SCHOLEN
DRIEHOEK
AMSTERDAM WEST
P1 REPORT

URBAN ANALYSIS
- Amsterdam West
- Bos en Lommer
- Scholendriehoek

ARCHITECTURAL ANALYSIS
- Daniel Goedkoopschool

PERSONAL POSITION

BUILDING CHOICE

SOURCES
RQ: What kind of influence did the urban expansion had on the urban structure of Amsterdam West?

1567
In all the time that the city grows, the Dam were the centre at the city. And the new canals were formed for more embankment length, allow more room for the ships. In the Middle Ages it was distinguished for public street and entered this arose ramparts. These ramparts ensured that the city was closed against robbing, loot and robbery. But also could monitor who is legally allowed to make use of the public areas.

In 15e and 16e century the trade in the city growth. The main raw materials were imported at that century, were wood and grain. These were came from the east sea countries. At that time the city included 30,000 inhabitants.

An important thing in this century is that after two city fires of 1421 and 1453 the city government issue a buildingcode (bouwverordening) out. This code describes the fire safety and required to build with brick.

1626
At 1602 the VOC were founded, this stimulate the grow of the harbour in the direction of the IJ, which was the link to the Sea. At the 17e century there was a big expansion of the city, the canal structure and the Jordaan be created.

This give an explosion of the art production and trade of art. What representing an economic impulse on the city, whereby the inhabitants had more money to spend. The Canal structure and defensive works were based of the ideas of the ideal city by Speckle and Stevin. The ideas were transformed by military engineers in to plan for the city expansion.

1725
On the end of the 17e century the grew of economic were over. This ensures that in the 18e century the different between rich and pore were very big, but with the come of iron and steam the industrialization of Amsterdam started and gave the city new economical impulses. Unfortunately the poverty still exist.

1878
In this map you see the foundations of the popular neighbourhood de Jordaan, by the creation of this neighbourhood 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.
On the end of the 19e century the harbours of Amsterdam were too 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.

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.

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 Amsterdamers 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 development of the city ensures that the simultaneously the rural area begins to decrease. The pictures left illustrate how this development has taken place. A distinction is made between the layers: roads, railroads, water and greenery. The bottom images show an overall picture of the different layers.

In 1850 you see structure of peat mining areas with narrow pieces of land and small canals. This was typical for the landscape in our area at that time. The green structure was part of the municipal of Sloten, they called it “Slatuinen”. At that time there was only one railway, from the Willemspoort to Haarlem. The railway connection between the city centre and the outskirts and the development of roads ensured the possibilities to live near the city centre. By the expanding of the city, the typical water structure of the peat mining areas was reduced by that time. Nowadays, only the main water structures are still present, e.g. the Haarlemmerwaard and the Kostverlorenvaart. Gradually the city expanded and there was more need for road structures and railways to connect all the parts of the city. This structure is formed by functionally use. In 1905 you see the influence of the reclaimed land in the northern part of our research area. There was a new dike needed to reclaim more land. By the urban planned expansion there was also more need for green formed areas like a park, that are the current green layers.¹

Despite the growth of the city (and the shrinkage of the rural area), it is remarkable that the major green spaces and waterways are preserved. These boundaries in the landscape are in the current urban structure still visible. The railway, the Haarlemmermeerveld and the Haarlemmerweg have protected the area of de Bretenzone against the growing city.

¹ History analysis by E.Odijk, B.Maat & N.A.Balinga
URBAN ANALYSIS
AMSTERDAM WEST
CURRENT SITUATION

Districts and Neighborhoods
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 comprise different districts of Amsterdam, Westerdok as the industrial part and West for living. Within the district there are 17 neighborhoods (image 15).

Working/Living
In Amsterdam West, the area is explicitly divided into North and South area because of the Harleemmerweg. 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.

Water structure
As earlier in this study indicated, the main structure of the water is hardly changed over the years. The picture on the right shows how the Haarlemmertrekvaart and the Kostverlorenvaart are clearly visible in the urban landscape.

Infrastructure
This map shows the division of the infrastructure in the primary (red), secondary (orange) and tertiary (yellow) structure. The research area is accessible by three exits of the A10.

Building periods
This picture shows how the buildings in Amsterdam West over the years are developed. De Frederik Hendrikbuurt and de Staatsliedenbuurt dates from the period 1800-1900. The Spaarndammerbuurt and the districts south of the Haarlemmerweg date from the period before the war and after the war. Especially after the war, the urban development have accelerated, so a detailed elaboration of the extensions is important (see the development of Bos en Lommer). The development of the port area is only in recent decades.

Answer RQ:
Throughout the years, Amsterdam has become larger. Not only the building structure determined how the city develops, but also the (old) infrastructure and water structure were responsible for how the city has grown. An interesting feature of the building structure is the diversity of construction periods, each with its own urban strategy. Especially in the period before and after the war, these developments have gained momentum. By focusing on these developments, the urban fabric will be exposed.
Introduction
The extension plan of "Bosch en Lommer" is located in the west of Amsterdam and is enclosed by the Admiral Ruijterweg, Haarlemmerweg, the railway and the Jan van Galenstraat. It is connected in the south to the area around the existing Mercatorplein and on the east side of the already built Landlust-plan.

The plan offers space for 9,800 dwellings which corresponds to more than 35,000 inhabitants.

The total area of the district is 97.4 hectares of which 40 ha for construction, 36.5 hectares for roads, 15.5 hectares of gardens and green and the other hectares divided among canals, playgrounds and market areas.2

Development
1911 The Admiral de Ruyterweg developed due to the tramway. The curved road is from the underlying original peat structure, with narrow pieces of land in between.

1930 Dwellings and shops developed along the Admiral de Ruyterweg.

1935 The first side streets start to develop. The area east of the Admiral de Ruyterweg shown in the image is called Landlust. Developed according to the AUP.

1939 The first part of Bosch and Lommer was built in the shape of row housing.

1948 Due to the housing shortage after the 2nd world war houses were developed in high speed. The north of Bosch and Lommer is developed until the Wiltzanglaan. The Scholendriehoek in the north is still empty.

1950 The west part of Bosch and Lommer is developed. The triangle of the Scholendriehoek is still empty.

1952 The Multatuliscchool, also called H-school is built. The first school of the Scholendriehoek.

1960 The Scholendriehoek now contains several schools. Not part of the triangle is the red building in the west, it is a HTS. On the right, the Daniel Goedkoopsschool was built in 1958. To the left, the Hendrick de Keyerschool was built in 1960.

1970 The AO is developed and the Zaanstad building was built in 1966.

2008 A new shopping center and city hall for Amsterdam West has built at the Bos and Lommertion.3

2 Publieke werken, Uitbreidingsplan Bosch en Lommer p.5

3 Urban analysis by TL. Schoneveld vd Linde, T. Rijvers & N.A. Bellinga
Buildings of the Scholendriehoek
1. Elsevier gebouw (1964) vml. Zaanstad gebouw 11,000m²
2. Hendrick de Keyser school (1960) 8,000m²
3. Stichting Westelijke Tuinsteden (1953) vnl. Buijrhuis De Schaffelaar 10,500m²
4. Obs Multatuli-School (1952) vnl. Princes Beatrixschool (glb)
5. Kinderdagverblijf “De Kinderster”
6. Speeltuinvereniging De Boom
7. Kinderdagverblijf Groeiparadijs 10,500m²
8. ROC (1958) vnl. Daniël Goedkoopsschool (ulb) 3,500m²

Development
Figure 31 shows that the buildings in the Scholendriehoek initially were planned differently. The buildings in the triangle were reserved for schools and schoolyards (marked with an s).

Despite the different configuration, the schools has nevertheless realized. For “het entreegebied (Hendrick de Keyser School and elseviergebouw) another function come in its place. According to the “division for the land cost analysis (Figure 32) the area with m indicated is for companies with surrounding homes with premises (a & f). For the triangle are the schools indicated with k, the playground with n, homes with b, l for special buildings and public green with o.

During the development of the Daniël Goedkoop school the only exiting buildings in the triangle were the Princes Beatrix school and the Princes Margriet school. In the drawing of the Public Works (drawing 33) shows how the new school fits into the surroundings.

In the past 50 years, the area has hardly changed. After the development of the Entreegebied, there are only two buildings added in recent years. At the corner of the Kreis Louwenstraat and Wiltzangaan is a temporary building for childcare and alongside the Daniël Goedkoop school a childcare ‘Het Groei Paradijs’ realized a new building.
Development of Bos en Lommer
Figure 23 provides a summary of the various construction periods. It shows that the actual plan has hardly abated from the planned structure. Remarkable is the A10 which is realized on the Einsteinweg and went through the symmetrical square which planned (see Figure 21). The Bos en Lommerplein came in its place. The strong grid of the "strokenbouw" is still visible.

Values
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 Admiral de Ruyterweg are the pre-war housing blocks. In the south of the Wiltzanghalan are the post-war residential buildings. Between these two residential zones is the Scholendriehoek with its recreational and educational functions.

Values according to BNA
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 Entréegebied 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 area of the Scholendrieheok as a whole and the separate buildings can be given an overall value.

The Zaandam 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 ans shape of the building, a long volume situated from the north to the south. The Hendrick de Keyzerschool 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 Schaafelaar 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 Kinderzet and the Groepardij are buildings which are placed in a later stage in the area. Even nowadays the living area is still separated from the working and the educational area. In total the Scholendrieheok is of great cultural and historical value for the city of Amsterdam.

The agency monuments and archeology (BMA) valuation of the Scholendrieheok is indicated as order 1 (highlighted in purple). The BMA describes this highest category as:

Een architectuureenheid die op basis van typologie, een voor de percelo bijzondere en/of karakteristieke architectonische vormgeving, de positie in een verkavelingsenheid en/of zijn bijdrage aan een verkaveling en veld de status heeft van rijks- of gemeentelijk monument of daarvoor in aanmerking komt.²

The complete criteria of the BMA can be found in the appendix.

²Bureau Monumenten & Archeologie, Wieringerwaarden AUP-gebieden in Amsterdam, p. 16
RQ: What are the characteristics of the Daniel Goedkoopschool and where do the different volumes come from?

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.

Introduction
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. This school was the first in a series of postwar school types. Until then, it was customary to house ULO schools in existing primary schools or in new buildings with a traditional design. The adjacent pictures show the school in the early years.
Het nieuwe schoolgebouw voor kind en gemeenschap

In April 1950, the municipality of Amsterdam came up with a guideline for the post-war school. In “Het nieuwe schoolgebouw voor kind en gemeenschap” (the new school for child and community) (image 48) there are various points put forward to benefit educationally, hygienic, architectural and urban planning perspective to take into account by designing new schools.

The research-committee investigate the following points:

a. The requirements of structure and equipment of schools according to the new ideas about teaching and education.

b. The hygienic requirements.

c. The part which the school ought to play in the social life of the community and the possibilities of the building, lending itself to such a purpose.

d. The architectural and technical requirements and those of townplanning.

The results are worked out in the ‘Algemene Beschouwingen’. The following point are part of the result and are applied on the Daniel Goedkoopschool.

Corridor free
One of the main characteristics of the H-school is the absence of the corridor. The H-school is also known as de ‘corridor-free-school’. The classrooms in the Daniel Goedkoopschool are also designed at this model. Through two staircases the adjacent classrooms are accessible.

Air & light
The absence of the corridors ensures that the classrooms have on both sides large glass fronts. In this way, the sunlight can enter the classroom on both sides. By opening the windows, the air can go through the classroom. The principle of the H-school is based on the ‘Openluchtscholen’.

Separation of functions
At building level, the separation of functions is desirable. This separation is clearly visible. In the south-wing the theoretical classrooms are placed (dark gray). The low rise in the west consists of practical classrooms (red) and the north wing consisted of a gymnasium and a theatre.

Detached position
In line with the ‘open air school’ is the isolated location of the school is essential. To achieve good ventilation and light penetration the detached location is important. The Daniel Goedkoopschool is located in a park-like setting and is hardly hindered by the surrounding buildings.

© Dienst der Publieke Werken, Het nieuwe schoolgebouw voor kind en gemeenschap. p. 59
ARCHITECTURAL ANALYSIS
DANIEL GOEDKOOPSCHOOL
FUNCTION AND ACCESS

Function

Figure 53 shows how the organization of DGS was designed. Remarkable is the clear separation of functions in each wing (this was one of the characteristics of the post-war school). The most important rooms of the school are explained below:

Classroom (1):
Classroom (or group) lessons will always interspersed with hours of free labor, which the students individually or in groups to their work. For this cooperation, mutual help and group work is a mobile interior needed. For their self-employment is more freedom of motion needed. The dimensions of the premises must be made larger.

Practical classrooms (4-8):
The different types of handicrafts, art and physics will be an integral part of the education subjects and also contribute to an aesthetic formation of the child.

School hall (11):
The school should have a space where regular meetings of the entire school population may take place, moreover, where the sense is awakened, that the school is not a sum of six or twelve cells, but an organic unity: a large working community.

Gymnasium (12):
The school has beside her educational task a task regarding physical education. The gymnasium stands central in this task. In addition, the outdoor playground serves this task.

Access

The playground is in the entire school life an important place, this will be the place were schoolchildren come together (before and after school). From the schoolyard there are three entrances to enter the school. whom provides access to the bicycle storage. The entrances to the school consist of an enclosed porch which makes them clearly visible.

Two of the three entrances are located at the south wing, which get you to a communal area on the ground floor. In this area are two staircases situated which bring you to the upper floors. These two staircases are typical for the corridor free school. The typology is clearly visible on the upper floors. There the classrooms accessible through the common room where the stairs comes out (image 61).

The main building (south wing) is connected on the ground floor by the west wing through a corridor to the north wing. Despite its name *corridor free* suggests otherwise this corridor is also characteristic for this typology. Between two main buildings there is always a connecting corridor. The difference is that there are no theoretical classrooms connected to this corridor. An example is shown in image 50 on page 11.

In the east wing is a voyer designed with cafe which also serves as a circulation space. This space connects on the first floor the theoretical classrooms with the school hall.
The appearance of the school is characterized by a varied nature with four volumes (different in height) grouped around a courtyard. Because of the diversity in the volumes they will be described separately below.

South wing
The south wing has a transparent character. This open character derives from the function of the classrooms in this wing. The theoretical classrooms have large windows on both sides. The end walls are blinded and covered with red/brown brickwork. These walls are constructive and correspond to the partition walls between the classrooms. To emphasize this repetition, these walls are also visible in the façade. At the location of the stairs, common room and toilet units are brick walls positioned to ensure privacy and to indicate the difference in function. At the height of the first floor the floor is getting through the facade. This concrete facade beam creates a distinction between the communal ground floor and the classical function of the upper floors (image 65).

East wing
The east wing distinguishes itself from the other wings because this volume is placed on columns and creates an access to the courtyard. On the first floor is a voyer designed where both during lunch and during events, (in the school hall) the people could come together. Next to the voyer are the consulting rooms. The wing also serves as a connection between the two main volumes. Because of the glassed facade the function as a connector is clearly visible (image 66).

North wing
The north wing has (unlike the rest of the building) a closed character. This closed nature has to do with the function for which the wing has been designed. On the ground floor the bike shed needed no daylight and for locker rooms, the closeness is even a requirement. On the first floor are large volumes of the gymnasium and the schoolhall. The concrete façade beam ensures a clear distinction between the upper and lower level. To emphasize the distinction even more, the façade of the bike storage is placed slightly inwards compared with the façade of the upper level (image 67).

In the school hall are significant square windows and along with the consecutive series of windows the hall is provided of daylight. These are both on the street side and on the playground side and placed close to the cornice. The consecutive series of windows will continue along the gym.

West Wing
The west wing has addition to the practical classrooms a connecting function between the two main volumes. Unlike the east wing, the connection is located on the ground floor. The practice classrooms have on one side a glaze façade and on the other side the corridor. To respond on the characteristic of “air and light” there is a skylight between the corridor and the classroom. As a result the daylight can enter the classroom on both sides.

In the typology of the corridor free school the connecting wings (with corridor) are ancillary to the main volume(s). The overlapping North wing points out this subordination. (image 68)
The DGS is roughly placed on a grid of 7.5 m by 7.5 m. This dimension is the beech size of both the theoretical- and the practical classrooms. The construction of the gymnasium and the school hall are placed on this grid as well. To realize the large spans the grid for the northern wing is further divided in two times 3.75 m. How the constructive schemes are, will be explained in the building technology analysis. Interesting for the architectural analysis is that the construction was carried out in different ways, and is left in sight as well in the interior and the exterior.

Columns outside the facade
The north and east wing are interesting because there the construction is visible. Both the concrete columns as well as the concrete beams are visible in the façade (image 72).

Round columns vs. squares
Round columns are placed where the north wing overlaps the west wing. The reason for the round columns is unclear, but because the difference in columns, the distinction between the two volumes is noticeable (image 69 & 73). The round columns aren’t integrated in the facade and are not visible from the outside (image 74).

Concrete trusses
The south wing consists of bearing walls on all upper floors to separate the classrooms. To create a communal ground floor three bearing walls are replaced for large concrete trusses (image 69 & 71).
ARCHITECTURAL ANALYSIS

DANIEL GOEDKOOPSSCHOOL

TYPOLOGY OF POST WAR SCHOOLS

In early 2008 presented councilor Tjerd Herrema, in line with the example of the Top 100 National Monuments of Minister Plasterk, the Amsterdam’s Top 100 of the postwar heritage. The list includes schools, churches, offices and bridges, but also houses and housing complexes. This Top 100 consists of the absolute top of the postwar Amsterdam architecture and urbanism, and complements the eight postwar national monuments in the city. In recent years, much of the architecture of this period have been lost or irreparably destroyed, mostly from ignorance. The Top 100 is intended to change that.

In an article in the school magazine writes art historian Wilma Kemping: “An entire generation of school buildings is in danger of disappearing. There is no overview because every municipality decides themselves. Why demolish a “Lieu de mémoire”, a building that plays a role in the collective memory of many Dutch and is characteristic of a particular period and certain ideas, if not necessary?”

Image 71 shows the “Ordekaart van Amsterdam West”. In this map are besides the buildings in the Scholendriehoek also other schools in Amsterdam West designated as special buildings. These buildings are all six conducted by the Department of Public Works Amsterdam and were built in the same period.

1. Burgemeester Fockstraat 85
Wilco Jiskootpad 4, Openbare Lagere School, thans: Sjolmeer school (1954, Dienst der Publieke Werken)

2. Herman de Manstraat 1
Openbare Lagere School met dienstwoning, thans: Signisschool (1965, Dienst der Publieke Werken)

3. Harry Koningsbergerstraat 30
Openbare Kleuterschool, thans AI Wafa (1956, Dienst der Publieke Werken)

4. Sara Burgerhstraat 1-3
Openbare ULO School, vml Daniel Goedkoopsschool (1960, Dienst der Publieke Werken)

5. Kreis Louwenstraat 4
Openbare Kleuterschool, vml Princes Magrietschool (1953, Dienst der Publieke Werken)

6. Sara Burgerhstraat 5
Openbare Lagere School, vml Princes Beatrixschool (1953, Dienst der Publieke Werken)
The school has as an architecture historical value as the first postwar school for ULO education in Amsterdam. In this sense, the structure is of typological significance because both the composition and the detailing are predominantly intact. The school is designed according to a study of the Department of Education of the City of Amsterdam. The building is typical of the (mainly) corridor free school, with a theoretical classrooms intended main wing and separate components for other subjects, a gym and a school hall. The various rooms in the main wing are only accessible via stairs. The design of Ms. HIM Peyrot reflects in a recognizable way the innovative ideas of a school in the first decades after the Second World War.

RQ: What are the characteristics of the Daniël Goedkoopschool and where do the different volumes came from?

The characteristic of the DGS arise from the typology of the corridor free school. In particular, the principle of a strong functional separation ensures that each wing is different in form. The difference in function and volume is not only on the large scale, but also in more subtle ways. As described previously, the difference between the functions is also visible in the detailing (concrete beam in the facade). In addition, the entry of light and air was of great importance. The open character of the classrooms and corridors are in contrasts with the closed nature of the northern wing.

Cultural/historical values
On the ground floor are particular areas that are part of the circulation of high value. Characteristic for the corridor free school are the connecting wings between the main volumes, the private courtyard and the stairs to the porch opening into the classrooms. The school hall has an important function in communal activities for both the school and the neighborhood.

Spatial qualities
In addition to the cultural and historical value, the courtyard has also a high value regarding to the spatial quality. The composition of the school can best been seen from the inner court. In addition, the closed nature (of the three sides) ensure that the semi-public square is of particular high value for the building. The three concrete beams on the common ground floor of the south wing creates a spatial quality that is important for the building. The large dimensions of both the gym as well as the school hall provide extra quality.
PERSONAL POSITION

SOCIAL POSITION

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. In addition, various examples are discussed in which social initiatives, common engagement, active citizenship and autonomy of the residents specific aims are pursued.

“It shows that residents, businesses and civil society organizations can achieve a lot if the right people in the right place come together, recognize opportunities and then make use of them”.

This type of approach is an interesting way to ante the problems and opportunities in the project location to apply. Bos en Lommer is one of the forty Vogelaar districts and is facing many social problems (and therefore opportunities).

In my graduation project I want to provide space for the people of Bos en Lommer to get in touch with each other and to create spaces where people can work on a common goal.

ARCHITECTURAL POSITION

In the architecture of the reallocating, I think it is important that the cultural / historical values of the building are preserved. Not so much the function should be maintained (otherwise the vacancy is not been necessary) but the general thoughts that the building (or parts of the building) in the past had. If there will be an adjustment to the building, I find it important to make a clear distinction between the old / existing and new. Because of this distinction, there is a clear difference between what was and what will be added.
The choice of the DGS is due to the interesting composition of the different volumes. In particular, the two main volumes of the south and north wing offer opportunities to a diverse program to achieve. The first-mentioned wing consists of a large number of small spaces while the north wing consists of (only) two large spaces. The west wing can besides the connecting function on the ground floor also acts as a connector with the park. The elevated east wing also called the gate-wing serves to enter the semi-public courtyard. This interior space has historically occupied an important place for the school and will fulfill this function in the future again.

The location of the DGS offers opportunities both to achieve a relationship with the park (de scholendriehoek) as well as part of the commercial / main road of Wiltzanghlaan. The former school will serve as a connecting element between de scholendriehoek and the green zone coming from the Erasmuspark.
SOURCES

BOOKS
- Jaap Evert Abrahamse, Tussen Haarlemmerpoort en Halfweg. Uitgeverij Toth, Bussum, 2010
- H. Hellinga (ed al), Algemeen Uitbreidingsplan Amsterdam 50 jaar. 1985
- Publieke werken, Grondslagen voor de stedenbouwkundige ontwikkeling van Amsterdam
- Uitbreidingsplan Bosch en Lommer, 1937
- Publieke werken, Het nieuwe schoolgebouw voor kind en gemeenschap, 1950

IMAGES
p.1 cover T. Rijvers
p.2 img. 1 t/m 4 T. Pater & N.A. Bellinga
p.3 img. 5 t/m 8 T. Pater & N.A. Bellinga
p.4 img. 9 t/m 13 History analysis by E.Odijk, B.Maat & N.A. Bellinga
p.5 img. 14, 15 T. Rijvers
img. 16 H. TaiHiuNing
img. 17 & 18 E. Druijff
img. 19 B. van Vliet
p.6 img. 20 E. Smit, K. Snijders & T. Hoeding
img. 21 Publieke Werken
img. 22 Amsterdamse raad voor de stedenbouw
p.7 img. 23 TL. Schoneveld vd Linde
img. 24 Bureau Monumenten en Archeologie
img. 25 Henri Gosen
img. 26 & 28 T. Rijvers
p.8 img. 29 Bing maps
img. 30 T. Rijvers
img. 31 & 32 Publieke Werken
img. 33 Archive Publieke Werken
img. 34 TU Maps
p.9 img. 35 t/m 40 T. Rijvers
img. 41 T. Rijvers
img. 42 Bureau Monumenten en Archeologie
p.10 img. 43 T. Rijvers
img. 44 NAI
img. 45 t/m 47 Beeldbank Amsterdam
p.11 img. 48 t/m 50 Publieke Werken
img. 51 & 52 T. Rijvers
p.12 img. 53, 58 & 62 T. Rijvers
img. 54 & 55 Blauwhof makelaars
img. 56 & 57 onbekend
p.13 img. 63 t/m 68 T. Rijvers
p.14 img. 69 t/m 74 T. Rijvers
p.15 img. 75, 77, 78, 80-83 amsterdam.nl
img. 76 Bureau Monumenten en Archeologie
img. 79 geheugen van west

ARCHIVES
- Beeldbank Amsterdam gemeentearchief (see also online sources)
- NAI Rotterdam, BNA-Archief / Stadsontwikkeling Amsterdam 1909-1967 / 7612M
- Amsterdam gemeentearchief dosiernummer: 36262
- Stadsdeel west archief dosiernummer: 71144

PUBLICATIONS
- Stichting Agora-Europa, Rapportagefase 1 van de Maatschappelijke Verkenning voor de Scholen ∆, 2009
- Stichting Agora Europa, Eindrapportage Herontwikkelingsplan Scholendriehoek
- Bureau Monumenten & Archeologie, Waarderingskaarten AUP-gebieden in Amsterdam, 2010
- Anka van Voorthuijsen, Onderwijsblad 16 -Complete generatie schoolgebouwen dreigt te verdwijnen, 2012

ONLINE SOURCES
- www.beeldbank.amsterdam.nl
- www.rijksoverheid.nl/onderwerpen/aandachtswijken
- www.agra-europa.eu
- www.biennaleherbestemming.nl
- http://amsterdam.welstandinbeeld.nl
- http://www.geheugenvanwest.nl
- http://www.amsterdam.nl
APPENDIX
CRITERIA FOR THIS AREA AC
CORDING TO THE BMA

Relatie met de omgeving
- de compositie van nieuwe ontwikkelingen binnen de bebouwingsplannen vormt een samentrek met de orthogonale ritme van het grijze, groene en blauwe netwerk, en de tussenliggende velden.
- nieuwe ontwikkelingen sluiten aan op de hoofdcharacteristieken van het veld waarbinnen het bouwen beter wordt genomen. Structuur en richting van de gebouwen doorbreken deze niet.
- bouwinitiatieven worden niet alleen beoordeeld op de gevolgen ervan voor de bouwstroom of -haak zelf, maar ook op de gevolgen binnen de overige bouwactiviteiten van het veld als geheel.
- nieuwe ontwikkelingen sluiten aan op de bestaande ritmische composities van maat - schaal en hoog - laag - gaat verhoudingen.
- de situering van bijzondere bebouwing en van hoogbouw is ondergeschikt aan de stedenbouwkundige structuur als geheel.
- gebouwen zo plaatsen dat de doorlopende groenstructuur met doorschakeling van groene ruimten/water intact blijft.
- bouwinitiatieven verstoren doorschakeling en zichtlijnen (bv. naar groen en water) niet.

1. Strook-, haak- en hofbebouwing
- directe relatie tussen woning en openbaar groen handhaven en/of versterken.
- Vrijstaande (woon)bebouwing in groene gordels
- directe relatie tussen woning en openbaar groen handhaven.

3. Winkelcentra
- representatieve gevels orienteren op de openbare ruimte.
- bij vrijstaande gebouwen is de oriëntatie alzijdig en afgestemd op de publiek-functie.

5. Doorontwikkeling AUP
- geen aanvullende criteria.

6. Hoogbouw
- het gebouw dient als oriëntatiepunt dat een hoofdstructuur of een belangrijke plek markeert.
- gebouwen binnen een hoogbouwcomplex worden op identieke manier behandeld.
- het gebouw heeft een helder silhouet en maakt zich vanuit de verte gezien los van de omgeving.

7. Groengebieden
- het gebouw speelt qua situering in op het ontwerp van het groengebied.
- de oriëntatie is alzijdig en afgestemd op de publiek-functie.

8. Infrastructuraobjecten
- het bouwwerk maakt deel uit van het ruimtelijk ontwerp van de omgeving.

Bouwwerk op zichzelf
- een (nieuw) bouwwatoumlie heeft een heldere hoofdvorm
- terughoudend vormgeven bouwbouw versterkt als rustige en informele achtergrond de karakteristieke 'doorlopende' tuinstedelijke ruimtewerking.
- bindende elementen per architectuureenheid dienen bij verbouw in stand te blijven of op een overeenkomstige manier te worden vernieuwd: galerijen, loggia’s, balkons, dakranden, vloerplaten, luifels, trappenhuizen, gevelopeningen.
- de plint reageert functioneel en/of visueel op de openbare ruimte.
- bij verbouw (of bij de woning trekken van entreeportalen, loggia’s en balkons) blijft bestaande plasticiteit en ritmiek aan een helderheid van het silhouet: beperkt toevoegingen op het dak (installaties, dakopbouwen) doen geen afbreuk aan de helderheid van het silhouet: beperkt afmeting en terughoudendheid van kleur.
- het gebouw heeft een heldige massaopbouw, aanpassingen sluiten hierop aan.

7. Groengebieden
- de bebouwingsmassa speelt in op het ontwerp van het groengebied.
- publicruimten aan de openbare ruimte worden transparant vormgeven.
- het gebouw heeft een heldige massaopbouw, aanpassingen sluiten hierop aan.

8. Infrastructurele objecten
- bij bruggen en viaducten hebben de landhoofden - massa, de balkstrades zijn transparant.

5. Doorontwikkeling AUP
- geen aanvullende criteria.

4. Maatschappelijke voorzieningen
- bindende elementen per gebouw (metselwerk, dakrand e.d.) op dezelfde manier behandelen en niet individualiseren.
- materialisering, detaillering en kleur van nieuwbouw sluit aan bij het bestaande beeld.

1. Strook-, haak- en hofbebouwing
- detaillering sober en terughoudend vormgeven.
- materiaal- en kleurgebruik kan per gebouw individueel zijn.

4. (Maatschappelijke) voorzieningen
- detaillering en kleur van nieuwbouw sluit aan bij het bestaande beeld.
- gebouwen binnen een hoogbouwreeks worden op een identieke manier behandeld.
- het gebouw heeft een heldige massaopbouw, aanpassingen sluiten hierop aan.

7. Groengebieden
- het bouwwerk maakt deel uit van het ruimtelijk ontwerp van de omgeving.

1. Strook-, haak- en hofbebouwing
- wijzigingen aan achtergevels die grenzen aan de (semi) openbare ruimte zorgvuldig vormgeven, de gevel behouden/krijgen een evenwicht in horizontale en verticale leiding.

4. Maatschappelijke voorzieningen
- de functie van het gebouw moet aan het exterieur afleesbaar/herkenbaar zijn.
- in kwetsbare wiriken hebben de gevels een robuuste uitstraling, zonder geheel gesloten te zijn.

Detaillering, materiaal- en kleurgebruik
- detaillering, materialisering en kleur van bouwinitiatieven respecteren of versterken de bestaande terughoudendheid in plasticiteit en ritmiek van de architectuur.

1. Strook-, haak- en hofbebouwing
- het gebouw is per gebouw samenhangend; bij de individuele kleur is variatie mogelijk.
- neem aan nieuwe bouwwerken reclame mee-ontworpen.

4. Maatschappelijke voorzieningen
- materiaal- en kleurgebruik kan per gebouw individueel zijn.

5. Doorontwikkeling AUP
- doelstelling sober en terughoudend vormgeven.

6. Hoogbouw
- geen aanvullende criteria.

8. Infrastructurele objecten
- verbouw en onderhoud van oorspronkelijke AUP bouwwerken (voor 1975) conform het bestaande.