

# **EXTENSION OF THE SCHOOL**

## **"STRASHO PINDZUR " IN NEGOTINO**

EDUCATION / FUTURE PROJECTS

This architectural intervention represents a new extension to an existing elementary school, strategically placed on the footprint of a former auxiliary building. The previous structure, which served limited support functions, is slated for demolition as it no longer meets the spatial, functional, and pedagogical needs of the growing institution. The new addition not only replaces this outdated volume but reimagines its role entirely—transforming it into a dynamic, multi-functional educational hub that responds to contemporary teaching methodologies and spatial requirement.

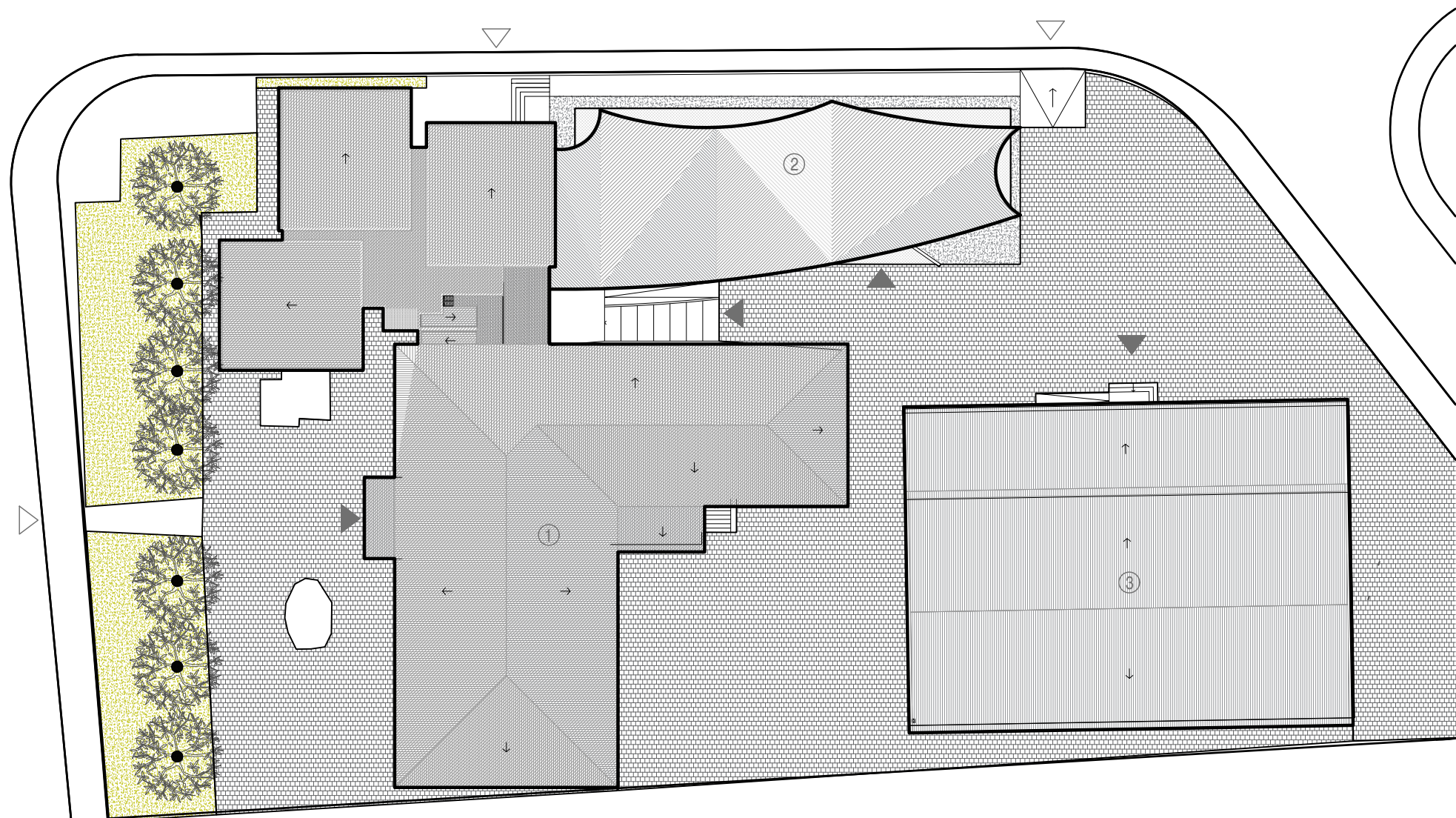
LOCATION/ existing

Site plan



LOCATION/ new proposal

Site plan



0 5 10 15 20 25

△ Site entry point  
▲ Building entry point

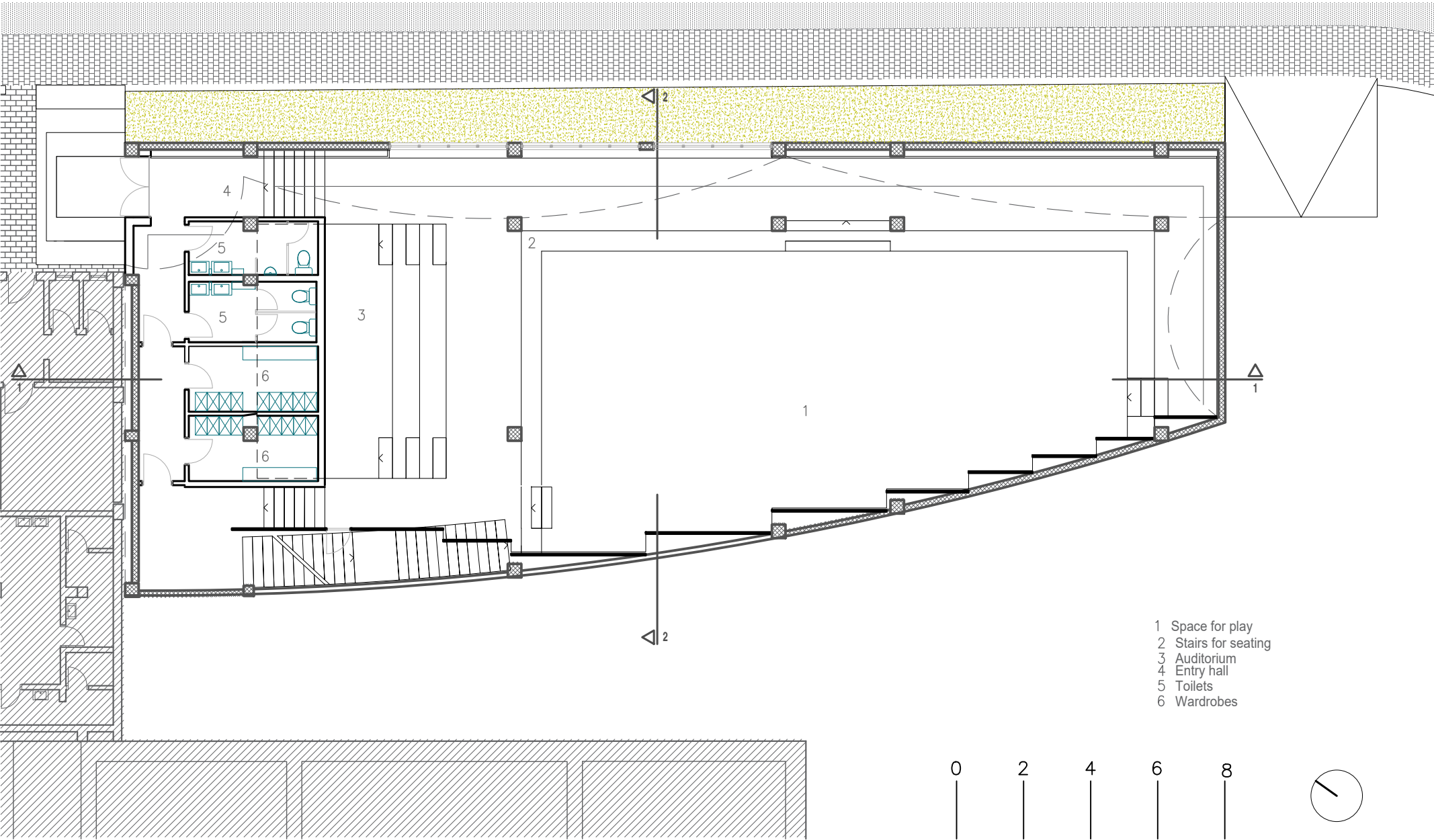
- ① Main school building
- ② Newly proposed extension
- ③ Sports hall



New proposal

Floor plan

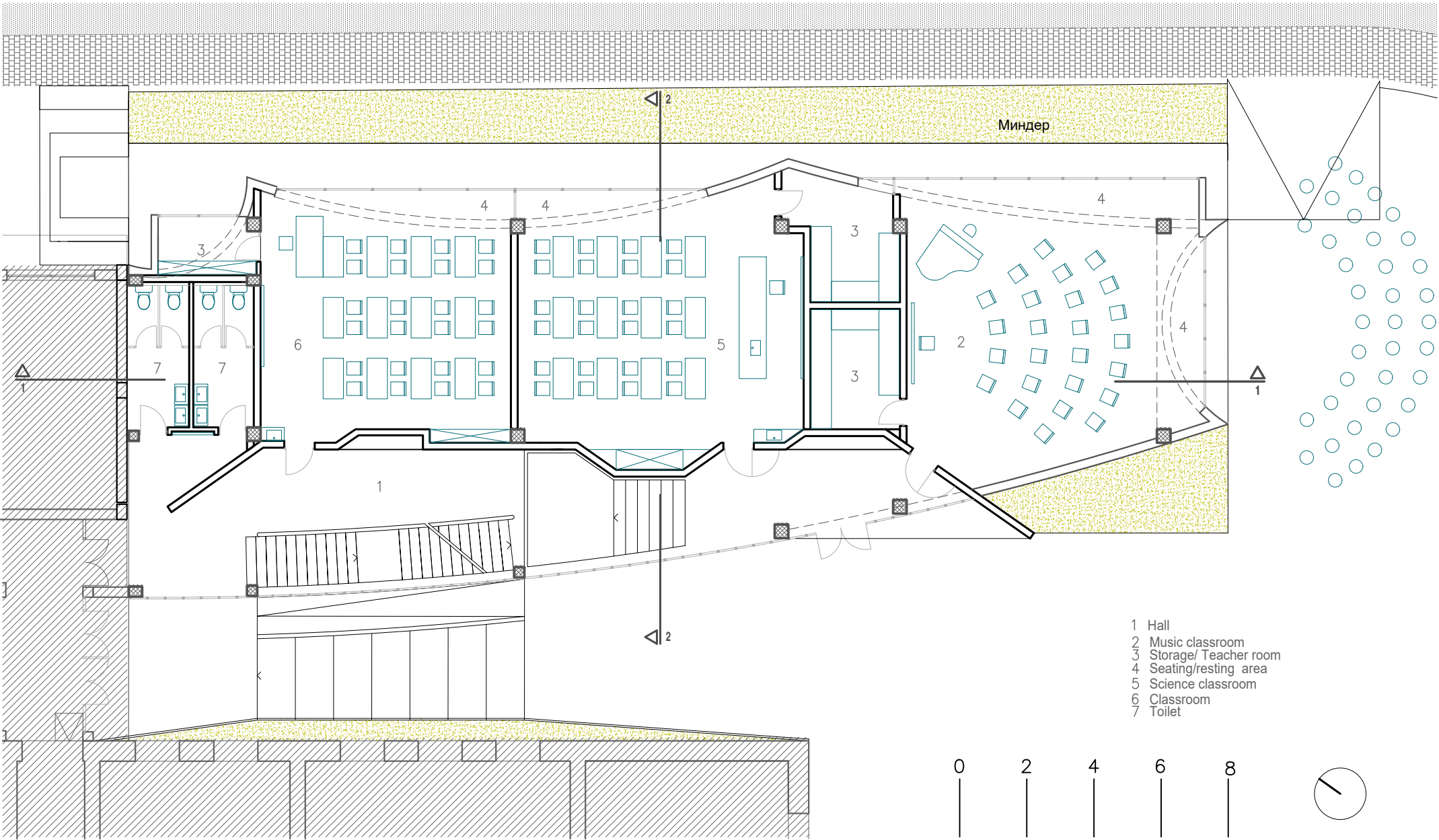
level -5.80m



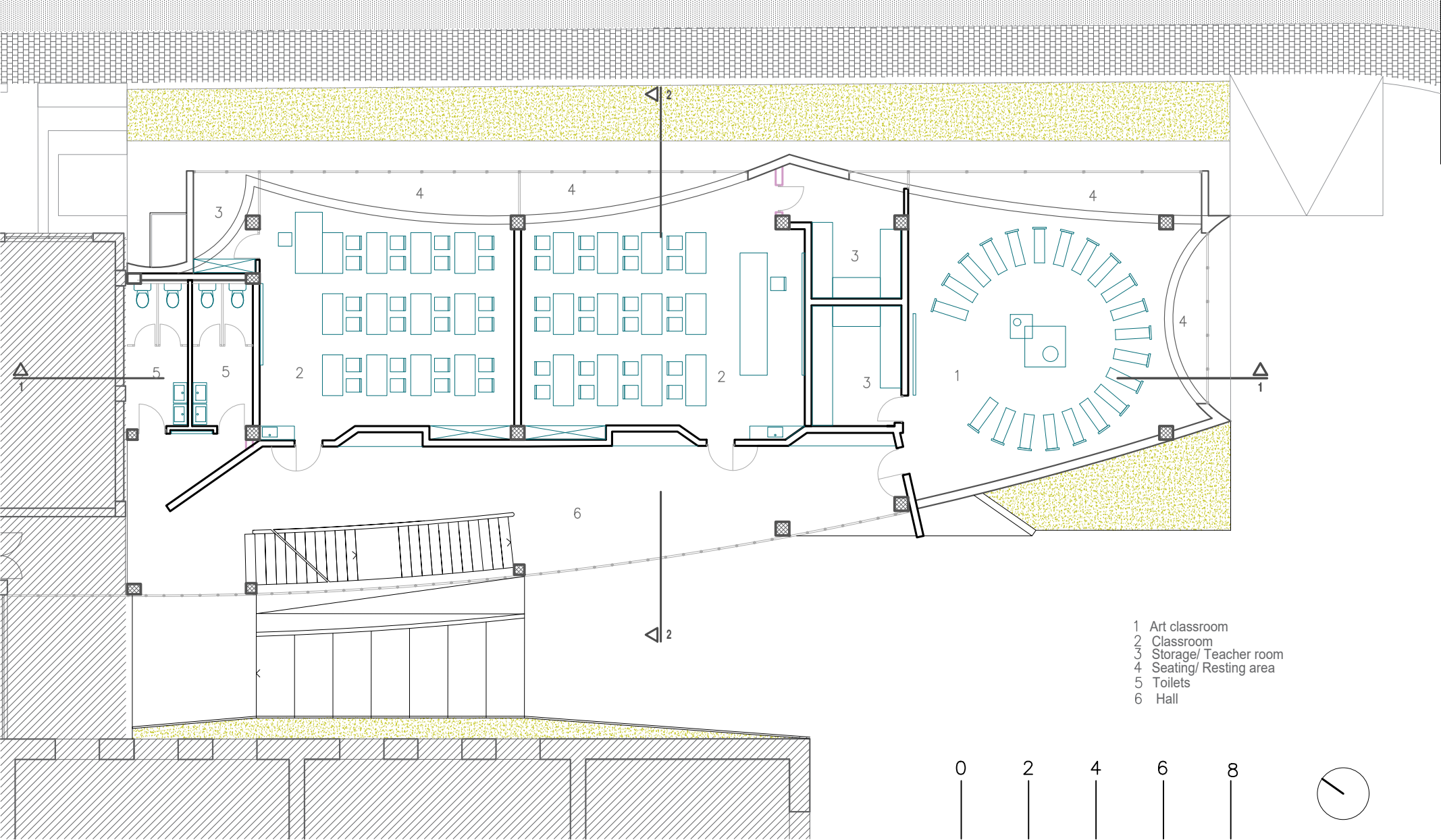
- 1 Space for play
- 2 Stairs for seating
- 3 Auditorium
- 4 Entry hall
- 5 Toilets
- 6 Wardrobes

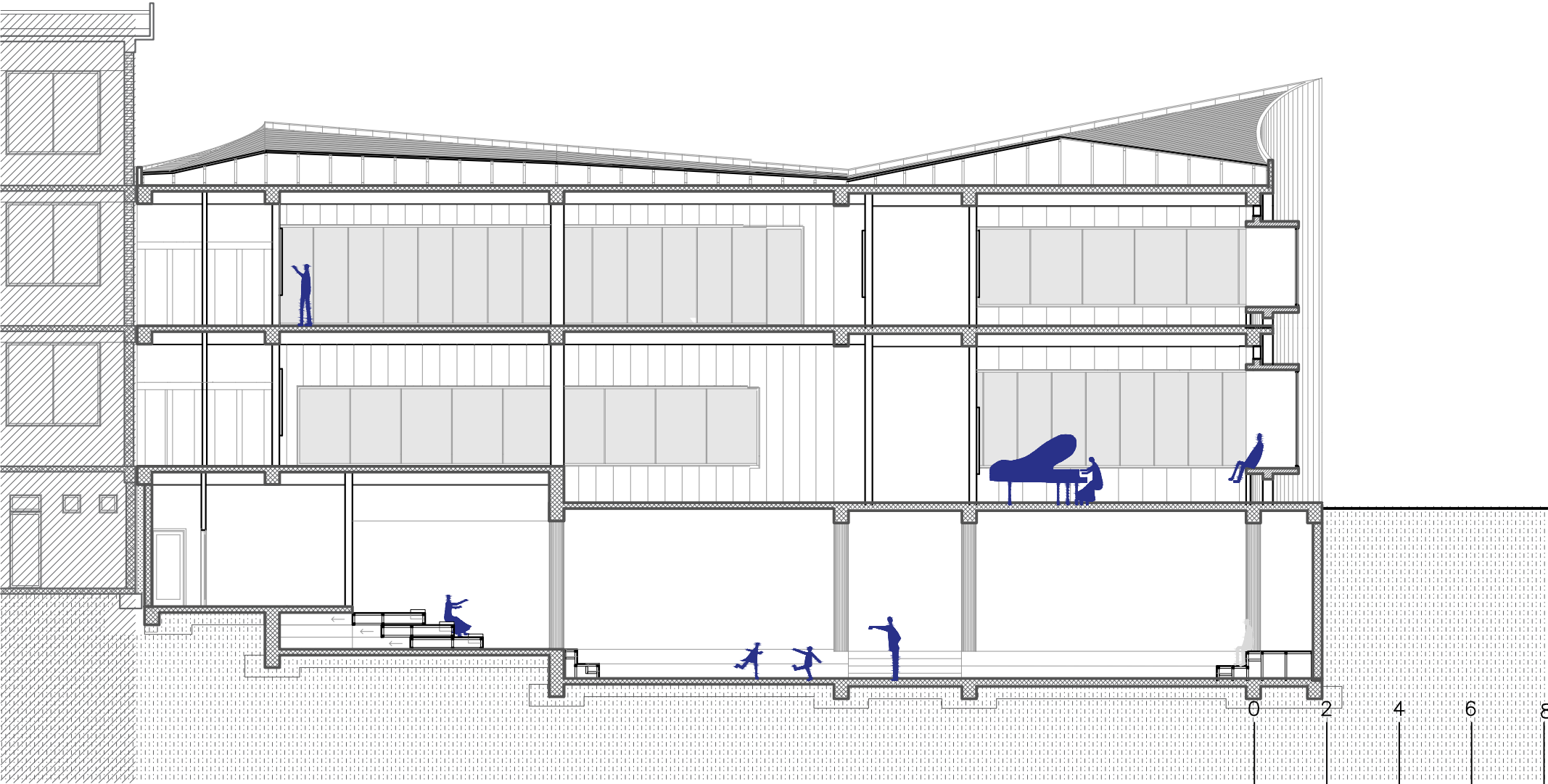


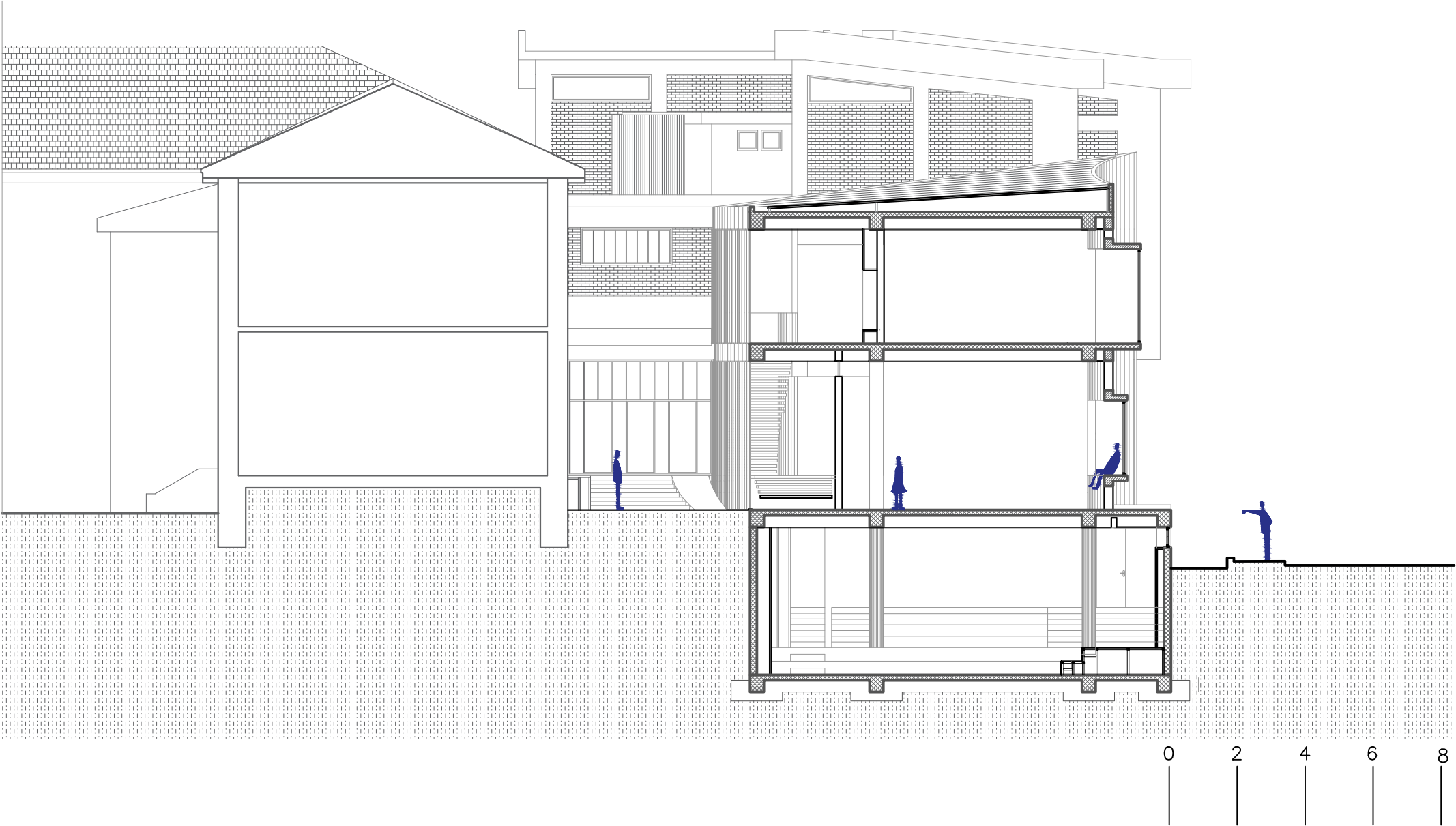
level +0.00m



level +3.85m



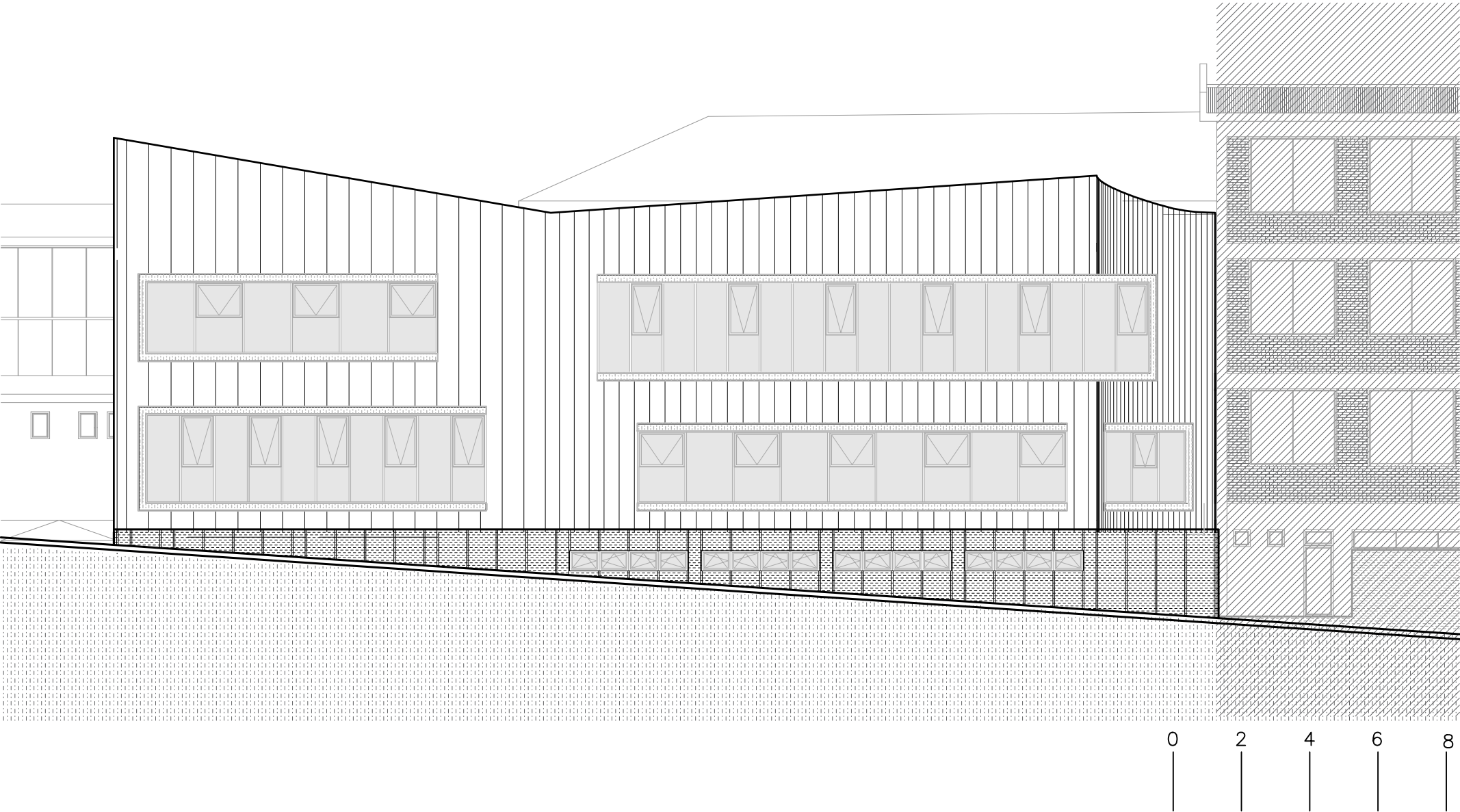






New proposal

Elevation

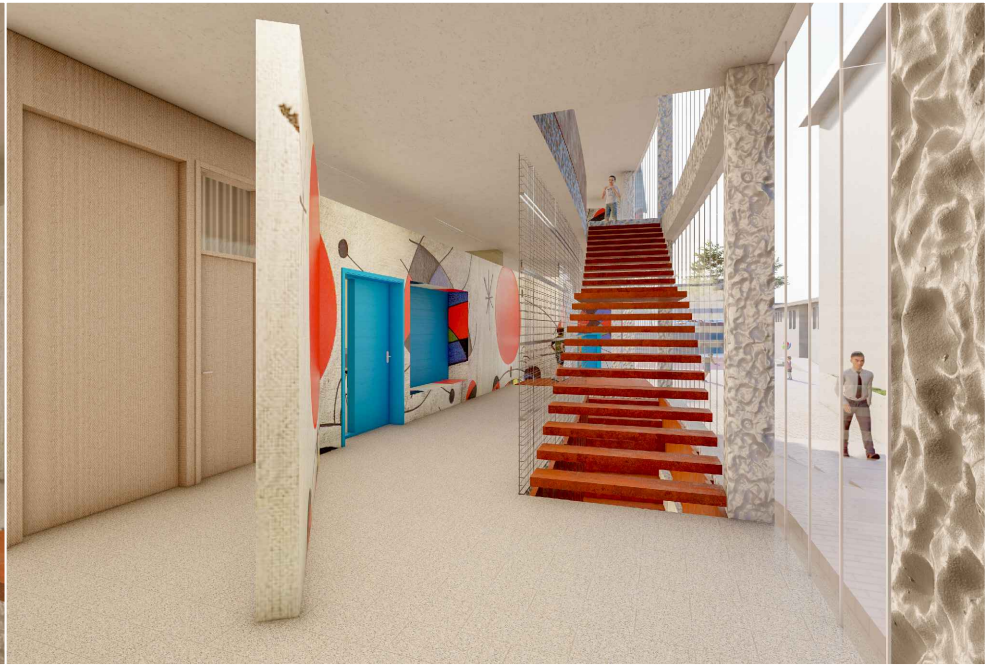














## Description

By building on the same location, the project maintains continuity with the school's established circulation and site logic, while significantly enhancing its architectural and educational capacities. The intervention is conceived not as an isolated annex, but as a cohesive extension that strengthens the identity and performance of the school as a whole.

The design strategically uses this replacement as an opportunity to introduce a bold new architectural language—fluid, expressive, and human-scaled—that contrasts with the orthogonal rigidity of the original structure. It introduces more generous, light-filled spaces, greater visual permeability, and improved accessibility for students and staff alike.

This transformation signals a shift in how educational spaces are conceived—not merely as functional enclosures, but as open-ended environments that inspire curiosity, creativity, and community. The extension thus becomes a physical and symbolic upgrade: from a utilitarian outbuilding to a pedagogical landscape that reflects and supports the evolving ambitions of the school.

The new volume is conceived as a fluid, curvilinear mass that expresses movement and openness, emphasizing the building's public and pedagogical character. The facade treatment, defined by a textured white plaster skin, is punctuated by large, cantilevered glazed volumes framed in a vivid terracotta-toned material, emphasizing the interplay between mass and void. These protruding windows not only create visual interest from the street but also provide framed perspectives and passive shading devices for the interiors.

The external morphology is composed through a system of convex and concave surfaces, rejecting a rigid modular grid in favor of a more organic, responsive envelope. This curvature extends across both horizontal and vertical axes, creating a sense of rhythm and softness rarely seen in institutional buildings of this type.

A deliberate contrast is drawn between the new and the old through material selection. The existing brick and concrete language is preserved in the original school, while the extension introduces a monolithic, textured white render with embedded color tones that relate back to the original terracotta bricks.

This addition is not only an architectural gesture but an urban one: it redefines the edge condition of the street with a confident civic presence. The softened, expressive facade breaks the institutional rigidity often associated with school architecture, promoting an image of inclusivity and creativity. The integration of public art elements (murals, colored elements) contributes to a sense of identity and place-making, aligning with contemporary educational philosophies that emphasize creativity, diversity, and flexibility.