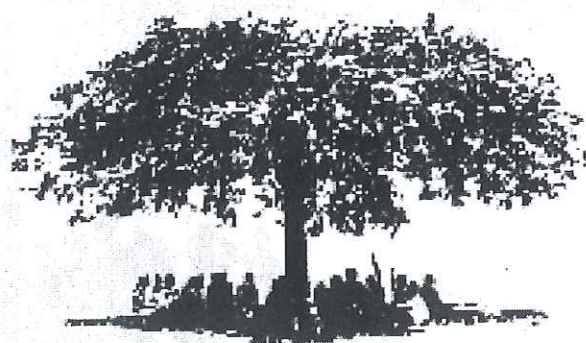
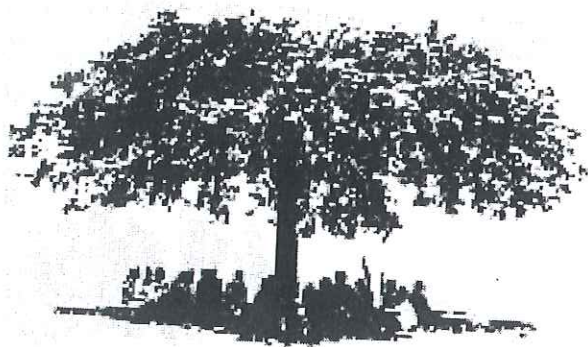


SKOLHUSGRUPPEN

FORUM FÖR SKOLPLANERINGSFRÅGOR



STUDIERESA TILL HOLLAND 2011
ETT LITET KOMPENDIUM



Innehållsförteckning

	sid
Program för Amsterdamsresans dagar	1, 2
Leiden, Lorentzschool	3, 4
Utrecht, Forum t Zand	5, 6
Utrecht, Educatorium	7, 8
Utrecht, Faculty of Economics and Management	9, 10
Nijkerk, Corlaer College	11, 12
Zeeburg, Ijburg College	13, 14
Bredero College	15, 16
Open Schoolgemeenschap Bijlmer	17, 18
Montessori College Oost	18, 20

Planeringsgrupp:

Torbjörn Almqvist
Patrick Bjurström
Anders Hamrin
Gunnar Löwenhielm

Skolhusgruppens Hollandsresa 2011

Program för Amsterdamsresans dagar

Söndag 18/9, avresa

- 04.30 **Arlanda terminal 5**, samling – mejlade biljetter medtages och visas
- 06.30 Avgång flyg mot Amsterdam KLM, KL-1106
- 08.40 Ankomst Schipol Amsterdam, busstransfer till:
Bridge Hotel, Amstel 107-111, 1018 EM Amsterdam, tel +3120 623 7068

Måndag 19/9, skolor utanför Amsterdam

- 08.00 Avgång buss från hotellet
- 09.0. **Leiden, Lorentzschool.** Ark. PRO, 2008. 900 barn 3-11 år. Källa Imagine nr 1. Kontaktperson
A de Vries, r.a.devries@lorentzschool.net
Skolans arkitekt Leon Thier visar skolan.
- 11.00. **Utrecht, Form t Zand.** Ark Venhoeven, 2001-05. Källor boken s 128, Imagine nr 3
Kontaktperson Hester Bruinsma, h.bruinsma@cultuur19.nl
- 12.30. **Utrecht, Universitetets Campus**
Restaurant "The Basket", lunch
- 13.30 **Educatorium**, Ark OMA/Rem Koolhaas, källor: hemsida kontaktperson Rianne Pruis
tours@aorta.nu
- 15.00 **Faculty of Economics and Management**, ark Mecanoo
(Univetsbiblioteket, ark Wiel Arets, nybyggt ser spännande ut)
Vi guidas i två grupper.
Avfärd
- 16.00. **Nijkerk, Corlaer College.** Ark Broekbakema, 2003-06. 800 elever. Källor boken s 124,
Imagine nr 16. Kontaktperson Arend Smit, asmit@corlaercollege.nl
- 19.00 **Amsterdam** gemensam middag
Restaurant Puri Mas, Lange Leidsedwardsstraat 37. 1017 Amsterdam

Tisdag 20/9, skolor i Amsterdam

- 08.30 Avfärd buss
- 9.00. **Zeeburg, Ijburg College.** Ark hvdn, 2006. Temporär prefab-byggnad. Källa Imagine nr 6, Kontaktperson Nico Moen, NicoMoen@ijburgcollege.nl
- 12.00 Nord. **Bredero College.** Ark van Gameren & Mastenbroek, 1998. Tillbyggd 1930-talsskola. Källa boken s 238. Kontaktperson Fadoua Zaghoud, f.zaghdoud@brederocollege.nl
- 12.45 Lunch på skolan
- 14.30 Sydöst. **Open Schoolgemeenschap Bijlmer.** Ark LIAG + OTH, 1980-2007. Källa boken s 160. Kontaktpersoner Patty van Santen och Maarten Boelsma, pattyvansanten@openschoolgemeenschapbijlmer.nl
- 16.30. **Montessori College Oost.** Ark Hertzberger, 1993-99. 1600 elever. Källor boken s 88, Imagine nr 7. Kontaktperson (guide) Caroline van Raamsdonk, architectour@kpnmail.nl
- 18.30 Avfärd mot flygplatsen via hotellet
- 21.00 Avgång flyg mot Arlanda, KLM – KL1121
- 23.00 Ankomst Arlanda

Källor:

Boken (B) = Contemporary Dutch school architecture, NAI Publishers, Rotterdam / STARO, 2008

Imagine (Im) = www.imagineschooldesign.org (20 skolor i Holland finns med, 1 i Sverige)

Lorentzschool, Leiden, The Netherlands

Photography: Jannes Linders
Architecture: Atelier Pro

Project Facts

- *Location:* Leiden
- *Country:* The Netherlands
- *Year of Completion:* 2008
- *Client:* Gemeente Leiden Dienst Bouw & Wonen en Bureau Openbaar Onderwijs.
- *Architect:* Atelier PRO [Website](#)
- *Size:* 4,700m²
- *Pupils:* 900 [mixed]
- *Construction Sum:* €5,187,000 [2008]
- *School building Programme/ Initiative:* N/A

Photography: Jannes Linders
Architecture: Atelier Pro



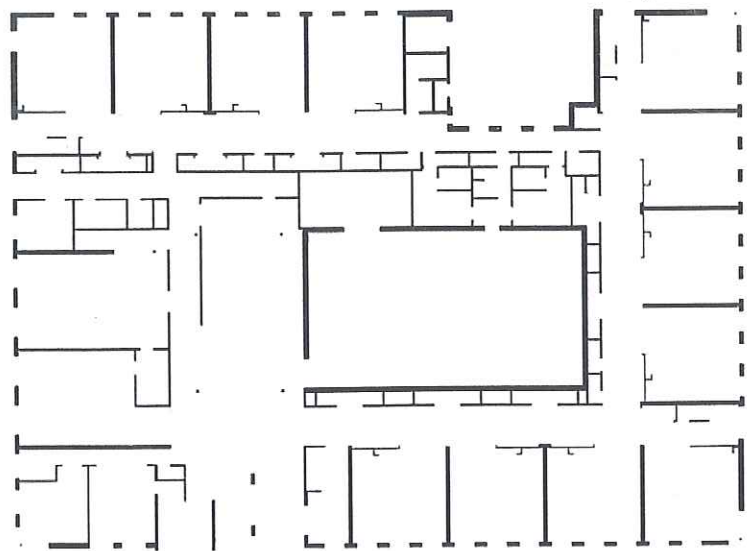
Overview

Creating a primary school for 900 pupils aged 3-11 without making it feel daunting is a difficult design challenge. An added complication in this instance was the need to design a school that also has an appropriate massing for the urban area in which the school is located. Lorentzschool overcomes these problems with a solid but approachable building. The external brick walls of the building are broken down to a more child-like scale through the careful manipulation of window openings, offering a visual connection between inside and out. Inside the building, classrooms are grouped in houses and pupils move up through the school as they grow older. Circulation spaces are cleverly articulated to include meeting spaces, an ICT suite and informal music areas. The aim is to have a legible plan for children to navigate through, but at the same time provide events round every corner so that children are also encouraged to explore.

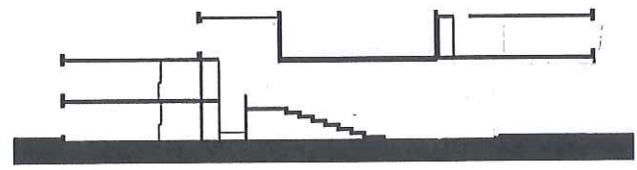
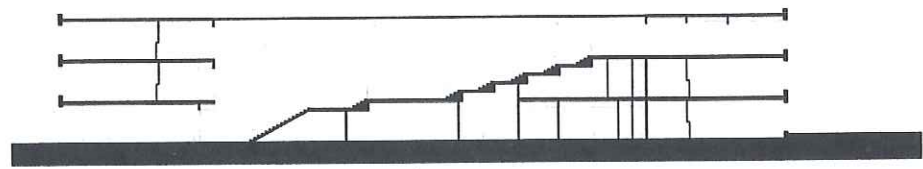
Each year group of the school have their own floor, within which a series of houses have been organised, each with its own identity. Children are encouraged to explore the school building in the knowledge that they have the security of their own base to return to.

A series of event spaces have been created along the main circulation routes around the school, transforming corridors into more useable and enjoyable spaces. The ground to first floor stairs are used to as a meeting and congregation area, which then leads up to a flexible ICT space and several group meeting spaces along its length. Each space forms part of a route up through the building, augmented by windows looking on to the internal courtyard and roof lights flooding the space with natural light.

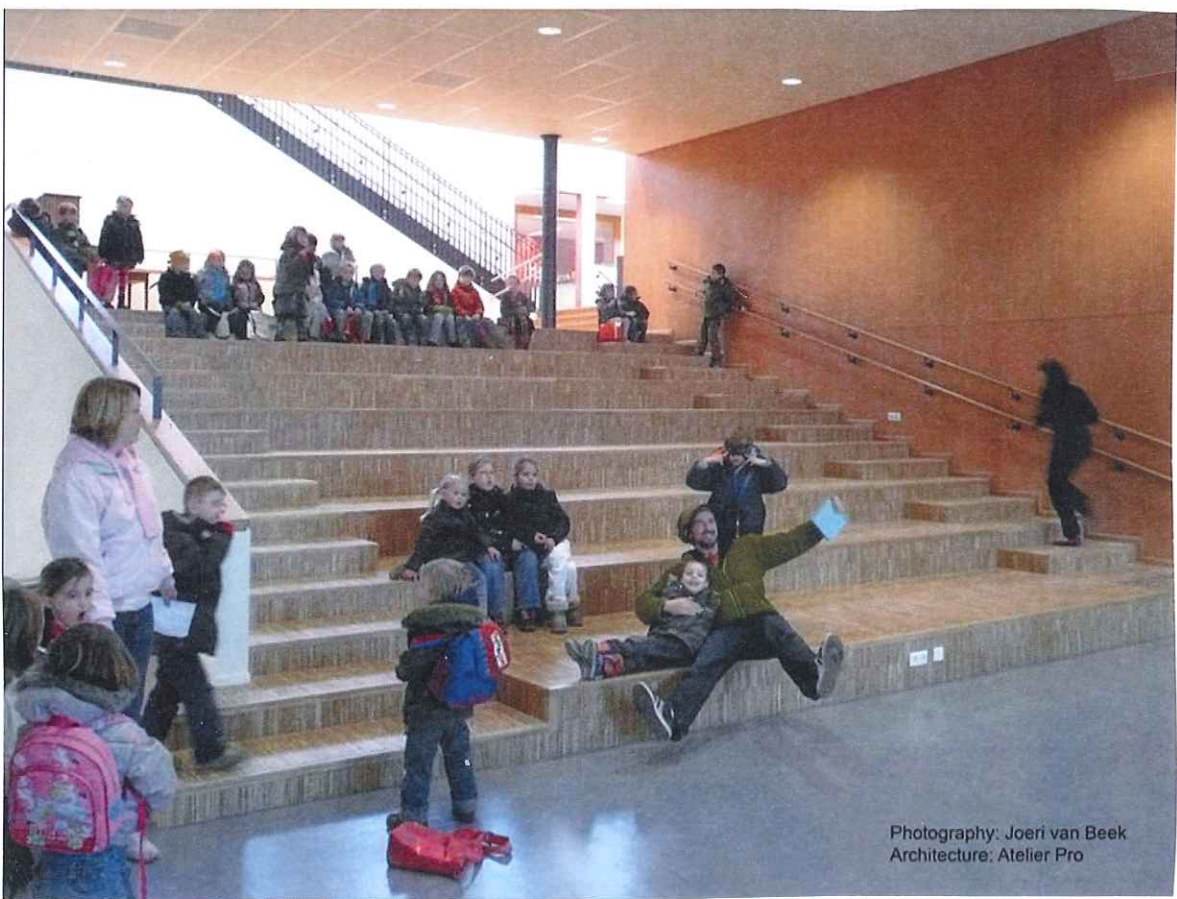
4.



Photography: James Lindera
Architecture: Atelier Pro



Architecture: Atelier Pro



Photography: Joeri van Beek
Architecture: Atelier Pro

4.

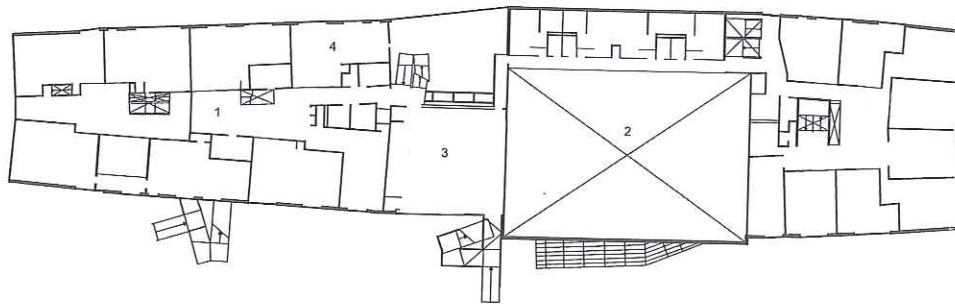
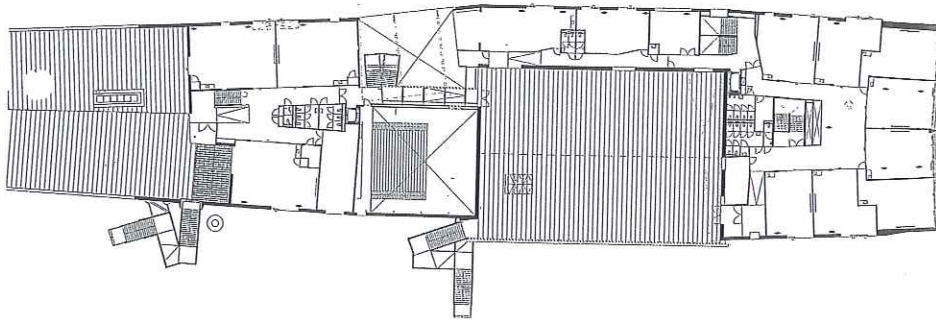
Forum 't Zand

Pauwoogvlinder 12-22, Utrecht

Principal: Utrecht Local Authority

Designer: Venhoeven CS

Design year: 2001



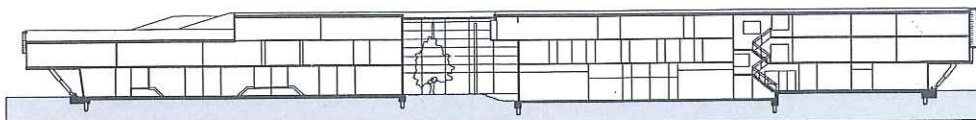
Ground plan ground floor

- 1 Corridor / meeting place
- 2 Gym
- 3 Grandstand
- 4 Classroom

The broad school Forum 't Zand is located in a former agricultural area on the Leidsche Rijn housing estate. The elongated building, which forms a whole when seen from outside thanks to the cladding with irregular aluminium sheets, breaks down into three parts on the inside. The central part of the school consists of the main hall, the hortus and the sports room. After school hours this core becomes a leisure centre and after school facility. At each end of the building there is a day care facility on the ground floor and a primary school on the first floor.

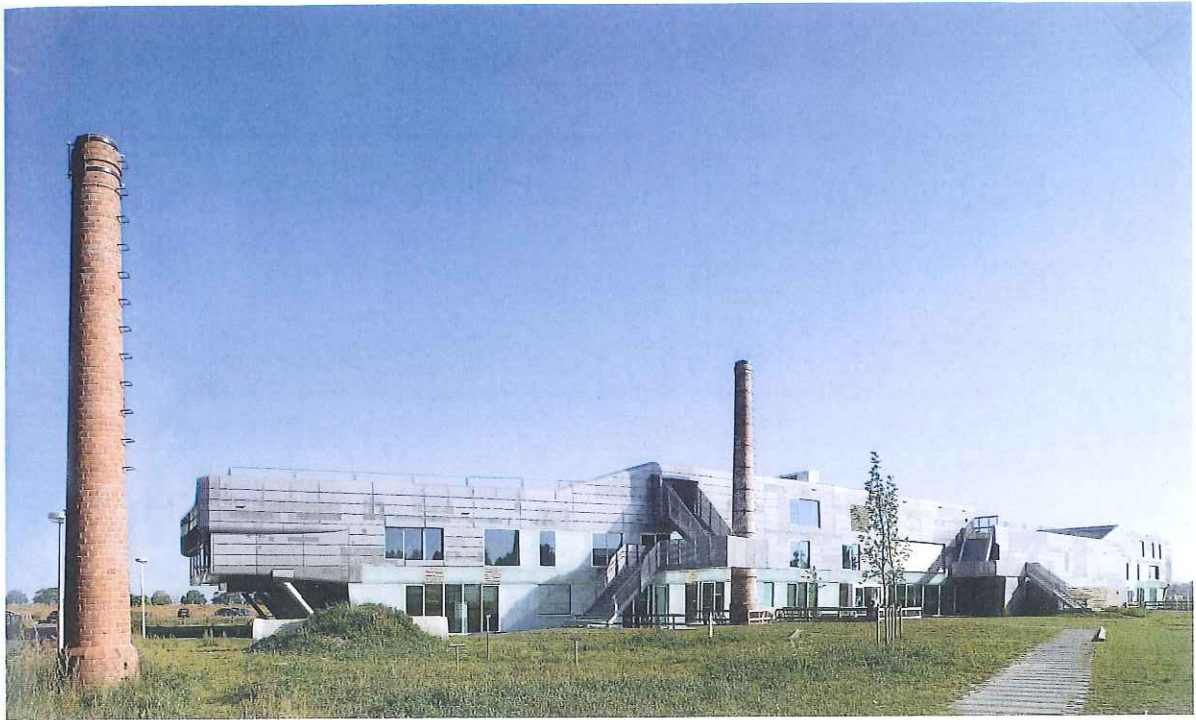
The organisation of the Montessori school is based on the street. The classrooms are situated on either side of an elongated space. The programme of the regular primary school, on the other hand, is arranged according to the principle of the inner courtyard. All classrooms are ordered around a central area. The school yards of both schools are on the roof. Intimacy alternates with a large scale at every point in the school, while characteristics of outdoors alternate with those of indoors by the introduction of variation in the climate of the different parts of the building.

The identity of the building has been sought not in comfort and security, but in complexity and ambiguity. Architecture has brought adventure indoors now that it is no longer possible to jump over ditches and the meadow has become nothing but a picture.



Cross-section

6.

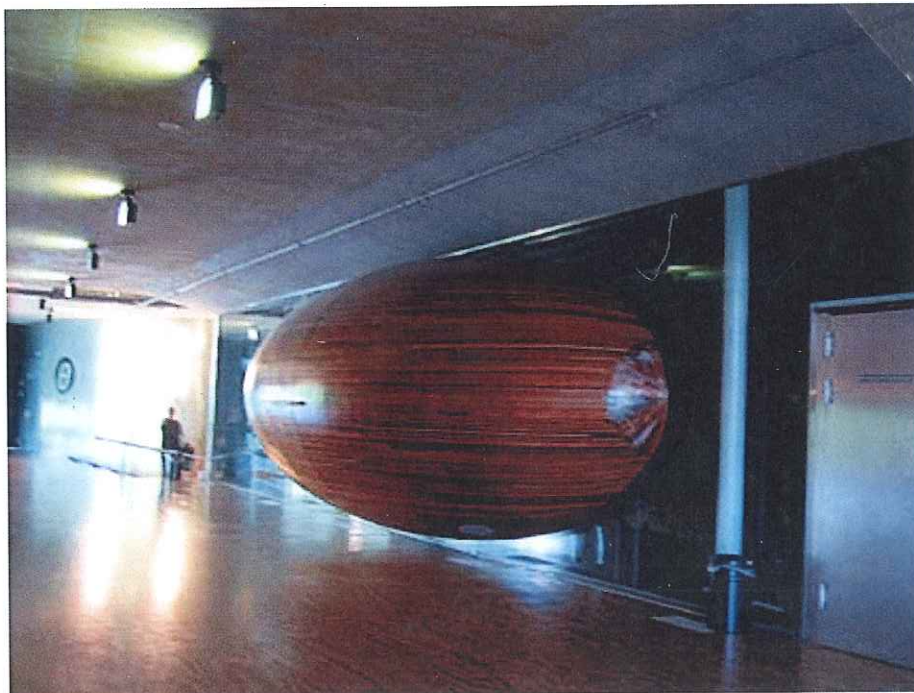
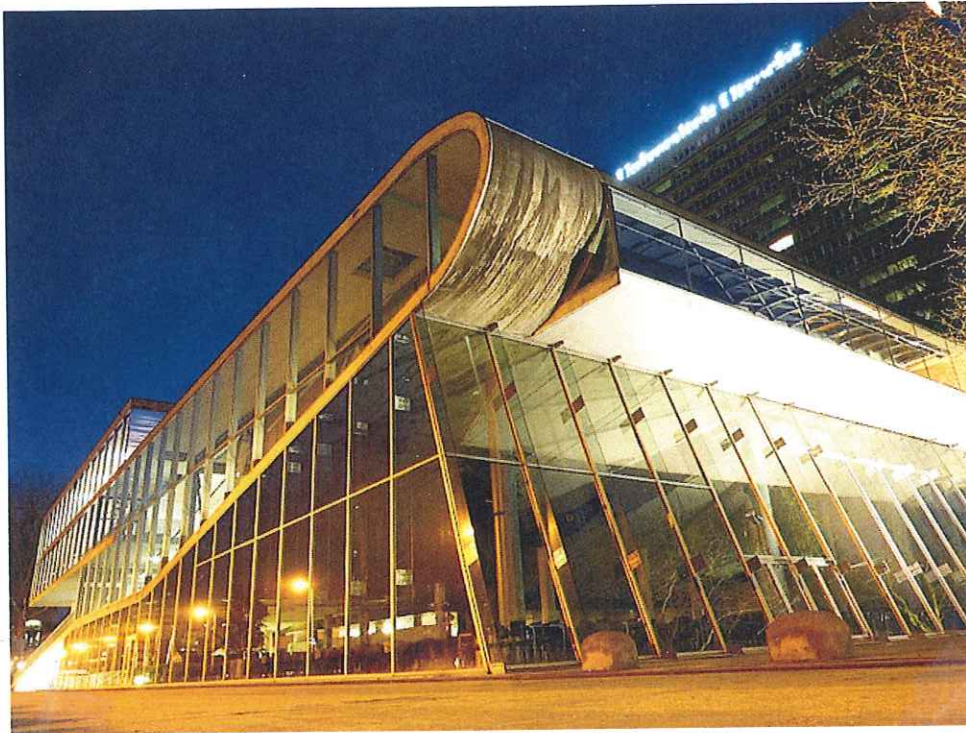


6.

**Educatorium
Leuvenlaan 19
University center De Uithof
Utrecht
The Netherlands**

OMA 1997

OMA was in charge of the design of the master plan for the De Uithof campus, which is part of Utrecht University. They were also commissioned to design the Educatorium. This building is the first University building that OMA ever designed.



The design of the Educatorium is very environmentally conscious. From the selection of the materials used in the project, to the water supply that is used to flush the toilet, everything is carefully selected to ensure the building is sustainable.



Rem Koolhaas

Från Wikipedia

Rem Koolhaas, född i Rotterdam, Nederländerna 1944, är en nederländsk arkitekt och professor vid *Harvard University Graduate School of Design*.

Rem Koolhaas levde i Indonesien 1952-56 och var därefter verksam som journalist och manusförfattare i Amsterdam. Han studerade arkitektur i London på *Architectural Association School* följt av en stipendieresa till New York 1972, där han bland annat skrev det retroaktiva manifestet *Delirious New York*. Han återvände till Europa och grundade 1975 *Office of Metropolitan Architecture* (OMA) tillsammans med Madelon Vriesendorp och Elia Zenghelis och Zoe Zenghelis. OMA har designat och byggt projekt över hela världen, som exempelvis *Lille Grand Palais*, *Seattle Public Library* och *Casa da Musica* i Porto. Han är också chef för AMO, som är OMA:s konceptuella avdelning som undersöker territorier i ett utvidgat fält, utanför arkitekturens gränser.

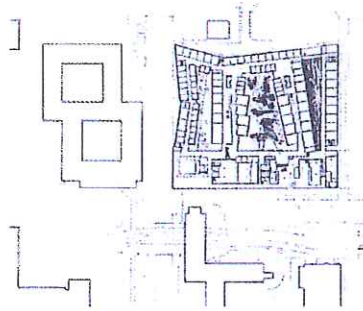
Koolhaas vann redan på 1970-talet världsrykte som teoretiker och har kallats både modernist, strukturalist, postmodernist och dekonstruktivist. Med fokus inställt på sambandet mellan samtida kultur och arkitektur har Koolhaas lett många internationella stilbildande projekt, både teoretiska och fysiska, under tre decennier. Många av dessa projekt är frukten av samarbeten med studenter, ingenjörer, institutioner och kommersiella aktörer.



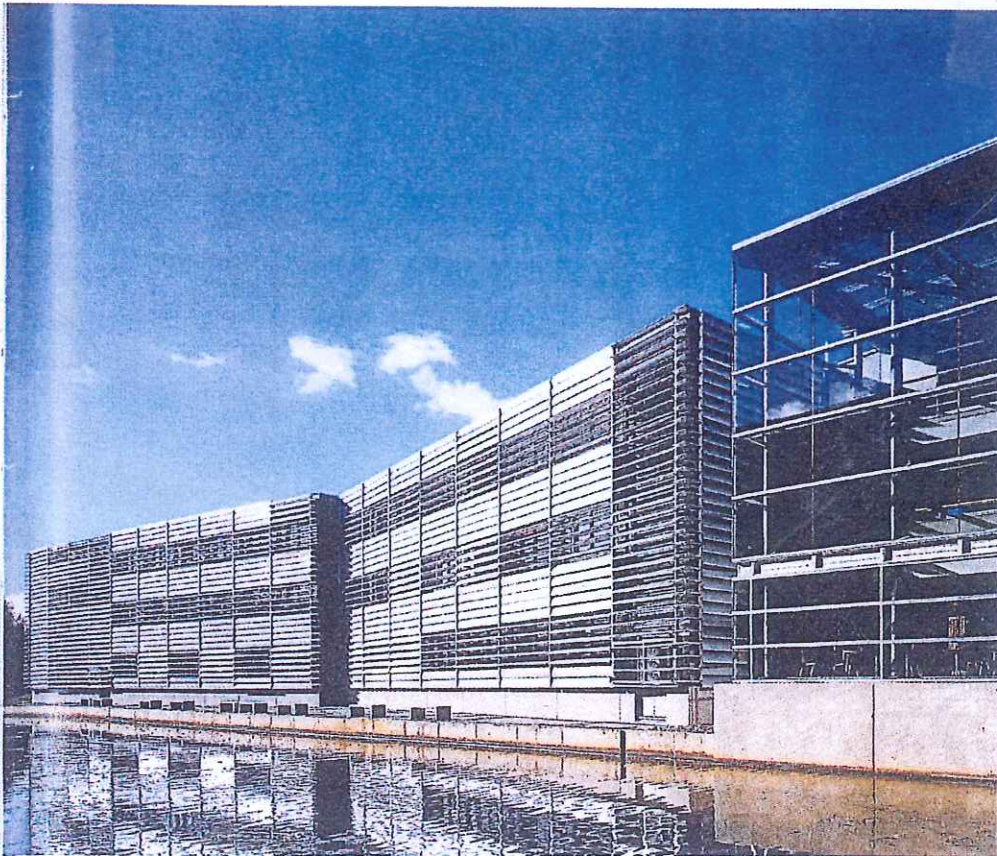
Rem Koolhaas

Faculty of Economics & Management, Utrecht by Mecanoo architecten

Programme: Faculty building of 23,500 sq.m for 5000 students and 400 employees with four college halls, 12 small college halls, offices, restaurant and meeting areas with internet facilities
Design: 1991-92
Execution: 1993-95



Site plan

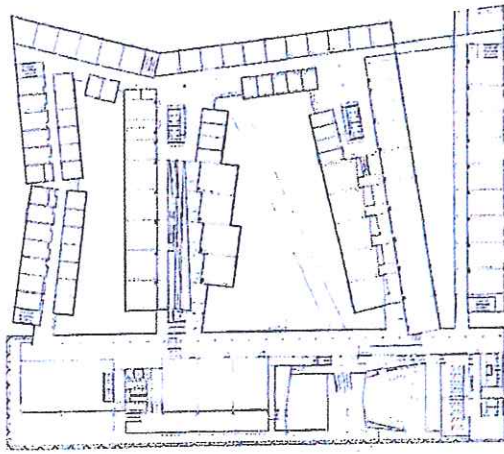


Front onto the canal

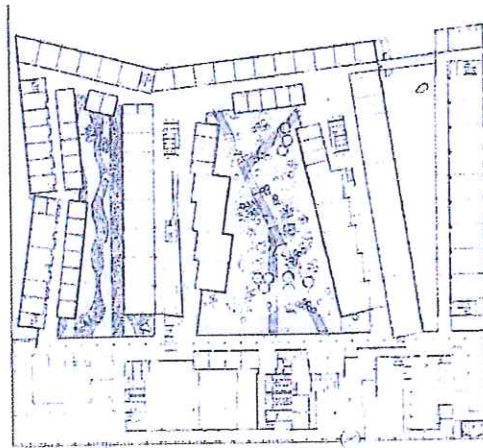
Mecanoo

From Wikipedia, the free encyclopedia

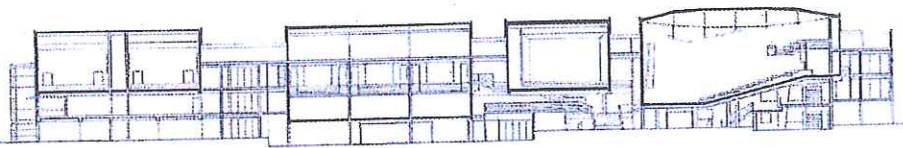
Mecanoo is a firm of architects based in Delft, The Netherlands. The Delft based office of Mecanoo was officially founded in 1984 by Francine Houben, Henk Döll, Roelf Steenhuis, Erick van Egeraat and Chris de Weijer. The firm is directed by its original founder architect Prof. ir. Francine M.J. Houben with partners Aart Fransen, Francesco Veenstra, Ellen van der Wal and Paul Ketelaars. The firm's designs include technical, human and playful aspects. Mecanoo combines the disciplines of architecture, urban planning and landscape architecture in a sometimes unorthodox way and with sensitivity for light. Each project is approached in terms of context and how it relates to the larger urban and social fabric; how it impacts the environment and the beauty of place.



First floor



Ground floor



Section through
the auditoria



Corlaer College 2

Ds. Kuypensstraat 3, Nijkerk

Principal: Nijkerk Local Authority

Designer: Broekbakema

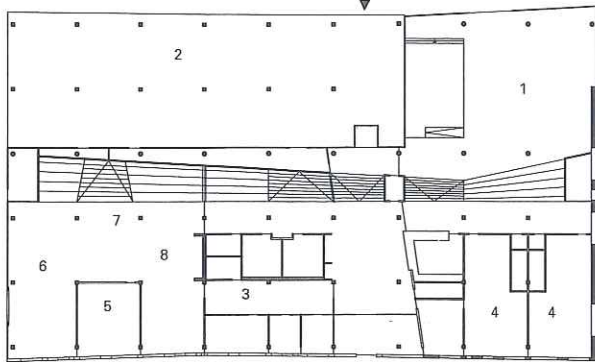
Architects: Jan van Iersel, Michaela Stegerwald

Design year: 2003



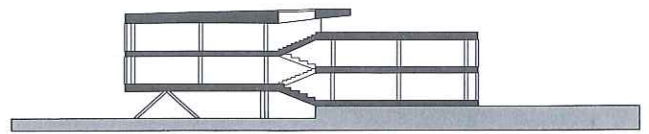
School building

The Corlaer College 2 for preparatory secondary vocational education, higher general secondary education and grammar school education (Athenaeum), is situated somewhat awkwardly on the outskirts of an extension district of Nijkerk. It is a modern building with sculptural outer walls. The interior of the school is open and spacious. An elongated void divided the building into two halves. Access to the upper floors of the building is via this 'knowledge canyon', which receives a large amount of daylight from above. It is also a spatial device to link the split-level floors on either side of it with one another. Not only does this enable all kinds of different routes through the building, but the broad stairs are also excellent seating for informal group lessons. The communal area and the learning domain form an organic whole as a result of this arrangement. The learning domain with its areas for study, seats and computer areas does not have any thresholds and is entirely transparent. The glass partitions running along the width of the building indicate the boundaries of the domains. The auditorium is the only non-transparent room in the building and hangs like an independent volume in the open-plan hall.



Ground plan ground floor

- 1 Central hall
- 2 Bicycle storage
- 3 Administration
- 4 Practical room
- 5 Classroom for instruction
- 6 Learning domain
- 7 Relaxing area
- 8 Team leader's room



Cross-section



Central hall zone



Classroom



Common hall

IJburg College, Amsterdam, Netherlands



Project Facts

- *Location:* Amsterdam
- *Country:* Netherlands
- *Year of Completion:* 2006
- *Client:* Stadsdeel Zeeburg Amsterdam
- *Architect:* hvdn Architecten [Website](#)
- *Size:* Unknown
- *Pupils:* Unknown
- *Construction Sum:* € 2.900.000 [2006]

Overview

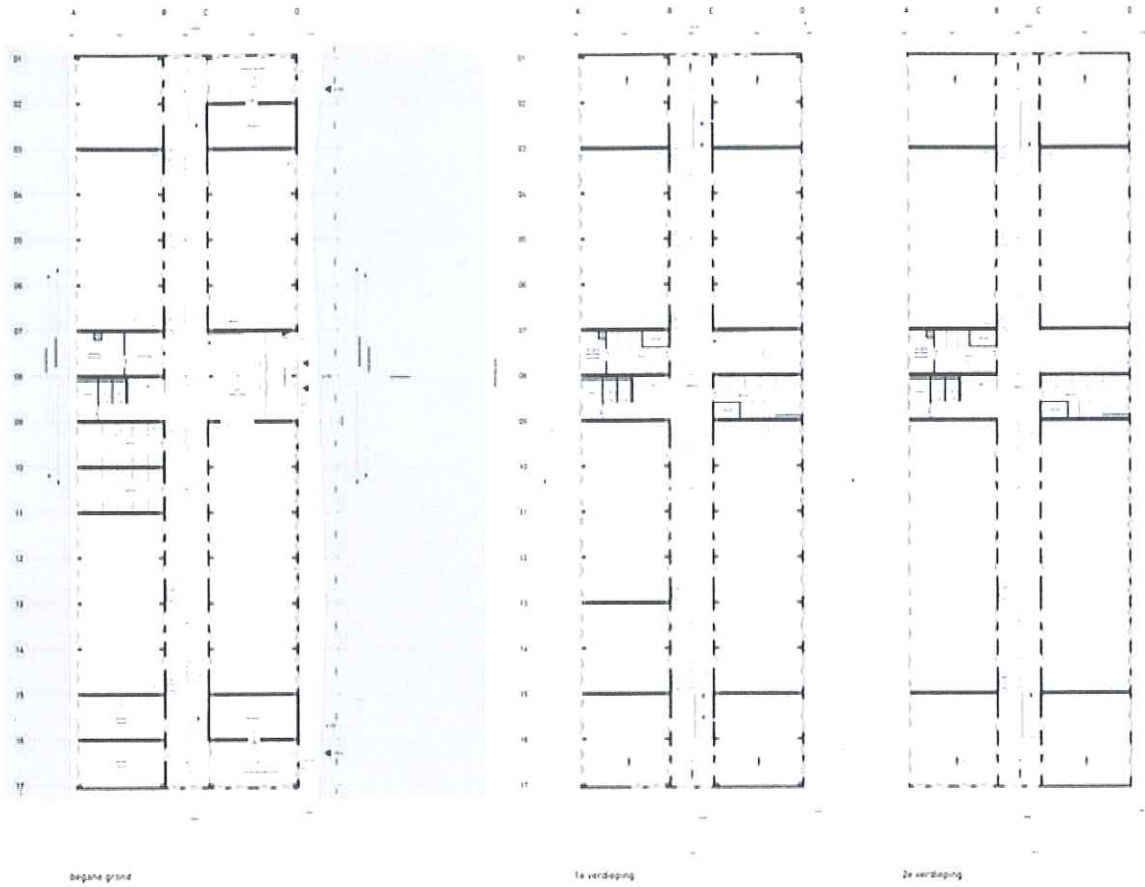
Designed as a temporary school to have a life span of 15-20 years 'tij49' or IJburg College, was designed and constructed in a period of six months, after the local authority hit problems during the realisation of a permanent secondary school. The largely prefabricated unit has a simple corridor spine with classrooms on either side. The horizontal layers of the building act primarily as fire compartments and each floor has a different coloured identity which is echoed on the outside of the building through deep balconies, wrapping round the building. These solid bands act as sun shades and give access to the outside from the learning spaces. Despite the speed of the project realisation, the local authority stipulated that the building should not appear as either temporary or simple. Whilst simple in its form and layout the building has a solidity and freshness that surpasses the clients brief.

Integrated social and physical context

The name of the school is taken from the area IJburg, and 49 being the plot number of the land on which the building is located. It is interesting to note that this particular plot is given over to temporary projects and has previously been the location of an imported beach front and bar complex! The school sits on the quay side looking over the sea. This backdrop gives the school and even greater impact at night, where its coloured stripes reflect off the water.

Integrated flexibility for space and learning

The flexibility in this instance is being able to manage change and the ability to provide a 'fit-for-purpose' school in 6 months. When selection and procurement processes for new schools take several years it is interesting to know that a school can be created and used as quickly as this. It is in no way 'the answer to school design', but an interesting approach and result.



Bredero College extension

Meeuwenlaan, Amsterdam

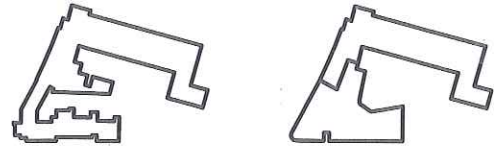
Principal: Amsterdam Local Authority,

North Amsterdam District

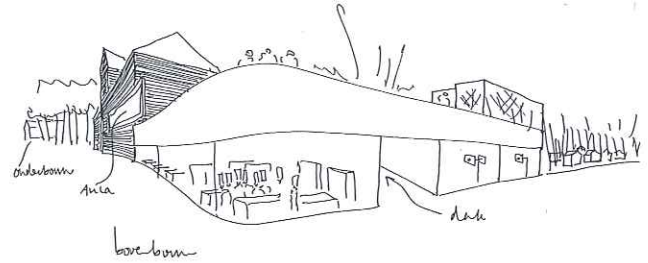
Designer: Van Gameren en Mastenbroek

(de architectengroep)

Design year: 1998



Ground plan, former building on left, new design on right



Sketch design

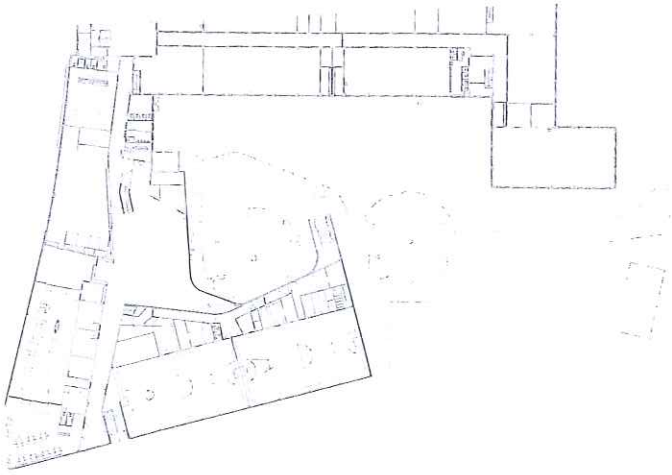


School building

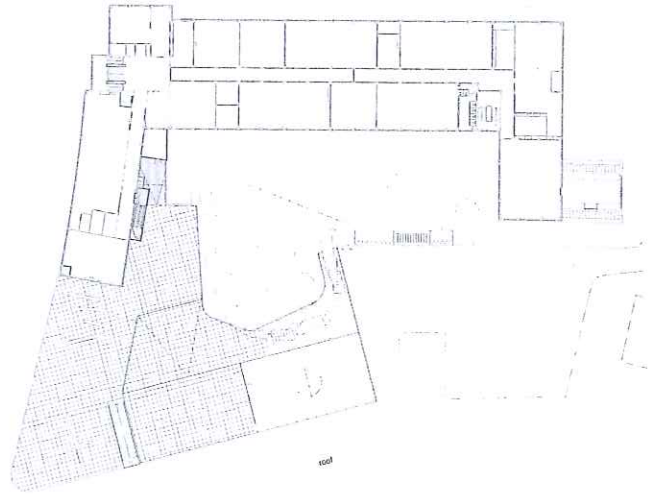
An existing school building from the 1930s had been renovated and expanded with temporary classrooms over the years. The area at the rear was particularly messy and untidy. The school urgently needed a new image as well: a new name, a new look, and a new entrance. The new extension at the rear contains several classrooms for practical instruction, a hall and two gyms. The new name Bredero College has been applied in the façade in large letters. The roof of this part of the building can be used as a forecourt and also includes the new entrance. This made it easier to divide up and use the old building. The architects Dick van Gameren and Bjarne Mastenbroek, who still worked together within de architectengroep at the time, were chosen because of a previous project with multiple land use.

To contrast with the monumental old brick building, the new one is informal and light with a lot of glass. The ground floor façade in the Meeuwenlaan functions as a big showcase. Behind it are the bakery, the kitchen and the restaurant, which is open to the public twice a week. A glass partition has been placed between the restaurant and the kitchen. The restaurant is situated in the corner that has been rounded off. There is a staircase between the entrance for visitors to the restaurant and the two gyms which leads to the forecourt above. The forecourt has a balustrade on the side facing the street; there is a gauze fence around a sports field. The new extension has been specially designed to spare an old tree.

Between the classroom wing and gyms is a hall with a view of the inner terrain. The gyms and the hall can also be used separately and outside school hours. Bright, fresh colours have been applied in the hall.



Ground plan ground floor



Ground plan roof



Rooftop schoolyard



Kitchen

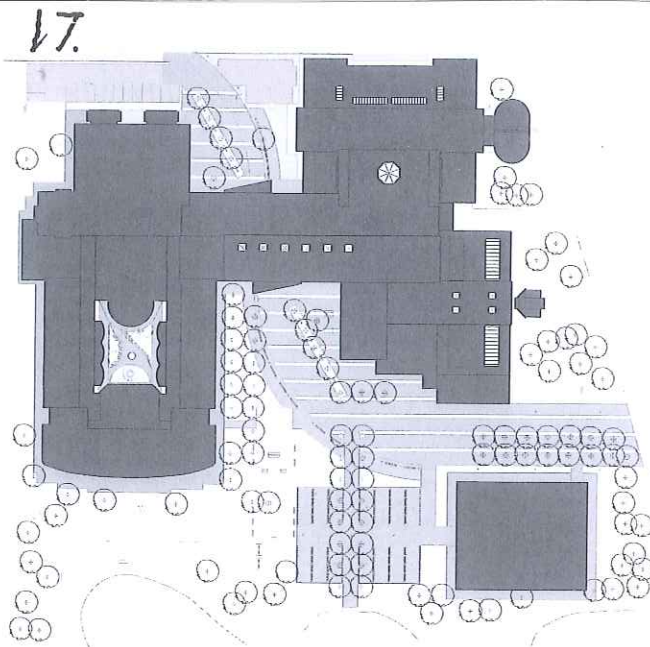
Renovation of Open Schoolgemeenschap Bijlmer (OSB), Amsterdam

Gulden Kruis 5, Amsterdam-Zuidoost

Principal: OSB management committee

Designer: LIAG architecten; OTH, bureau voor architectuur en
interieurarchitectuur

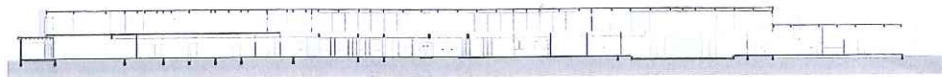
Design year: 1980, 2004, 2007



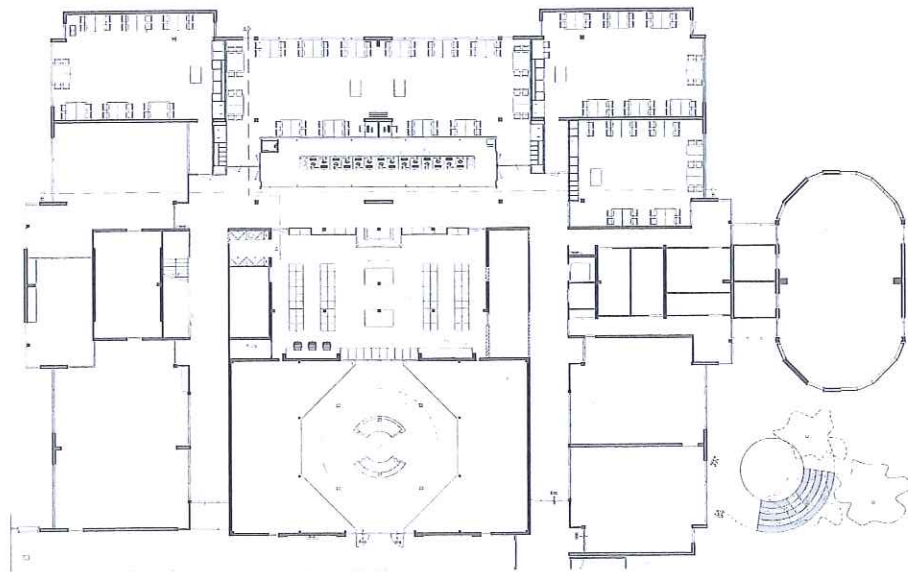
Entrance school building

The Open Schoolgemeenschap Bijlmer cluster of schools for grammar school (Athenaeum), higher general secondary education (HAVO) and preparatory secondary professional education (VMBO) was built in 1980 on a site which was an oasis in the neighbourhood at the time, not far from the Bijlmerdreef. This secondary school regards itself as socially committed, pupil-orientated, and innovative. Each lesson still starts with question time in a circle. A far-reaching renovation of the school was completed in 2006 by LIAG architecten to link the six schools that form the cluster. A large hall was created at the point of the public subway to give the school the heart that it had lacked until then.

Because of the complicated operation, the learning zone People and Technology was left out of the renovation at first. However, the discrepancy between the primitive teaching and working conditions and the school's ambition to profile itself as a model of scientific development – a genuine research school for learning to investigate – made itself increasingly felt. OTH was chosen from five firms because their design for a science lab stood out for its rigorous approach and transparency. The computer room and the physics and chemistry classrooms that surrounded it were placed beside a widened corridor, with the depots of the technical education assistants on the other side. The attractive showcases and partly glass walls provide clarity and daylight in what used to be badly illuminated rooms. Work places have been created around the existing columns. The bright colours, including those of the ducts, as well as the lettering, underline the technological character of the environment. The designers have consulted with us 'down to beyond the decimal point', says deputy director Hans de Roode. That is why they are now involved in the solution of other bottlenecks, such as the completion of one of the participant schools and an extension.



Longitudinal cross-section



Ground plan ground floor



Central hall



People and Technology learning area



People and Technology learning area

Montessori College Oost

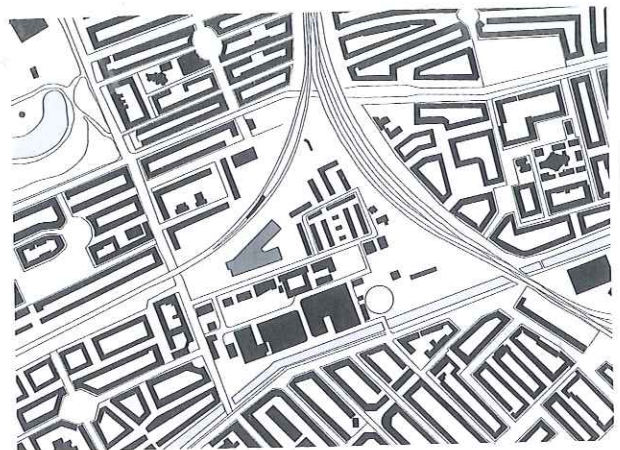
Polderweg 3, Amsterdam

Principal: Stichting Montessori Scholengemeenschap Amsterdam

Designer: Architectuurstudio Herman Hertzberger

Design year: 1993

19.



Site plan



School building

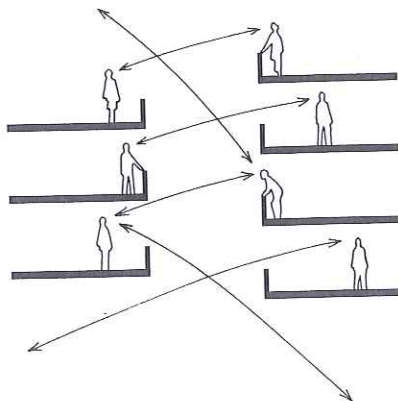


Diagram levels

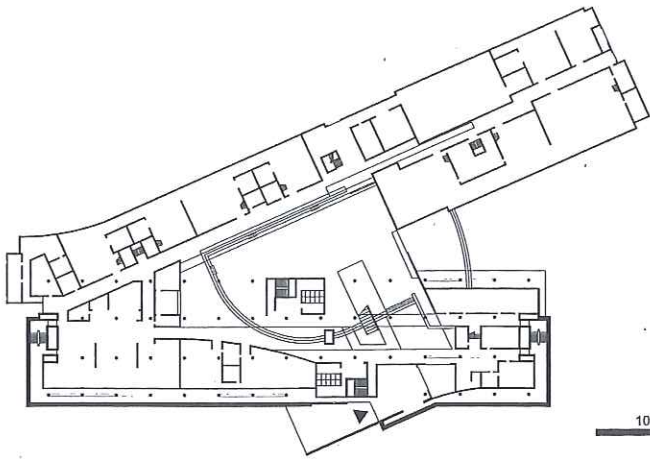


Central hall

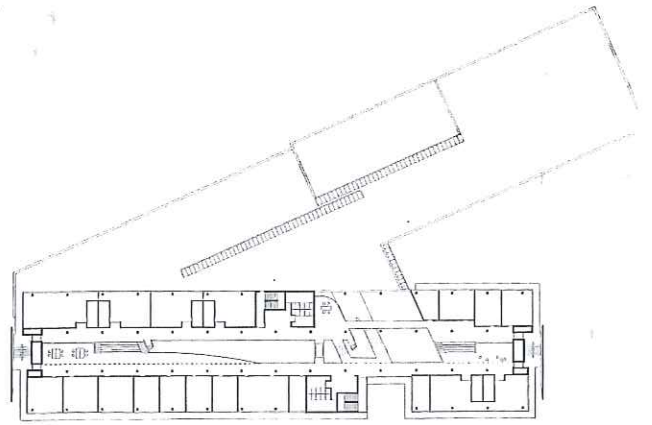
Hertzberger's famous Apollo schools for primary education in Amsterdam from the early 1980s were the source of inspiration for this Montessori school for preparatory secondary vocational education. Here too the multiple use and significance of the communal domain is the guiding architectural theme. The elongated building in the Watergraafsmeer district of Amsterdam is situated on a triangular site wedged between a railway line and an industrial estate. This determines the V-shape of the ground plan.

The central hall forms the meeting point of both the single-storey and the multi-storey building. The tall volume has four floors, arranged in a split-level system around an elongated void. This enables visual relations between the different floors and creates a strong sense of space. The void is intersected by a number of very wide bridge staircases that also function as places to meet and as alternative learning domains. While in the communal domain the areas are articulated as much as possible with one another, there is a hard boundary between the landings and the learning domains. The central entrance hall is inviting and characteristic in form. Its variety and spaciousness suggest a square in a city, deliberately keying in with the world that the pupils experience.

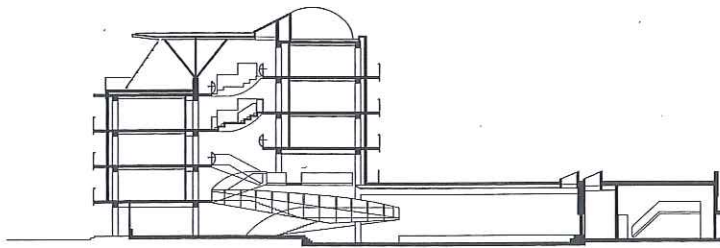
19.



Ground plan ground floor



Ground plan first floor



Cross-section



Central hall from above

