

DESIGN

COMPETITION

SPACES FOR
CREATIVITY

ie SCHOOL OF
ARCHITECTURE
& DESIGN

JURY DECISION

IE SPACES FOR CREATIVITY for anyone who currently holds a bachelor or master degree in architecture, design or a related field or have a bachelor or master degree in another field along with a keen interest in design may apply, through Arquideas platform between March and June 2020, with prizes consisting on admittance to IE's Master in Strategic Design of Spaces program and Scholarship towards program tuition fees.

JURY

The **IE SPACES FOR CREATIVITY** design competition has been selected by the following Jury members:

Elvira Muñoz; Director of Consultancy and Design at AECOM

Primo Orpilla; Cofounder and Principal of Studio O+A

Martha Thorne; Dean of the IE School of Architecture and Design

JURY DECISION

The Jury members of the **IE SPACES FOR CREATIVITY**, having carefully considered all the submitted proposals, made their evaluation in two stages in order to unify opinions finding a fair verdict.

The Jury, considering the evaluation criteria such as the quality of the architectural proposal and how clearly the ideas of the project are transmitted, after the second phase of evaluation, has selected 3 winning proposals and 7 honourable mentions.

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WINNERS**FIRST PRIZE****SFC 1133****Vanessa Azzato**

(Venezuela)

The designer developed not only a unique concept for learning, but also integrated a modular piece that tied the concept of teaching and learning together in a beautiful way. The creation of space and the way the student could build and learn from creation was unique and original in its thinking. It's unexpected and experimental, but the execution and logic were compelling.

SECOND PRIZE**SFC 1071****Susy Montserrat de Anda Holguín**

(Mexico)

This is a radial approach to classroom settings, the moveable walls and pie shaped areas that can be created are amazing. The layering from ceiling to floor of the beautiful materials to furnishings is very thoughtful. The idea that the sizes of the adjacent teaching areas can expand and contract as the students or as the teacher needs is brilliant.

THIRD PRIZE**SFC 1059****Davide Damigella**

(Italy)

The divergent learning and teaching space is a nice way to conceive space types. Although the plan and concepts are compelling, the programming of the spaces and ideas are great however the explanation of exactly how they achieve the outcomes promised by the design are a little less obvious. The jury would like to know how exactly the spaces for creativity achieve divergent thinking.

HONOURABLE MENTIONS**SFC 1144**

Agustín Farah
(Spain)

The programming of this concentric layered nursery school with the nature playground as the center piece was beautiful and logical. The spaces and circulation created by the interior structures and furnishing seem to really work well together. Nature is the grounding theme and that it is always a part of teaching in the nursery, however little risk was taken by siting the nursery in an idyllic rural setting.

SFC 1070

Eliane Herrera
(Cuba)

The idea of the crumpled paper as a source of possibilities of doing or becoming something special is very creative. It is a concept of that is compelling and is full of possibilities and hope. The space and building are very beautiful and seem perfect for the concept. The plan and programming from what I can tell seems very predictable and expected. A big concept like crumpled paper and potential from that idea could be better expressed in the design.

SFC 1032

Paula Jaramillo Vargas
(Colombia)

Green Pedagogy is a simple yet effective way to create a teaching facilities. In many ways this is simple and straight forward to teaching youth about nature and the environment through the facilities. They placement of the building in nature is a very logical and expected, yet because the classroom setting being indoor and outdoor seem to make this simple gesture work. Not overtly designed, but appropriate.

SFC 1136

Anna Paula Díaz
(Peru)

This is a powerful approach and philosophy. It feels and reads like a wonderful manifesto for teaching our youth. The description of the characteristics of the student by age and maturity level are well done. The work needed to go further and realize it concept in a physical classroom setting as it has all the right thinking, but not expressed in a way that meets the criteria of this project.

SFC 1064

Daniela Bolaños
(Colombia)

The teaching proposal is compelling, however the physical execution of the school seems very inflexible. The graphics and spaces created seem very retail like. More playground which is good, but the learning spaces don't appear to work in this space. In fact it is hardtop know where the teaching a learning are really suppose to happen.

SFC 1005

Carolina Rovito
(Argentina)

A very positive concept, however, the ideas of the spaces that comprise the playground and class setting are not well conceived or explained. Beautiful illustration with imagery do help, but does little to explain how the concept works. Each object in the space should have more explanation to convey to us how this playground for teaching works.

SFC 1120

Mauricio González
(Spain)

This linear approach while logical and has good practical thinking seems very grounded and even looks like teaching facilities of today. It really lacks a concept that may make this linear progression through the teaching space more interesting and compelling to the students. It uses very conventional furniture and ideas that seem to weaken the space even more.

ACKNOWLEDGMENTS

The **IE SPACES FOR CREATIVITY** organization would like to thank all participants for their efforts and dedication and congratulate them on the quality of their projects.

We also want to thank the Jury members for their cooperation and dedication.

June 2020

