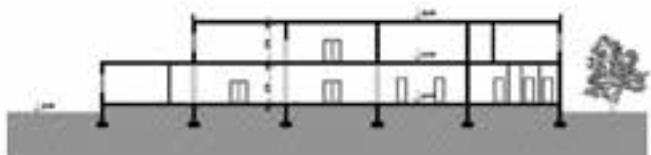
- 1. kabinet informatike
- 2. pripremna prostorije
- 3. kabinet za biologiju
- 4. kabinet za hemiju
- 5. kabinet za muzičko
- 6. kabinet za jezike
- 7. kabinet za tehničko
- 8. kabinet za likovno
- 9. sanitarni čvor za invalide
- 10. sanitarni čvor
- 11. medijateka
- 12. ostava za video materijal
- 13. biblioteka
- 14. hol

- 1. computer studies
- 2. rooms for teachers with storage area
- 3. biology
- 4. chemistry
- 5. music
- 6. foreign languages
- 7. technical education
- 8. art
- 9. toilet for person with handicap
- 10. toilets
- 11. media center
- 12. storage area for video material
- 13. library
- 14. main hall

PRESJEK A-A / SECTION A-A



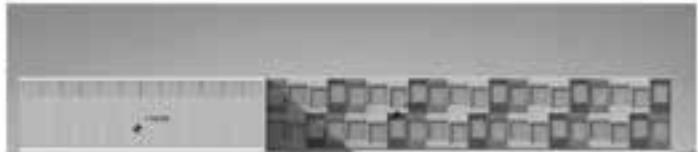
PRESJEK B-B / SECTION B-B



JUŽNA FASADA / SOUTH FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



ZAPADNA FASADA / WEST FAÇADE



ISTOČNA FASADA / EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

STUDENT/ STUDENT: Bojana Kokotović

## TEMA: Kreativnost

## TOPIC: Creativity

Škola kao obrazovna ustanova treba učenicima da pruži kvalitetno obrazovanje, ali i da podstakne učenike da ispolje svoju kreativnost. Koncept škole zasnovan je upravo na tome. Školski prostori su „posluženi“ i predstavljaju red i disciplinu, a tako postavljeni omogućavaju učeniku da se lako snađe u prostoru. Posebna pažnja je posvećena društvenim prostorima, gdje učenici mogu da uče u grupama, da se odmaraju, druže ili da organizuju razne priredbe, izložbe itd. U školi postoje i kreativne radionice u kojima đaci mogu da ispolje svoju kreativnost kroz individualni ili grupni rad.

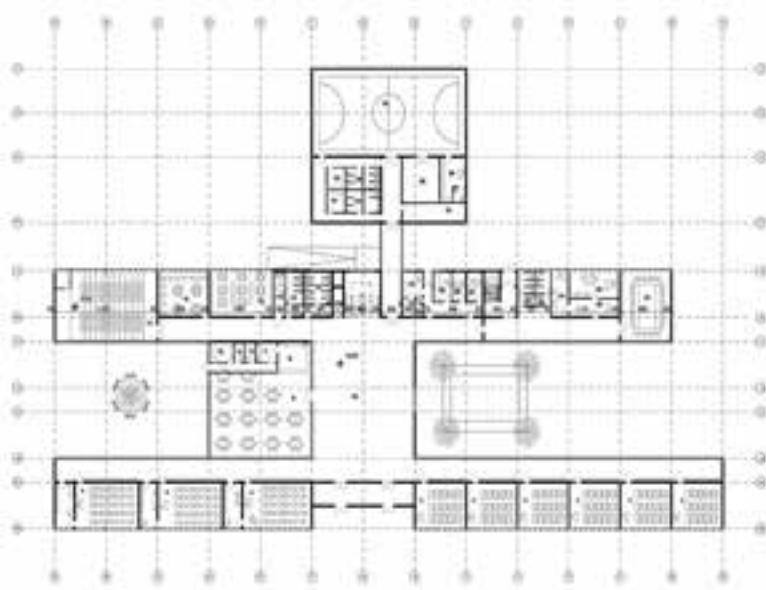
School as an educational institution should provide quality education to students, but also encourage students to express their creativity. School concept is based on this. School facilities are," arranged "and represent order and discipline, and in this setting allow the student to easily navigate through the area. Special attention was paid to common spaces where students can learn in groups, relax, socialize and to organize various events, exhibitions and so on. There are also creative workshops at school, in which students can express their creativity through individual or group work.





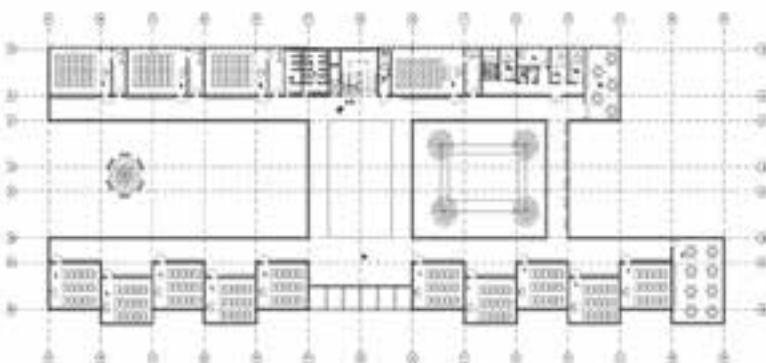
PRIZEMLJE / GROUND FLOOR

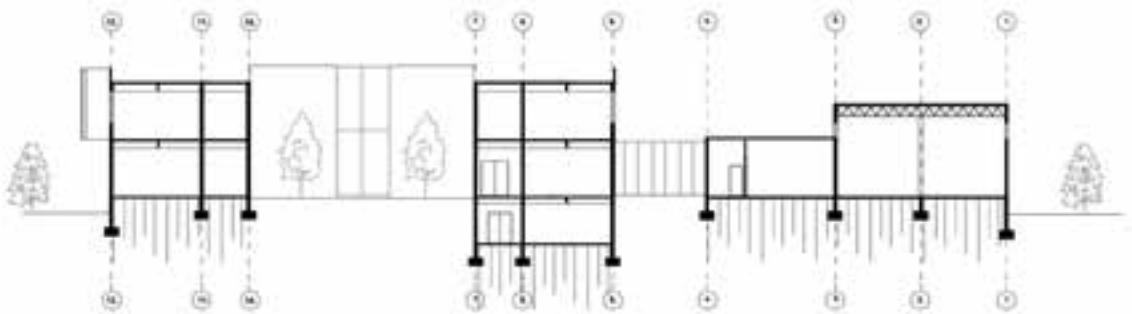
- 1. učionice
  - 2.kabinet za muzičko
  - 3.kabinet za likovno
  - 4.kabinet za informatiku
  - 5.treparija
  - 6.kuhinja
  - 7.prostor za odmor
  - 8.garderoba
  - 9.sanitarni čvor
  - 10.ostava
  - 11.amfiteatar
  - 12.biblioteka
  - 13.medijske
  - 14.sanitarni čvor za invalide
  - 15.sanitarni čvor muški
  - 16.sanitarni čvor ženski
  - 17.doktor i soba za izolaciju
  - 18.sanitarni čvor
  - 19.stomatolog
  - 20.psiholog
  - 21.pedagog
  - 22.sanitarni čvor ženski
  - 23.sanitarni čvor muški
  - 24.pomoćnik direktora
  - 25.direktor
  - 26.sekretarica
  - 27.zbirnica
  - 28.hod
  - 29.ostava za sprave
  - 30.kabinet za nastavnika
  - 31.magacin
  - 32.sanitarni čvor muški sa tuševima
  - 33.svlaciонice muške
  - 34.sanitarni čvor ženski sa tuševima
  - 35.svlaciонice ženske
  - 36.fiskulturna sala
- 1.classrooms
  - 2.cabinet for music
  - 3.cabinet of the art
  - 4.cabinet for information technology
  - 5.dining room
  - 6.kitchen
  - 7.rest area
  - 8.wardrobe
  - 9.sanitary facilities
  - 10.storage
  - 11.amphitheater
  - 12.library
  - 13.mediateque
  - 14.sanitary facilities for disabled
  - 15.sanitary facilities for men
  - 16.sanitary facilities for women
  - 17.doctor and isolation room
  - 18.sanitary facilities
  - 19.dentist
  - 20.psychologist
  - 21.pedagogue
  - 22.sanitary facilities for women
  - 23.sanitary facilities for men
  - 24.assistant director
  - 25.director
  - 26.secretary
  - 27.assembly hall
  - 28.lobby
  - 29.for storage devices
  - 30.cabinet for professor
  - 31.warehouse
  - 32.toilets for men and showers
  - 33.locker room for men
  - 34.toilets for women and showers
  - 35.locker room for women
  - 36.gym



PRVI SPRAT / FIRST FLOOR

- 1. učionice
  - 2.radionica
  - 3.kabinet za biologiju
  - 4.kabinet za hemiju
  - 5.kabinet za fiziku
  - 6.sanitarni čvor muški
  - 7.sanitarni čvor ženski
  - 8.sanitarni čvor za invalide
  - 9.kabinet za tehničko
  - 10.pravna služba
  - 11.archiva
  - 12.sanitarni čvor
  - 13.sekretar
  - 14.računovodstvo
  - 15.kreativna radionica
  - 16.izložbeni prostor
- 1.classroom
  - 2.workshop
  - 3.cabinet for biology
  - 4.cabinet for chemistry
  - 5.cabinet for physics
  - 6.men's toilets
  - 7.women's toilets
  - 8.toilets for disabled
  - 9.technical cabinet
  - 10.legal service
  - 11.archive
  - 12.sanitary
  - 13.secretary
  - 14.accounting
  - 15.creative workshop
  - 16.exhibition space

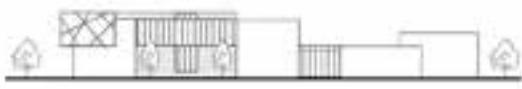




PRESJEK / SECTION



SJEVERNA FASADA / NORTH FAÇADE



#### ZAPADNA FASADA / WEST FAÇADE



JUŽNA FASADA / SOUTH FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

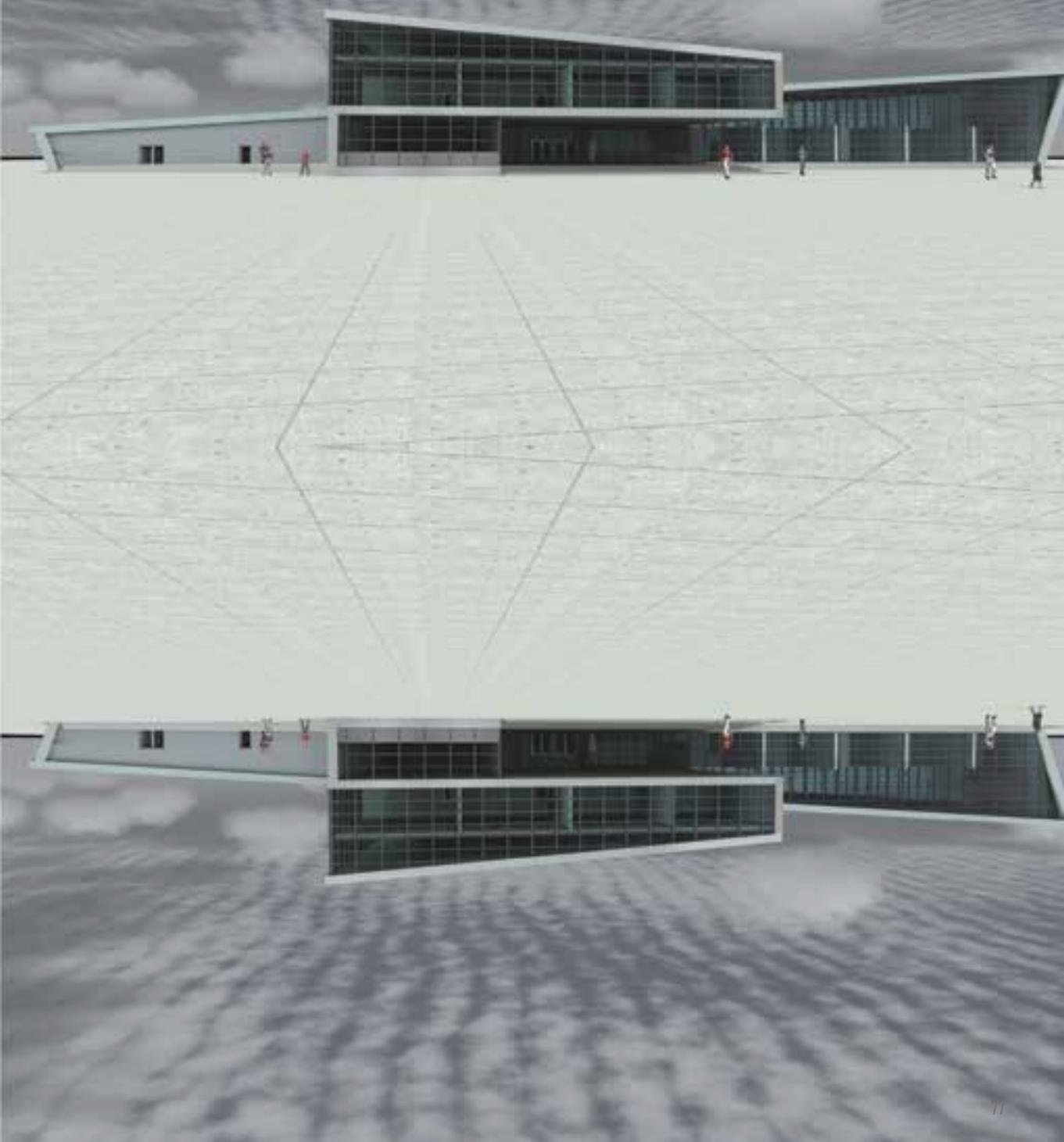
STUDENT/ STUDENT: Dubravka Tomčić

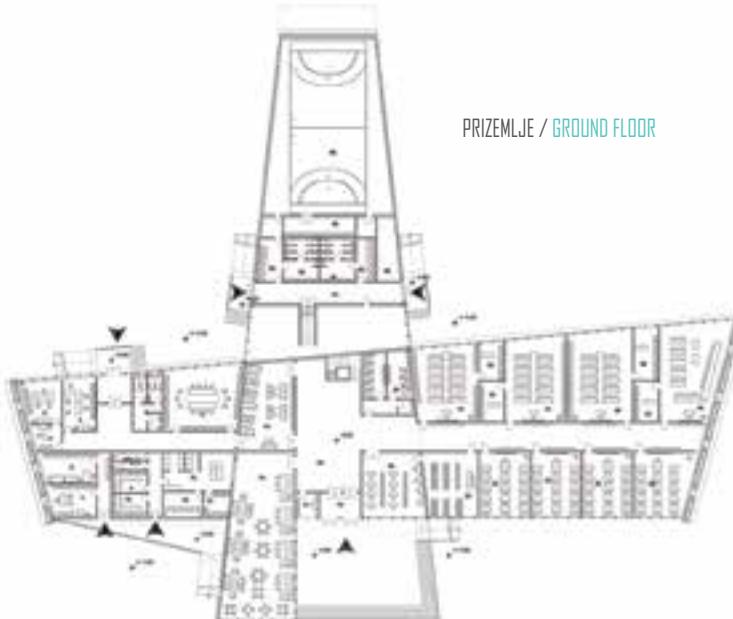
## TEMA: Ideja o projektu škole

## TOPIC: School Project Idea

Osnovna ideja je bila u tome da kroz presijecanje dva-ju masa predložim dobro rješenje u oblikovnom smislu. Nema većih razlika u dimenzijama dva trapeza u osnovi koji predstavljaju poduzni presjek škole, niti odstupanja iz tog gabarita, da bi cijeli projekat izgledao što jednostavnije, odnosno, da bi se time istakla osnovna ideja. Iz istog razloga, fasade objekta su prilično jednostavne i jednobojne, dok prozo-ri zauzimaju velike površine, da bi se dobio efekat prozračno-sti. Spuštanjem kubusa sa sprata na teren na dva mjeseta, kao i uspostavljanjem specifičnog odnosa između krovnih ravni, na-mjera je bila da se postigne efekat ukrštanja masa prizemlja i sprata. Zidovi ovog objekta su pravi, osim zidova sa dvaju strana prizemlja i zida na sjevernoj strani škole-gdje je prevladala te-žnja za uspostavljanjem dijaloga između suprotstavljenih masa.

The basic idea was to suggest good solution in formal sense, by cutting off two masses. There are no major differences in the dimensions of two trapezoidal bases which represent longitudinal sections of the school, or deviations from the dimensions, so that the whole project would seem simple and emphasize the basic idea. For the same reason, the building facades are quite simple and monochromatic, while the windows take up large surfaces in order to obtain the effect of transparency. By lowering the cube from the floor to the field in two places as well as the specific ratio of roof planes, the intention was to achieve the effect of mass crossing the ground floor and first floor. The walls of this building are real, except the two side walls on the ground floor and the wall on the north side of the school - where the tendency to establish a dialogue between the conflicting masses prevails.



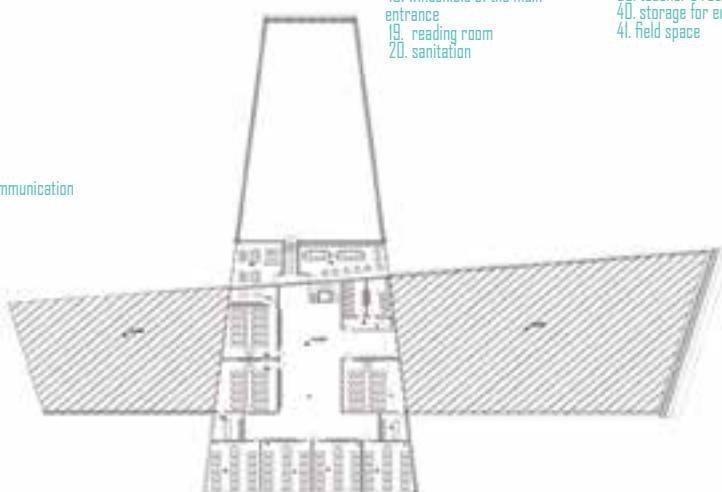


PRIZEMLJE / GROUND FLOOR

PRVI SPRAT / FIRST FLOOR

1. hol sa vert. komunikacijama
2. učionica
3. učionica
4. učionica
5. učionica
6. pripremni proctor
7. kabinet
8. sanitarije
9. medijateka
10. zona za odmor
11. pripremni proctor
12. kabinet
13. kabinet
14. pripremni prostor

1. hallway with vertical communication
2. classroom
3. classroom
4. classroom
5. classroom
6. preparation room
7. cabinet
8. sanitation
9. media center
10. rest area
11. preparation room
12. cabinet
13. cabinet
14. preparation room

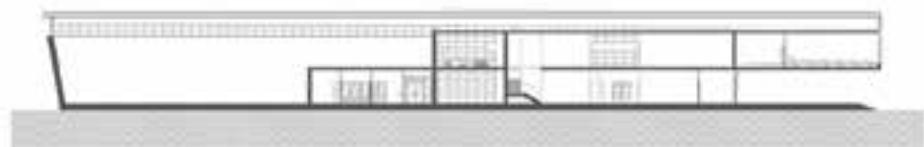


1. pedagog
2. stomatolog
3. sekretarica
4. direktor
5. sekretar
6. sanitarije
7. zbornica
8. sanitarije
9. garderoba(m)
- 10.garderoba (ž)
11. trpezarija-osoblje
12. ostava
13. kuhinja
14. trpezarija-daci
15. zona za odmor
16. hol sa vert.
- komunikacijama
17. portirnica
18. vjetrobran glavnog ulaza
19. čitaonica
20. sanitarije
21. biblioteka
22. učionica
23. učionica
24. učionica
25. učionica
26. učionica
27. kabinet (tehničko)
28. pripremni prostor
29. pripremni prostor
30. kabinet
31. kabinet
32. pripremni prostor
33. kabinet
34. predprostor sportske sale
- 35.svlačionicu (m)
36. sanitarije (m)
37. sanitarije (ž)
38. svlačionicu (ž)
39. prostorija za nastavnika
40. ostava za sprave
41. prostor terena

1. school counselor
2. school dentist
3. secretary
4. director
5. secretary
6. sanitation
7. assembly hall
8. sanitation
9. wardrobe(m)
- 10.wardrobe(f)
11. dining room-students
12. pantry
13. kitchen
14. dining room-students
15. rest area
16. hallway with vertical communication
17. reception desk
18. windshield of the main entrance
19. reading room
20. sanitation
21. library
22. classroom
23. classroom
24. classroom
25. classroom
26. cabinet (technical ed.)
27. preparation room
28. preparation room
29. cabinet
30. cabinet
31. preparation room
32. preparation room
33. cabinet
34. hall sports hall
35. locker room (m)
36. sanitation (m)
37. sanitation (f)
38. locker room (f)
39. teacher's room
40. storage for equipment
41. field space



PRESJEK I / SECTION I



PRESJEK 2 / SECTION 2

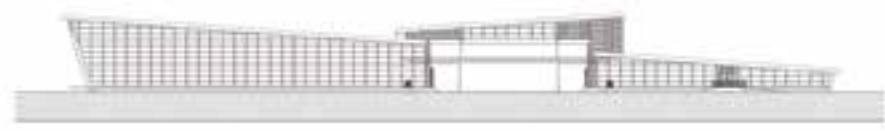
FASADA 1 / FAÇADE 1



FASADA 2 / FAÇADE 2



FASADA 3 / FAÇADE 3



FASADA 4 / FAÇADE 4



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

STUDENT/ STUDENT: Dragovoja Astrit

## TEMA: Prepoznavanje namjene objekta kroz posmatranje forme

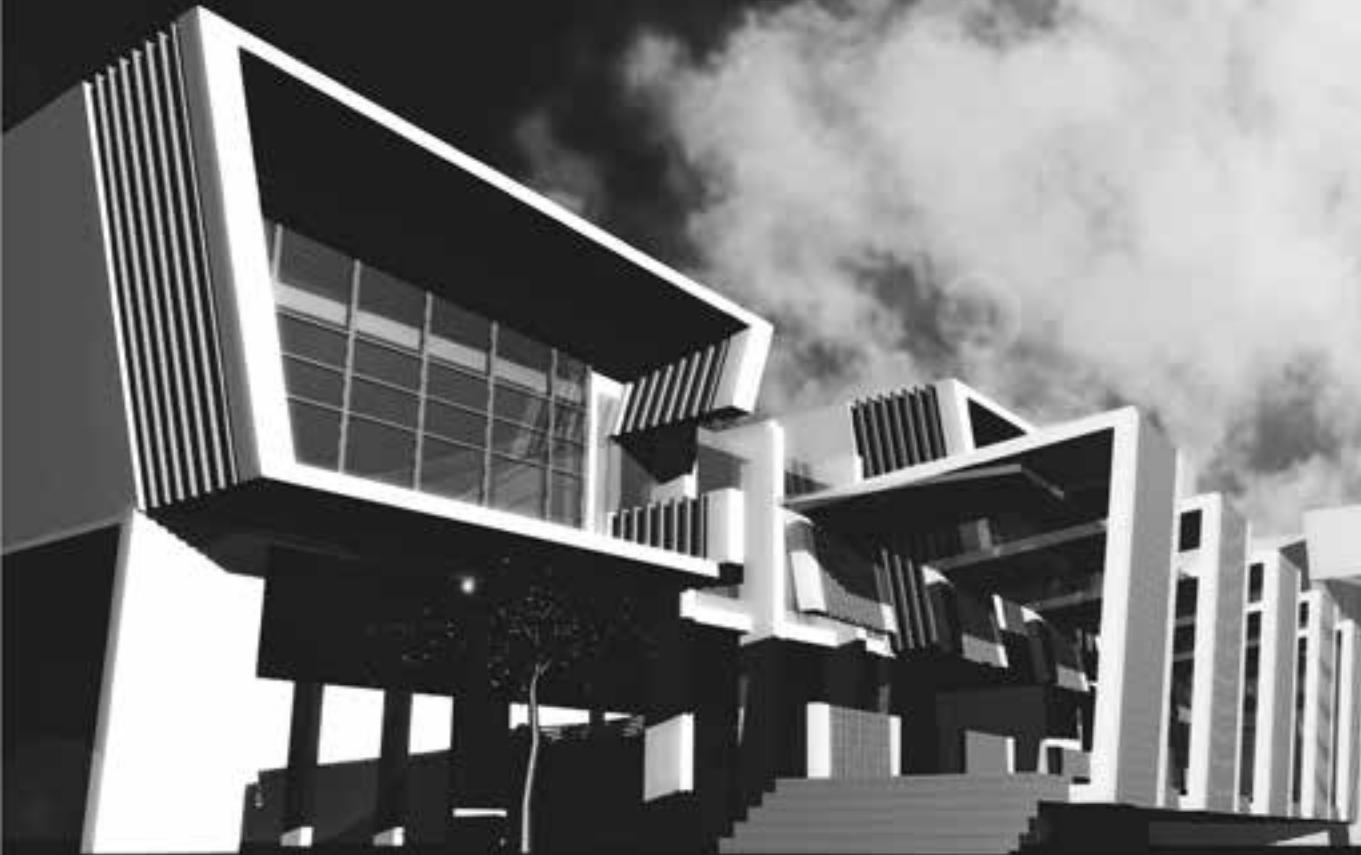
## TOPIC: Recognition of the facility purpose through observation of its form

Osnovna zamisao tokom izrade idejnog rješenja za objekat škole je bila da se eksterijerom jasno stavi do znanja da je objekat namijenjen obrazovanju.

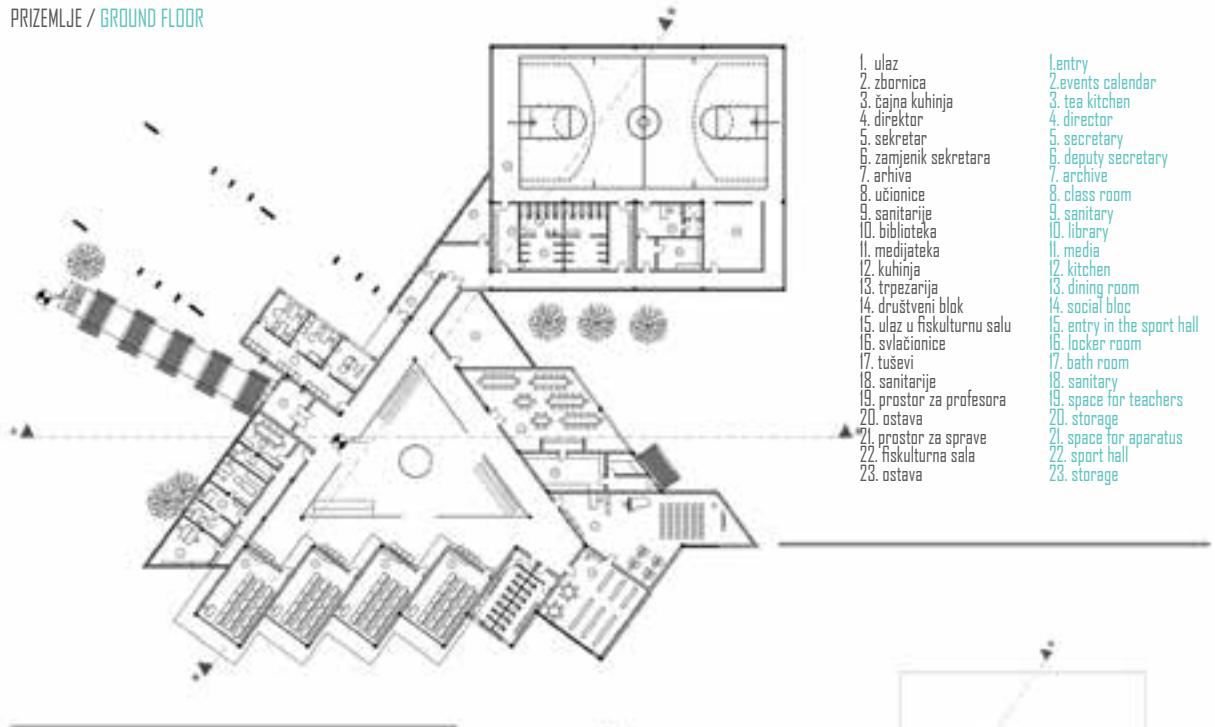
Odabir i način primjene materijala kao što su: drvo, staklo, foto efekti na fasadi od alubonda idu u prilog samoj namjeni objekta. Prednji izgled objekta po rasporedu i formi jasno odvaja glavni ulaz od ostalog dijela objekta. Akcenat eksterijera je element trapezoidnog oblika sa kojim su potencirane pozicije učionica. Isti taj elemenat je upotrebljen za potenciranje ulaza u objekat škole. Na zadnjem dijelu objekta su predviđene prostorije fiskulturne sale i biblioteke. Efekat prepoznavanja namjene prostora primjenjivan je i na fasadi prostora koji je predviđen za biblioteku.

The basic idea in the conceptual design for the school building was that the exterior itself makes it clear the purpose of building is education.

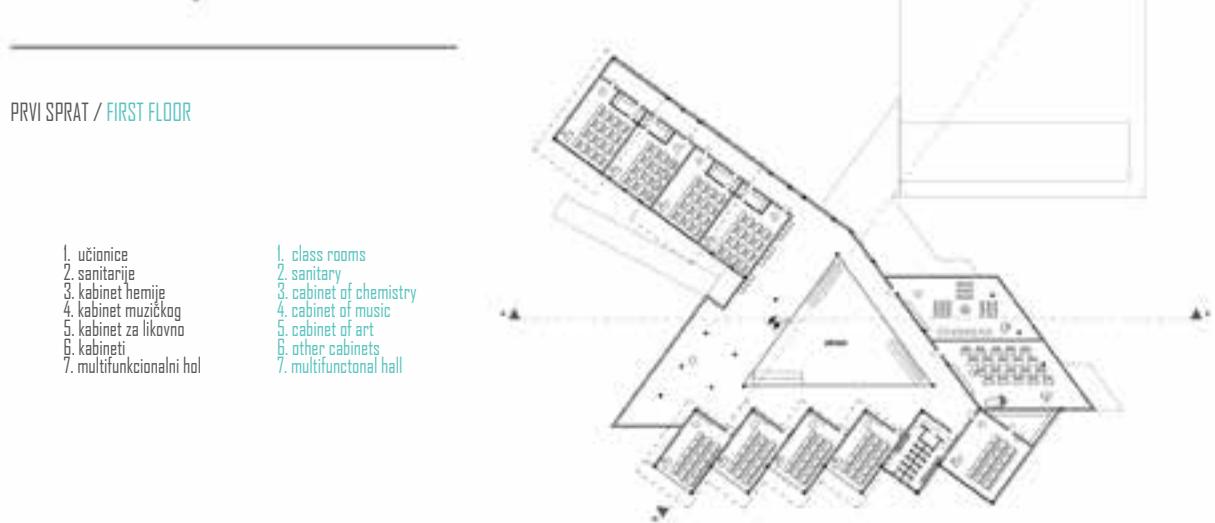
Selection and use of materials like: wood, glass, photo effects on the facade of alubond are used to complement the object's purpose. The front view of the object clearly separates the main entrance from the rest of the object works. The accent of the exterior is a trapezoidal shape which asserts classrooms' positions. The same element is used for emphasizing the entrance to the school building. The back of the object is dedicated for gym and library. The effect of the recognition of facility purpose is also applied on the library facade.



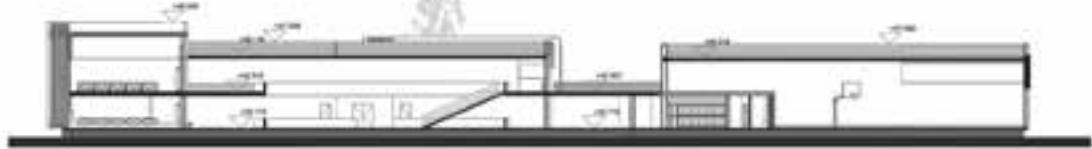
## PRIZEMLJE / GROUND FLOOR



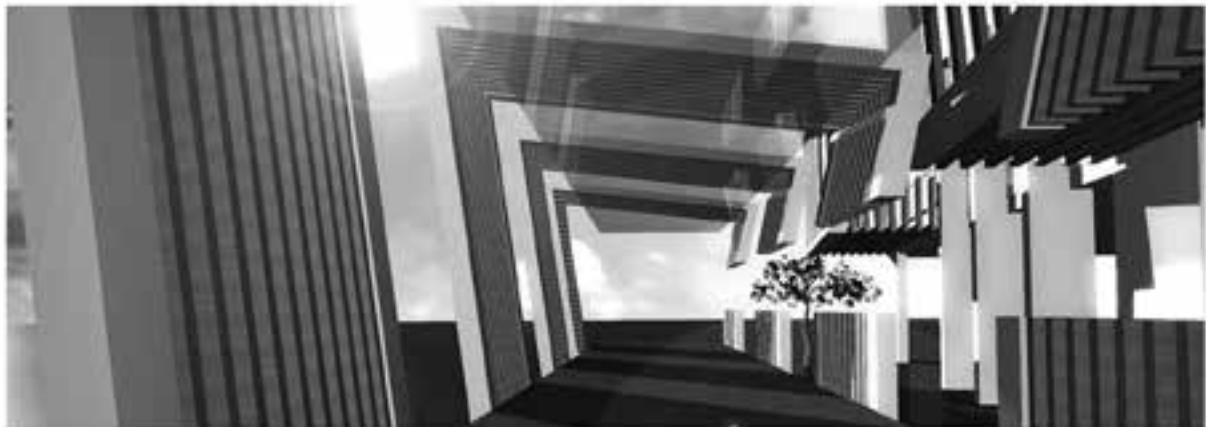
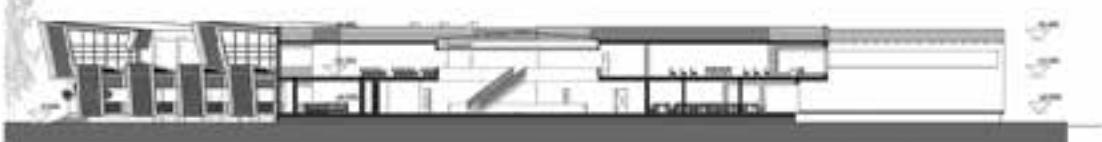
## PRVI SPRAT / FIRST FLOOR



PRESJEK B-B / SECTION B-B



PRESJEK A-A / SECTION A-A



JUŽNA FASADA / SOUTH FACADE



ZAPADNA FASADA / WEST FACADE



ISTOČNA FASADA / EAST FACADE



SJEVERNA FASADA / NORTH FACADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

STUDENT/ STUDENT: Maja Krušić

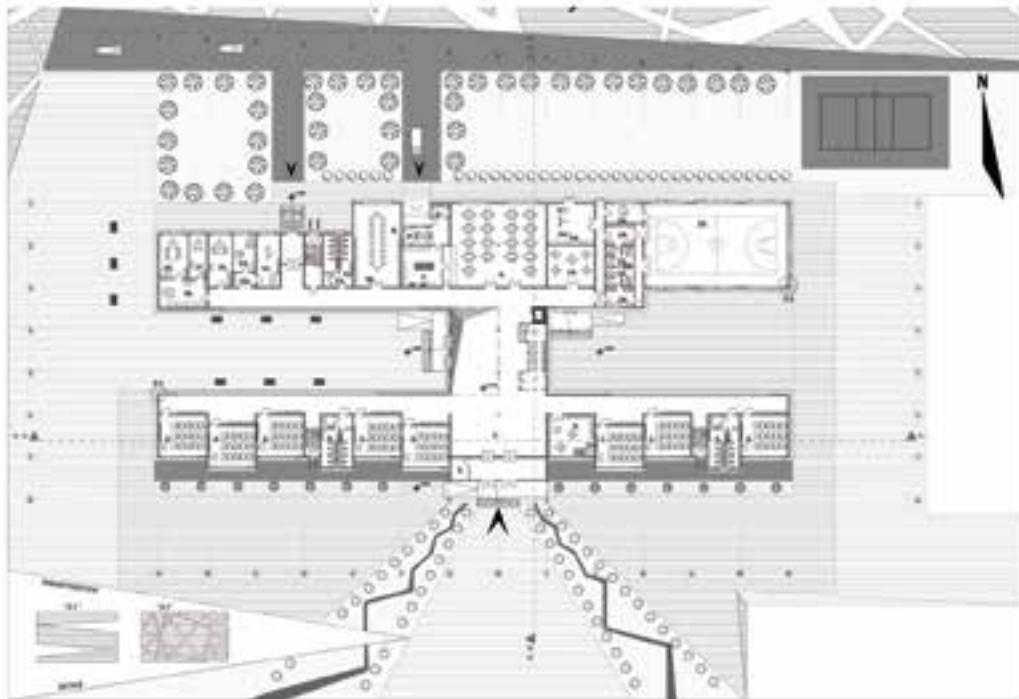
## TEMA: Dječiji duh

## TOPIC: Child's spirit

Otvorenost dječijeg duha je jak motiv koje se odrazio na pojedinosti interakcije zatvorenog i otvorenog prostora na mojoj školi. Dječiji duh je u stalnom kontaktu sa okolinom i u tom smislu 2 dvorišta prodiru u školu i preko velikih staklenih površina uvlače spoljašnjost u objekat i ne ostavljaju mjesto osjećaju skučenosti i zatvorenosti. Dijete tokom odrastanja ima čitav niz potreba i aktivnosti neophodnih za duševnu, intelektualnu i tjelesnu ravnatelju, a jedna od najzanimljivijih potreba je potreba za saznanjem. Dijete se odlikuje radoznašću, a vjerovatno se ta ljubav dodatno povećava u zavisnosti od okruženja u kome dijete boravi. To je mogućnost samog objekta koji osim sjajnih vizura koje se pružaju kroz raznolike proreze, i nepravilne otvore stvara dojam da se stalno dešava nešto novo, nešto drugačije što djecu podstiče da i ono stvara nešto novo, nešto dopadljivo, i da se dokazuje u ovakvoj vrsti objekta koji svojom formom može uticati samo pozitivno na okolinu. Osim forme, upotrebom prirodnih materijala guši se hladnoća "modernog", a privlačnost ostaje ista. Drvo koje sugerira topinu prostora, dok njegove razigrane forme eliminisu strogoću u skladu sa namjenom objekta.

The openness of the children's' spirit is a strong motif which reflected to appearance of interaction between open and closed space in my school. Child's spirit is in constant contact with environment so the 2 yards penetrating school are drawing exterior to the inside through great glass, leaving no room for the sense of uneasiness. During it's growing up, child has a series of needs and activities necessary for it's spiritual, intelectual and physical balance, and probably the most significant is a need for knowledge. Children are usually curious, and one way to enhance that curiosity is with a surrounding in which the child spends it's time. So the object by itself has an ability to, through it' marvelous viewpoints that spreads through al sorts of slots, and ragged openings c reate an impression of constant new happenings, and diffrent events. This encourages children to create sommething new and interesting, to prove themself in this kind of object that by it's form can influence only positive on enviroment. On the other hand by use of naturale materials I suppressed the cold and impersonality of "modern" leaving the school with a special appeal. The wood suggests the warmth of the space, and it's playfull forms eliminate the strictness which helps the purpose of the object.





1. glavni hol
2. učionice 1-4 razreda
3. biblioteka
4. toaleti
5. portir
6. trpezarija
7. kuhinja
8. garderoba za osoblje
9. ostava za hranu
10. zbornica
11. toaleti za adm.
12. zdravstvena zaštita
13. čekarnica
14. pedagog i psiholog
15. računovodstvo
16. sekretar
17. pomoćnik direktora
18. direktor
19. visenamjenski prostor
20. garderoba
21. toaleti
22. profesor
23. fiskulturna sala
24. prostorija za sprave

PRIZEMLJE / GROUND FLOOR



1. main hall
2. 1-4 grade classroom
3. library
4. toilets
5. doorman
6. dining room
7. kitchen
8. wardrobe staff
9. food storage
10. assembly hall
11. toilets for adm.
12. medical care
13. lounges
14. educator and psychologist
15. accounting
16. secretary
17. assistant director
18. director
19. multifunctional space
20. wardrobe
21. toilets
22. professor
23. gym
24. room for equipment

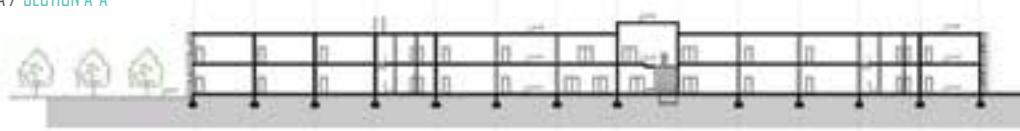
PRVI SPRAT / FIRST FLOOR



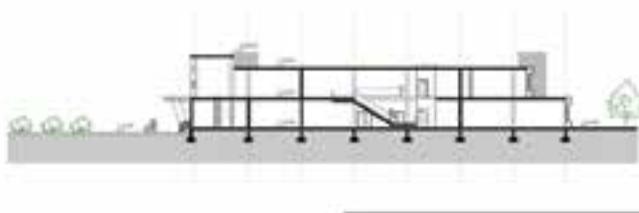
1. medijateka
2. učionice 5-9 razreda
3. biblioteka
4. toaleti
5. hol sa galerijom
6. kabinet za biologiju
7. pomoćni kabинeti
8. kabinet za likovno
9. kabinet za hemiju
10. kabinet za informatiku
11. toaleti za kabine
12. kabinet za tehničko
13. kabinet za muzičko

1. media center
2. 5-9 grade classroom
3. library
4. toilets
5. gallery
6. cabinet of biology
7. auxiliary cabinet
8. cabinet of art
9. cabinet of chemistry
10. computer cabinet
11. toilets for cabinets
12. technical cabinet
13. musical cabinet

PRESJEK A-A / SECTION A-A



PRESJEK B-B / SECTION B-B



JUŽNA FASADA / SOUTH FAÇADE



ZAPADNA FASADA / WEST FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



ISTOČNA FASADA / EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

STUDENT/ STUDENT: Tijana Milić

TEMA: "Arhitektura je vizuelna umjetnost a zgrade pričaju za sebe". ( Julia Morgan )

**TOPIC:** "Architecture is a visual art, and the buildings speak for themselves."(Julia Morgan)

Početna ideja se zasnivala na principu zoniranja u cilju postizanja kvalitetnog rješenja u oblikovnom smislu. Od početne ideje sa kružnom formom došlo se do kubične, gdje je boja uzeta kao osnovni element za postizanje vizuelne identifikacije objekta. Jarkim tonovima koje naglašavaju kubusne mase težilo se razvoju dinamične arhitektonске forme. Staklenim površinama razbijene su velike mase, ostvaren je efekat prozračnosti na objektu, velika dnevna svijetlost i pojednim zastakljenim hodnicima, omogućen pogled ka unutrašnjem dvorištu. Upotreboom velikih staklenih površina odvojeni su segmenti na objektu, kako određene prostorije tako i komunikacioni dio. Primjenom kubusnih masa prizemlje i sprat su i vizuelno razdvojeni što je doprinijelo oblikovnoj razuđenosti objekta.

The initial idea was based on principle of zoning with the aim to obtain a quality solution in terms of form. From the initial circular concept we came to a cubic one, with color as basic element for achieving visual identification of the facility. Bright colors stressed the masses of the cube and aim to develop dynamic architectural form. Glass surfaces are to break large masses, provide effect of transparency for the facility, vast daylight and glazed corridors allow for the view towards the yard. Usage of large glass spaces separates facility segments, in particular rooms and communicational part. By application of cubical masses the ground floor and upper floors have been visually separated and this is providing facility's indentation in form.



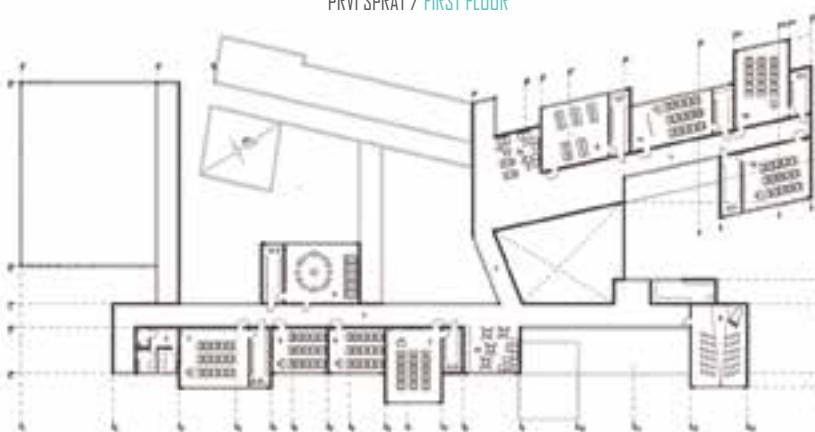


PRIZEMLJE / GROUND FLOOR



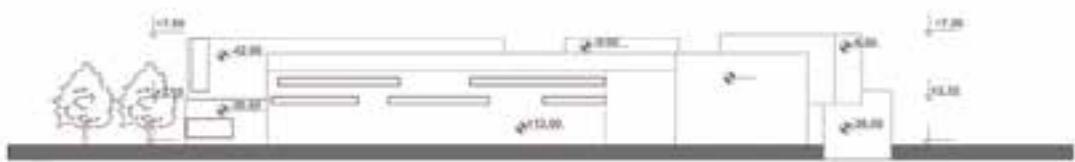
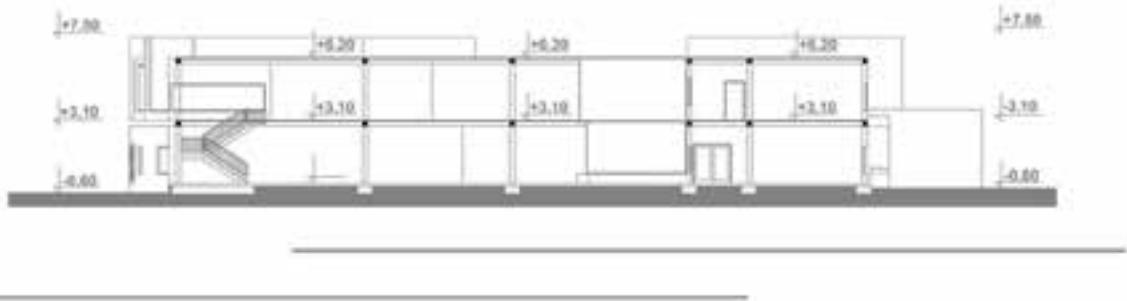
- |                             |                         |
|-----------------------------|-------------------------|
| 1. ulaz                     | 1. entrance             |
| 2. vjetrobran               | 2. windbreak            |
| 3. portir                   | 3. doorman              |
| 4. učionice 8x              | 4. classrooms 8x        |
| 5. hodnik                   | 5. corridor             |
| 6. sanitarni čvor           | 6. sanitary block       |
| 7. biblioteka i pom. prost. | 7. library              |
| 8. hol                      | 8. hall                 |
| 9. medijateka               | 9. media library        |
| 10. trpezarija              | 10. dining room         |
| 11. sanitarie               | 11. sanitary facilities |
| 12. kuhinja                 | 12. kitchen             |
| 13. oštave                  | 13. storerooms          |
| 14. svlačionice             | 14. changing rooms      |
| 15. sanitarie               | 15. sanitary facilities |
| 16. trpezarija              | 16. dining room         |
| 17. ulaz                    | 17. entrance            |
| 18. hodnik                  | 18. corridor            |
| 19. sanitarni čvor          | 19. sanitary block      |
| 20. zbornica                | 20. staffroom           |
| 21. čajna kuhinja           | 21. kitchenette         |
| 22. pedagog                 | 22. pedagogue           |
| 23. psiholog                | 23. psychologist        |
| 24. logoped                 | 24. speech therapist    |
| 25. stomatolog              | 25. dentist             |
| 26. direktor                | 26. director            |
| 27. pomoćnik direktora      | 27. director assistant  |
| 28. računovodstvo           | 28. accounting          |
| 29. sekretar                | 29. secretary           |
| 30. pravna služba           | 30. legal service       |
| 31. arhiva                  | 31. archive             |
| 32. ulaz                    | 32. entrance            |
| 33. sala                    | 33. gym                 |
| 34. garderobe               | 34. wardrobe            |
| 35. sanitarni čvor          | 35. sanitary block      |
| 36. hodnik                  | 36. corridor            |
| 37. prostorija za opremu    | 37. equipment room      |
| 38. nastavnik               | 38. teacher             |

PRVI SPRAT / FIRST FLOOR



- |                           |                        |
|---------------------------|------------------------|
| 1. hodnik                 | 1. corridor            |
| 2.sanitarni čvor          | 2.sanitary block       |
| 3.kabinet za geografiju   | 3.geography classroom  |
| 4.kabinet za likovno      | 4.art classroom        |
| 5.informatika             | 5.informatics          |
| 6.jezici                  | 6.languages            |
| 7.kabinet za istoriju     | 7.history classrooms   |
| 8.kab.za.muzičko obraz.   | 8.music classroom      |
| 9.kabinet za hemiju       | 9.chemistry classroom  |
| 10.kabinet za biologiju   | 10.biology classroom   |
| 11.kab.za.tehničko obraz. | 11.technical classroom |
| 12.kabinet za fiziku      | 12.physics classroom   |
| 13.prostor za sjedenje    | 13.sitting area        |

PRESJEK / SECTION



FASADA 1 / FACADE 1



FASADA 2 / FACADE 2



FASADA 3 / FACADE 3



FASADA 4 / FACADE 4



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Ivana Babić

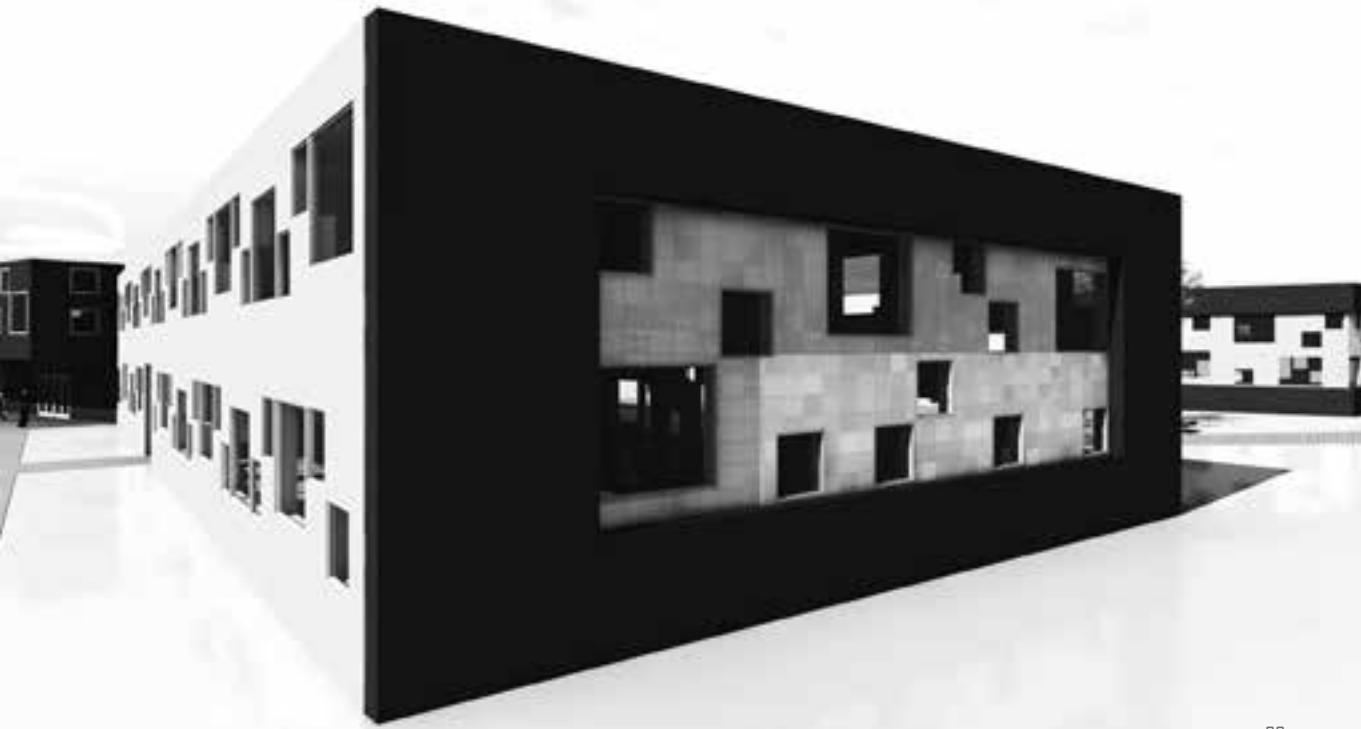
STUDENT/ STUDENT: Đorđe Mrdak

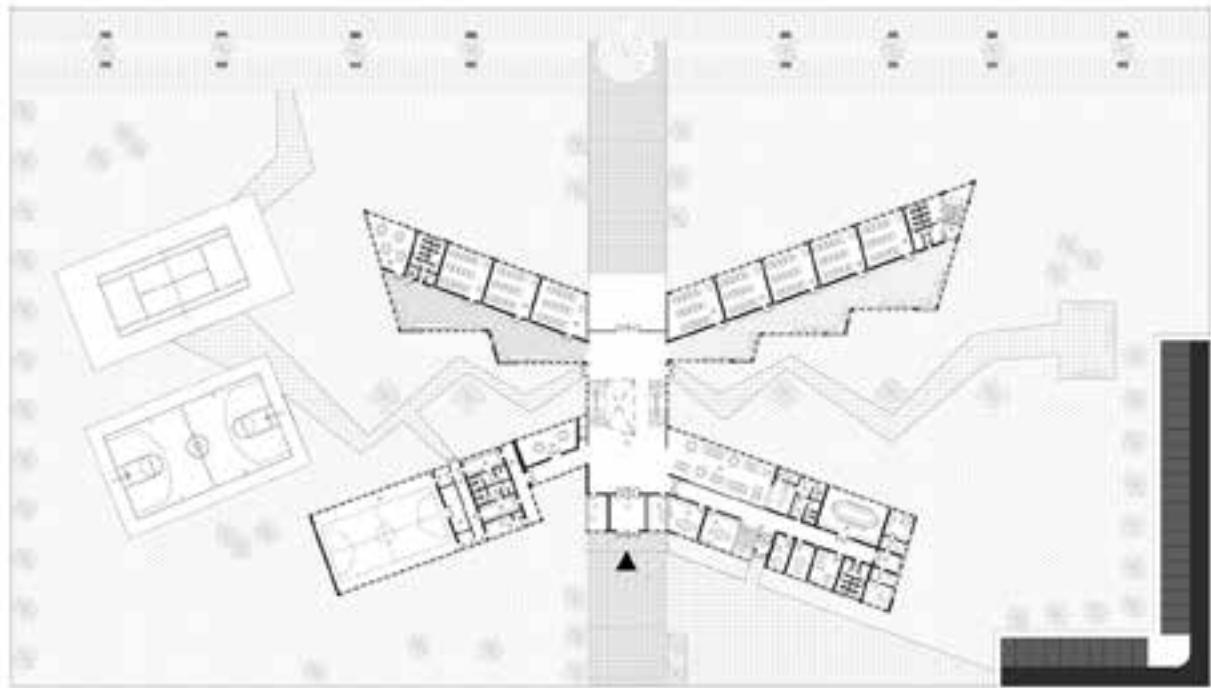
## TEMA: Metamorfoza leptira

## TOPIC: Metamorphosis of a butterfly

„Svi su kao leptiri, nastanu kao ružna i neprljativa stvorenja, a onda se pretvore u lijepo, graciozne leptire koje svi vole.“ Tako je nastao i pieridae, rijetki bijeli leptir sa crnim pjegama. Upravo je on bio moja inspiracija kada sam počeo da stvaram ovu školu. Razuđena osnova predstavlja modifikovanog bijelog leptira dok su crne pjege oslikane u otvorima koji su na izgled sasvim letimčno postavljeni. Upravo ti otvori objektu daju dodatnu razigranost. Posmatrano sa sociološkog aspekta, škola je centar konekcija, raznolikih procesa, mjesto razvoja ličnosti i formiranja stava. Objekat karakterišu "džepovi u koridorima" namijenjeni za okupljanje i odmor, te dosta sadržaja namijenjenih društvenim aktivnostima.

„Everyone is like a butterfly, they start out ugly and awkward and then morph into beautiful graceful butterflies that everyone loves.” That was how Pieridae developed, the rare white butterfly with black spots. It was my inspiration when I started to create this school. The base is modified dispersed white butterfly with black spots painted in the openings that are seemingly cursory set. These openings give the facility additional liveliness. Seen from a sociological point of view, the school is the center of connections, diverse processes, the place of personality development and the formation of attitudes. The building is characterized by “pockets in the corridors” designed for assembly and recreation, and plenty of content for social activities.





PRIZEMLJE / GROUND FLOOR

1. hol
2. učionica 1
3. učionica 2
4. sanitarni čvor
5. vertikalne komunikacije
6. sanitarni čvor
7. produženi boravak
8. medijateka
9. biblioteka
10. kabinet za muzičko
11. vertikalne komunikacije
12. kabinet biologije
13. pomoćna prostorija
14. pomoćna prostorija
15. kabinet za fiziku
16. kabinet za hemiju
17. pomoćna prostorija
18. pomoćna prostorija
19. kabinet za likovno
20. ostava za pribor
21. kabinet za tehničko
22. ostava za pribor
23. pomoćna prostorija
1. lobby
2. classroom 1
3. classroom 2
4. bathroom
5. vertical communications
6. bathroom
7. extended stay
8. media center
9. library
10. cabinet for music
11. vertical communications
12. cabinet for biology
13. auxiliary facilities
14. auxiliary facilities
15. cabinet for physics
16. cabinet for chemistry
17. auxiliary facilities
18. auxiliary facilities
19. cabinet for art
20. storage
21. technical cabinet
22. storage
23. auxiliary facilities

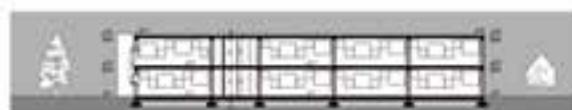
PRVI SPRAT / FIRST FLOOR



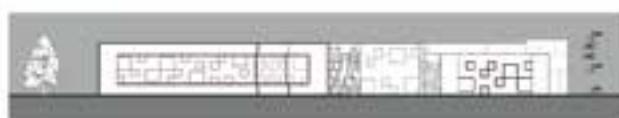
1. vjetrobran
2. ulazni hol
3. prostorija za domara
4. fotokopirница
5. komercijalist
6. pravna služba
7. komunikacije
8. vjetrobran
9. pomoćni direktora
10. pedagog i psiholog
11. direktor
12. sanitarni čvor
13. stomatolog
14. čekaonica
15. doktor
16. zbornica
17. sanitarni čvor
18. prostor za radnike
19. ulaz u kuhinju
20. ostava
21. kuhinja
22. kafeterija
23. učionica 1
24. učionica 2
25. sanitarni čvor
26. komunikacije
27. sanitarni čvor
28. produženi boravak
29. produženi boravak
30. prljavi hodnik
31. muška svačionica
32. sanitarni čvor
33. sanitarni čvor
34. ženska svačionica
35. prostorija za profesora
36. čisti hodnik
37. ostava za sprave
38. fiskulturna sala
1. windshield
2. lobby
3. school keeper
4. photocopying
5. commercialist
6. legal service
7. vertical
- communications
8. windshield
9. assistant director
10. psychologist & pedagogue
11. director
12. sanitary facilities
13. dentist
14. lounges
15. doctor
16. assembly hall
17. sanitary facilities
18. room for employers
19. windshield
20. storage
21. kitchen
22. cafeteria
23. classroom 1
24. classroom 2
25. sanitary facilities
26. communications
27. sanitary facilities
28. extended stay
29. extended stay
30. dirty corridor
31. men locker room
32. sanitary facilities
33. sanitary facilities
34. women locker room
35. auxiliary facilities
36. clear corridor
37. storage for devices
38. gym



PODUŽNI PRESJEK A-A / LONGITUDINAL SECTION

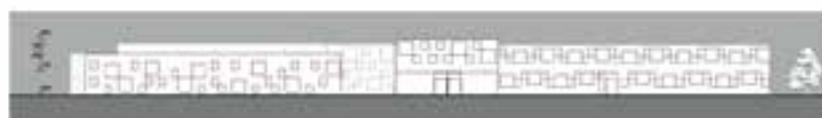


POPREĆNI PRESJEK / CROSS SECTION



SJEVERNA FASADA / NORTH FAÇADE

ZAPADNA FASADA / WEST FAÇADE



JUŽNA FASADA / SOUTH FAÇADE

ISTOČNA FASADA / EAST FAÇADE



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Vladimir Bojković

STUDENT/ STUDENT: Mark Dushaj

## TEMA: Obrazovanje je moja religija

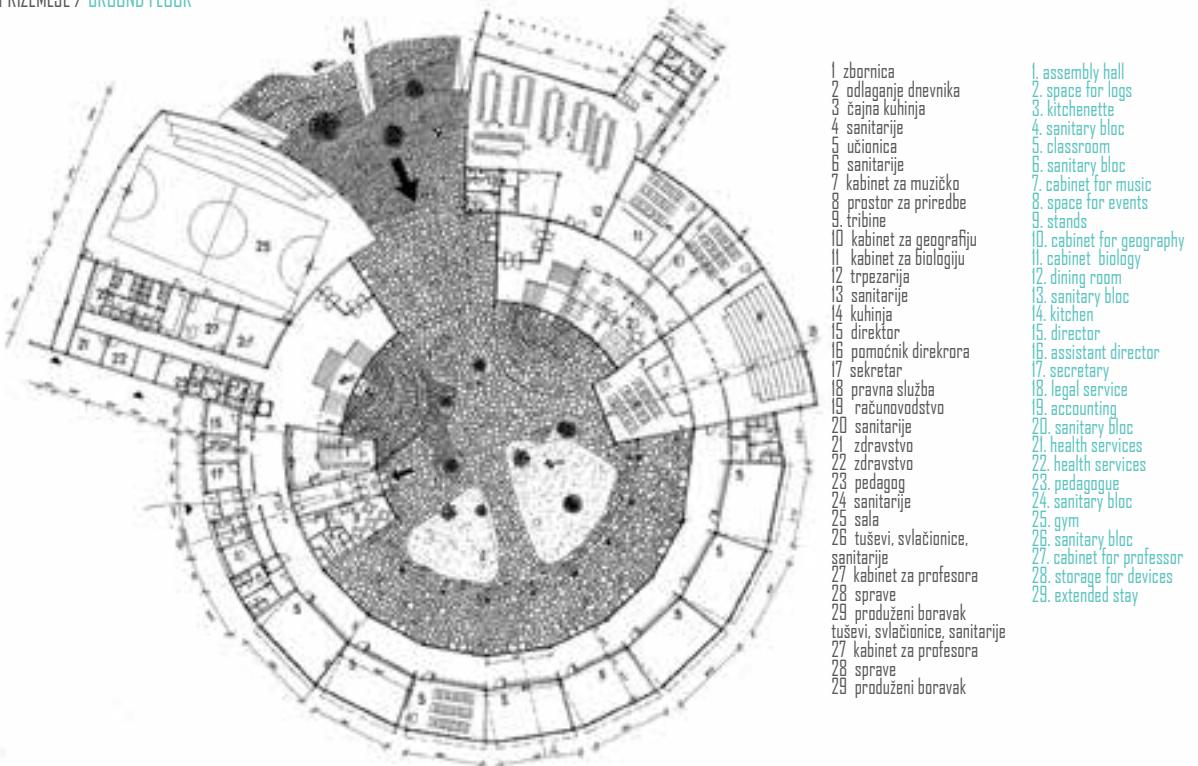
## TOPIC: Education is my Religion

Obrazovanje je moja religija, iz čega proistичe koncept škole-hram. Zenitalno osvijetljena učionioca - učitelj kao duhovni voda. Bijeli prsten - krug predstavlja oreol, krug koji se širi - obrazovanje. Centralno dvorište kao trg - dnevni boravak-dom. Mjesto okupljanja. Ulaz kao tačka susreta između "trga" i igrališta - komunikacija među djecom prije i poslije nastave. Raznolikost arhitektonike u dvorištu osjećaj neizrecivosti, nedokučenosti. Prostor razuđen i otvoren ali i centralizovan - koncentrisan. Dolmen, stub, luk, trijem osjećaj poznatog. "A mi tapkamo pozadi sa lenjirom i šestarom i mislimo da se pitanje osećaja (za grad) može rešiti nezgrapnom geometrijom." Kamilo Zite.

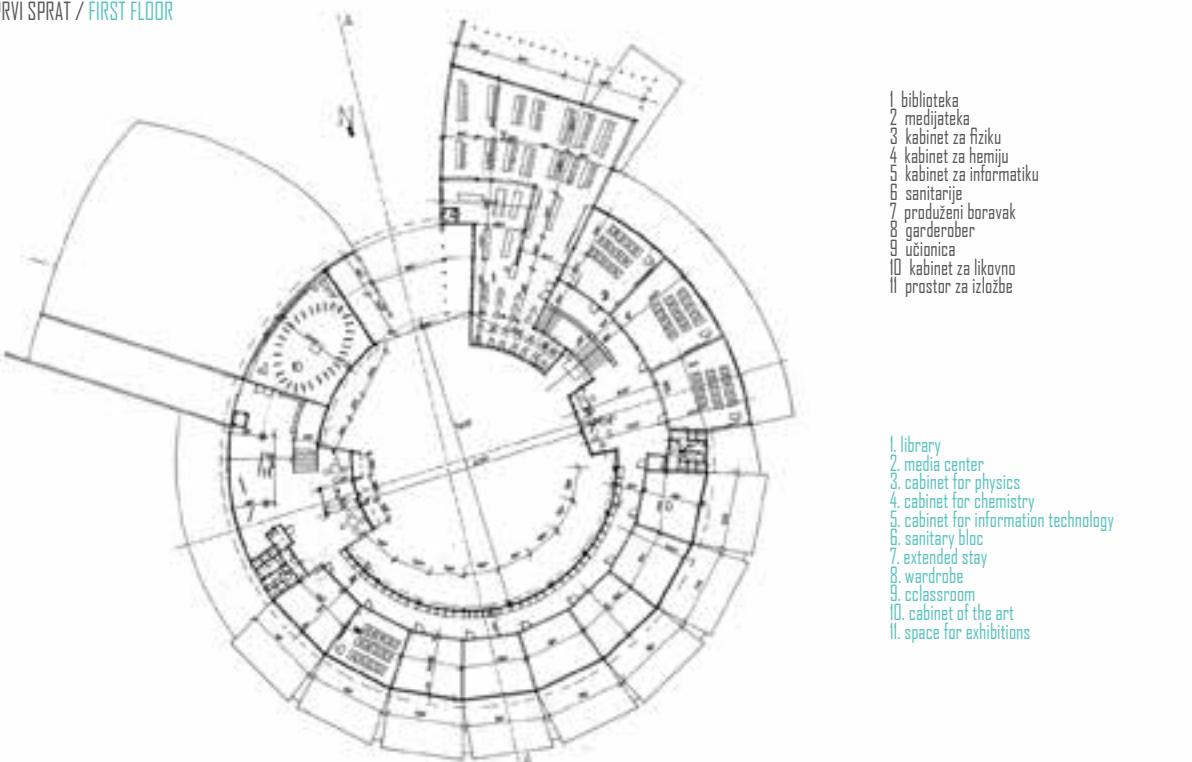
Education is my religion and hence I provide a concept of a school - temple. Zenith like lightning of the classrooms and the teacher as a spiritual leader. White ring – circle represents an expanding halo – education. Central yard is an agora, living space and home. A place of congregation. The entrance point as a place where agora and schoolyard join – communication between children before and after lectures. Variety of architectural design in the yard account for a feeling of the unspeakable. The space is indented and open but also centralized and concentrated. Dolmen, column, arch, porch, feeling of familiarity.



## PRIZMLE / GROUND FLOOR



## PRVI SPRAT / FIRST FLOOR



PRESJEK I / SECTION I



PRESJEK 2 / SECTION 2



NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Vladimir Bojković

STUDENT/ STUDENT: Miloš Đikanović

## TEMA: Spona

## TOPIC: Link

Projekat koji stoji pred vama predstavlja svojevremeni most koji povezuje prošlost, istorijsko zdanje i budućnost kojim hitamo krupnim koracima. Osmišljen da ponosito stoji, kao i zemlja u kojoj egzistira (diše), pokušaće da elegantnošću svoje figure zaživi kao spomenik školstva, edukacije i kulture.

**Project which stands before you represents a modern-time bridge connecting the past, historical edifice and the future, towards which we are rushing with big steps. Devised to proudly stand, just like the country where it exist, it will try,with elegance of its figure, to live as a monument of the school system, education and culture.**





PRIZMLJE / GROUND FLOOR

- 1. glavni ulaz sa vjetrobranom
- 2. multifunkcionalni hol
- 3. tribine za multifunkciju
- 4. prostori za produženi boravak
- 5. sanitarni čvor
- 6. sanitarni čvor za adm.
- 7. ulaz za administraciju
- 8. pravna služba i računovodstvo
- 9. direktor
- 10. sekretarica
- 11. pomoćnik direktora
- 12. čajna kuhinja
- 13. ostave za dnevниke
- 14. zbornica
- 15. zdravstvena služba
- 16. pedagog i psiholog
- 17. ulaz za kuhinju
- 18. sanitarni čvor za kuhinju
- 19. kuhinja sa ostavom
- 20. trpezarija
- 21. ulaz za fiskulturni blok iz hola
- 22. ulaz za fiskulturni blok
- 23. muška svačionica
- 24. glavni ulaz u salu
- 25. ženska svačionica
- 26. prostorija za sprave
- 27. kabinet za nastavnika
- 28. sala
- 29. kabinet za likovno
- 30. kabinet za muzičko
- 31. prostorija za nastavnike
- 32. čajna kuhinja
- 33. sanitarni čvor za nastavnike
- 34. prostor za mali odmor
- 35. hol za učionice sa garderobama
- 36. dvorišni ulaz za učionice
- 37. sanitarni čvor
- 38. učionice

PRVI SPRAT / FIRST FLOOR



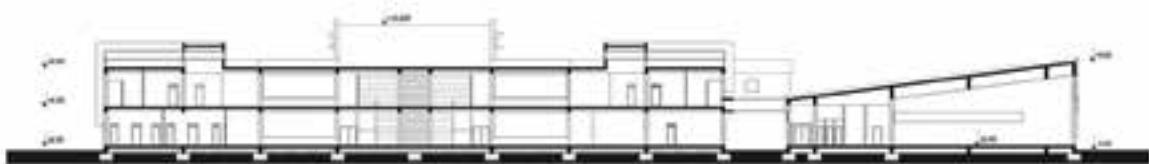
- 1. glavni hol
- 2. prostorija za prikazivanje video materijala
- 3. medijateka
- 4. kabinet za informatiku
- 5. kabinet za jezike
- 6. kabinet za tehničko
- 7. kabinet za biologiju
- 8. kabinet za hemiju
- 9. kabinet za fiziku
- 10. sanitarni vor
- 11. tribine za multifunkcionalni hol
- 12. hol za učionice sa garderobama
- 13. požarne stepenice
- 14. učionice

- 1. main lobby
- 2. room for projecting video materials
- 3. media center
- 4. computer cabinet
- 5. foreign languages
- 6. technical education
- 7. cabinet for biology
- 8. cabinet for chemistry
- 9. cabinet for physics
- 10. toilet
- 11. sitting area
- 12. lobby with lockers
- 13. fire escape
- 14. classrooms



PRESJEK 1 / SECTION 1

PRESJEK 2 / SECTION 2





FASADA I / FACADE 1



FASADA 2 / FACADE 2

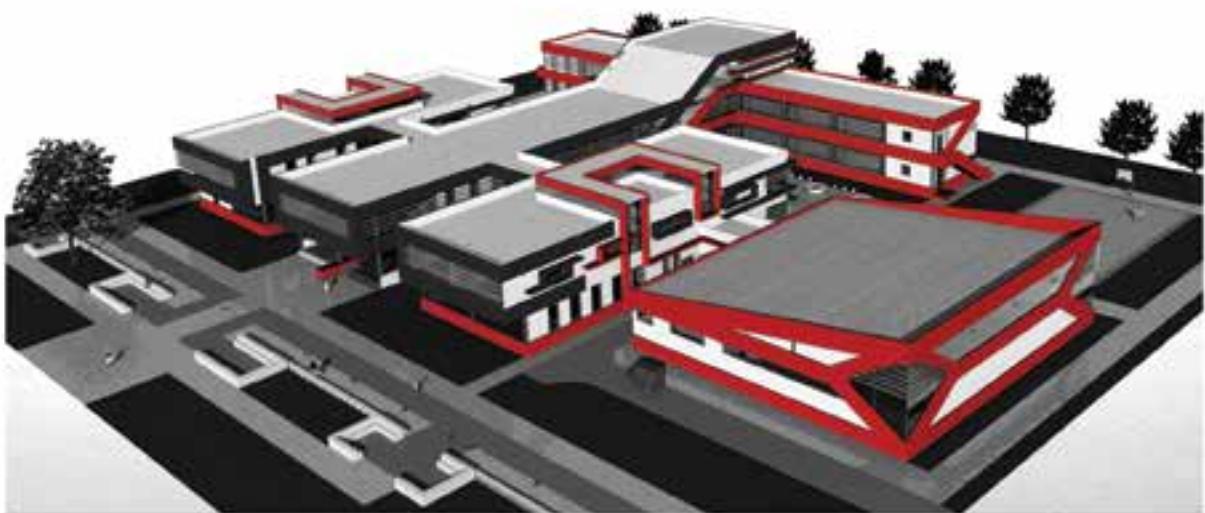
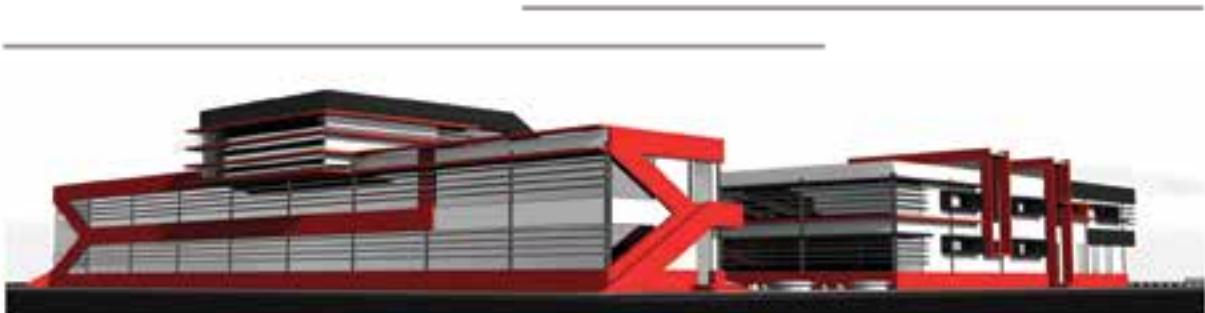
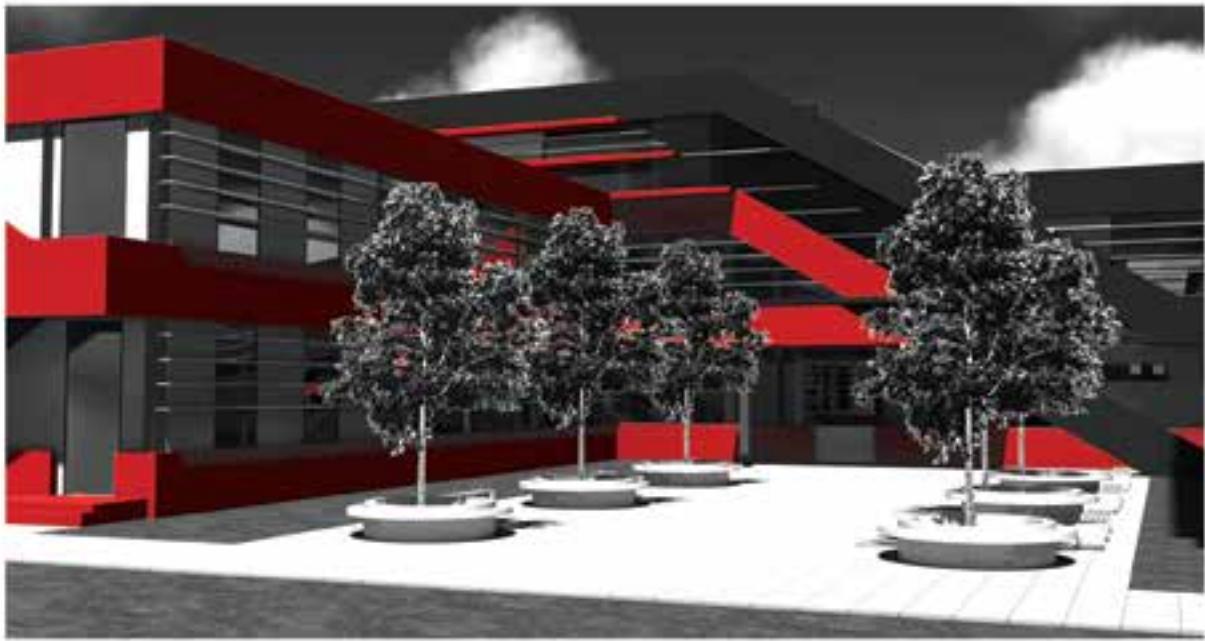


FASADA 3 / FACADE 3



FASADA 4 / FACADE 4





NASTAVNIK/ PROFESSOR: Prof.dr Svetislav G. Popović

SARADNIK/ ASSISTANT: Vladimir Bojković

STUDENT/ STUDENT: Andela Krsmanović

## TEMA: List

## TOPIC: Leaf

Forma objekta podsjeća na list, na grani drveta života. Isto kao i list mi se razvijamo, učimo potrebne korake da bi zakoračili u svijet prepun zagonetki koje treba da odgonetnemo. Forma objekta treba da podstakne djecu da razvijaju svoj intelekt, kao i društveni život. Zato je osnovni koncept u organizaciji škole holski sistem, bez dugih hodnika i odvajanja starijih od mlađih, da bi svi mogli da se druže i okupljaju tu i prvenstveno da uče jedni od drugih. Sam hol je prozračan, odiše toplim tonovima, priroda vani se dobro sagledava, uspostavlja se konekcija između unutrašnjeg i spoljašnjeg svijeta i postiže efekat homogenosti i jedinstva ambijenta. Otpna od konstruktivnih elemenata koja obavija objekat obezbjeđuje utisak ušuškanog, sigurnog prostora što djeci treba. Onakav kakav je život, onakav je i oblik.

The form of the building has a structure of a leaf, on a branch of the tree of life. Just like the leaf we're developing, we learn the necessary steps to step into a world filled with puzzles that need to be unraveled. The form of the object should encourage children to develop their intellect and social life. Thus, the main concept of the school organization is a hall system, without long corridors and separation of generations that should be able to gather and socialize here and learn from each other. The airy hall exudes warm tones, the natural landscapes outside are visible, establishing a connection between the inner and the outer world and achieves the effect of homogeneity and unity of the environment. Membrane of structural elements that surrounds the facility provides an impression of a tucked and safe place that children need. Form follows life.



PRIZEMLJE / GROUND FLOOR



- 1. glavni ulaz
- 2. učionice
- 3. hol
- 4. sporedni ulaz
- 5. fiskulturna sala
- 6. trpezarija
- 7. kuhinja
- 8. sanitarni blok
- 9. zbornica, čajna kuhinja
- 10. sanitarni čvor
- 11. pomoćnik direktora
- 12. sekretar direktora
- 13. direktor
- 14. pravna služba
- 15. zdravstvo, računovodstvo
- 16. ulaz za administraciju
- 17. ekonomski ulaz
- 18. sala za predstave, kabinet za muzičko
- 19. lift (za lica sa posebnim potrebama)
- 20. portir

- 1. main entrance
- 2. classrooms
- 3. lobby
- 4. side entrance
- 5. gym
- 6. dining room
- 7. kitchen
- 8. sanitary bloc
- 9. assembly hall, kitchennette
- 10. sanitary bloc
- 11. headmaster assistant
- 12. headmaster secretary
- 13. headmaster
- 14. legal service
- 15. health care, accountancy
- 16. entrance for administration
- 17. in economics(kitchen)
- 18. theater, cabinet of musical education
- 19. elevator ( for pupils with special needs)
- 20. porter

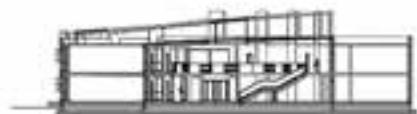
PRVI SPRAT / FIRST FLOOR



- 1. učionice
- 2. hodnici, most
- 3. mediateka
- 4. biblioteka
- 5. sanitarni blok
- 6. kabinet za fiziku, hemiju, biologiju
- 7. kabinet za jezike
- 8. kabinet za likovno
- 9. kabinet za informatiku
- 10. pripremne prostorije
- 11. lift, stepenište
- 12. čitaonica
- 13. bar

- 1. classroom
- 2. corridors bridge
- 3. media center
- 4. library
- 5. sanitary bloc
- 6. cabinet for physics, chemistry, biology
- 7. cabinet for languages
- 8. cabinet for art
- 9. cabinet for informatics
- 10. preparatory rooms
- 11. elevator, stairs
- 12. reading room
- 13. bar

PRESJEK I / SECTION I



PRESJEK 2 / SECTION 2



JUŽNA FASADA / SOUTH FAÇADE



ZAPADNA FASADA / WEST FAÇADE



SJEVERNA FASADA / NORTH FAÇADE



ISTOČNA FASADA / EAST FAÇADE









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