To the River, To the Wall

Spring Term, 2022

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Mediating a history of division in Overtown and an impending waterfront crisis caused by rising sea levels, this project investigates how a common architectural system, such as the wall, can be deployed to reframe pedagogy and promote stewardship in the post Anthropocene.

The defining characteristic of this elementary school is a continuous wall that ribbons through educational spaces intended for collaborative, project-based learning. As the wall progresses through the building, it is activated by Visual, Haptic, and Immersive experiences that dissolve the bilateral nature of the wall and give students agency in how they progress through their school day

This categorization has implicit architectural and performative effects, as well. As the wall bends and kinks through the plan, it slips to create thresholds, frame views to the Miami river, and provide gathering spaces that eschew traditional classrooms and formalized relationships between student and instructor.