REGENERATING THE
SCHOLENDRIEHOEK
AMSTERDAM WEST
PI REPORT

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REGENERATING THE SCHOLENDRIEHOEK
Thesis plan and research report

Graduation project Msc3
RMIT Mixed projects
2012/2013

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“Old ideas can sometimes use new buildings. New ideas must come from old buildings”

Jane Jacobs, 1960
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1. INTRODUCTION

PERSONAL MOTIVATION

In early 2011, I attended a lecture by Joost Beunderman on the Spontaneous City (part of Urhahn Urban Design). Beunderman presented the book “Compendium for the civic economy.” Since then the book has never left me. The book is about 25 trailblazers how the current time (crisis) can be handled with the limited space and resources.

Reusing existing buildings can fill the limited space and resources. This reuse is what I think is interesting. The RMIT graduation project fits well with this topic. As an architect, you have the opportunity to develop social initiatives into a sustainable way for the future.

PROJECT

The research by design concentrates on the urban, architectural and technical aspects involved in the growing need for the preservation and transformation of buildings, including those of cultural significance. The first step in the methodology applied concerns the conclusion in a value assessment of the urban planning, architectural and technical analysis of existing buildings and ensembles, especially of categories and areas affected by radical renewal and ageing processes. Particular attention is paid to the relevant values as regards architectural history and the various grades of architecture and urbanism, construction and the interior. Implementation strategies must also be developed for ethical, aesthetic, intangible and technical improvement. The design concentrates on the incorporation of the starting points from your research and you will focus on all levels of scale from urban implementation, architectural design and technological design (structure, use of materials and installations). In the RMIT Graduation Studio, you have to be able to develop the synthesis necessary to respond effectively to the brief defined by yourself.1

MIXED PROJECT STUDIO

All projects of the studio “Mixed Projects” are located in Amsterdam West in the area at the North of the ‘De Clerqstraat’ and the ‘Jan van Galenstraat’, at the South of ‘t IJ’, at the West of the ‘Nassaukade’ and at the East of the ‘Einsteinweg’ (A10).

PROJECTS:
1. Hotel at the Westergasfabriek
2. Pink concrete office building
3. Scholendriehoek and Elsevier building
5. Houthavens area redevelopment
6. Haarlemmerpoort (Willemspoort)
7. Foodcenter area redevelopment
8. Project X

MSc 3: Amsterdam aan Zee
Transformation of the Brettenzone

The 2 independent yet also parallel graduation studies within AE+T, are focussed on the Brettenzone or Brettscheg, a centuries old area of Culture and Nature between Amsterdam and Haarlem. This area is characteristic for the DNA of Dutch cultural landscape due to its complex and historical layering. Both specialisations of the track Architecture (AE and RMIT) differ in focus regarding the proposed assignment and are able to create added value during the analysis and design via well organised interaction between these studios. A unique opportunity to both widen and go in depth in parallel graduation studios where an integral approach of the assignment is leading.

“Amsterdam aan Zee” is a graduation studio that focuses on the area between the old Amsterdam-Haarlem line. This covers amongst others the historical Haarlemmerbreestraat which is a connection as straight as an arrow between the two historical city gates of Haarlem and Amsterdam. The area intrigues due to the large variety in landscape, urbanisation and functional program. Harbours and recreational areas succeed each other; old re-used building contrast with the newest manifestations. The long historical canal that connected Amsterdam and Haarlem has been absorbed by railway and roads. The site has beautiful chapters of history, all kinds of flora and fauna, yet also numerous intriguing buildings with diverse functions, infrastructural interventions and civil fortifications.

This studio is a reflection of the current and future architectural task in the Netherlands: complex layered history and city/landscape and objects as input for transformation in the shape of amongst others Re-use, Conservation and Renewal. Deploy the sharp analysis (knowledge) of the complex historical cultural landscape in a relevant manner within the dynamic current design questions around densification. This leads to a kaleidoscope of spatial assignments which jointly and individually will be defined within a substantial and coherent vision for this area.

For RMIT the focus will be from the west of the Central station of Amsterdam with many locations that need to be redeveloped. The final individual design will result from cultural historical, social-economical, architectural, and technical research. An inevitable multidisciplinary and integral assignment across the levels of scale, within the domain of spatial design and in collaboration with RENL Landscape (Urbanism) and the parallel graduation studio of Architectural Engineering. The RMIT studio will split up in two groups. One will focus on postwar housing complexes, the other will contain a mix of different projects.

Conversation and debate with different stakeholders, like municipalities, government (Board of State Advisors), the Province of Northern Holland, investors, housing corporations, Arcen etc. are welcome input for the assignment to be defined.

Tutors: Lidy Meijers
Liônine Spormans
2. AIMS OF THE PROJECT

PROJECT LOCATION

De Scholendriehoek is located in the northern part of the district Bos en Lommer. The A10, Sara Burgerhartstraat and Wiltzanglaan bound the area. It is a green zone built in the post war reconstruction, in this triangle there are four different schools. In the early sixties arose an eleven-storey office building as a headquarters for publisher Elsevier. In the current area are eight buildings (including a temporary emergency building) including three buildings suffer (full or partial) vacancy. Commissioned by the West district and with the support of an Impulse Budget of the Ministry of WWI (Housing, Communities and Integration) is a new development plan for economic and social functions for the three main “buildings” of de Scholendriehoek. The focus is on the Elsevier building and the former ROC (formerly Daniel Cheap School). In relation to these buildings is an integral vision of the area developed in which the School Hendrick de Keyser, the building of the community center and the Schaffelaar Multatuli School are included. In the months of November 2010 to April 2011, the Overleggroep Herontwikkeling Scholendriehoek (OHS) examined possible reuse scenarios’ for de Scholendriehoek with accent on a rezoning of the Elsevier building. Research shows that de Scholendriehoek has specific and special qualities, but these are only partially utilized. By a well-coordinated strategy for reuse of existing property and intensification of the programming significant steps can be put to improve the quality of life in and around de Scholendriehoek. Eventually de Scholendriehoek can change into a lively area with a balanced mix of living, working, learning and leisure.

De Scholendriehoek is adjacent to the neighbourhood Bosleeuw Midden. The proposed large-scale housing renewal plans of the fifties housing blocks are no longer achievable because of the crisis. Postponement of these plans makes the intensifying and upgrading of the real estate in De Scholendriehoek more important. New features can provide a concrete quality of the entire area of de Scholendriehoek.

2 source: Eindrapportage Herontwikkelingsplan Scholendriehoek
photo: aerial view Scholendriehoek, from left to right in the spotlight: the Elsevier building, Hendrick de Keyser School, the Schaffelaar, Multatuli School and vml. ROC / Daniel Goedkoopschool
PROBLEM STATEMENT/GOAL

De Scholendriehoek has in its urban layout something of an enclave in the city. This is a potentially area where residents, businesses men, school children, visitors and users can come together in different places and activities to meet. Because of the many green, the protective perimeter development and the relative no traffic-movement the triangle is a quite haven near the busy urban hubs of Teleport, Admiral Ruyterweg and the Bos en Lommerplein. Furthermore it is the area at the intersection of two major spatial axes: the creative radial west and the north-south route along the area of the A10. De Scholendriehoek may start functioning as an important link between these areas.

In the coming years is important to make use of these qualities. The area also has a number of problems; including insecurity and limited social cohesion. In de Scholendriehoek are a number of organizations that are housed intensively engaged in security and positive participation of young people, such as Connect Foundation, the Multatuli School and in the near future, the social debate centre. It is important to improve the links between these organizations in order to achieve a common approach to social issues. This applies not only to the above organizations, but also for future tenants in the three main buildings. Upgrading de Scholendriehoek must be considered as a joint mission.

The aim is to replace the existing property and give a new meaning to the neighbourhood. Residents still look expectantly to the Elsevier building and the former ROC. New features are of added value to the quality of life of Bosleeuw-midden and de Gulden Winckelbuurt.
RESEARCH QUESTION
To what extent can the buildings in the scholendriehoek contribute to a more social environment in the Amsterdam district Bos en Lommer?

SUB RESEARCH QUESTION
- What is /was the relation between the buildings?
- What is/was the relation between de Scholendriehoek and th neighborhood?
- What are the qualities of this area
- What is the social environment?
- What are the qualities of each building?
- In what way can the collaborate?
- What is the quality of the public space?
- What is the relation with Amsterdam?
3. APPROACH OF RESEARCH

RESEARCH METHOD

The first semester is roughly divided into two periods. The first period consists of analyzing the project location and the second part consists of a design assignment. However, as with every design challenge is inconceivable that research and design do not occur simultaneously. During the analysis, the first design ideas emerged and vice versa. To get a grip on both the analysis and the design specification, analysis methods and design methodologies are of great importance.

The first step of the analysis I started collecting information. This first step corresponds to the ABCD method (Zijlstra, 2009). Different sources to collect information are: literature, the building (and location) itself, archives and interviews.

To become familiar with Amsterdam West we had a group excursion by boat. Then we cycled through the district, and finally we have a specific location visited on foot. In this way I got a clear perspective of the area. During the visits I have several informal conversations with locals. I spoke to residents, people who are working in the buildings and an old caretaker of Hendrick de Keyser School. The obtained information consist of notes, photographs and sketches.

During subsequent visits, I visited the Amsterdam archives and the archives of the Amsterdam West district. These archives have a rich collection of drawings of the buildings within the project location.

For literature I have visited the NAI and the library of the Technical University of Delft. The literature consisted mainly of books on the development of Amsterdam, General Expansion Plan and the development of Bosch and Lommer.

After collecting the information, it is important to structure, analyze and interpret the obtained documents. This is the second step of the ABCD method. First we structuralized the information and sub-groups are created. Each sub-groups had its own theme, history, current situation and future plans. These research results are elaborated in the urban analysis.

For the architectural analysis, the group again divided into smaller groups for the specific project sites to analyze. This analysis consists of an examination of a building or buildings and the immediate surroundings. The groups consisted of 2 to 3 persons each analyzed a building. The group I worked with studied the area of ‘de Scholendrieuhoek’.

For the third analysis, I have made an analysis regarding to the Building Technology of the Daniel Goedkoopschool. This school is one of the five buildings in the triangle schools. By dividing the analysis in three studies a clear structure arise. The structure leads from a larger scale into the smaller scale.

The third and final step of the ABCD method consists of the conclusions that can be learned from the analysis. Because the distribution of three analyses (urban, architectural and building technology) there are three conclusions.

The conclusions are processed and explained in a value assessment at the end of each analysis.
The results of the analyses can be found in the P1 report.

Although the P1 report should be completed after the first quarter, gathering information and the further development of the analysis is a process that continues to run continuously.

SYNTHESES

The analysis was done on three different levels: first, the urban analysis, second the architectural analysis and third the building technology analysis. The adjacent diagram shows the three analysis elaborated in the (three) circles. The topics outside the circles are the sub-analysis of the research. The overlap between two circles represents the relationship between the two studies. The place where the three circles come together stands for the synthesis of the analyses. This overlap consists of the most important element which are observed to be in a further design assignment.
4. RESEARCH AREAS

URBAN ANALYSIS
Amsterdam West

PAST

1878

On the end of the 19e century the harbours of Amsterdam were to small for the trade they did. That was the reason to for new harbour islands in the IJ. In 1889 the Central station were opened and give the possibilities for transport over the railway.

On this map you see as well the growth of the cities around Amsterdam, they were up coming because the recovering economy.

1904

The Annexation with neighbour municipalities , were the first step for more expansion. Also the property law who prescribe the qualities of housing, made the decisive factor. The first “tuindorpen” were founded. Even the build of housing in the north part of Amsterdam started, here was the idea to combine living and working with each other. Slowly the industry were developed in the north part.

1921

In this map you see the foundations of the popular neighbourhood, by the creation of this neighbourhoods there was no attention for the quality of the environment or the housing. The people in this part of Amsterdam were living in bad conditions. The growth of the city were linked with the industrialization, which were attractive for the citizens of the country. And with the plan of Jan Kalff a bigger Amsterdam was born. Jan Kalff make the first expansion plan for Amsterdam what was built.
Through the growth of the city they founded a chair by the municipal who gives advice for the new expansion of the city. One of the new plans were the AUP (algemeen uitbreidingsplan) This plan gave a global structure idea for the new neighbourhoods. Because the War these plans were later executed. An important development in this time, was the growth of the airport Schiphol. This gave Amsterdam more opportunities for trade with other countries.

After World War 2 Amsterdam had a huge growth of inhabitants. At this time there was the baby boom and with that, there came housing shortage. Too many families where living in to small and old houses. By influence of the government there were social housing programs on a large scale. In 1959 there were living 872,000 people in Amsterdam. From the sixties families where leaving Amsterdam. This had several causes:
- The possibility to build in the region - Improvements to travel by car
- Leaving the city for a family dwelling - Tweede Nota Ruimtelijke Ordening (deconcentration) Places like Alkmaar, Purmerend, Hoorn, Lelystad and later Almere grow very fast in these times. A lot of native Amsterdammers are living here.

From the 1980’s the regeneration of the city started and since 1984 the population of the city is growing. Nowadays Amsterdam is a growing with 12 000 people per year. The expectation is that there are 850 000 people live in Amsterdam in 2040.
The research area lies within two major areas of Amsterdam. The south part of the research area is in Amsterdam West and the Northern part is situated in the Westerdok harbour. Both completely different districts of Amsterdam, Westerdok as the industrial part and West for living.
How is Amsterdam West planned for living and working?

In Amsterdam West, the area is explicitly divided into North and South area because of the Harleemweg. The Northern working area is next to the water and is planned mainly for industry because of easy transportation by water. The Southern part is residential area which has more connection with Amsterdam Center and South.

The largest and most important green space is located in the Brettenzone (middle). Here are the parks, gardens and sports clubs. It is good to see that the western suburbs (left) have more green than the older urban expansion (right). In the harbor area in the north are hardly green spaces to be found.

This map shows the division of the infrastructure in the primair (red), secundair (orange) and tertair (yellow) structure. The research area is accessible by three exits of the A10.
The development consists of three stages.

1. Present-2020
   - Kick off developing the bank of Ij into a residential and living area
   - Food centre developing into mixed working and living area
   - Extending street structure within canal ring to Western area of the site
   - Enhancing bretten zone into metropolitan park

2. 2020-2030 (2028 Olympics)
   - Construction of facilities for the 2028 Olympics in the West port area. Major stadia will be located around the Northern end of the plot
   - Developing other end of bretten zone into park
   - Area adjacent to Eastern end of site will be developed into area with high-rise office cluster

3. 2030+
   - Re-using infrastructure and accommodation of the Olympic Games to develop the port area and northern bank of Ij into a living/working district
   - The development of the bretten zone would be realized, offering recreation area for the existing and new neighbourhoods and the metropolitan Amsterdam
These schemes represent the expansion of the officestock as planned by the counsel of Amsterdam for the next 30 years. Per district you can see how many offices are planned per phase of 10 years and what percentage that represents in the total plan. Per phase a separate graph is visible in which the expansion per district is represented as a percentage of that phase. This enables us to read the graphs as a story in time, in which the trend becomes apparent. In combination with other developments such as the potential Olympic Games and the expansion of Zuid WTC the trend becomes explainable.

These schemes represent the expansion of the housingstock as planned by the counsel of Amsterdam for the next 30 years. Per district you can see how many houses are planned per phase of 10 years and what percentage that represents in the total plan. Per phase a separate graph is visible in which the expansion per district is represented as a percentage of that phase. This enables us to read the graphs as a story in time, in which the trend becomes apparent. In combination with other developments such as the potential Olympic Games and the expansion of Zuid WTC the trend becomes explainable.
The district Bos en Lommer became part of Amsterdam West in 2010. Amsterdam has chosen to combine the neighbourhoods into a larger district for a better control. However, it is still useful to use the term ‘Bos en Lommer’, because many social problems in the direct area of de Scholendriehoek come from the neighbourhoods within the (former) Bos en Lommer district. The Amsterdam West district is a too large area and existing data would be unreliable.

(former) Bos en Lommer consists of the neighbourhoods: Erasmusbuurt (1), Gibraltarbuurt (2), Gulden Winckelbuurt (3), Kolenkitbuurt (4), Landlustbuurt (5), Robert Scottbuurt (6) en Laan van Spartaan (7).
OVERVIEW

Elsevier gebouw
vml. Zaanstad gebouw
11,000m²

Stichting Welzijn Westelijke Tuinsteden
vml. Buurthuis De Schaffelaar
1,050m²

Hendrick de Keyserschool
8,000m²

Obs Multatuli-School
vml. Princes Beatrixschool (glo)
2,400m²

Kinderdagverblijf “De Kinderster”

Speeltuinvereniging De Boom
Kinderdagverblijf Groeiparadijs
1,080m²

ROC
vml. Daniel Goedkoopschool (ulo)
3,500m²
The name ‘scholendrieelhoek’ derives from the past when there were almost only schools situated in the scholendrieelhoek from the 1960’s till 2000.

Nowadays the Scholendrieelhoek could be seen as an ‘open air museum’ because of variety of post war buildings. Some of these buildings are municipal monuments. Most of these buildings are not schools anymore, except for the Multatuli School. The last couple of years there have been a growing interest for architecture development from the post war reconstruction year. In this aspect the Scholendrieelhoek is a great cultural and historical value for the city. The schools were located in a green campus setting as non-related buildings, except for the function. They didn’t seem to make use of each other functions.

The diversity in school type, two primary schools, a technical school and a high school, did offer a large package to the surrounding inhabitants. The Zaanstad building seems to be the lonely duck in the triangle. On the other hand since the entrance is facing the A10 the building doesn’t seem to want to participate.
VALUE ASSESSMENT

The area of the Scholendriehoek as a whole and the separate buildings can be given an overall value.

The Zaanstad building gets an indifferent value, it has no connection with the surrounding buildings in scale and functionality. Although it is related with the district because of the direction and shape of the building, a long volume situated from the north to the south. The Hendrick de Keyserschool and the Daniel Goedkoopschool get a positive value, because of the former educational ideas combined their composition and internal organisation. These buildings get their own separate value on construction, composition and structure. The Multatuli school and de Schaffe-laar receive a positive value, due to their position in the area and the different ways in floorplan design compared to the other schools in the area. The concierge dwelling, the Kinderster and the Groeiparadijs are buildings which are placed in a later stage in the area.

The area itself gets a positive value. The idea of the AUP was that the different functions would be separated per plot in the whole district. Even nowadays the living area is still separated from the working and the educational area. In total the Scholendriehoek is of great cultural and historical value for the city of Amsterdam.
ARCHITECTURAL ANALYSIS
Daniel goedkoopschool

GENERAL INFORMATION

Adress: Sara Burgerhartstraat 3, Amsterdam
Build: 1959
Client: Pblieke Werken
Architect: Peyrot, Manon -Daniel Goedkoop-school -ROC
Users: -ROC
Function: Education
Floorspace: 3000m2 BVO
End of function: 2002
Owner: Stadsgenoot
New Function: Cultural an social debat stage
Name: Beukema toe Water-Peyrot, Hermance Elisabeth Manon
Date of birth: 6 nov. 1927

Manon Peyrot went to school on the Scarsdale High School (1941-1944) in Scarsdale. After high school she studied at Cornell University (1944-1948) in Ithaca, NY. After she graduated, she worked for several employers as a technical draftsman. In 1953 she starts working for Public Works in Amsterdam, where she has worked for 30 years.
The Daniel Goedkoopschool is the first postwar school for ULO Education (Advanced Primary Education) in Amsterdam. The corridor free school has a U-shaped floor plan consisting of rectangular parts with flat roof. The school has a varied appearance consisting of four wings of varying heights which are grouped around a paved courtyard.

The main building is a one-storey wing connection with the eastern wing attached (similar to the design of the famous postwar H-schools). A wing mounted on the columns connects to the south side opposite the wings. For this school is that it is the first in a series of postwar school types were. Until then, it was customary to ULO schools to house in existing primary schools or in new buildings with a traditional design. The design is based on a (mainly) corridor free school, with a strict spatial separation between theory subjects in the main wing and the practical subjects into separate components, and a separate area with gym and a school hall. The various classrooms in the main wing are only accessible via stairs.
BUILDING TECHNOLOGY ANALYSIS
Daniel goedkoopschool

VOLUMES

CONSTRUCTION

1. SOUTH WING
2. WEST WING
3. NORTH WING
4. EAST WING (BRIDGE)
MATERIALS AND DAMAGES

Red bricks  Yellow hardboard  Gray concrete  Red hardboard  Wooden window frames

Wooden window frame  Plasterwork entrance  Wooden window frame  Cracks in concrete ‘bridge’  Damaged glass
The composition of the Danielgoedkoopschool gets a positive value. The former school was one of the first post war school with the characteristics of a corridor free floorplan. This typology can still be considered as a positive.

The concrete and steel construction is in good condition. Import for this building is the concrete facade element all around the facade. This element is the foundation for the upper brickwork. Due this solid construction type it is easy to reuse the building for the future.

Although the open façade is in architectural perspective an important element. It is in the structural state really not enough to be labeled as a positive value. Because of the bad condition it will be indifferent for the future.
5. RELEVANCE

SOCIAL

In 2007, Minister Elle Vogelaar (housing, neighbourhoods and integration) labelled the district Bos en Lommer as “krachtwijk”. A term often used is “aandachtswijk”. The problems that arise in this area are of social, physical and economic nature. The current function of the schools triangle does not reflect on these issues. Despite several attempts to transform buildings in the triangle they are hardly successful. The challenge is in my opinion not to transform the buildings, but to transform the entire triangle to a common idea. The buildings within the triangle will have to work together to the common goal. Once the cooperation within the triangle is achieved only then the Scholendriehoek can have a positive value for the neighbourhood.

SCIENTIFIC

The vision of the AUP has a strong presence in the area. The AUP was a structure plan in which light, air and space were very important. There was a main separation between living, working and recreations with the connecting element traffic. This separation is still visible in and around the Scholendriehoek. Along the Admiraal de Ruyterweg are the pre-war housing blocks. In the south of the Wiltzanghlaan are the post-war residential buildings. Between these two residential zones is the Scholendriehoek with its recreational and educational functions.

The assemblage of different architectural styles and visions are of great cultural value to the neighborhood and the city. According to the first article of the Venice Charter of 1964; "The Concept of a historic monument embraces not only the single architectural work but also the urban or rural setting in which is found the evidence of a significant development. This applies not only to great works of art but also to more modest work of the past, which have acquired cultural significance with the passing of time."

In the case of the Scholendriehoek it includes cultural significance from multiple time periods.

Because of the congregation of the two main architectural visions area as well as the buildings are of high cultural and historical value. What these values are will be explained by the Office Monuments and Archaeology (BMA) in the Valuation Maps AUP.

The valuation of the buildings is based on four aspects:
A. The internal organization of the object (typology and floorplan)
B. The spatial layout of objects (architecture)
C. The grouping of objects (allotment)
D. The contribution of objects to the quality of urban garden ensembles as a whole (relationship with field as a whole)
The purple marked buildings in this map are of high value. In the Scholendriehoek and the entrance area are five buildings that are of high value and three of them are already on the list of municipal monuments. As previously indicated, the urban visions relating to housing are important as well. In the map they are marked in red.

The buildings in the Scholendriehoek are designed for social communal functions. Despite the vacancy of the Daniel Goedkoopschool and the Elsevier building these buildings will fulfill those functions in the future again. The separation of functions has always been important (‘nieuwe bouwen’), and will be important again in the future. The Scholendriehoek will remain part of the public domain. Monuments for social functions correspond with the fifth article of the Venice Charter;

*The conservation of monuments is always facilitated by making use of them for some socially useful purpose. Such use is desirable but it must not change the layout or decoration of the building.*
6. SOURCES

FIGURES
TU Delft, pag. 7
Stichting Agora Europe, pag. 9
Nynke-Anna Bellinga, pag. 14,15
Helen Tai Hiu Ning, pag. 17
Evert Druijff, pag. 17
Thijs Brienen, pag. 18
Durk Landman, pag. 19
Bing maps, pag. 20
E, Smit, K. Snijders en T. Hoeding, pag. 22
Beeldbank Amsterdam, pag. 24,25
Waarderings kaart AUP, ordekaart 8, pag. 32
Other drawings and photos are made by Tom Rijvers in 2012

BOOKS/DOCUMENTS
- Stichting Agora-Europa, Rapportage fase 1 van de Maatschappelijke Verkenning voor de Scholen ∆, 2009
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ARCHIVES
- Beeldbank Amsterdam gemeentearchief (see also online sources)
- NAI Rotterdam, BNA-Archief / Stadsontwikkeling Amsterdam 1939-1967 / 7612M
- Amsterdam gemeentearchief dosiernummer: 36262
- Stadsdeel west archief dosiernummer: 71144

ONLINE SOURCES
- www.beeldbank.amsterdam.nl
- www.rijksoverheid.nl/onderwerpen/aandachtswijken
- www.agora-europa.nl
- www.biennaleherbestemming.nl
Against the context of rapid economic, social and environmental change, a collective reflection is taking place on how to build more sustainable routes to share prosperity. In the meantime, an increasing number and wide range of change-makers have already found ways to imagine and grow a different economy by using new organising tactics, ways of connecting with people and approaches to collaborative investment.

This book presents the concept of the Spontaneous City as an alternative direction of design thinking and urban planning opposed to traditional rigid city planning. The era of large-scale urban planning is over. With the book The Spontaneous City, Urhahn Urban Design heralds another practice. Small-scale ‘make-ability’ combined with Dutch entrepreneurial skill, that is the basic principle.
# 7. TIME PLANNING

**PLANNING 2012/2013**

| Course week | 1   | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 2   | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | x   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Calendar    | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  | 50  | 51  | 52  | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  |
| Course week | 1   | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10| 2   | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | x   | 2.7 | 2.8 | 2.9 | 2.10| x   | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10| 4.11|

### MSC3
- AR3A022 Urban Analysis*
- AR3A051 Thesis Plan**
- AR3A071 Heritage Development*
- AR3A142 Architectural Analysis*
- AR3A032 Building Technology*

**Finishing products for P1**

- AR1A040 Architectural Reflections**
  - Vacation

### P1
- Reflect and improve P1 analysis
- Value assessment
- Reflect and evaluate
- Value assessment and assumptions
- Concept and program of requirements
- Masterplan
- First design
- Prepare P2 presentation

### P2
- Christmas holidays
- Spring break

### MSC4
- Reflect and evaluate
- Re-design
- Preliminary design
- Preliminary design (architectural)
- Final design (technical)

### P3
- Prepare P3 presentation

### P4
- Reflect and evaluate
- Re-design
- Model 3D

### P5
- Prepare P5 presentation

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* see Studio Schedule MSC3 autumn 2012
** half day a week