1. Assignment
2. Location
   - history
   - site inventarisation
   - routes
   - site approach
3. Building
   - representation
   - organization
   - spaces
4. Technics
   - construction
   - façade
   - installations
Design the new Amsterdam crafts school.

I would like to introduce the crafts school to the Amsterdam youngsters and bring back the interest in traditional and new crafts by designing a special crafts school on a suitable location.

I envision a school where the youngsters work at their own projects, running their own restaurant, creating their own boats, cultivating their own crops, making them forget the are at school. The school should breath crafts, in appearance and in organization. People should know this school is not a regular school, but a school for people skilled with their hands.
The schoolsite should...
- have a strong relation with crafts
- give the youngsters freedom to work without being disturbed and without being a disturbance
- have the opportunity to create synergies between local industry and the crafts school
gigantic scales
gigantic scales
baptizing of mammoth tank ships
new developments
new developments
new developments
wasteland
Amsterdam Central - NDSM ferry connection
The shell communicates industry, craft and refers to the other buildings on the site. The mass composition brings in a modern twist.
Communal: the aula, locker hall
Theoretical: all classrooms, library
Practical: Horticulture, Restaurant, Carpentry, additional programme

Additional
- Boat workshop for transforming, maintaining and repairing boats.
- Extra workspace for new generation crafts like game developing and multimedia editing
Analysis of the Verolme Shipyards IJsselmonde
Analysis of the Verolme Shipyard IJsselmonde

Practical departments
Theory departments
Analysis of the Verolme Shipyard IJsselmonde
Memories of school spaces
The spatial memories of the Farel College in Ridderkerk

Thread: By inquiring a select group of resigned pupils, I tried to find correlations between memories, spaces and pupils.

Conclusion: The majority of the VMBO pupils have good memories on informal spaces, like the hallways, locker spaces and outdoor smoking spaces; the majority of the HAVO pupils fancied the aula, and the VWO pupils the classrooms. Color and daylight are very important.
Analysis on memories of school spaces
Analysis on memories of school spaces
The central hall is the **heart of the building**. Important is the **relation with the courtyards** and views and the **feeling** that you are in-between the practical and theory departments. The space is **orientated towards outside**. In-between the practical departments are ‘**comfortzones**’, made by the pupils themselves, offering soft flooring, more light and furniture like lockers, picknick tables and so on.

The outer brick walls are penetrating the central hall space and wrap the practical departments completely, creating a **strong border** between the **hall** and the **departments**. One must really ‘**enter**’ the department.
Entering the department is an essential part of the design. The pupils must really feel they enter an other world, a world of crafts, their world of crafts.

The entrance of their own world is strengthened by a change of floor type. The intermediate zone of the technical departments have steel grids on the floors, the cooking and horticultural departments have tiles on the floor.
The most practical spaces of the departments are located at the end of the department, at the tip of the fingers. The restaurant has to be a real restaurant and is orientated towards the view on the IJ river.
The practical areas are orientated towards the practical courtyard, which is, on his turn, visible towards the canteen/aula area. The workshops open towards outside by overhead doors, a type of door commonly used on the wharf.
This is the place where the youngsters get their knowledge. It is stacked on the practical departments, creating a clear separation between the rest of the building. Two wide airy stairs form the entrance to the theory department. The shed-like rooflights, central circulation space, voids and the outside view create an aesthetic chapter for the theory department. The swift didactical changes in the Dutch educational system require the building to be flexible. The department is a mix of classrooms and learnscapes, but can be freely classified on a gridsize of 2,4m if changes appear.
The window frames play a very important role in the architecture of the classrooms. On the west and south side of the building there are climate window frames. The outside window frame has a dark color and has a big share in the appearance of the building, referring to old industrial times. In order to create this ‘feeling’ on the inside as well, the inner window frame is colored in the same natural color as the ceiling and walls of the space, providing all the focus to the outside windows.
Offering the users to add their own 'layer' to the building will help the building adapt to its users.

- **Comfortzones** designed and made by tutors and pupils.
- **Creative walls** offers the pupils to express their art.
- **The Exposition yard** will display products made in the technical departments.
- **Open spaces outside** the school give room for different use.
Construction dimensions

- Walls: precast concrete; \( t = 200 \)
- Facade columns: steel tube concrete filling; \( d = 120.260.12 \)
- Inner columns: steel HE300A
- Beams: steel THQ concrete filling; \( d = 420.320 \)
- Floorslabs (groundfloor): VBI hollowcore climate floor; \( d = 320 \)
- Floorslabs (1st floor): bubbledeck floor; \( d = 500 \)
- Floorslabs (2nd/3rd floor): VBI hollowcore climate floor; \( d = 320 \)
FAÇADE fragment

Construction
- concrete floors
- steel columns
- steel windowframe cassette
- steel brickcarrier

Insulation
- mineral wool
- foamglass

Shell
- brick
- windowframes
- curtain wall
- steel L-profiles

Climate window (south & west)

Sunshading
- dynamic and static louvres
Facade fragment

Brickwork
daas stuffing press brick, dark grey with sparkle

Framing
steel L-framing on bottom and top sides

Windows
continuous horizontal U-profiles creating horizontal lines. Moving elements are in lighter color.

Curtain wall
uses steel back construction, different color and rhythm and composition to strengthen the mass volumes

Roofs
extensive vegetation to bring a textured layering to ease the sight
Drainage system;
area to cover; 10.8 x 14.4 = ca. 150m²
Ventilation / heating system; area to cover: 10.8 x 14.4 x 2 = ca. 300m²
Sunshading

1. Cloudy
2. Weak sunlight
3. Strong sunlight