



Langley Academy

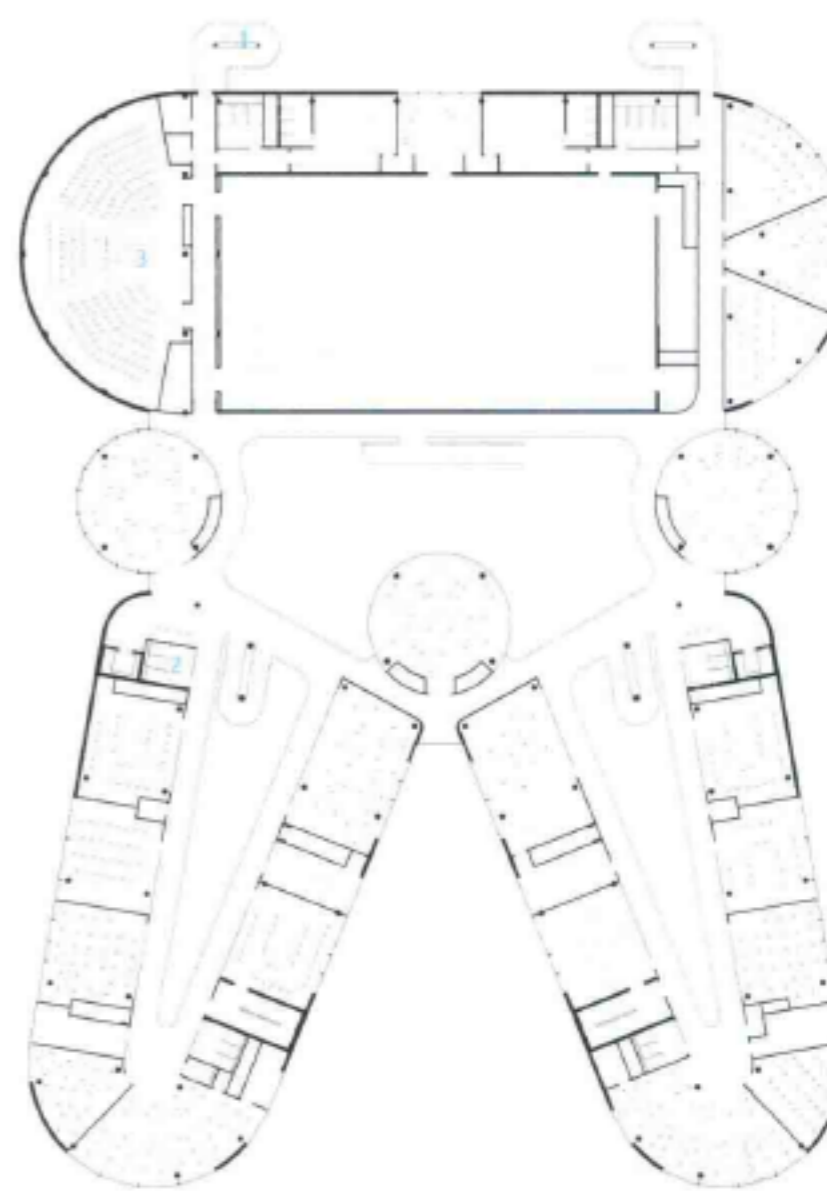
The Langley Academy is an example of sustainable design, a theme which is showcased by the building itself. The Academy's curriculum highlights rowing, cricket and science and is the first academy to specialise in museum learning. As well as running its own museum, ancient artefacts and objects are brought into the classroom to spark questions, debate, analysis and provide connections across the curriculum. The scheme also provides unparalleled access to significant cultural institutions across the country, involving hundreds of students.

With an enclosed full-height atrium at the heart of the three-storey building, the social life of the school revolves around this assembly space for 1,100 students. A recurrent element in several other Foster + Partners' academy buildings, the atrium is defined by a sense of transparency and openness – like a gallery of learning – which in this case also resonates with the museum theme. Inside the atrium there are three yellow drums raised above the floor on circular columns. These two-storey pods house the Academy's ten science laboratories, reinforcing the importance of science teaching. A dedicated sports and culture block contains specialist facilities for music and drama including a fully-equipped theatre, a TV and sound recording studio, soundproof practice rooms and a rehearsal space, sports hall and lecture theatre. The academy's two light and airy covered streets extend from the atrium and are lined with thirty-eight classrooms.

兰勒学院

兰勒学院是可持续设计的典范。学院课程以赛艇、板球和理科为主，是英国第一所专修博物馆学的学院。

三层高的建筑中心是一个中庭，中庭可以为1,100名学生提供社交集会空间。与Foster + Partners所设计的其他教学建筑相同，学院的中庭通透而开阔，仿佛一个教学美术馆，与学院的博物馆学研究达成了共鸣。中庭内有三个黄色的鼓形圆柱结构，里面共有10个理科实验室，强化了学院的理科教学。专门的体育文化楼里有为音乐和戏剧学习所专设的专门设施，包括剧院、电视录音工作室、隔音练习室、排练室、体育馆、阶梯教室等。学院中庭走廊的两侧是38间教室。



一楼平面图

1. 楼梯
2. 洗手间
3. 多功能厅

Ground floor plan

1. stairs
2. WC
3. multi-purpose hall

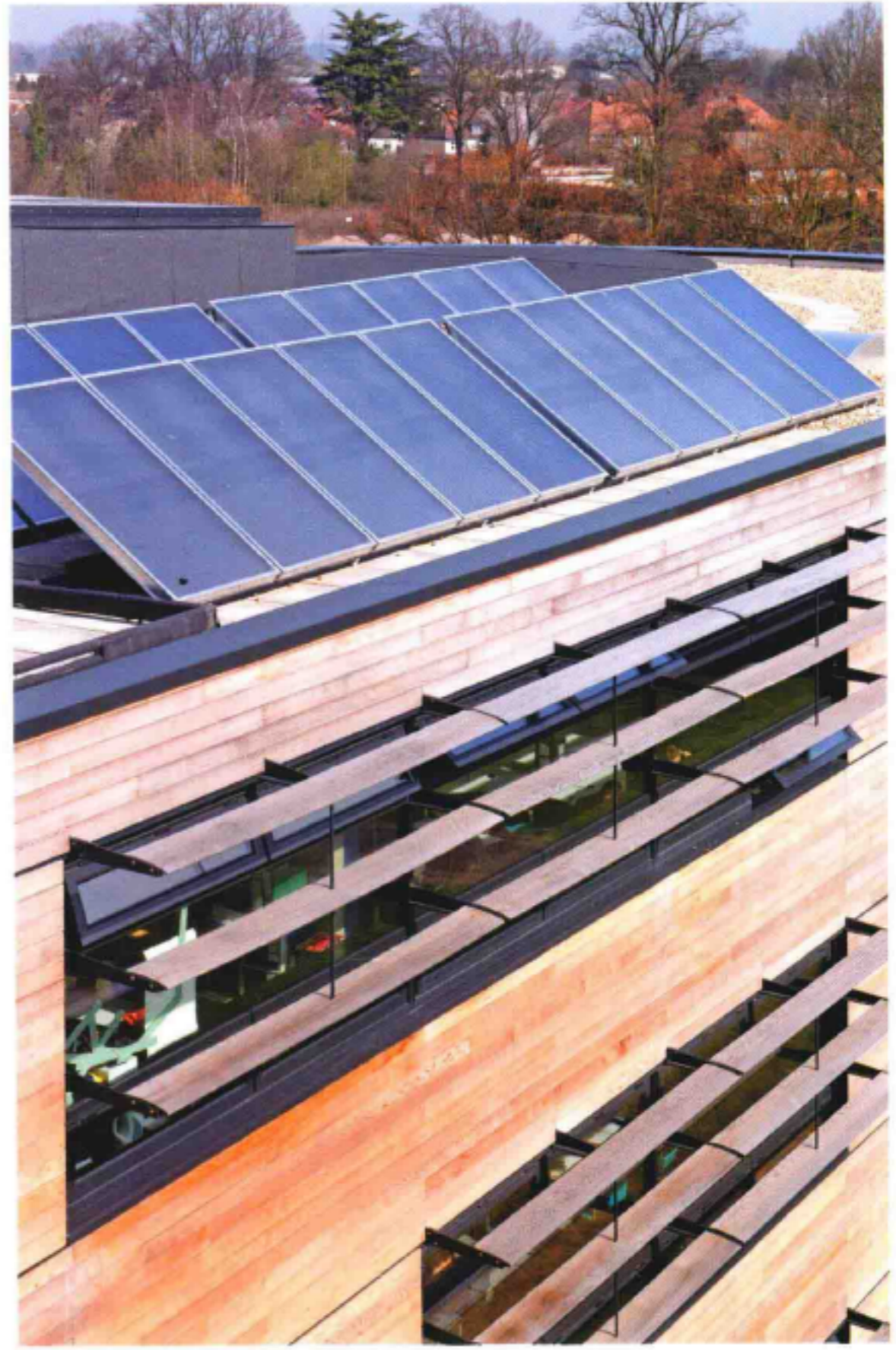
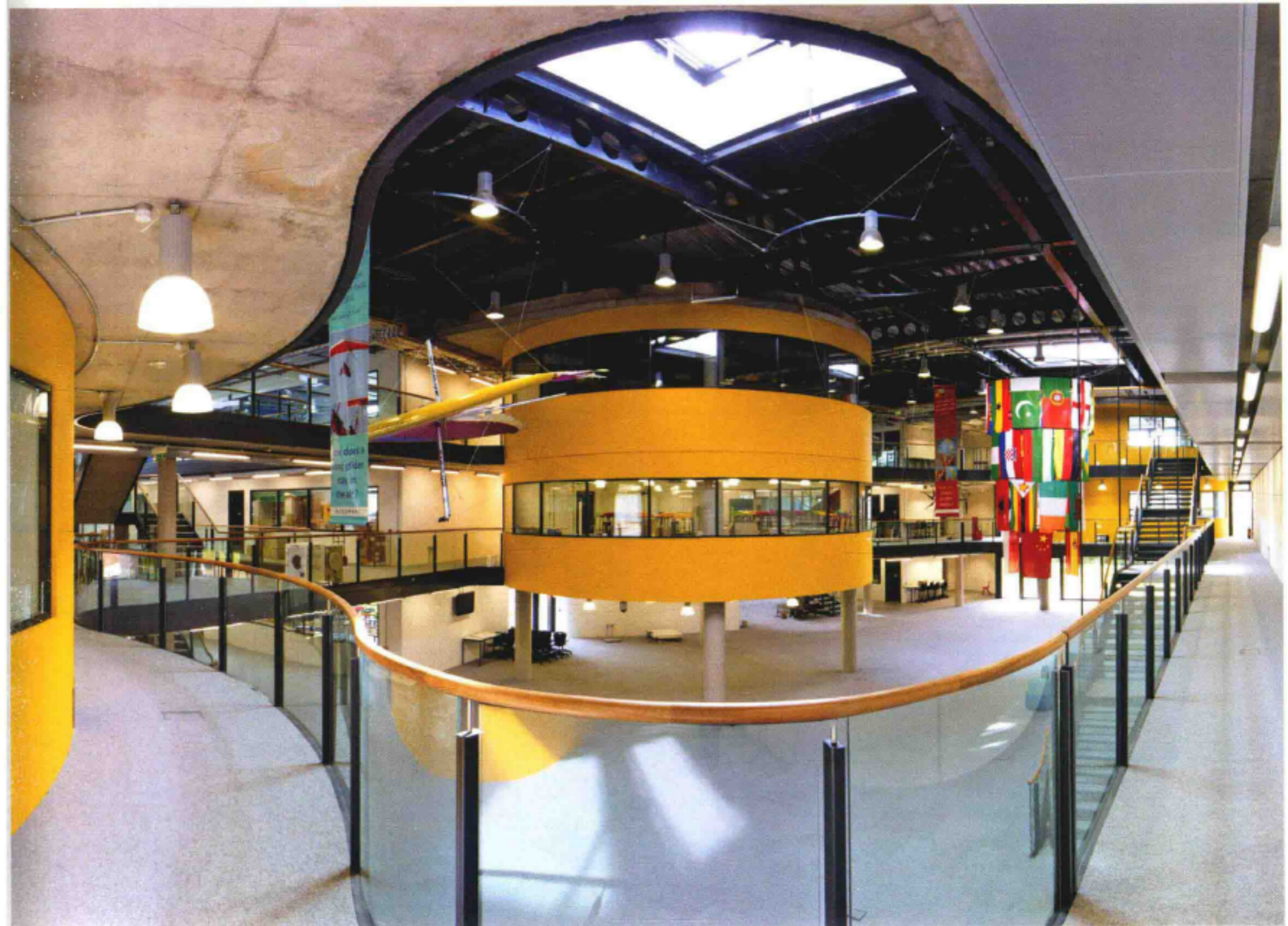


Photo: Nigel Young/Foster + Partners

Educational



Architect: Foster + Partners

Completion Date: 2008