

# 2014 Exhibition of School Planning and Architecture

## Baltimore Design School

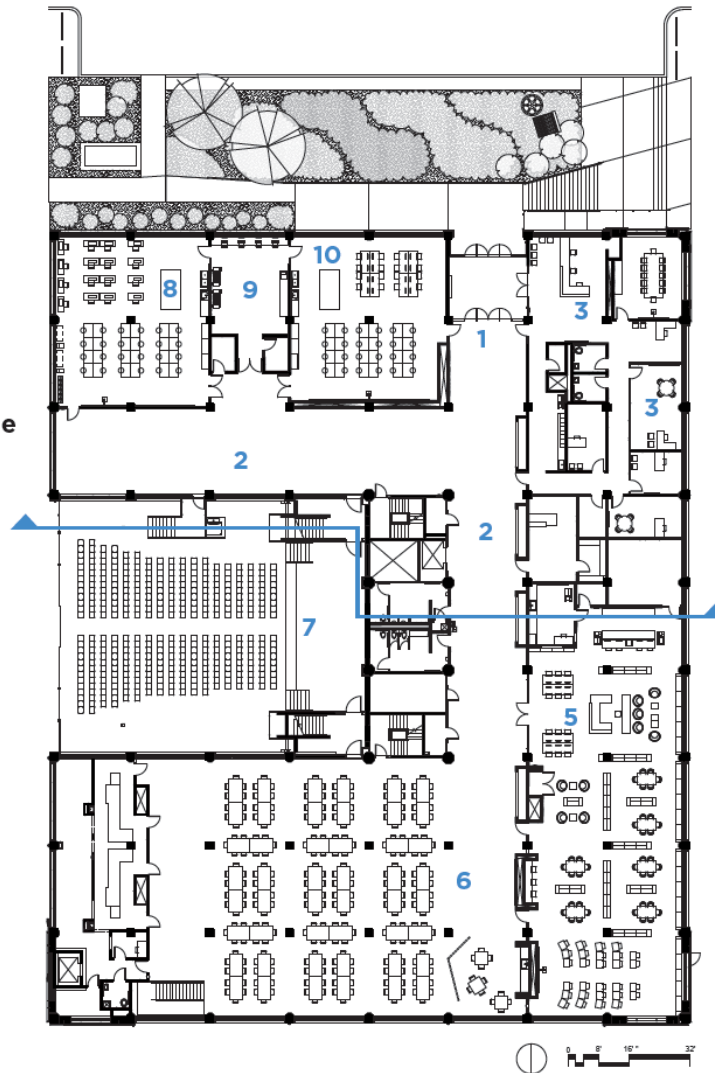
Baltimore City Public Schools  
Baltimore, Maryland

# Baltimore Design School



# Baltimore Design School

- 1 Entry
- 2 Gallery
- 3 Offices
- 4 Gym
- 5 Media Center
- 6 Dining/Multi-purpose
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- 15 Studios
- 16 Crit Spaces



# Crown Cork & Seal Factory, 2010

## Community Environment

Baltimore Design School (BDS) is a new Baltimore City Public School. The new \$19 million, 115,000-square foot school is created from an abandoned historic factory building. Built in 1914, the building was first designed to serve as a machine shop for a bottle cap company and was then a coat factory for decades. The building was shuttered in 1985, and remained abandoned and a major blighting influence on the city's burgeoning Arts District.

The new school has helped to transform a challenged neighborhood with many vacant properties, drawing recent re-investment and activity.

Baltimore Design School is the first purpose-built public school in Baltimore City in decades and aims to be a national model for design education.





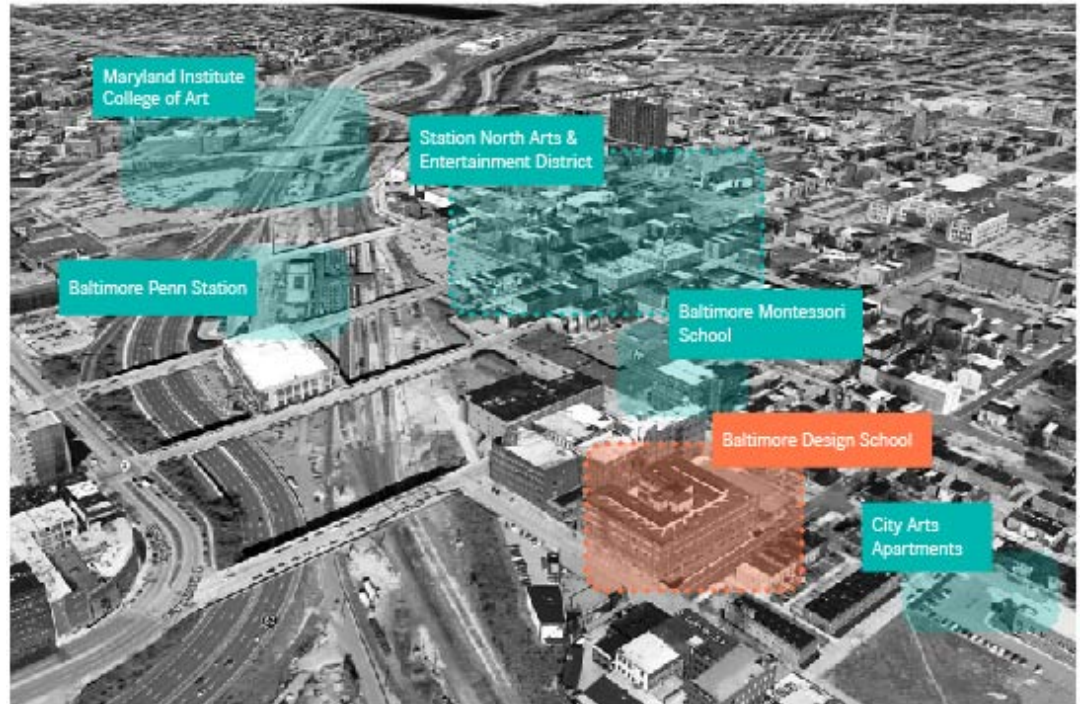
# Station North Arts & Entertainment District

## Community Environment

Located within the city's Station North Arts and Entertainment District, the school benefits from the surrounding community of artists and designers, maker-spaces, studios, galleries, and the nearby Maryland Institute College of Art, which is a key partner with the school.

A driving force in creating the Baltimore Design School was the desire to develop creativity and design-informed critical thinking skills for public school students.

The design team collaborated closely with the school Board and curriculum advisors to create a building that supports the mission to cultivate students who see problems that need new solutions, who envision possibilities, and who imagine a better world.



## Learning Environment

Baltimore Design School is a combined middle and high school with a focus on Fashion Design, Architectural Design, and Graphic Design.

The open-ended and creatively-adapted environment supports and frames the unique, design-thinking focused curriculum of the school. The new facility contains classrooms, design studios, galleries, media center, fabrication facilities, a gym, health suite, kitchen, and multi-purpose gathering and dining space.

Inspired by the unique nature of BDS, Adobe Systems has partnered with the school as a national model for design education. This is Adobe's first such partnership with a single school.



# Student Lounge transformed into a critique space

## Learning Environment

The school's design encourages students to interact with, question, and change their environment, skills they will carry with them as future designers and thoughtful and engaged citizens.

Throughout the building are areas that encourage interaction and the exchange of ideas. The building is intended to act as a canvas that promotes a dialogue inside and outside of the classroom.

Exhibit areas are dispersed throughout the building and in the hallways, all of which are covered with tackable surfaces so the student's can pin-up their work and discuss it.





## Second floor hallway and Media Center entrance

### Physical Environment

The building's transformation from blight to state-of-the-art facility within the confines of a minimal budget demonstrates the power of design. The building is a model of best practices for historic renovation, adaptive reuse, educational design, and sustainable design.

It is important that the building engages and stimulates the creativity and curiosity of the students. The interior aesthetic is that of an open industrial loft where existing walls and structure that remain are cleaned and sealed and left exposed to view. Structural, mechanical, electrical, plumbing, acoustic, and technology systems are exposed and celebrated.





# New exterior stair tower and courtyard

## Physical Environment

The contrast of the building's historic fabric and its modern interventions is a key design concept to stimulate the students' curiosity about the building's history and their role in creating the school and its future.

Repurposing existing fabric demonstrates our responsibility to embrace the past.

The original building was a pioneer in the use of reinforced concrete, which is exposed for students of architecture to engage with and learn from.



# Early Concept Sketch

## Planning Process

In 2009, Maryland State Senator Catherine Pugh assembled Baltimore City educators, leaders, and designers to establish the Baltimore Design School. The new non-profit board of directors engaged a consultant to create the unique curriculum. The board engaged a developer to buy and renovate the permanent facility on its behalf, who selected the architect and oversaw the design process.

The design team collaborated with all of these constituents, as well as the Baltimore City Public School system, throughout the design process and during construction to provide a facility that met school system standards, supported the school's mission, and achieved broader goals for community redevelopment.







**2003**

Senator Pugh Initiates vision

FEB-MAY  
**2010**

Non-Profit & School Approval



SUMMER  
**2010**

Building for school Identified

BALTIMORE CITY  
PUBLIC SCHOOLS

Seawall  
Development Company

SUMMER  
**2010**

Developer Agreement



AUGUST  
**2010**

Architects begin design for new school



AUGUST  
**2010**

School opens in temporary location



OCTOBER  
**2011**

Demolition & Abatement



MAY  
**2012**

Groundbreaking Ceremony



JUNE  
**2013**

Construction Completion



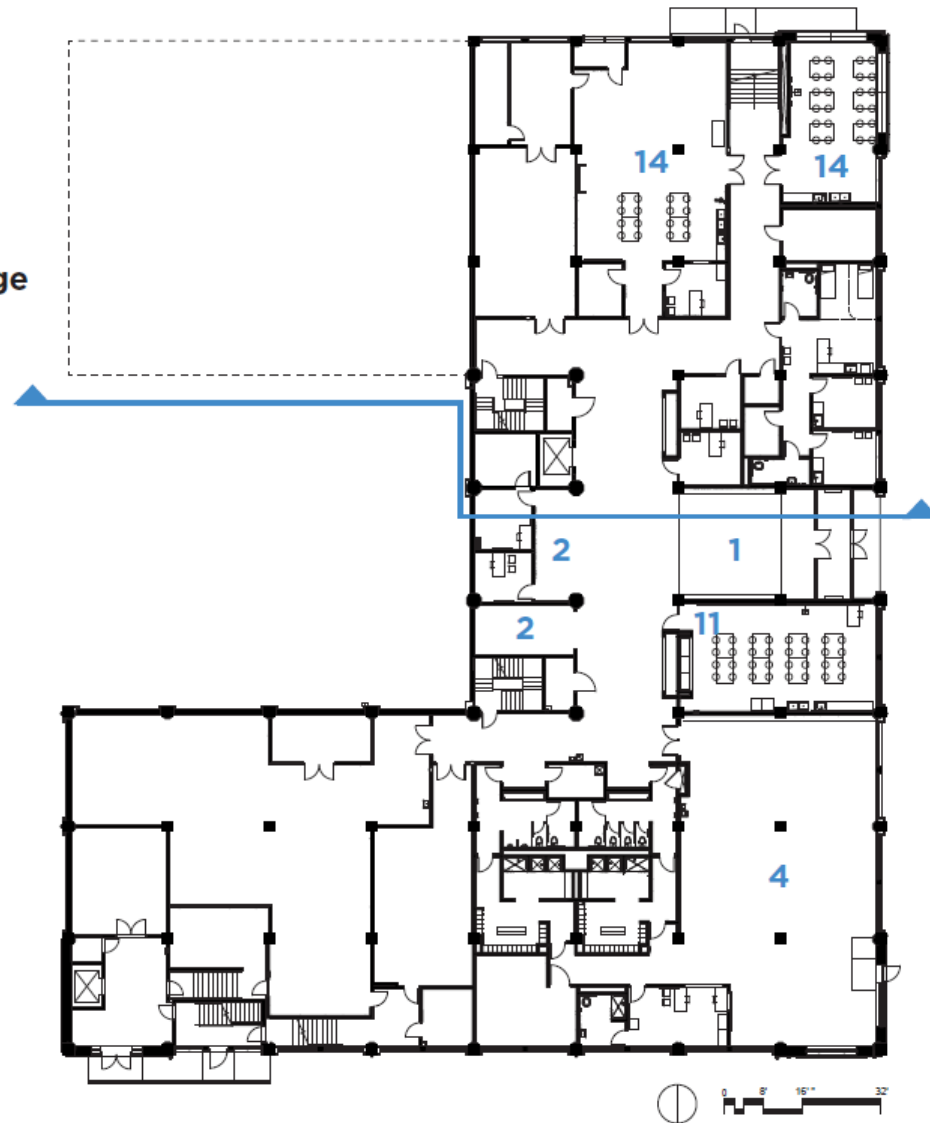
AUGUST  
**2013**

First day of school in new building



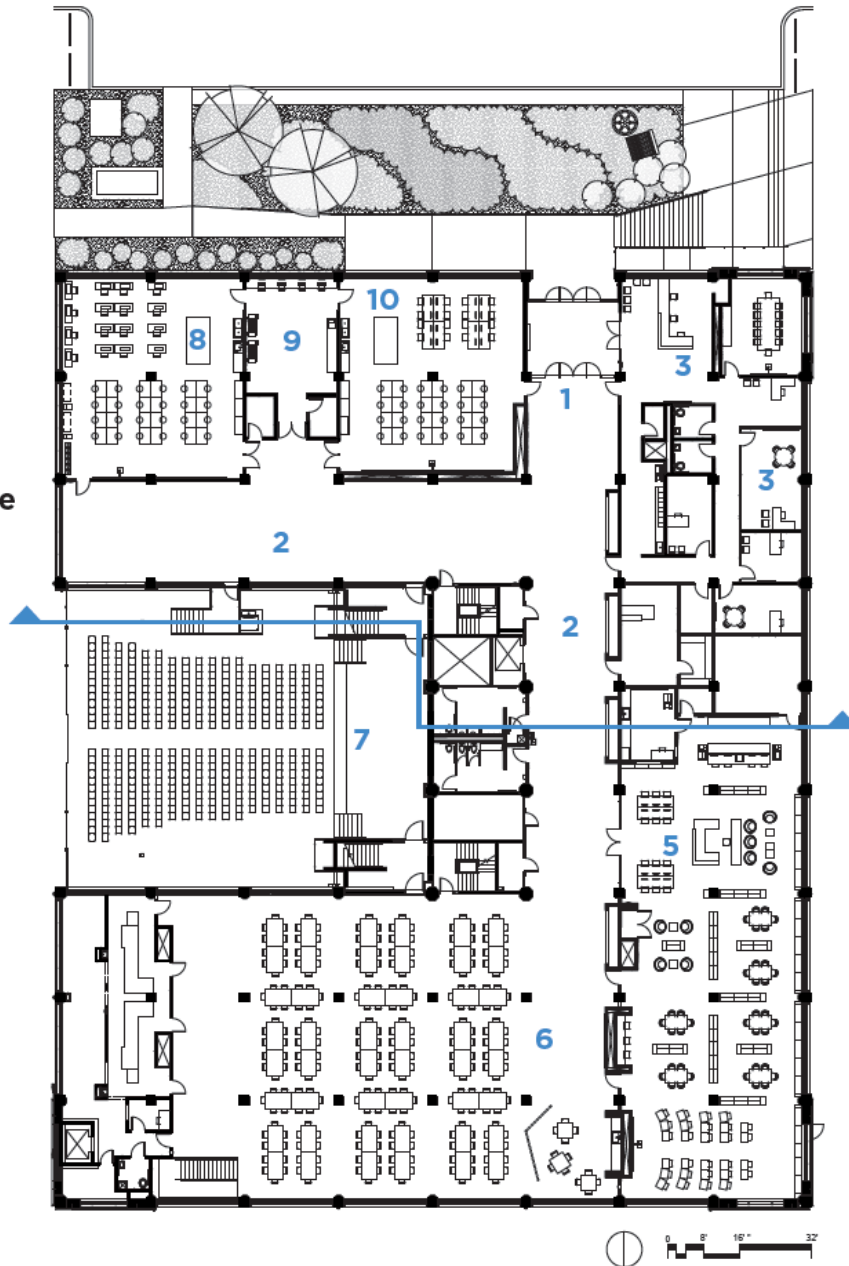
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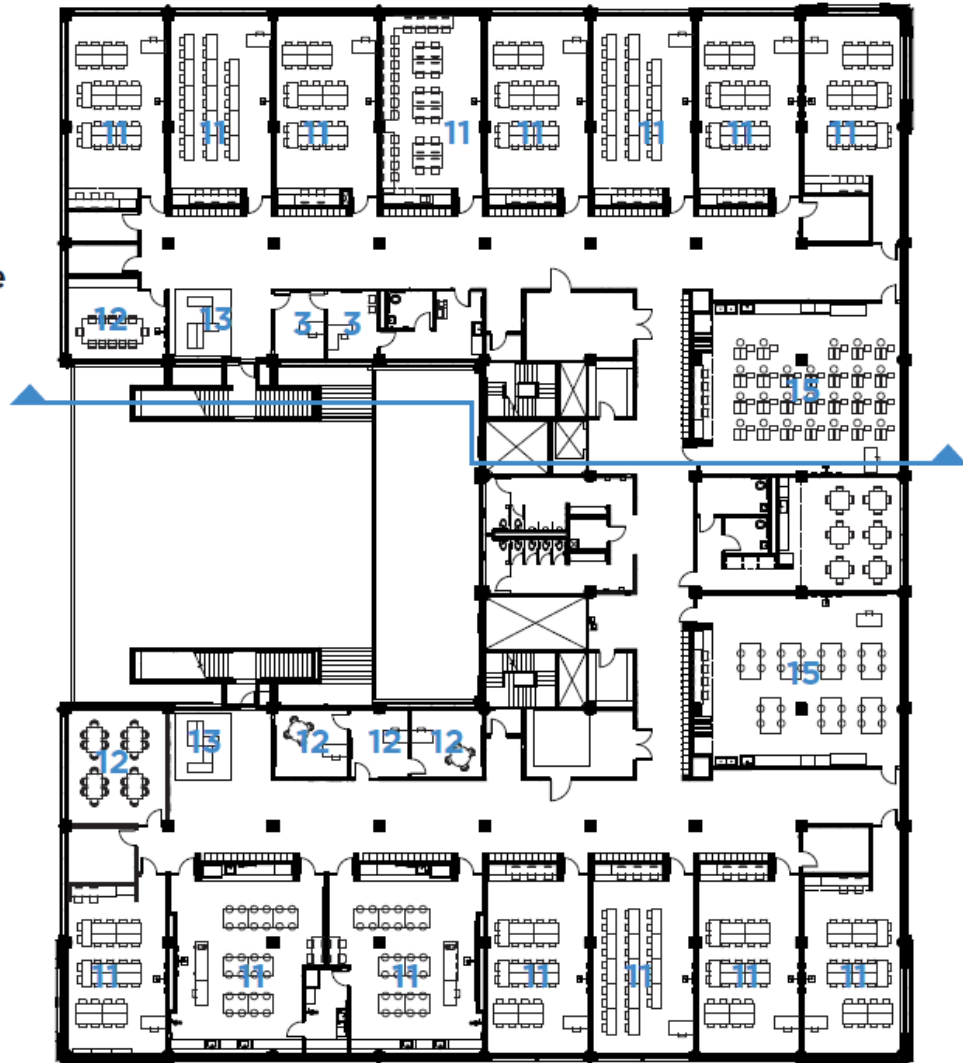
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## Third Floor

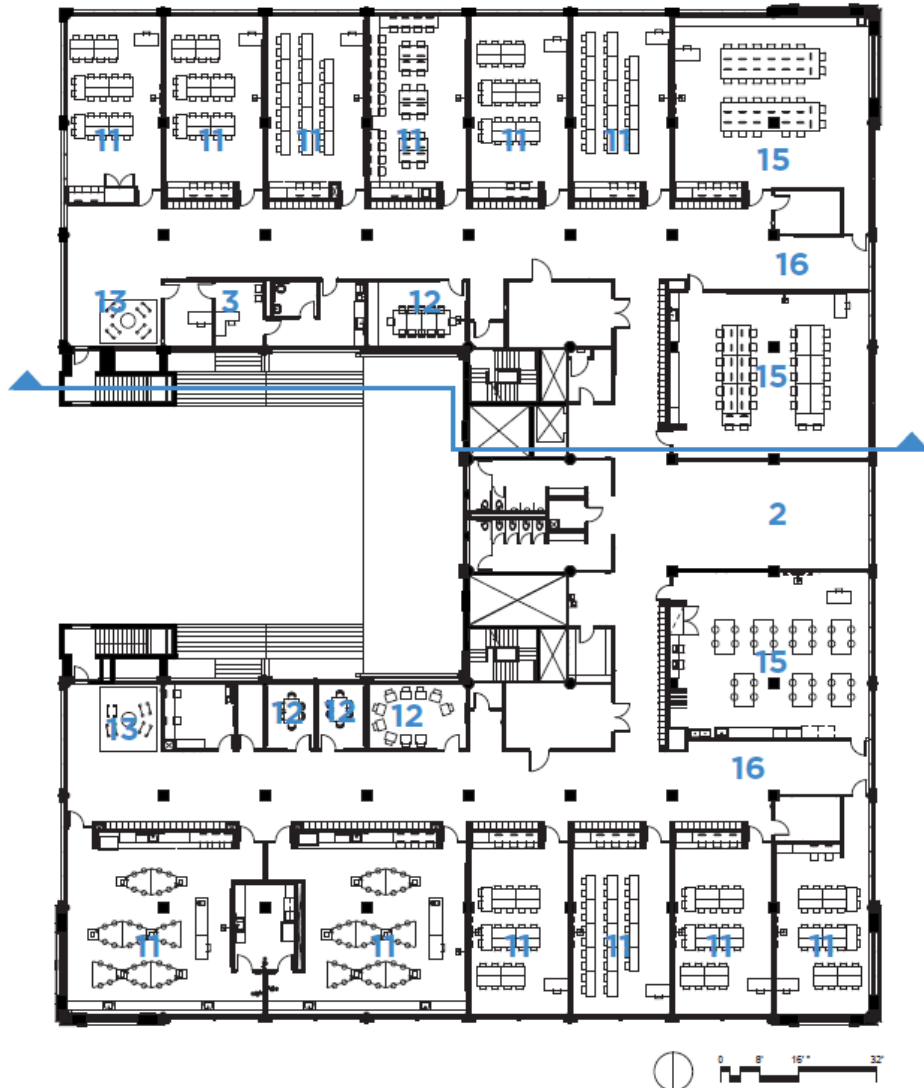
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## Fourth Floor

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# Exhibition of School Planning and Architecture

## 2014 Project Data

Submitting Firm :	Ziger/Snead Architects
Project Role	Architect and Interior Designer
Project Contact	<a href="mailto:ketoh@zigersnead.com">ketoh@zigersnead.com</a>
Title	Marketing Director, Associate
Address	1006 Morton Street
City, State or Province, Country	Baltimore, MD 21201
Phone	410.576.9131

Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Construction Firm:	Southway Builders
Project Role	Construction Manager
Project Contact	Dominick Dunnigan
Title	Director of Business Development
Address	1318 East Fort Avenue
City, State or Province, Country	Baltimore, MD 21230
Phone	410.332.4134

# Exhibition of School Planning and Architecture

## 2014 Project Details

<b>Project Name</b>	Baltimore Design School
<b>City</b>	Baltimore
<b>State</b>	Maryland
<b>District Name</b>	Baltimore City
<b>Supt/President</b>	Tracy Deemer, Executive Director
<b>Occupancy Date</b>	August 26, 2013
<b>Grades Housed</b>	Grades 6 through 12
<b>Capacity(Students)</b>	670
<b>Site Size (acres)</b>	1.36
<b>Gross Area (sq. ft.)</b>	115,767 SF
<b>Per Occupant(pupil)</b>	172.8 SF
<b>gross/net please indicate</b>	Gross
<b>Design and Build?</b>	No
<b>If yes, Total Cost:</b>	
<b>Includes:</b>	
<b>If no,</b>	
<b>Site Development:</b>	\$343,070
<b>Building Construction:</b>	\$18,551,961
<b>Fixed Equipment:</b>	\$76,644
<b>Other:</b>	\$7,886,030
<b>Total:</b>	\$26,857,705



# Supporting/Supplemental files/Images



The design preserves as many of the building's original attributes by positioning the classrooms, labs, and studios along the exterior window walls to take advantage of the natural light and views. All former storefront windows were replaced with energy-efficient insulated units that closely match the original steel-sash windows, based on historic photos and the few extant original windows prior to the renovation.

# Supporting/Supplemental files/Images



The former freight elevator is now a gallery of the building's previous life. Elsewhere, artifacts from the building's history on are display.



# Supporting/Supplemental files/Images



The core of an existing, but not code-compliant, interior stairwell was filled with woven stainless steel netting that stretches the full-height of the building.

# Supporting/Supplemental files/Images



Hallways, boasting 17-foot high ceilings, double as galleries for contemporary design.



# Supporting/Supplemental files/Images



All mechanical systems are highly efficient. Because of the ample daylight provided by the large windows, LED and fluorescent lights are activated by both motion-and daylight. All classrooms have projectors and whiteboards. Some classrooms are equipped with state-of-the-art computers, and supported design software.