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# PROFILE

C.F. Møller is one of Scandinavia's oldest and largest architectural practices.

Our award-winning work involves a wide range of expertise that covers all architectural services, landscape architecture, product design, healthcare planning and management advice on user consultation, change management, space planning, logistics, client consultancy and organisational development.

Simplicity, clarity and unpretentiousness, the ideals that have guided our work since the practice was established in 1924, are continually re-interpreted to suit individual projects, always site-specific and based on international trends and regional characteristics.

Some of our key competencies in the education sector:

- managing positive processes
- user consultations and workshops
- considering the workplace environment
- acoustics, indoor climate and light
- space planning and interior design, including furniture design and specialist classrooms
- designing for new educational paradigms
- client consultancy and support
- building codes and energy design
- integrated health and safety measures
- inspirational study trips
- strategies for communication and dialogue



# POSITIVE PROCESSES

Transforming new pedagogical concepts from vision into reality in the classroom requires a well-planned process – both when it comes to implementing new practice among students and staff, and when it comes to creating the physical framework for new ways of learning.

Through user consultations, dialogue and workshops, all parties may be involved; and needs and desires can be addressed in order to create a shared commitment for change.

By facilitating the process, the architect brings spatial thinking into what could otherwise be a purely numerical discipline, and integrating this process in the design work creates value for both the future users of the spaces and the architectural design itself.

It might be a good idea to include an architectural firm from the beginning of the process. In C.F. Møller, we are used to help

organize such a process, so the work comes to a good start.

In collaboration we find out which approach is right for just you; what the end result should be; and how involved we as architects should be whole process through.

Example of process steps:

- planning of the process
- define visions and goals
- mapping of requirements and needs
- testing of ideas
- outlining new spatial layout
- evaluation





"What if hallways were active spaces?"



"What if there were no fixed classrooms?"



"What if the school yard was active outside of school hours?"



"What if teachers and students shared all spaces?"



"What if local associations were visible in the school?"

## MULTI-PURPOSE SPACES

Multi-use of premises may sound like a negative consequence of savings and lack of space, but creatively applied, it can achieve many positive effects and bring out untapped potential.

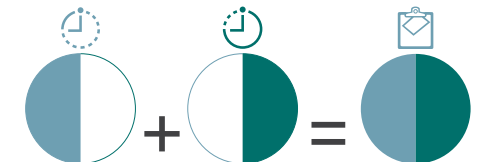
By letting functions overlap, exciting learning environments with great variation in educational opportunities can be created.

The general ideal open and accessible education facilities can also provide opportunities for collaboration with local associations and make students more aware of the local community. Schools may become local cultural and knowledge-centres facilitating meetings and exchange across generations.

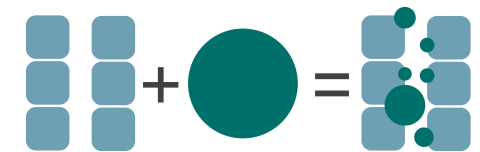
### 4 STRATEGIES FOR MORE SPACE:



# 01: Overlapping of functions



# 02: Optimal use of space



# 03: Activation of circulation space



# 04: Extension



# WORKPLACE DESIGN

In some contexts, it will be the right solution to bring together the teacher lounges and preparation facilities, for staff to maintain close contact across disciplines and generations.

In others, a scattering of the facilities throughout the premises can be the best solution in order to bring teachers closer to the students.

The workstations can be designed as individual offices, or as a shared open workspace environment. A workstation can be either personal or shared among several users who teach and prepare at different times.

Storage of teaching materials and confidential papers are an important part of the functionality. It is important to optimize

workflow, so the daily logistics are simple and effortless. The physical environment affects us and has great influence on our well-being. Legal and technical requirements must be balanced with individual needs to ensure a good workplace environment.

In the context of re-designing of premises it may be beneficial to examine whether there are niches or rooms that can be utilized in a new way. Perhaps they may be turned into new and inspirational places for exchange and mentoring – both between colleagues and between students and teachers?



## PREPARATION

Teacher workspaces and lounges can be designed as personal or shared workstations.

## STORAGE

Personal lockers and shelves are to ensure that all relevant preparation materials are easily within reach at all times.

## MEETING ROOMS

Different types of meetings can be supported by a varied choice of meeting rooms. It is important that there are also meeting rooms that allow discrete and private conversations.

## INFORMAL MEETINGS

Impromptu spaces can be placed strategically in the learning environment and set the stage for casual, informal meetings whenever needed.

## RELAXATION

A long work day requires well-appointed spaces for relaxation and breaks. They provide the opportunity for social integration and support the professional community among colleagues.



# LEARNING

Children and young people have different backgrounds and different ways of learning.

Today's learning environments must be varied and diverse to accommodate all on the same level.

Efforts to improving spaces for teaching and concentration require that schools are suited for different, democratic and personalized learning styles. Inspirational and creative learning environments are key factors to stimulate students to want to spend more time in the learning process.

When changes in the physical environment become necessary, there is the opportunity to incorporate such new and different learning environments in the planning, and fully exploit the potential of new or existing buildings.

Checklist to accommodate different learning styles:

- shared group rooms and quiet zones
- niches for breaks and reading
- options for individual choice of environment
- good acoustics
- good quality daylight



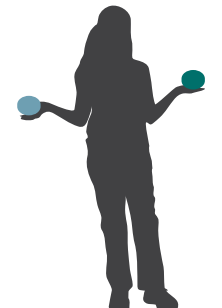
KINESTHETIC



AUDITORY



VISUAL



TACTILE

# PHYSICAL ACTIVITY

Many school reform initiatives aim to include exercise and activity in the everyday curriculum.

By rethinking the classroom environment, it can be made to invite short sequences of physical activity and play, either in conjunction with the teaching or as part of physical education classes.

With few resources, such as a different floor surface or markings suited for many different activities, such uses can be combined with the pedagogical work of bringing together physical activity and educational content.

It requires a holistic approach to design the daily physical environment so that it accommodates exercise and movement, whilst

remaining useful for other activities both inside and outside.

How to include more sports, exercise and play in the learning environment?

- physical environments that encourage other uses
- learning environments with space for activity
- break areas with provisions for learning
- short distances between various spaces for regular intervals of activity
- cooperation with external community initiatives and interest groups

“What if the floor was soft and springy?”



“What if slides replaced the stairs?”



“What if it was OK to climb the walls?”



“What if physical activity was an integral part of teaching?”







## SELECTED PROJECTS



# THE UNIVERSITY OF AARHUS

The University of Aarhus, which dates from 1931, is a unique and coherent university campus with consistent architecture, homogenous use of yellow brickwork and adaptation to the landscape.

The University of Aarhus, with its extensive park in central Aarhus, includes teaching rooms, offices, libraries, workshops and student accommodation. The university has a distinct homogeneous building style and utilization of the natural contours of the landscape. The campus has emerged around a distinct moraine gorge and the buildings for the departments and faculties are placed on the slopes, from the main buildings alongside the ring road to the center of the city at Nørreport. All throughout the campus, the buildings are variations of the same clear-cut prismatic volume with pitched roofs, oriented orthogonally to form individual architectural clusters sharing the same vocabulary. The way the buildings emerge from the landscape makes them seem to grow from it, rather than being superimposed on the site. The University has won renown and praise as an integrated complex which unites the best

aspects of functionalism with solid Danish traditions in form and materials. C.F. Møller has directed the design of the university buildings from the beginning to the present day.

## FACTS

**Client:** Danish Ministry of Education

**Size:** 200000 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Year:** 1931-

**Architect:** C.F. Møller

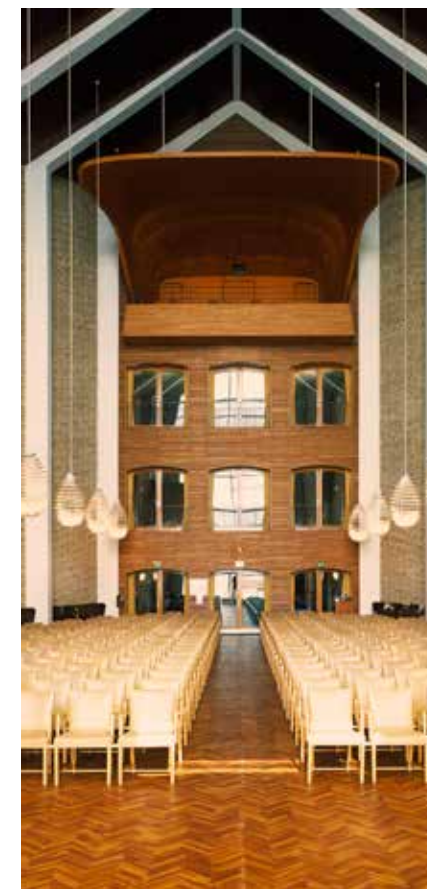
**Landscape:** C. Th. Sørensen og C.F. Møller Landscape

**Cost:** 53.7 mio. € (the past 5 years (2009-2013, measured in March 2014))

**Agreement type:** Lead consultant

**Services:** Complete scope of design work

**Prizes:** Selected by the Danish Ministry of Culture for the canon of Danish art and culture, a canon comprising indispensable Danish works of art, 2006  
1st prize in open competition, 1931  
Framework agreement 1996-









# NOBELPARKEN, AARHUS

At the corner of the ring road and Randersvej in Aarhus, Nobelparken rises. Its red tiles connect with both the Faculty of Theology on the opposite corner, the neighboring buildings in the area, as well as with the yellow tiles belonging to Aarhus University's buildings across the street.

Nobelparken is built as a dense local district with public squares and open spaces between the buildings that houses both business facilities, residential apartments and teaching - primarily for the University of Aarhus. Facing the street, two lines of five floor cubic high-rises form a characteristic façade profile, while at the same time framing the inner courtyard, where the residential apartments for guest scholars and scientists are placed.

Large transparent screens of glass shield the space between the cubic buildings. They are decorated with long beams of light in different colors that bridge the space between the buildings when they shine in the evening. In general, buildings and squares have been richly decorated with artworks; For instance is the university auditorium hung with a large glass painting representing the 13 Danish Nobel Prize winners.

## FACTS

**Client:** FEAS, Forskningsfondens Ejendomsselskab

**Size:** 55000 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Year:** 1997 - 2004

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** NCC, COWI, NCC, COWI, Byggeplandata

**Cost:** 63.5 mio. €

**Agreement type:** Design and Build

**Services:** Complete scope of design work and client advisor

**Prizes:** Aarhus Municipality Architecture Award, 2000  
The Danish Association of Construction Clients Award, 2004



# THE FACULTY OF THEOLOGY

The Faculty of Theology at Aarhus University enjoys a central location on the corner of Ringgaden in the city. On one corner opposite lie the yellow buildings of the University, and on the other the characteristic red buildings of Nobelparken.

The Faculty of Theology is housed in the buildings of the old Orthopaedic Hospital. In connection with the takeover the existing buildings were transformed to make them suitable for teaching, and a new auditorium wing was added with an auditorium and foyer. The auditorium wing faces Ringgaden, and with its large glass panels, it opens up the weighty building so that passers-by can look inside and see what is going on in the foyer. The red brick facade and the design of the large glass panels are in harmony with the appearance of Nobelparken, the existing hospital buildings and the other nearby buildings on Ringgaden. The new main entrance is located between the existing buildings and the new wing. Entering the building, the first thing the visitor sees is

the large, colourful ceramic mural by the artist Jens Birkemose, which forms an elegant bridge between the old and the new.

## FACTS

**Client:** Forskningsministeriets Byggedirektorat

**Size:** 12000 m<sup>2</sup> (newbuild 2000 m<sup>2</sup>)

**Address:** Aarhus, Denmark

**Year:** 1997-2000

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** Søren Jensen Rådgivende

Ingeniørfirma

**Cost:** 10.7 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work

**Prizes:** 1st prize in competition - after prequalification, 1997





# INTERNATIONAL SCHOOL IKAST-BRANDE

The international school in Ikast-Brande is so popular that it had to be expanded with new facilities. C.F. Møller has designed the complex like a small town with individual volumes located around a square and winding streets.

The new building, located as an addition to an existing educational complex, includes a school, after-school and kindergarten. Inside the two-storey building of light brick-work, there are omnipresent views to the green landscape and a pleasant natural light influx, creating a bright and friendly environment for the children and staff. The window openings are placed in a pixelated and lively pattern that allows natural light deep into the rooms - and opens the views for big and small alike. Centrally located in the school complex is a long superstructure with a curved form. The superstructure contains ventilation systems and skylights, and is clad in translucent facade panels and double-glazed windows, respectively. The curved form is continued in the sinuous balconies framing the central square, which acts as a multi-purpose space for drama,

music, dining and lectures as well as the main social space.

The surrounding park-like landscape is partially designed as shady woodlands, with embedded playgrounds and playing fields, and a smaller screened area for the kindergarten.

## FACTS

**Client:** International School Ikast-Brande v. ISIB Ejendomsselskab A/S

**Size:** 2600 m<sup>2</sup>

**Address:** Bøgildvej, Ikast, Denmark

**Year:** 2012-2013

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** Turnkey contractor KPC Herning A/S, Midtconsult Herning

**Agreement type:** Design and Build

**Services:** Complete scope of design work





# IHA KATRINEBJERG

The new Engineering College, IHA, is located in the new local district "The IT-city" at Katrinebjerg in the northern part of Aarhus. The district is a former industrial area now being converted into a campus of educational facilities and start-ups, for instance The Incuba Science Park and The IT-park, who are dealing with Information Technology.

IHA combines educations such as electronics, information and communication technology as well as health technology and is a state-of-the-art institution housing 3.000 students, scientists, researchers, etc. The school consists of three buildings - one newly built and two renovated buildings - named after famous engineers: Edison, Kahn and Shannon. The new building Edison stands out with its solid base of grey tiles, the white and polished façade of the inserted building case and the eye-catching gable, where vertical fins of yellow glass decorate the windows. The fins are both functional and a beautiful drapery; they work as a sun screen and give the building a noticeable identity. In the evening, the yellow glass comes alive: interactive LED light not only

light up the fins, but make them vary in color according to how many students are active inside the house.

## FACTS

**Client:** Forskningsfondens Ejendomsselskab A/S

**Size:** 8700 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Year:** 2009-2012

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** Jorton, Hustømmerne A/S, Bravida A/S, Lindpro a/s, Søren Jensen Rådgivende Ingeniørfirma

**Cost:** 12.7 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work and site supervision, o&m advice, sustainable design, all landscape design services



# BUSINESS COLLEGE SØNDERBORG

Business College Sønderborg, which is among the works of Jean-Jacques Barüel and is considered to represent some of the best architecture of the 1960s, has been expanded and redesigned.

The school has been expanded with a new staff area and eight new classrooms, as well as a new common relaxation area adjacent to the canteen. The kitchen, canteen, and offices have been redesigned.

C.F. Møller Architects has approached the task with great respect for Jean-Jacques Barüel's original design. The facade of the extension is therefore composed of long horizontal and short vertical lines which take their cue from the existing building. The materials chosen are the same as in the original building, i.e. copper for the facades and white marble for the floors, as well as a consistent use of glass, wood and brick. The extension brings new forms to Business College Sønderborg, thanks to circular skylights. Large glass panels have furthermore

been incorporated into the corridors, allowing more daylight to enter.

The extension has been planned to allow for the possibility of further extensions to Business College Sønderborg.

## FACTS

**Client:** Business College Sønderborg

**Size:** 1900 m<sup>2</sup>

**Address:** Sønderborg, Denmark

**Year:** 2006-2009

**Collaborators:** Ingeniørgruppen Syd A/S, Sloth-Møller Rådgivende Ingeniører

**Cost:** 4.8 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work and site supervision, contract administration, o&m advice

**Prizes:** 1st prize in competition, 2006











# COPENHAGEN INTERNATIONAL SCHOOL - NORDHAVN

CIS Nordhavn is a new school building for Copenhagen International School, which will be located on a prominent site in Copenhagen's new Nordhavn district.

The school is designed to link the school premises with the public sphere in the urban environment, and give the school an open ambience. The promenade outside the school will become an urban port-side space providing opportunities for relaxation and various activities.

The main school building is subdivided into four smaller towers, each specially adapted to meet the needs of children at different stages of development. For example, the classrooms for the youngest pupils are particularly large: A full range of functions will take place in and around the classroom, each of which has designated green spaces and areas with drama/performance facilities, PE, etc. The towers have from five to seven storeys. The subdivision of the school into four units also creates identity and makes it easier for people to find their way. All four school units are built on top of the ground-floor base, which contains common and more extrovert activities, including a foyer, sports facilities, a canteen, library and performance facilities. Classroom units will be locked outside normal school hours. The common areas will be open for school and local community events.

The base includes a common roof terrace which will function as a school playground for the whole school - and the youngest pupils in particular. The elevated school playground provides a secure environment, which prevents students from coming too close to the water or from straying off the school premises.

The school building's unique facade will be covered in 12,000 solar panels, each individually angled to create a sequin-like effect, which will supply more than half of the school's annual electricity consumption. The solar cells will cover a total area of 6,048 square meters making it one of the largest building-integrated solar power plants in Denmark.

## FACTS

**Client:** Copenhagen International School  
**Size:** 25000 m<sup>2</sup>, with room for 1200 students  
**Address:** Copenhagen, Denmark  
**Year:** 2013-2016  
**Architect:** C.F. Møller Architects  
**Landscape:** C.F. Møller Landscape  
**Collaborators:** Niras  
**Cost:** 80.4 mio. €  
**Agreement type:** Lead consultant  
**Services:** Complete scope of design work



# SØLVGADE SCHOOL

Denmark's oldest school, the listed Sølvgaades School built in 1847, close to King Christian IV's famous historic naval barracks, Nyboder, in Copenhagen, has for many years been lacking space and modern facilities.

C.F. Møller has carefully renovated the school and done an extension which in its form and colours is true to the surroundings, but also adds a modernistic twist to the school. Sølvgade School is surrounded by historic buildings and parks like Nyboder, the Castle of Rosenborg and its surrounding gardens, called Kongens Have. Nearby is the significant, modernistic residential complex, Dronningegården (1943-58) by architects C.F. Møller and Kay Fisker.

The new six-storey building with its striking glass façade gives Sølvgade School a lively and dynamic expression, but with its slanted shapes and colour scheme, it also corresponds with the historic surroundings.

Inside, the floorplan layout twists and angles, walls are sloping, and the coloristic colour scheme continues, linking inside and outside and creating an inspiring learning environment. The unusual double layering of the façade creates a highly insulated building, minimizes traf-

fic noise, and functions as vent stack for natural ventilation. The hybrid ventilation concept combines natural and mechanical ventilation to minimize the use of energy and create the optimal indoor climate crucial to a learning environment. All in all, the energy consumption does not exceed 68 kWh/m<sup>2</sup>/year.

## FACTS

**Client:** The City of Copenhagen and Københavns Ejendomme

**Size:** 4500 m<sup>2</sup> (renovation 2,100 m<sup>2</sup>, new build 2,400 m<sup>2</sup>)

**Address:** Copenhagen, Denmark

**Year:** 2005-2012

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** Esbensen Rådgivende Ingeniører and Sloth Møller, Snedkerfirmaet Enggaard og Graugaard

**Cost:** 4.9 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work and sustainable design

**Prizes:** 1st prize in competition, 2005





# INCUBA SCIENCE PARK, KATRINEBJERG

Incuba Science Park is a new creative centre located at Katrinebjerg, the IT powerhouse of the city of Aarhus, where innovative IT companies, graduate training, research and advanced technology co-exist side by side.

The elegant 10,000 m<sup>2</sup> complex is composed of three elements: an entrance hall which opens onto a square with a large glass panel, behind which is a U-shaped building, and an intervening courtyard area which links the two buildings together. Incuba Science Park is equipped with flexible open areas which can be adapted to fulfil various functions.

## FACTS

**Client:** Forskningsfondens Ejendomsselskab A/S (FEAS)

**Size:** 10000 m<sup>2</sup> 1. phase, 4.500 m<sup>2</sup> 2. phase

**Address:** Aarhus, Denmark

**Year:** 2004-2006, 2008-2010

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** NCC Construction Danmark A/S, Søren Jensen Rådgivende Ingeniørfirma A/S

**Cost:** 19.5 mio. € (turnkey contract)

**Agreement type:** Design and Build

**Services:** Complete scope of design work

**Prizes:** Awarded with the "Intelligent m<sup>2</sup> Award" rewarding innovative workplaces, 2006  
1st prize in competition, 2004



# VITUS BERING INNOVATION PARK

Teaching and entrepreneur offices side by side - that's the philosophy behind the extension, which forms a distinctive addition to the existing structure.

The building's dynamic and innovative character is expressed via its spiral shape. On the facade, the movement is seen in the glazing strips that stretch towards the sky across the six storeys of the building and illude a spiral, while internally it is expressed via the main stairway in green fibre cement, which runs in a spiral form between the storeys in the unifying atrium. The stairway form also has the practical advantage of allowing a necessary fire escape route to be cut through the building. The Vitus Bering Innovation Park is one of the first office complexes in Denmark to be classified as low-energy class 1, which means that its energy efficiency is twice that of the minimum required by the Danish building regulations. The low level of energy consumption is achieved through such factors as highly insulating windows and extra insulation on all

of the building's external surfaces. Another feature is the building's intelligent air conditioning system, which adjusts itself according to the number of people present in each individual room.

## FACTS

**Client:** Vitus Bering Innovation Park

**Size:** 8000 m<sup>2</sup>

**Address:** Horsens, Denmark

**Year:** 2008-2009, 2011

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** Pihl & Søn A/S, Vejle, Grøntmij | Carl Bro

**Cost:** 14.4 mio. €

**Agreement type:** Design and Build (sub consultant)

**Services:** Complete scope of design work and bim

**Prizes:** 1st prize in architectural competition, 2008





# HERNING GYMNASIUM

The extension creates not just extra space, but also better physical and visual links between the existing buildings, together with an interior design that is lighter, more open and flexible.

The original single-storey main building of the school has been replaced by a new two-storey building. The new building receives and unites the movements of the location through an entrance hall with a split-level foyer and common area, where daylight from a long skylight creates and reinforces the visual contact with the upper floor.

The rebuilding adds new study areas and multi-functional rooms which are appropriate to modern forms of teaching. The premises are also grouped according to function, e.g. administration, humanities and scientific subjects. The architectural expression takes its cue from the existing buildings built in 1972, which, typically for that era, are equipped with facades of vertical, grey concrete slabs and common window sections. The new property plays upon these repeated rhythms, but at the same time counterbalances the heavy character of the

concrete: the building body is clad in aluminium and ends in a characteristic red gable with a light, rounded shape and a floating appearance. The western end of the new building is clad in cedar, which radiates a warmth that contrasts with the metal.

## FACTS

**Client:** Ringkjøbing Amt

**Size:** 13000 m<sup>2</sup>

**Address:** Herning, Denmark

**Year:** 2004-2007

**Architect:** C.F. Møller

**Collaborators:** Oluf Jørgensen A/S

**Cost:** 5.6 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work and site supervision, contract administration

**Prizes:** Aluminium in Renovation Building Award - Nordic Nominee, 2007





# THE TECHNICAL FACULTY - SDU

The Technical Faculty is part of the University of Southern Denmark in Odense, and constitutes a shared research and education environment for four different institutes.

The building is designed as one big envelope consisting of 5 houses connected by bridges at multiple levels crossing the heart of the house, a "piece of furniture" containing common functions and meeting-rooms, and giving access to a roof garden/café/lounge area. The many connections allow for more fluid boundaries, and more community and knowledge sharing. The building is designed as a glass house with an external screen of varying materials, depending on exposure and orientation. An elegant screen of fibre-reinforced concrete is designed to the west and east, with an underlying solar screen and natural ventilation, whereas the south facade is fully glazed with solar cells and solar shading in a similar pattern. The unusual screen reflects the innovation and creativity that characterises the various institutes. The interior layout creates great flexibility, with the larger labs located on the ground floor, for

easy access to the terrain and opportunity for outdoor activities. The Technical Faculty at the SDU is to meet the requirements for low energy class 1 according to BR95 (Danish building codes). This means minimal energy consumption, good indoor climate and use of materials with a low environmental impact in a life cycle perspective.

## FACTS

**Client:** Bygningstyrelsen (Building Agency) and SDU Technical Faculty  
**Size:** 20000 m<sup>2</sup> (of these 6.000 m<sup>2</sup> laboratories)  
**Address:** Odense  
**Year:** 2011-2015  
**Architect:** C.F. Møller  
**Landscape:** Schønherr Landskab  
**Collaborators:** MOE  
**Cost:** 60 mio. €  
**Services:** Complete scope of design work and sustainable design, bim





# DOMUS MEDIA

Interior and exterior restoration of the West Wing of Domus Media and the Main Hall at the University of Oslo.

The Domus Media building is a part of the university compound on Oslo's famous Karl Johansgate. The compound by architect Christian Heinrich Grosch was begun in 1811 and completed in 1856. It is considered a magnum opus of norwegian late empire-style, and Grosch's main work. For the 200th anniversary of the university, the Norwegian state has commissioned complete interior and exterior restoration works on the Domus Media, including the later added assembly hall (1911), as well as roof and facade restorations of the rest of the buildings.

The compound consists of three main buildings flanking the university square off Karl Johansgate, and a green park behind containing two smaller buildings. At the first centenary Domus Media was extended with an assembly hall which is today one of Oslo's and Norway's most important concert and ceremonial halls, and which houses a series of important Edvard

Munch paintings. The hall has been used for Nobel Prize ceremonies, amongst other events. The listed building has been continuously altered over the years and is now being restored to an original state. The west wing with reading rooms, professorial offices and meeting rooms is further fitted out to accomodate state-of-the-art office facilities.

## FACTS

**Client:** Statsbygg/Universitetet i Oslo (UIO)

**Size:** 33000 m<sup>2</sup>

**Address:** Oslo, Norway

**Year:** 2006-2015

**Architect:** C.F. Møller Architects in collaboration with Erik Møller Arkitekter AS

**Landscape:** Sweco - Plan og Landskap

**Collaborators:** Structural: L. Høyer, Electrical: Sweco, Mechanical: Ingenia AS, KMR: Jens Treider

**Cost:** 59.5 mio. €

**Agreement type:** Sub consultant

**Services:** Complete scope of design work





# SWEDISH NATIONAL DEFENCE COLLEGE | SWEDISH INSTITUTE OF INTERNATIONAL AFFAIRS

The new educational facilities for the Swedish National Defence College and the Swedish Institute of International Affairs are located in shared premises on the campus of the Royal Institute of Technology, Stockholm.

The building radiates a sense of architectural openness and belonging towards its surroundings and the campus area. The fundamental concept is of dedicated office wings which meander vertically and horizontally, thereby creating intervening spaces of various sizes in which common areas and larger halls are located. The project includes a new building and the re-building of an existing, adjoining building. The program is tailor-made for the organisations, and includes a library, auditorium, teaching rooms, relaxation areas and offices.

## FACTS

**Client:** Akademiska Hus

**Size:** 20000 m<sup>2</sup>, including 4.000 m<sup>2</sup> conversion

**Address:** Stockholm, Sweden

**Year:** 2002-2006

**Architect:** C.F. Møller Architects (formerly Berg Arkitektkontor, since 2007 a part of C.F. Møller Architects)

**Landscape:** Naturvårdsbyrån

**Collaborators:** Various, Sweco Bloco, WSP Elteknik, TQI

**Cost:** 46.6 mio. €

**Agreement type:** Lead consultant

**Services:** Complete scope of design work

**Prizes:** 1. prize in architectural competition, 2002





# HERNINGSHOLM VOCATIONAL SCHOOL

The new Herningsholm Vocational School asserts itself as an independent building in an existing campus cluster of educational buildings.

The school is designed inside-out - with a focus on the creation of optimal learning and study environments - as well as out-side-in, in relation to the surrounding context where welcoming urban spaces provide possibilities for outdoor work and teaching.

The building takes into account that our behavior and thinking is shaped by the physical environment we are in. The form of the learning environment - the architecture - has a significant impact on the student's daily learning processes, and is therefore designed for modern and democratic principles.

The angular layout brings together three building volumes under a sloping roof, which in scale responds to the surroundings by dropping from three floors furthest south to two floors in the far north. The layout creates three new out-door urban and learning spaces, and the landscape design supports the learning experience as well as the climate-adaptation of the wider area.

The learning spaces are organized around a unifying common space that also serves

as a flexible learning environment. They are grouped 2 and 2 so as to create direct access to the common study space, which also offers varied physical environments to work in, from the double-height rooms facing the garden, suitable for workshop-like uses, to a student café space for informal gatherings of students, to dedicated study corners of quieter and more intimate character.

## FACTS

**Client:** Herningsholm Erhvervsskole

**Size:** 4700 m<sup>2</sup>

**Address:** Herningsholm, Denmark

**Year:** 2014-2016 - under construction

**Architect:** C.F. Møller

**Landscape:** C.F. Møller Landscape

**Collaborators:** COWI

**Cost:** 9.4 mio. €

**Agreement type:** Lead Consultancy (lead consultant)

**Services:** Complete scope of design work and lead consultant, site supervision, contract administration, o&m advice, bim, all landscape design services

**Prizes:** 1st prize in competition, 2014



# THE A.P. MØLLER SCHOOL

The A.P. Møller School is a new Danish co-educational school for the Danish School Association of Southern Schleswig. The school includes students up through the final year of upper secondary school. The school is situated at a scenic site in Schleswig and has been designed on the basis of a clear and simple fundamental concept.

The building is structured around two large, central spatial elements, one containing common areas with a canteen, reception hall and knowledge centre on three storeys, and the other being a larger sports and multi-purpose hall with three arenas. A large, sloping copper roof connects these two spatial elements, with the masonry being built with yellow bricks. The school's physical location and design take a point of departure in the site's interaction with the town of Schleswig and Slien Fjord, as well as in the desire to create timeless architecture. By grouping the traditional classrooms around the assembly hall and the common functions, a simple basis has been created for daily freedom of choice in the form of teaching, as well as a high degree of interdisciplinary co-operation between the various subject groups. Not only the classrooms, but also the entire school provides a teaching environment for individual work, group work and plenary sessions.

The school's interior openness and organisation provides a starting-point for modern, democratic teaching in a varied educational environment.

## FACTS

**Client:** The A.P. Møller and Chastine Mc-Kinney Møller Foundation

**Size:** 15000 m<sup>2</sup>

**Address:** Schleswig, Germany

**Year:** 2006-2008 (follow-up and part deliveries 2009-2012)

**Architect:** C.F. Møller

**Landscape:** Kessler & Krämer Landschaftsarchitekten

**Collaborators:** Rambøll A/S

**Cost:** (Confidential)

**Agreement type:** Architectural planning

**Services:** Complete scope of design work and site supervision

**Prizes:** Worldwide Brick Award, 2010

RIBA Award, 2010

Finalist for the BDA Architecture Award Große Nike, 2009





# NEW VALUES IN LEARNING ENVIRONMENTS

The A.P. Møller School is the latest addition in a series of new Danish school buildings which, in their space and organisation, manifest the altered conditions of teaching in our time and changing expectations towards the physical environment of the school.

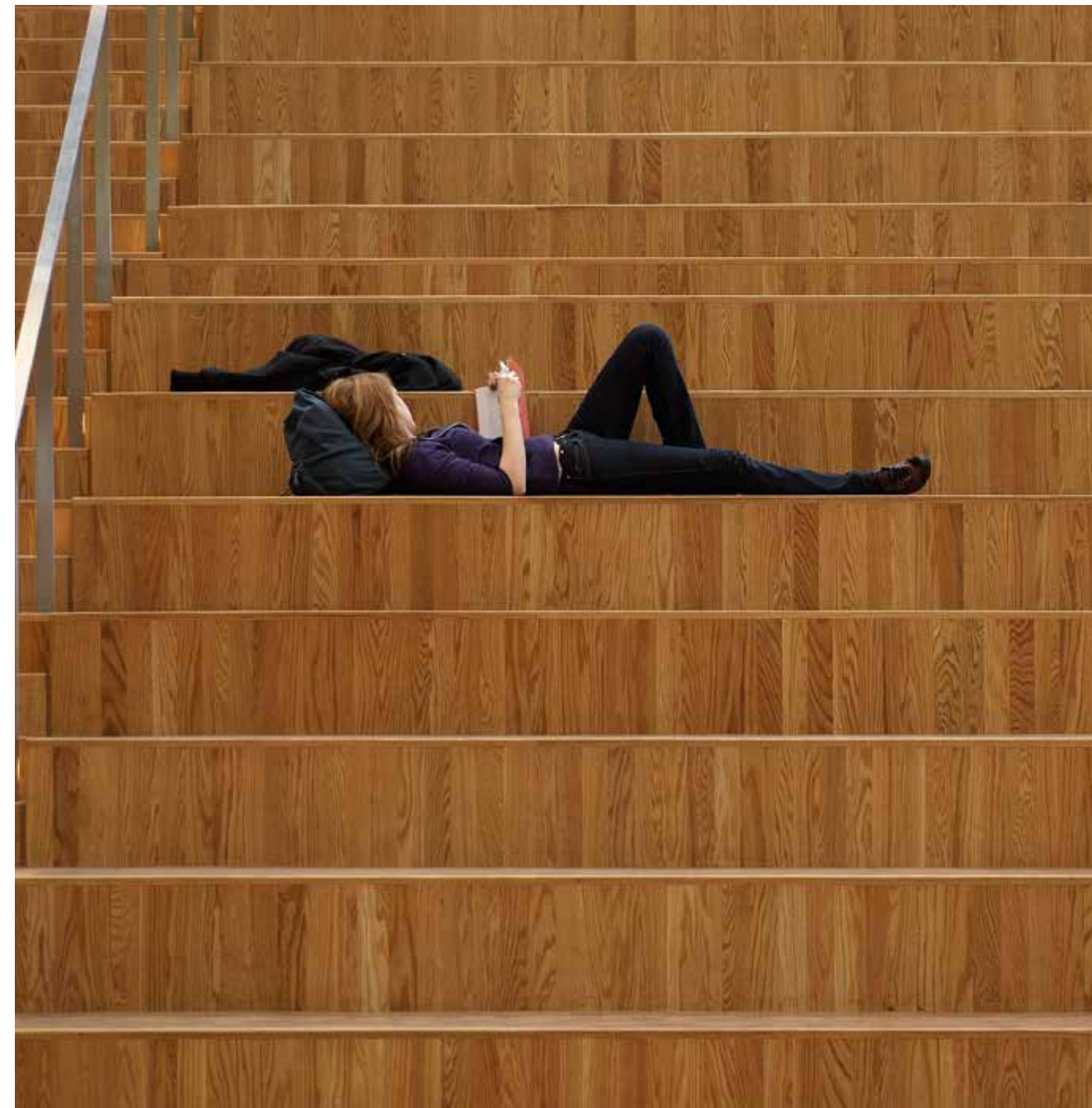
At the same time, however, it is also distinguished from these schools in that it represents a hybrid of Danish and German teaching traditions, as a result of which it combines, in what one might call a privileged manner, the best of both these worlds.

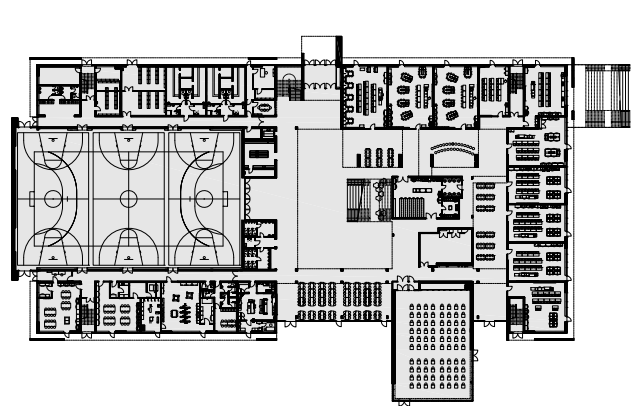
Many of the best examples of Danish secondary school buildings since the fifties are elegant structures, well proportioned and arranged. Common to them all, however, is a fundamental distinction between corridors and teaching areas, on which point they deviate from today's ideal. Today – mainly due to new demands in teaching and group work, as the architectural ideal in itself is not a new departure – the aim is to achieve overlap, i.e. the possibility of seamless transitions between

different zones and functional areas, thereby creating a multitude of teaching areas which may be freely utilised.

While not necessarily visible in the exterior, this has brought about such a radical alteration in school interiors that new secondary school buildings can barely be said to have anything in common with their predecessors. The most important change in Denmark occurred with the introduction of the upper secondary school reform in 2004-05, which spelled the end of the familiar corridor-linked, identical classrooms as the hub of secondary school teaching and architecture.

The organisation and arrangement of the new schools clearly accords with the altered





attitudes towards school life: gone are the days when a lunchroom might be hidden away, subordinate to the more important spaces, and housing a merely utilitarian function – or even reserved for the oldest students during the breaks, as the courtyards of certain schools were until the 1960s. Today, this hierarchy has been replaced by a broad focus on social skills and relations, which has brought all the formerly isolated functions literally into the centre.

#### NEW CONCEPTS

The upper secondary school reform altered the character of key educational principles; classroom periods, for example, were replaced by the broader concept of 'teaching time', in order to stimulate co-operation between the subjects and accommodate new, more flexible working methods. The physical environment should now offer new interdisciplinary possibilities and environments, and these requirements have found expression in a new school architecture with open spatial sequences, transparent teaching areas and common, unbounded functions such as 'interaction spaces' in central locations. The widespread use of information technology, via wireless networks, further reinforces the trend.

This can perhaps most easily be read in the new concepts and metaphors utilised in connection with such educational buildings, both as descriptive terms and as design guidelines: here, we have progressed from

the idea of the 'room' as the core unit to speaking of interior 'landscapes', 'urban spaces', 'squares' and 'plazas', reflecting how we have moved from the idea of divided and separated spaces to spaces which are linked and continuous. The entire school can now be regarded as a unifying frame, with the smaller units acting as 'furniture' within a larger whole.

This use of language reflects that fact that the school is now more than just a place for the one-way 'transfer' of knowledge; it has become a space for exchange among persons of equal status – and consequently, an image of the ideals of civil society, showing how school students are now regarded and treated as independent and competent individuals. This development has clear parallels with the trends in workplace organisation generally: in office design, for example, the concepts of 'town' and 'landscape' have long since replaced the individual cell office. And just as today it is regarded as inappropriate to design either pure corridors with individual offices or entirely open-plan offices, good educational architecture must offer a genuine choice between large and small group areas, between quiet and active zones.

When offered a diverse blend of both classic teaching rooms and spaces, together with niches, large and small, whose use and function are not definitively programmed, students and teachers are able to find their own preferred spaces, indoors or outdoors, depending on the given



situation. This not only results in flexible use of the teaching facilities and their capacity, but also, by allowing for greater self-help, provides an important signal which encourages the students to take responsibility for their own learning.

#### THE A.P. MØLLER SCHOOL

The A.P. Møller School has been created to accommodate a blend of two teaching principles: the Danish teaching methods of the reformed upper secondary schools, which, in principle, largely obviate the use of classrooms, and the German educational structure, under which classrooms remain a requirement. The school encompasses an elementary school (from 7th grade and upwards) with an integrated secondary school superstructure. Consequently, the building has several fixed teaching rooms, as well as an interior organisation which aims at through views and transparency, with classrooms and walkways that skirt the two large interior spaces in the form of open balconies and bridges, without traditional closed corridors.

The courtyard light well or assembly hall of earlier times has been replaced in the school in Schleswig by common terraced central spaces, encompassing an entrance hall/atrium, canteen, media library, student lounge and open teaching areas. This area can be further extended into the other large space, the gym, allowing all of the school's common areas to be used contiguously. As a result, in

the new secondary school, the areas outside the classrooms are no longer deserted when lessons begin. Instead, the whole building, including its break rooms, relaxation areas and quiet rooms, can be used for teaching and learning. The heart of all of this is the science centre, which in both practical and symbolic terms forms the hub of the school's structure: placing knowledge in the centre.

This flexible use of large spaces naturally makes considerable demands on the users and the building, if the educational environment is not to drown in noise and disturbance. Precise acoustic control is essential, as well as good visibility in the school, including for the staff and personnel, so that their presence is sensed and they can easily step in to help the smaller study groups.

The same new approach to the school's architecture can be read in the surrounding landscapes and sports areas. In classic upper secondary schools, the forecourt, main building, schoolyard, etc. often form individual units, and the gymnasium is frequently entirely separate from the teaching areas. In Schleswig, by contrast, there is far greater interaction between the building and the landscape, with a forecourt that practically runs through the common rooms, and several informal, multi-functional elements located round about in the complex which allow teaching to take place in the open air if desired.



# OTHER EDUCATION PROJECTS

## **BIOMEDICUM, THE KAROLINSKA INSTITUTE [2010-2017]**

New, cutting-edge laboratory building to provide a unifying powerhouse for research at one of the world's leading medical universities - the Karolinska Institute in Stockholm.

**Client:** Akademiska Hus Stockholm (client)

Karolinska Institutet (tenant)

**Size:** 76000 m<sup>2</sup> (of these 53.000 m<sup>2</sup> lab facilities)

**Address:** Stockholm, Sweden

**Prizes:** 1st. Prize in invited competition, 2010

## **GREENHOUSE IN THE BOTANIC GARDEN, UNIVERSITY OF AARHUS [2009-2013]**

Restoration and extension of the hothouse in the Botanic Garden in Aarhus.

**Client:** The University of Aarhus by Danish University and Property Agency

**Size:** 3300 m<sup>2</sup> (1242 m<sup>2</sup> new tropical hothouse and 2071 mm<sup>2</sup> 2 renovation and rebuild of existing hothouse)

**Address:** Aarhus, Denmark

**Prizes:** Shortlisted for Structural Award in the Sustainability category, 2013

1. prize in architectural competition, 2009

## **MOLDE CULTURAL SCHOOL [2012-2015]**

A new school complex for Molde Cultural School, including facilities for Molde's college of further education. Two protected buildings at the heart of Molde are the point of departure for the new complex.

**Client:** Molde Eiendom KF

**Size:** 3400 m<sup>2</sup> (including the former prison and the municipal courthouse)

**Address:** Molde, Norway

**Prizes:** 1st prize in competition, 2012

## **MONTESORI SCHOOL BALI**

New school on Bali inspired by the Montessori principles – emphasises e.g. interaction with nature and freedom to move around the school and become absorbed through inquisitiveness and play.

**Client:** Montessori School Bali

**Size:** 6900 m<sup>2</sup>

**Address:** Indonesia

**Architect:** Design architect: C.F. Møller

Executive architect: Espace Concept Bali

## **PHARMA SCIENCE CENTER - NEW LABORATORIES [2010-14]**

Pharma Science Center is a new modern laboratory building for The Pharmaceutical Faculty (FARMA) consolidating the possibilities to meet the scientific development and at the same time strengthen the cross-disciplinary scientific activities.

**Client:** Bygningstyrelsen (BYGST)

**Size:** 5000 m<sup>2</sup>

**Address:** Nørre Allé, Copenhagen, Denmark

**Architect:** C.F. Møller Architects

## **NEW AUDITORIUM AT AALBORG UNIVERSITY [2013]**

The ambition for Aalborg University's new auditorium is to create a landmark and a characteristic hallmark for the university and new centrally located meeting spaces for employees and students on the Sdr. Tranders Campus.

**Client:** Danish Building & Property Agency

**Size:** 4000 m<sup>2</sup>

**Address:** Aalborg, Denmark



NEW AUDITORIUM AT AALBORG UNIVERSITY [2013]





ÄLVSTRANDEN EDUCATION CENTRE [2006-2010]

**TEKO CENTER DENMARK [1985, 1996, 2003]**

Clothing and knitwear school in Birk Centerpark near Herning, Denmark.

**Client:** Teko Center Danmark, Undervisningsministeriet

**Size:** 4200 m<sup>2</sup>

**Address:** Herning

**Prizes:** Herning Municipality Building Award, 2000

**INSTITUTE OF MARINE SCIENCES, UNIVERSITY OF PORTSMOUTH [2010-2011]**

Masterplan and building for the University of Portsmouth Institute of Marine Sciences, with Home Office standards facilities for marine organisms and research laboratories.

**Client:** University of Portsmouth

**Size:** 490 m<sup>2</sup>

**Address:** Portsmouth, UK

**Architect:** C.F. Møller: Lead Architect, Imagination Collaboration, ReFormat: Contracting Architect

**TECH COLLEGE AALBORG, STYLE & WELLNESS AND DENTAL [2011]**

School for hairdressers, dental assistants and cosmeticians with an open and visually coherent study environment.

**Client:** Teknisk Skole Aalborg

**Size:** 3500 m<sup>2</sup>

**Address:** Rørdalsvej, Aalborg, Denmark

**THE SAN MARTINO MUSEUM - GASTRONOMIC ACADEMY [2005-]**

The conversion of a medieval area in the San Martino Museum in Naples.

**Client:** Ministero per i Beni Culturali (Ministry of Culture, Italy)

**Size:** 2000 m<sup>2</sup>

**Address:** Naples, Italy

**Architect:** C.F. Møller in collaboration with Lucia di Noto, Rome

**Prizes:** Unesco site - The World Heritage List  
1st prize in international competition, 2005

**UNIVERSITY COLLEGE NORDJYLLAND [2010-2011]**

Extension and renovation.

**Client:** University College Nordjylland

**Size:** 3900 m<sup>2</sup>

**Address:** Skolevangen, Hjørring

**AARHUS ACADEMY, GÖTEBORG ALLÉ [2011]**

New penthouse extension

**Client:** Aarhus Akademi

**Size:** 1800 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Prizes:** 1st prize in turnkey competition, 2011

**CORTEX PARK [2009-2020]**

Research and Knowledge Park and Portal Zone at the University of Southern Denmark.

**Client:** Ejendomsselskabet Freja A/S

**Size:** 200000 m<sup>2</sup>

**Address:** Odense, Denmark

**Prizes:** 1st prize in competition, 2009

**ÄLVSTRANDEN EDUCATION CENTRE [2006-2010]**

A conversion of the existing Älvstrandsgymnasiet into an education centre with i.e. primary school, grammar school, and adult education.

**Client:** Municipality of Hagfors

**Size:** 7000 m<sup>2</sup> new building, 8500 m<sup>2</sup> rebuilding

**Address:** Hagfors, Sweden

**Architect:** Berg | C.F. Møller Architects in collaboration with LLP Arkitekter AB

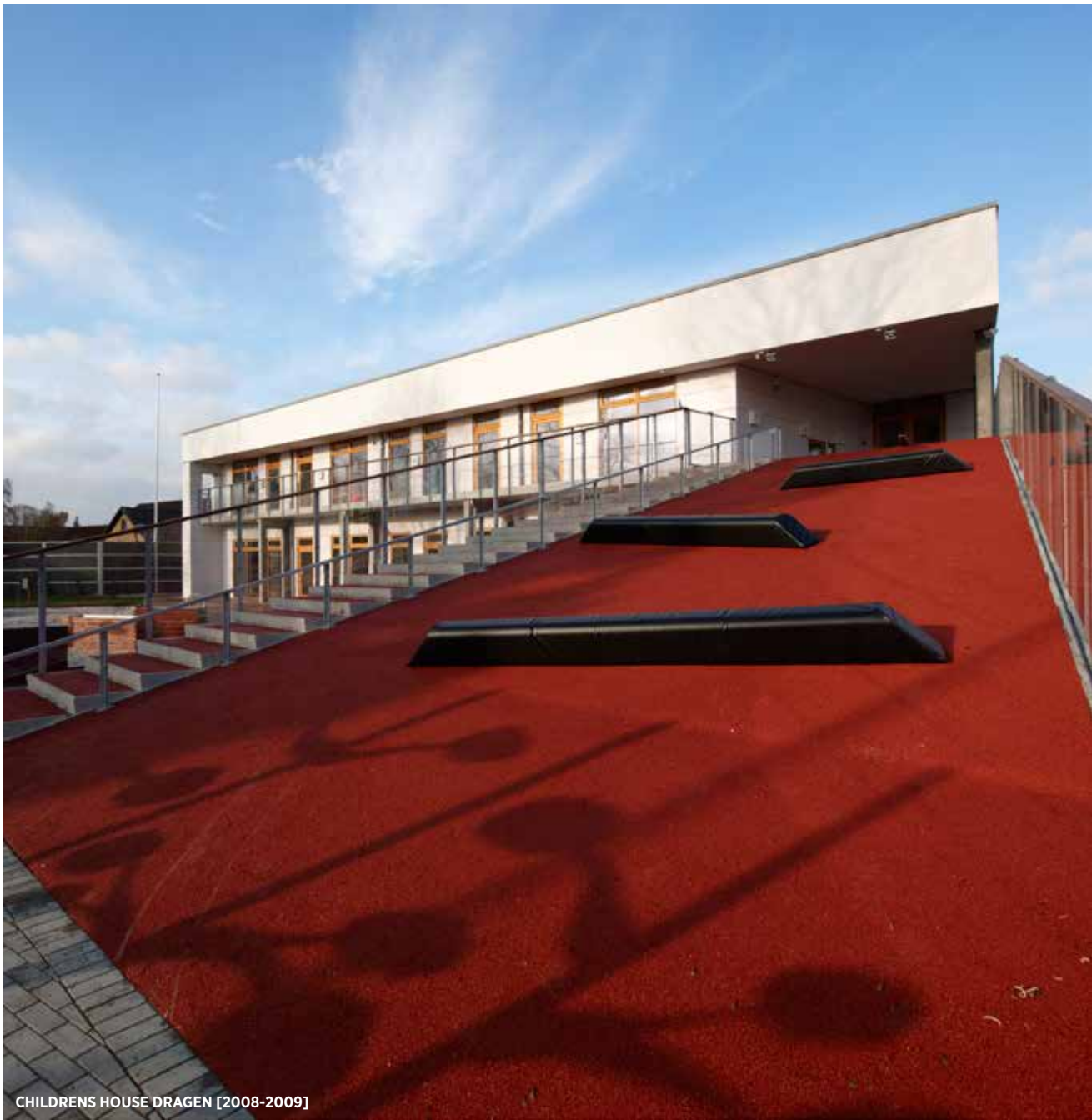
**Prizes:** 1. prize in architectural competition, 2006

**IMAGINATION CLASSROOMS [2010]**

Concept for classrooms based on a prefabricated building system.

**Client:** AcerMetric Ltd.

**Size:** 68 m<sup>2</sup>



CHILDRENS HOUSE DRAGEN [2008-2009]

**INCUBA SCIENCE PARK, KATRINEBJERG  
[2004-2006, 2008-2010]**

A new creative complex where innovative IT companies, graduate training, research and advanced technology co-exist side by side.

**Client:** Forskningsfondens Ejendomsselskab A/S (FEAS)

**Size:** 10000 m<sup>2</sup> 1. phase, 4.500 m<sup>2</sup> 2. phase

**Address:** Aarhus, Denmark

**Prizes:** Awarded with the “Intelligent m<sup>2</sup> Award” rewarding innovative workplaces, 2006  
1st prize in competition, 2004

**RÅRUP SCHOOL, RENOVATION AND REBUILDING  
[2008-2010]**

Interior up-to-date renovation including new shared area and new classroom wings.

**Client:** Hedensted Kommune, Bygningstjenesten

**Size:** 2200 m<sup>2</sup>

**Address:** Rårup, Denmark

**AARHUS SCHOOL OF BUSINESS [1963-2003,  
REBUILDING AND RENOVATION 2004-2010]**

Institute of higher education in the north of Aarhus, built up around relaxation and courtyard spaces.

**Client:** Undervisningsministeriet

**Size:** 28000 m<sup>2</sup>

**Address:** Aarhus

**AUTO COLLEGE [2008-2009]**

New-built educational facilities including teaching, workshops and administration for one of Denmark’s largest technical colleges within the motor industry.

**Client:** A. Enggaard A/S for Tech College Aalborg

**Size:** 8300 m<sup>2</sup> - 3400 m<sup>2</sup> administration/education and 4900 m<sup>2</sup> workshops

**Address:** Nørresundby, Denmark

**BØRNEHUSET SPILLOPPEN [2008]**

Kindergarten and nursery for 145 children.

**Client:** Hedensted Kommune, Bygningstjenesten

**Size:** 1400 m<sup>2</sup>

**Address:** Østerled, Hedensted, Denmark

**CHILDREN’S HOUSE DRAGEN [2008-2009]**

One of the first Danish kindergartens to be built as a passive house, with minimal energy consumption.

**Client:** Odense Municipality

**Size:** 1100 m<sup>2</sup>

**Address:** Odense, Denmark

**Prizes:** Odense Municipality Architecture Award, 2010  
Won after prequalification, 2008

**BÅRLISKOGEN KINDERGARTEN [2007-2008]**

Bårlikogen Kindergarten is a large kindergarten with five departments.

**Client:** Lørenskog Municipality

**Size:** 1200 m<sup>2</sup>

**Address:** Fjellhammar, Norway

**FRESCATI, UNIVERSITY OF STOCKHOLM - PLANNING  
[2007-2008]**

Development plan for the campus area Frescati in Stockholm, concerning both buildings and landscape.

**Client:** Akademiska Hus Stockholm and the University of Stockholm

**Address:** Stockholm, Sweden

**Architect:** Berg | C.F. Møller Architects

**FRIEDRICH-PAULSEN-SCHULE - EXTENSION [2008]**

Winning proposal for the extension of the upper secondary school Friedrich-Paulsen-Schule in Niebüll.

**Client:** Kreis Nordfriesland - der Landrat in Husum

**Size:** 1335 m<sup>2</sup>

**Address:** Niebüll, Germany

**Prizes:** Shared 1st prize in competition, 2008

**HEDENSTED SKOLE [2006-2008]**

Masterplan and extension Hedensted Skole.

**Client:** Hedensted Kommune

**Size:** 2200 m<sup>2</sup>

**Address:** Nybogade, Hedensted, Denmark

**Architect:** C.F. Møller

**Prizes:** 1st prize in competition, 2005



**THE CONCERT HALL AARHUS, EXTENSION  
[2005-2007]**

Extension of the Concert Hall Aarhus, concert and educational institution of international standard.

**Client:** Municipality of Aarhus

**Size:** 17400 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Architect:** C.F. Møller Architects

**Prizes:** 1st prize in competition, 2005

**HOLSTEBRO GYMNASIUM [2004-2007]**

Client consultants for the buildings adaption.

**Client:** Region Midtjylland (før 2007 Ringkøbing Amt)

**Size:** 3000 m<sup>2</sup>

**Address:** Døesvej, Holstebro, Denmark

**Architect:** C.F. Møller

**ROSBORG HIGH SCHOOL AND HF [2007]**

Rebuilding of a number of class rooms and studyareas plus an additional building.

**Client:** Region Syddanmark

**Size:** 1000 m<sup>2</sup> (100 m<sup>2</sup> nybygning, 900 m<sup>2</sup> ombygning)

**Address:** Rosborg Gymnasium og HF, Denmark

**Architect:** C.F. Møller

**VESTJYSK GYMNASIUM TARM -  
BYGHERRERÅDGIVNING [2004-2007]**

Client consultants for the buildings adaption.

**Client:** Region Midtjylland (før 2007 Ringkøbing Amt)

**Size:** 3000 m<sup>2</sup>

**Address:** Skolegade, Tarm, Denmark

**Architect:** C.F. Møller

**FLEMMING EFTERSKOLE, EXTENSION [2005-2006]**

An extension of continuation school in Flemming by close to Horsens.

**Client:** Flemming Efterskole

**Size:** 650 m<sup>2</sup>

**Address:** Skolesvinget, 8762 Flemming, Denmark

**STJERNEVEJSSKOLEN [2004-2006, 2006-2009]**

Extension of Stjernevejsskolen.

**Client:** Hedensted

**Size:** 2000 m<sup>2</sup> (750 m<sup>2</sup> udv., 1250 m<sup>2</sup> nybyg, 1. etape)

**Address:** Mosegade, Hedensted, Denmark

**TØRRING AMTSGYMNASIUM [2005-2006]**

Renovation and addition including knowledge center, library and student/teacher workplaces.

**Client:** Vejle Amt

**Size:** 2000 m<sup>2</sup> (1400 m<sup>2</sup> newbuild, 600 m<sup>2</sup> renovation)

**Address:** Kirkevej, Tørring, Denmark

**Architect:** C.F. Møller

**Prizes:** 1st prize in competition, 2005

**FOOD COLLEGE AALBORG [2004-2005]**

Kitchens for Food College Aalborg, a part of Aalborg Tech College.

**Client:** Food College Aalborg(formerly Hotel- og Restaurantfagskolen at Aalborg teknisk Skole)

**Size:** 1900 m<sup>2</sup>

**Address:** Aalborg, Denmark

**Architect:** C.F. Møller Architects in collaboration with Pluskontoret

**KOLDING BYCAMPUS [FRA 2005]**

Competition proposal for an overall plan for the central urban areas running alongside the River Kolding.

**Client:** Kolding Municipality

**Size:** 30 hectares

**Address:** Kolding, Denmark

**Architect:** C.F. Møller Architects

**Prizes:** 1st prize in architectural competition, 2005

**VEJLE TEKNISKE SKOLE, OM- OG TILBYGNING  
[2004-2005]**

Extension and renovation including new auditorium and canteen.

**Client:** Vejle Tekniske Skole

**Size:** 2100 m<sup>2</sup> (1000 m<sup>2</sup> newbuild and 1100 m<sup>2</sup> renovation)

**Address:** Boulevarden, Vejle, Denmark

**Architect:** C.F. Møller

**GYMNASIER RINGKJØBING AMT, MASTERPLAN  
[2004]**

Masterplan for high schools in Ringkøbing County

**Client:** Region Midtjylland (før 2007 Ringkøbing Amt)

**Size:** 5 skoler

**Address:** (forskellige), Denmark

**HEDENSTED SKOLE [2003-2004]**

Master plan for the extension and rebuilding of Hedensted School as well as the area surrounding the school premises.

**Client:** Hedensted Kommune

**Size:** 11000 m<sup>2</sup> (4000 nybyg og 7000 m<sup>2</sup> ombyg)

**Address:** Østerled, Hedensted, Denmark

**THE UNIVERSITY OF SOUTHERN DENMARK [1993,  
2003]**

University campus complex near Esbjerg, Denmark.

**Client:** The University of Southern Denmark

**Size:** 5000 m<sup>2</sup> (2900 m<sup>2</sup> in 2nd stage)

**Address:** Esbjerg

**Architect:** C.F. Møller Architects

**Prizes:** 1st prize in invited competition, 1991

**ANKERMEDET SKOLE, BYGHERRERÅDGIVNING  
[2000-2002]**

Client consultants concerning renovation of primary school.

**Client:** Skagen Kommune, Børne- og

Kulturforvaltningen

**Size:** 2700 m<sup>2</sup>

**Address:** Ankermedet 2, Skagen, Denmark

**TJØRNEGÅRDSSKOLEN [2001]**

Addition to and renovation of primary school in Gentofte.

**Client:** Gentofte Kommune

**Size:** 7500 m<sup>2</sup> (ny- og ombyggn.)

**Address:** Brogårdsvej, Gentofte, Denmark

**THE POUL DUE JENSEN ACADEMY - GRUNDFOS  
[2000-2001]**

Education and college complex in Bjerringbro for Grundfos.

**Client:** Grundfos

**Size:** 7700 m<sup>2</sup>

**Address:** Bjerringbro, Denmark

**Architect:** C.F. Møller Architects

**Prizes:** 1st prize in invited competition, 2000

**HOLTET VGS [1998-2000]**

Extension and redesign of further education college.

**Client:** Oslo kommune, Skoleetaten

**Size:** 8000 m<sup>2</sup> (1400 m<sup>2</sup> new building)

**Address:** Oslo, Norway

**Architect:** C.F. Møller Architects in collaboration with Arkitektpartner

**METAL COLLEGE AALBORG [1998 - 2000]**

Facilities to educate smiths and plumbers.

**Client:** Metal College Aalborg (formerly Metalskolen at Aalborg teknisk Skole)

**Size:** 10000 m<sup>2</sup>

**Address:** Sigrid Undsets Vej, Aalborg, Denmark

**THE MEDICAL SCIENCE LIBRARY AT THE  
UNIVERSITY OF AARHUS [2000]**

A listed, former maternity ward transformed to an educational institution.

**Client:** Undervisningsministeriets byggedirektorat

**Size:** 4200 m<sup>2</sup>

**Address:** Aarhus Universitetspark

**TEKNISK GYMNASIUM VIBY [1992-1999]**

Educational Institution for HTX Technical High School,  
Aarhus

**Client:** Aarhus Tech (Aarhus Tekniske Skole)

**Size:** 4500 m<sup>2</sup>

**Address:** Hasselager Allé, Aarhus, Denmark

**Architect:** C.F. Møller

**CENTER FOR LABOUR MARKET COURSES EASTERN  
JUTLAND [1984-1997]**

**Client:** Aarhus Tech (AMU-Center Århus)

**Size:** 16000 m<sup>2</sup>

**Address:** Hasselager Allé, Viby, Aarhus, Denmark

**Architect:** C.F. Møller og Tage Nielsen, Kjær & Richter

**AARHUS TECHNICAL ACADEMY NORTH [1964-1997]**

Educational establishment of low-rise buildings with  
high density.

**Client:** Århus Tekniske Skole

**Size:** 19000 m<sup>2</sup>

**Address:** Aarhus, Denmark

**Architect:** C.F. Møller Architects

**HOTEL OG RESTAURATIONS SKOLE, SILKEBORG  
[1995-1996]**

Educational Institution in Silkeborg for hotel and  
catering trades.

**Client:** Silkeborg tekniske Skole

**Size:** 5160 m<sup>2</sup>

**Address:** Kejlstrupvej, Silkeborg, Denmark

**Prizes:** 1st prize in competition - after prequalification,  
1994

**ERHVERVSUDDANNELSES CENTER SYD [1990-1995]**

Educational Institution for Aabenraa Technical School.

**Client:** EUC Syd

**Size:** 2700 m<sup>2</sup>

**Address:** Denmark

**STYLE & WELLNESS COLLEGE AALBORG [1995]**

Facilities to educate hairdressers.

**Client:** Style & Wellness College Aalborg

**Size:** 1100 m<sup>2</sup>

**Address:** Øster Fælledvej, Nørresundby, Denmark

**ÅRHUS TEKNISKE SKOLE, LABORANTSKOLEN  
[1964-1994]**

Educational Institution for laboratory disciplines.

**Client:** Århus Tekniske Skole

**Size:** 24400 m<sup>2</sup>

**Address:** Hasselager Allé 10, Viby J, Denmark

**LADELUND UNGDOMSSKOLE, TYSKLAND  
[1981-1983]**

School buildings for 60 students including  
dormitories, classrooms etc.

**Client:** Dansk Skoleforening for Sydslesvig

**Size:** 3696 m<sup>2</sup>

**Address:** Ladelund ved Flensborg, Tyskland, Germany

**Prizes:** 1. prize i competition 1981.

Best project in design-build competition, 1981

**KATEDRALSKOLEN AARHUS [1963-1965]**

Extension of Katedralskolen in central Aarhus.

**Client:** Undervisningsministeriet

**Size:** 7600 m<sup>2</sup>

**Address:** Aarhus, Denmark



KATEDRALSKOLEN AARHUS [1963-1965]



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