ALICE IN WONDERLAND

MARLIES ROHMER

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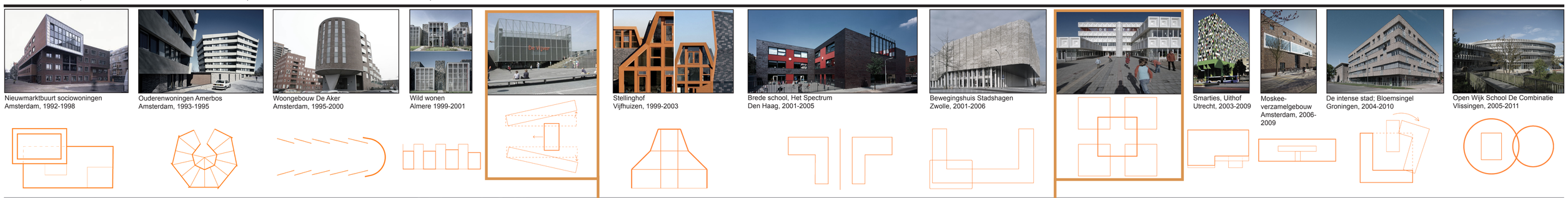
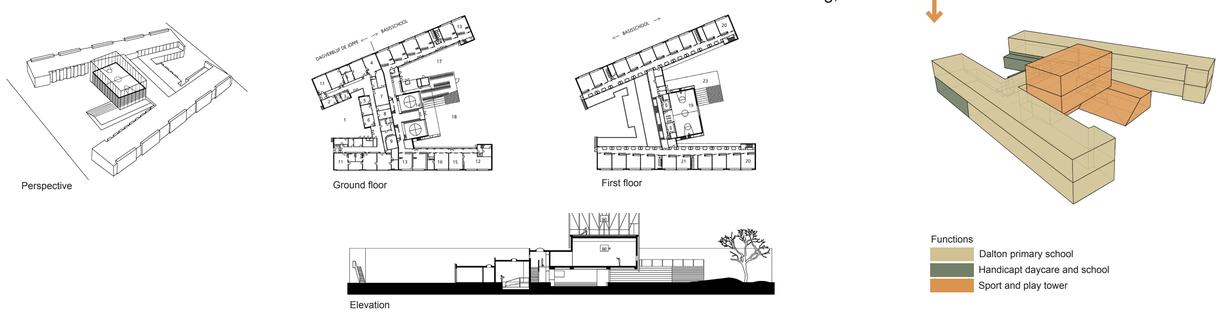
On this poster, a comparison is made between two different buildings of the architect Marlies Rohmer. The purpose of this poster is to discover and understand the buildings and to examine the ideas and visions of the architect. This research is using several analytical methods, namely Ching (spatial relations, organization and circulations), Clark & Pause (parti, hierarchy, and structure), Steadman (linked spaces) and the Tzonis FOP (vision and design by the architect). The two buildings that are being analyzed are 'De Vijver', a primary Dalton school, with day-care and handicapped school with day-care, build in 1998 in Den Haag. The second school is called 'De Matrix' which is a multifunctional building, constructed in 2004 in Hardenberg. This building consist of two schools, a sports tower, a pupils day-care and other facilities. These schools both fit into the vision of Rohmer, namely; building for the next generation and playground discovery and exploration such as Alice in Wonderland.



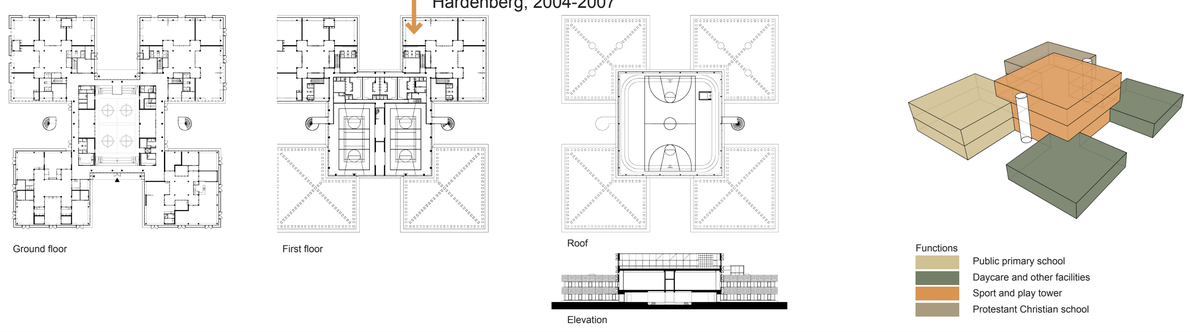
Nieuwmarktbuurt sociowoningen Amsterdam, 1992-1998 | Ouderenwoningen Amerbos Amsterdam, 1993-1995 | Woongebouw De Aker Amsterdam, 1995-2000 | Wild wonen Almere 1999-2001 | Stellinghof Vijfhuizen, 1999-2003 | Brede school, Het Spectrum Den Haag, 2001-2005 | Bewegingshuis Stadshagen Zwolle, 2001-2006 | Smarties, Uithof Utrecht, 2003-2009 | Moskee-verzamelgebouw Amsterdam, 2006-2009 | De intense stad; Bloemsingel Groningen, 2004-2010 | Open Wijk School De Combinatie Vlissingen, 2005-2011

DOCUMENTATION

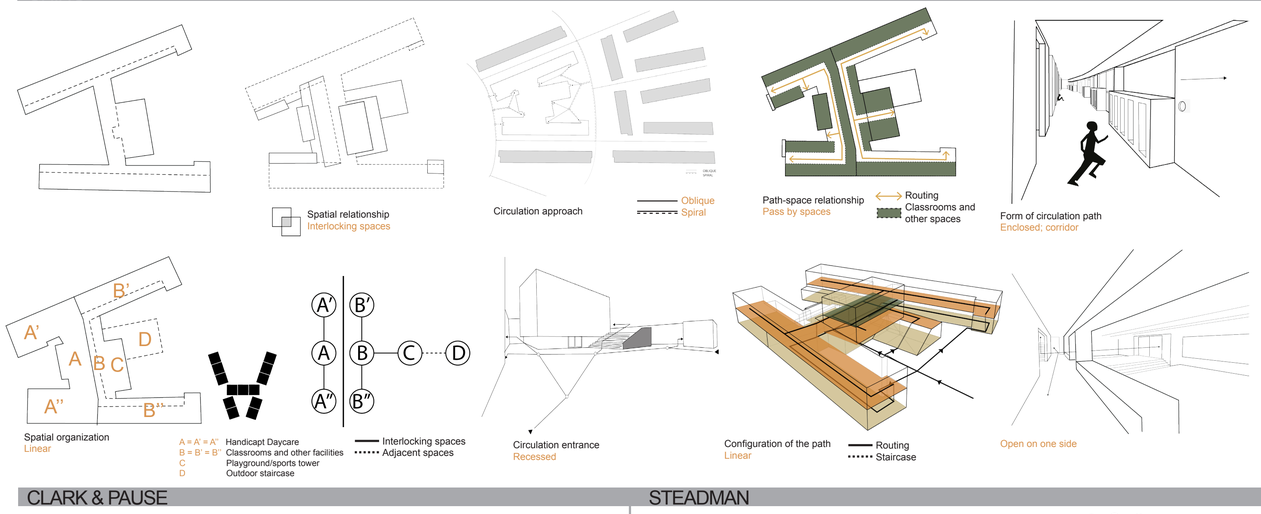
Scholencomplex De Vijver, Waterinseveld Den Haag, 1998-2001

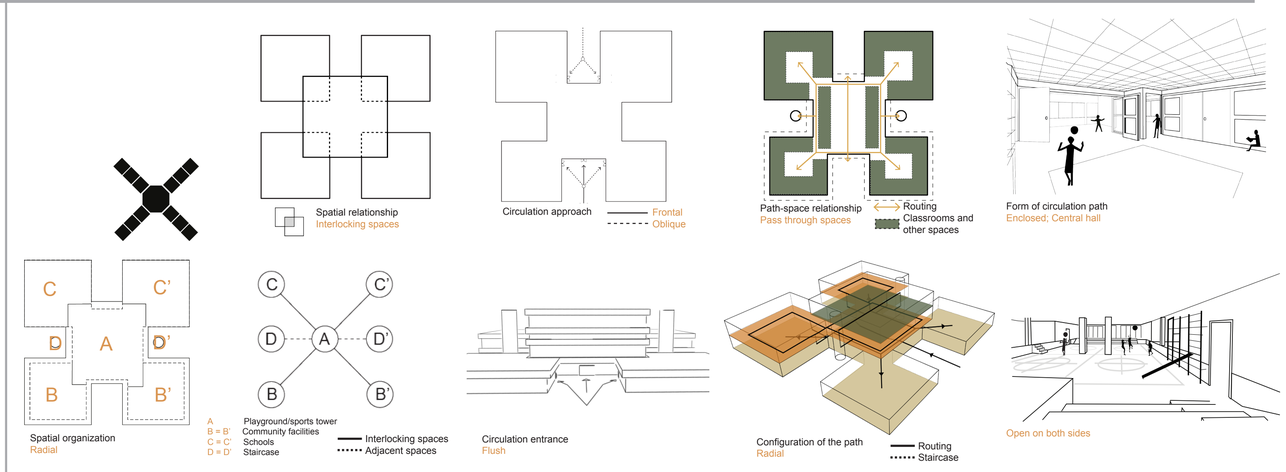


Brede school De Matrix Hardenberg, 2004-2007

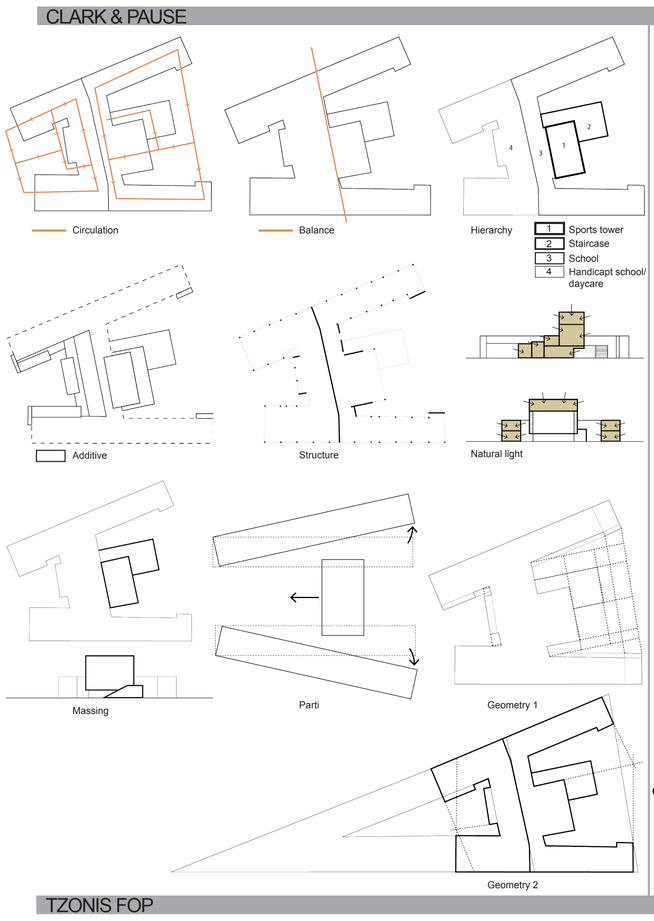


CHING

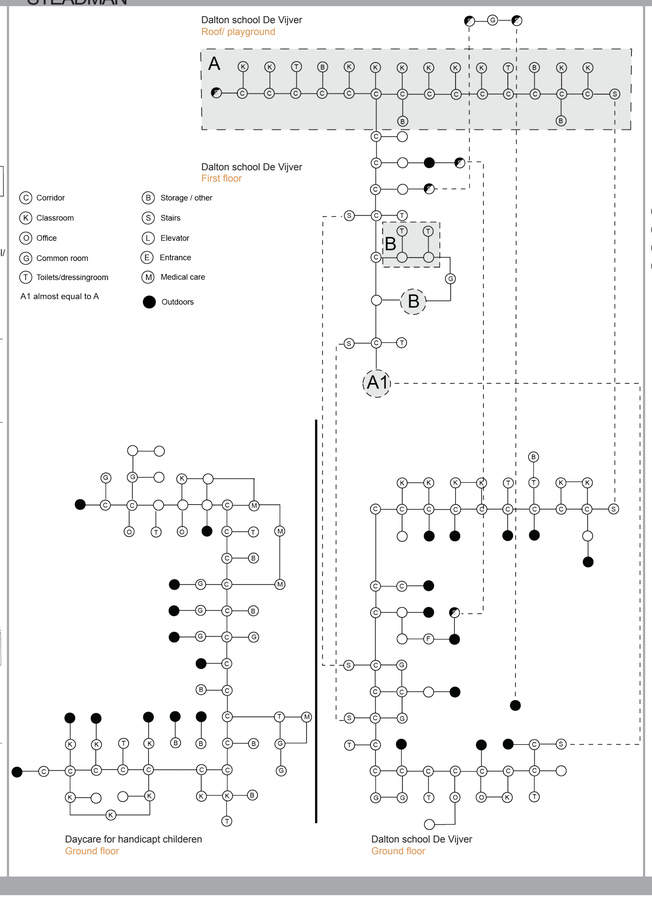




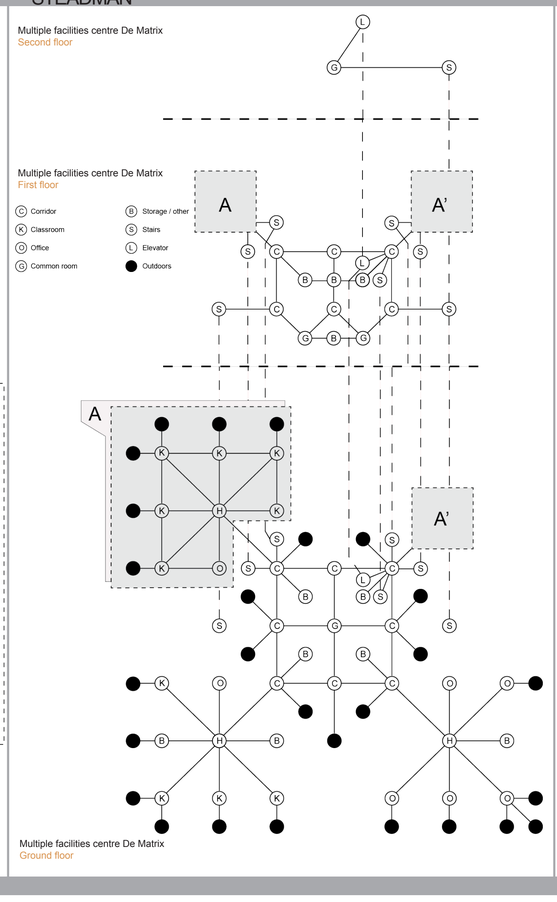
CLARK & PAUSE



STEADMAN



STEADMAN



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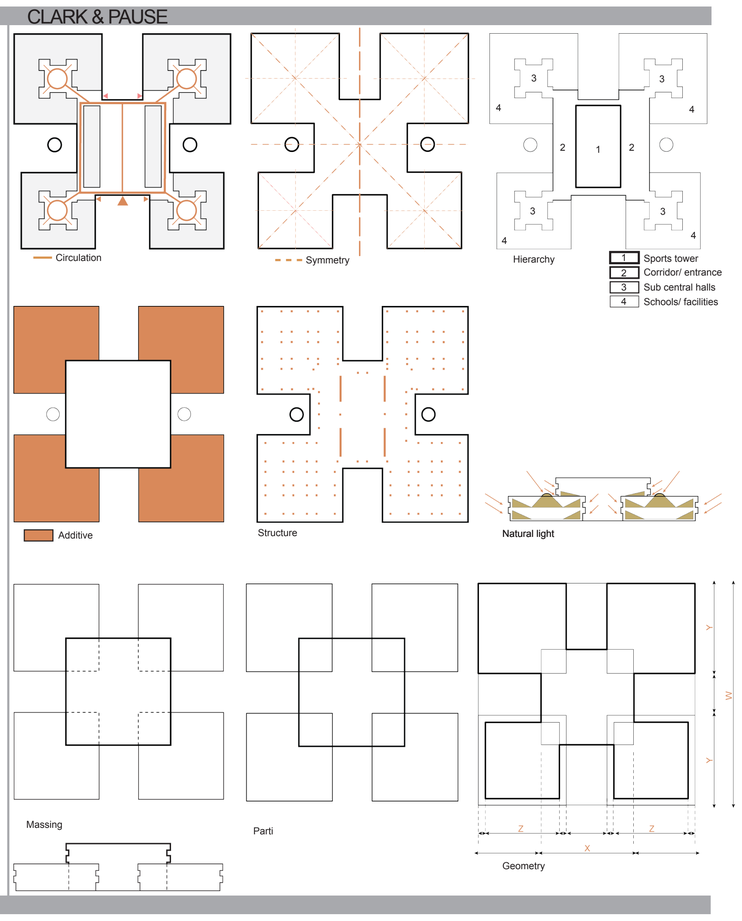
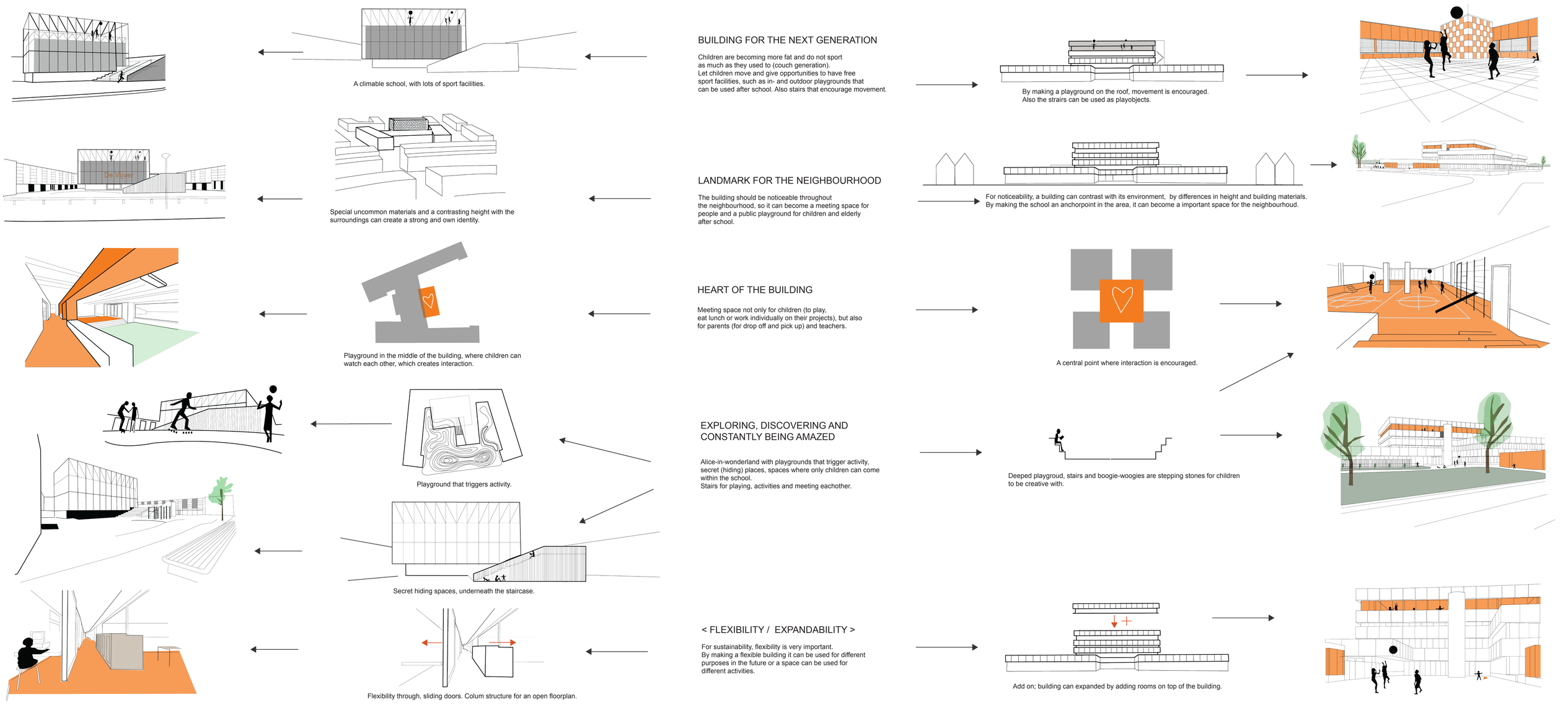


TZONIS FOP

FORM	OPERATION	PERFORMANCE	OPERATION	FORM



BUILDING FOR THE NEXT GENERATION

Children are becoming more fat and do not sport as much as they used to (couch generation). Let children move and give opportunities to have free sport facilities, such as in- and outdoor playgrounds that can be used after school. Also stairs that encourage movement.

A climable school, with lots of sport facilities.

By making a playground on the roof, movement is encouraged. Also the strairs can be used as playobjects.

Special uncommon materials and a contrasting height with the surroundings can create a strong and own identity.

LANDMARK FOR THE NEIGHBOURHOOD

The building should be noticeable throughout the neighbourhood, so it can become a meeting space for people and a public playground for children and elderly after school.

For noticeability, a building can contrast with its environment, by differences in height and building materials. By making the school an anchorpoint in the area, it can become a important space for the neighbourhoud.

HEART OF THE BUILDING

Meeting space not only for children (to play, eat lunch or work individually on their projects), but also for parents (for drop off and pick up) and teachers.

Playground in the middle of the building, where children can watch each other, which creates interaction.

A central point where interaction is encouraged.

EXPLORING, DISCOVERING AND CONSTANTLY BEING AMAZED

Alice-in-wonderland with playgrounds that trigger activity, secret (hiding) places, spaces where only children can come within the school. Stairs for playing, activities and meeting eachother.

Playground that triggers activity.

Secret hiding spaces, underneath the staircase.

Deeped playgroud, stairs and boogie-woogies are stepping stones for children to be creative with.

< FLEXIBILITY / EXPANDABILITY >

For sustainability, flexibility is very important. By making a flexible building it can be used for different purposes in the future or a space can be used for different activities.

Flexibility through, sliding doors. Colum structure for an open floorplan.

Add on; building can expanded by adding rooms on top of the building.

CONCLUSION

Marlies Rohmer's theme in the primary schools 'De Matrix and 'De Vijver' is: 'Building for the next generation'. The buildings should solve social problems such as overweight and overprotected children (the couch-generation). Although the buildings are extremely different in their architecture and program, the solutions are frequently similar. Even though 'De Matrix' has a more eye-catching design, both buildings have an uncommon use of materials and volume, which makes the buildings a landmark in their neighbourhood. Also they both have a heart, a central space where all the shared facilities, such as playrooms and sport facilities are situated. Interaction takes place here and pupils move from the central hall to their classrooms. Outside the building, these important spaces are accentuated in the architectural design, by giving it a large volume in the composition. Both buildings also use the roof as a playground, so the schools can have a social function for the neighbourhood, where young and old can meet, also outside school hours. Unfortunately because of vandalism the roof gardens have to be closed after school. Encouraging movement in the building is being achieved by making the buildings climbable. Height and level differences to the sport facilities at the roof are bridged by stairs, that can be used multifunctional, such as a tribune or as a play element. Flexibility is an issue for the Matrix only, because of the column structure (open floor plan), the school can change function in the future, and an extra story could be added on top of the roof. A very important issue in both buildings is making the school interactive, so pupils continuously explore, discover and are being amazed. At 'De Matrix', Marlies Rohmer, designed a few 'rough' green areas as school gardens, such as a butterfly garden, orchard or playground. At ' De Vijver' this 'Alice in wonderland feeling' is being achieved with an arched playground and secret-hiding-spaces underneath the outdoor staircase, where children can play outside the sight of parents.