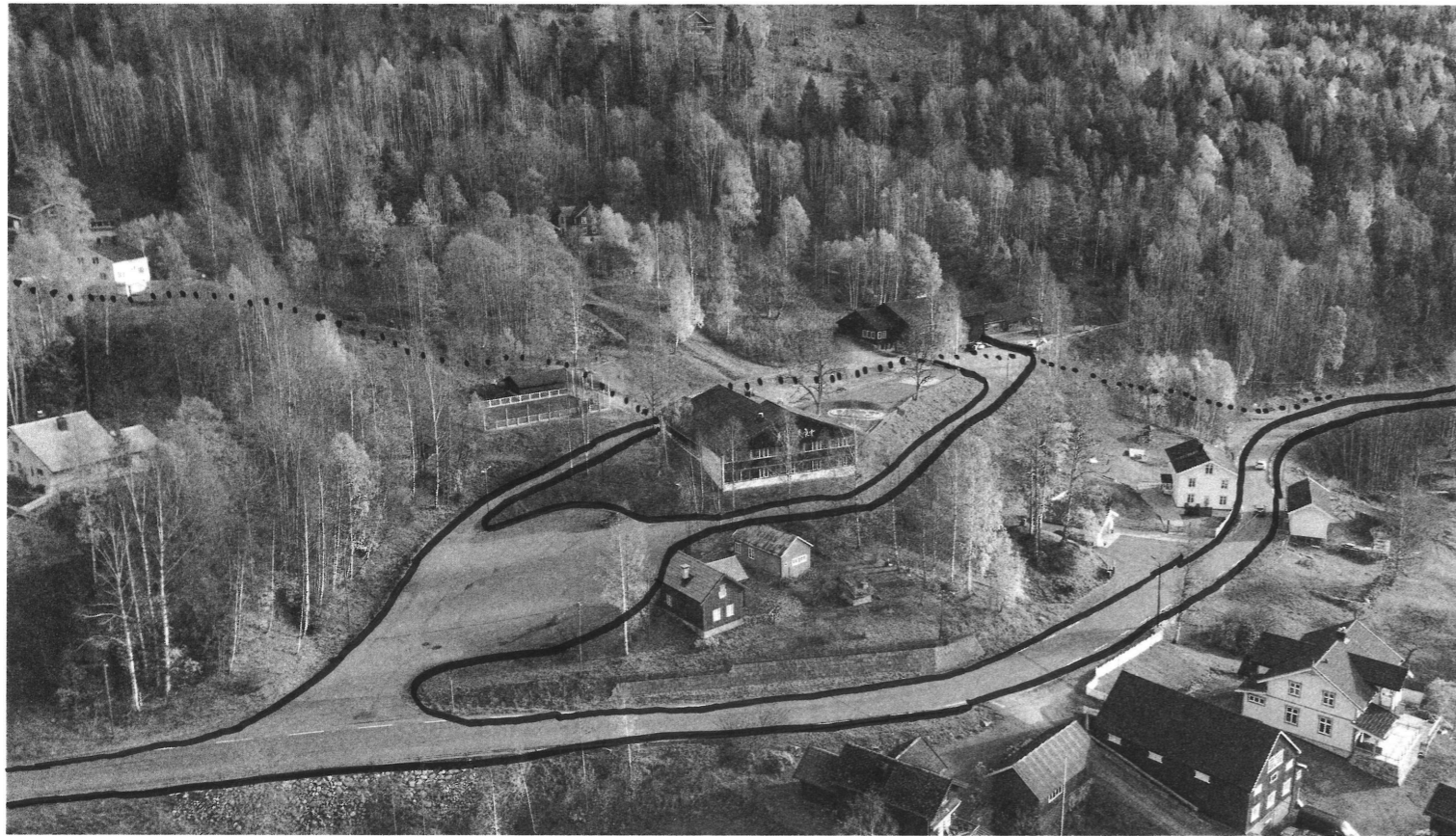


A SCHOOL IN FLATDAL
OLA MO

sketches



Veiledning med Bate - tre punkt

1. Objektiv tomteanalyse
2. Innlevelse i menneskelige behov
3. Tematik. Et avstrakt tema.

Tanker

Som mennesker i et rom.

Føle at rommet er tiltenkt deg.

Hører hjemme.

Klasserommet er tiltenkt brukeren

7 like / 7 ulike rom

7 like / 7 ulike alderstrinn



19.01.19

Innlevelse, menneskelige behov.

Som menneske må du føle at rommet du er i er tiltankt deg.

Rom for læring
Tid for lek

Toucananalyse

Sol

Vind

Dagens adkomst

Trafikk - bil

- Gående

Omgiivelser

21.01.19

Situasjon

Området: skogen, utsikten

Trafikk: to difuse p-plasser, veien til Samfunnshuset
hente-bringe, buss, tilkomst barnehage
til fots fra skog og sentrum
Hovedvein

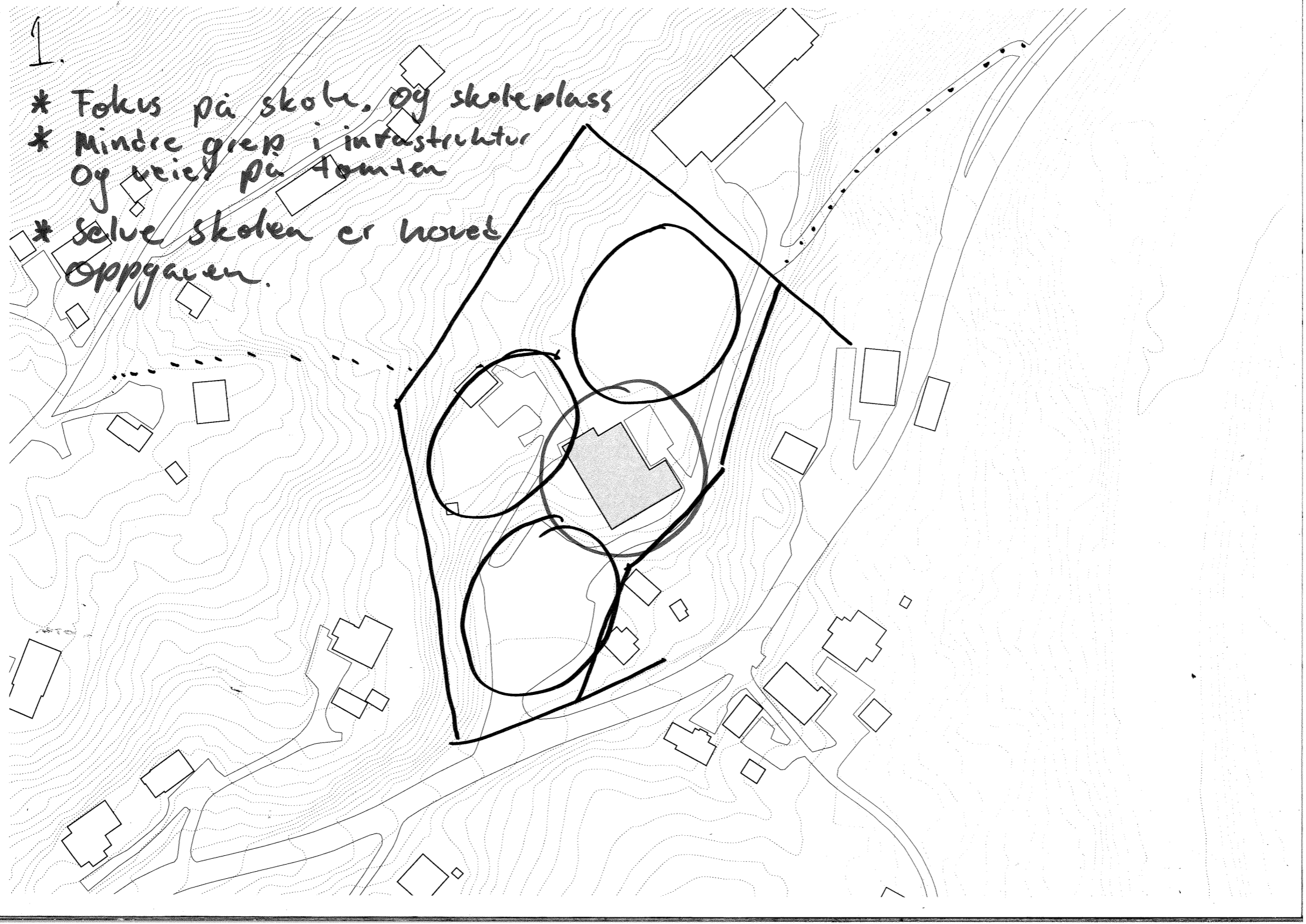
Vær: Sola igjennom dagen,
vind

Nabolag: Nærliggende boliger

Samfunnshuset og barnehagen, relevans og
programmer krasj.

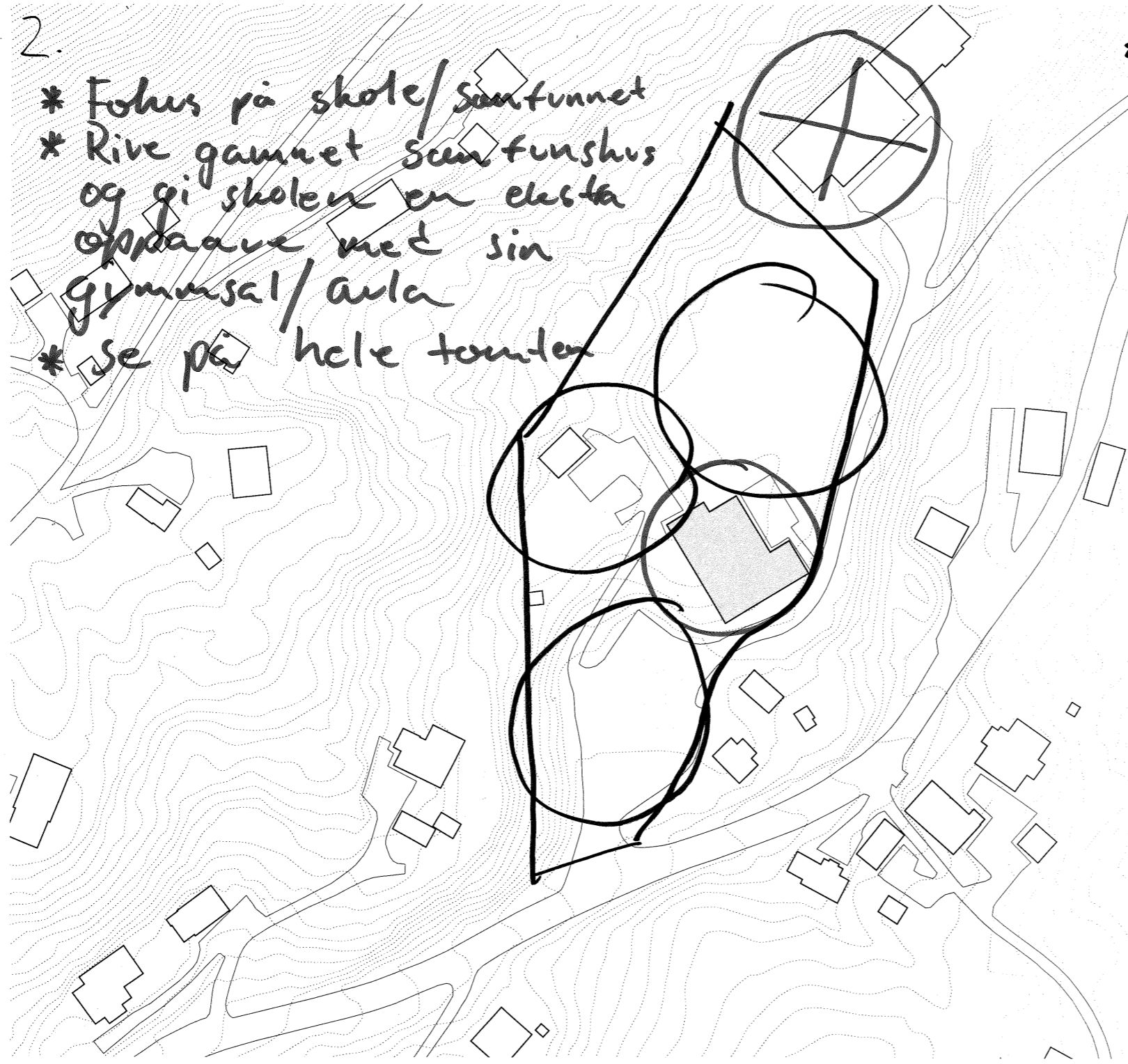
1.

- * Fokus på skole, og skoleplass
- * Mindre grep i infrastruktur og veier på tomten
- * Selve skolen er hovedoppgaven.



2.

- * Fokus på skole/samfunnet
- * Rive gammel skolefunshus og gi skolen en elastisk oppdave med sin gymnase/aula
- * Se på hele tomten

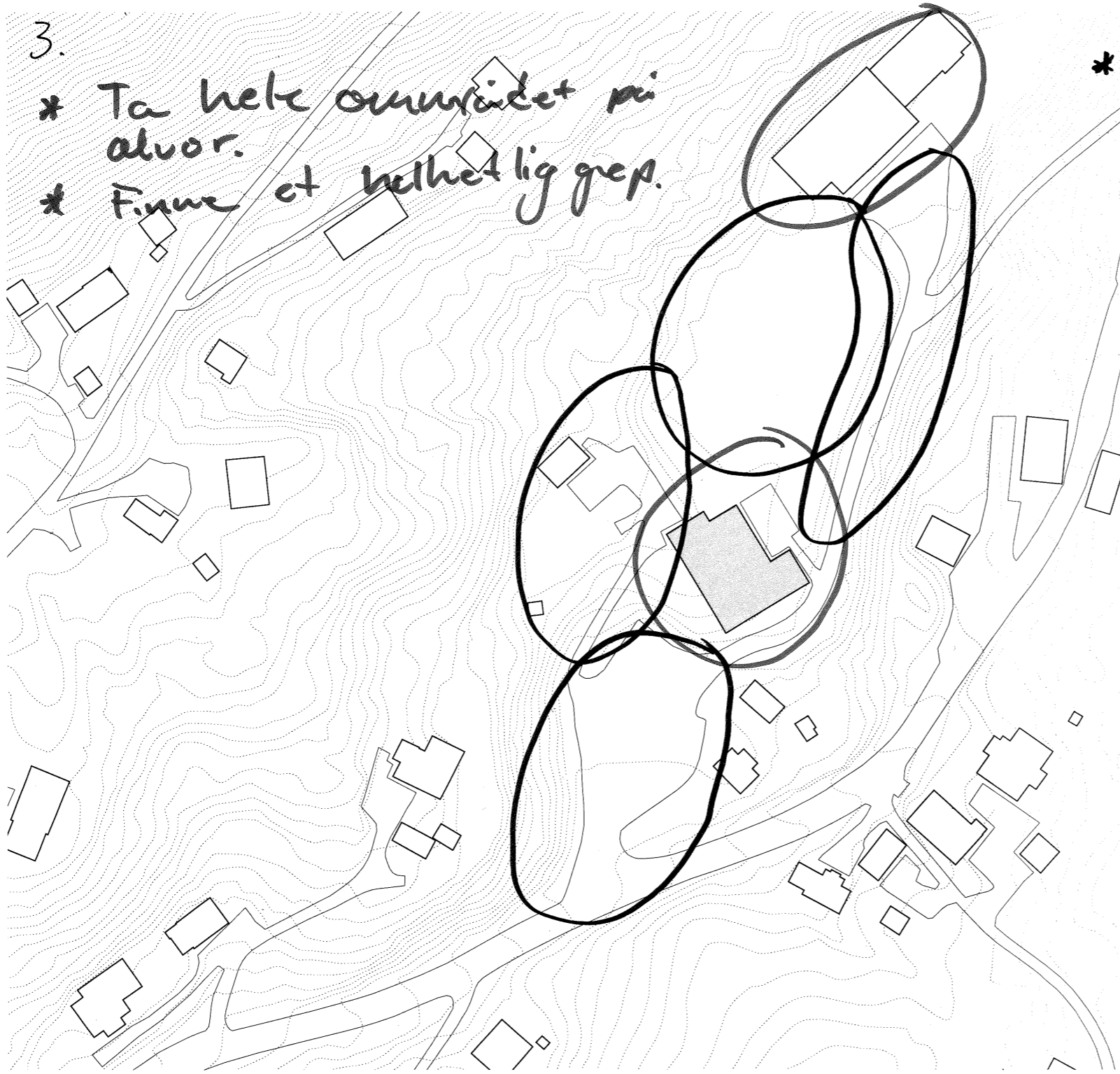


* Problem
Bygge aula/
gymnasal med
et samfunshus
sær nabo.
Kan det rives?

2.

3.

- * Ta hele området på alvor.
- * Finn et helhetlig grep.



- * Problem områder
Samfunnshuset
Barnehagen
Veien
2x p-plasser

Sentrum Landsbyen
Idrettsbane



Dagens skole Samfunns / Barnehage



Uavklart situasjon



To p-plasser

Omkringliggende hus

TUN



Utsikt



Skog

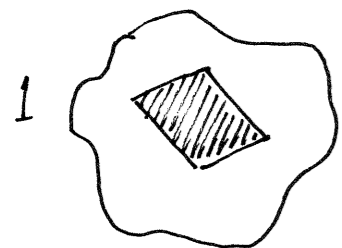




To p-plasser. Utydlig situasjon. Vei over p-plass

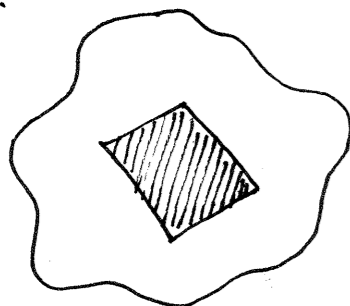
22.01.14

1. Situasjon → Omfang



skolen i sin kontekst

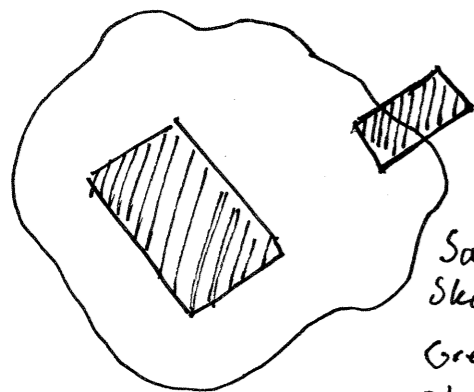
2.



Skolen i sin kontekst
Med samfunnsusets relevans.

Samfunnsusets bevares med
beristhet om at skolen kan
benytte den slik den er idag

3.

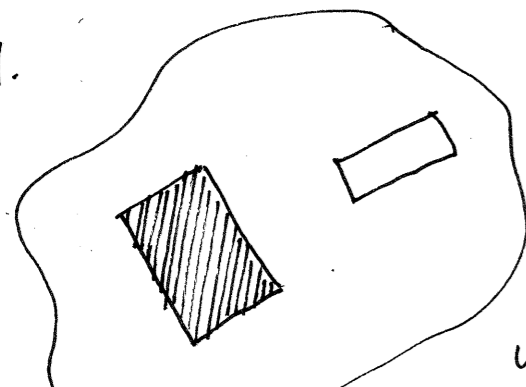


Samfunnsusets funksjoner
Skaper en konflikt i skoleprogrammet.

Grunnskolens relevans og oppgave i
et lite samfunn styres om dette
rives eller gis en ny oppgave.

Skolen bygges for å kunne løse
disse oppgaver som er forventet
av et samfunnsus. med gymnast og
arke

4.



Helhetlig situasjonsanalyse
resulterer i at hele tomten
må arbeides med. Som omhandler
Skole, samfunnsus, barnehage
veier og lekemråde.

2. Menneskelige behov

Den frie leken skal ikke til fordel
for stillesittende arbeid.

Entfjelt individet skal oppdage seg selv som
en del av en gruppe.

Fra barn til borger.

Viktig å erkjenne et barns behov for bevegelse
og lek.

Hvordan organisere en skole for barnene?

En skole og en arena for læring.

6-åringens behov kontra 12-åringens

Barneskole 7 trinn, kan behovene spores
til hvert år. grad av arkitektonisk
innlevelse. ~~kontra~~

Grad av lek. Behov for lek er ulik for en
6-åring og en 12-åring

Den lille skolen. Noen store og noen små
klasser.

Slå trinn i sammen eller finne en overordnet
fleksibilitet?

3. Tema

Kan et abstrakt tema motivere til arkitektur?

Lek, konsentrasjon, Løring

Skolen som et samfunn

Barnet lærer opp til å bli borger.

Mulig å se skolen som et mikro samfunn
Den eldre eleven som forbilde

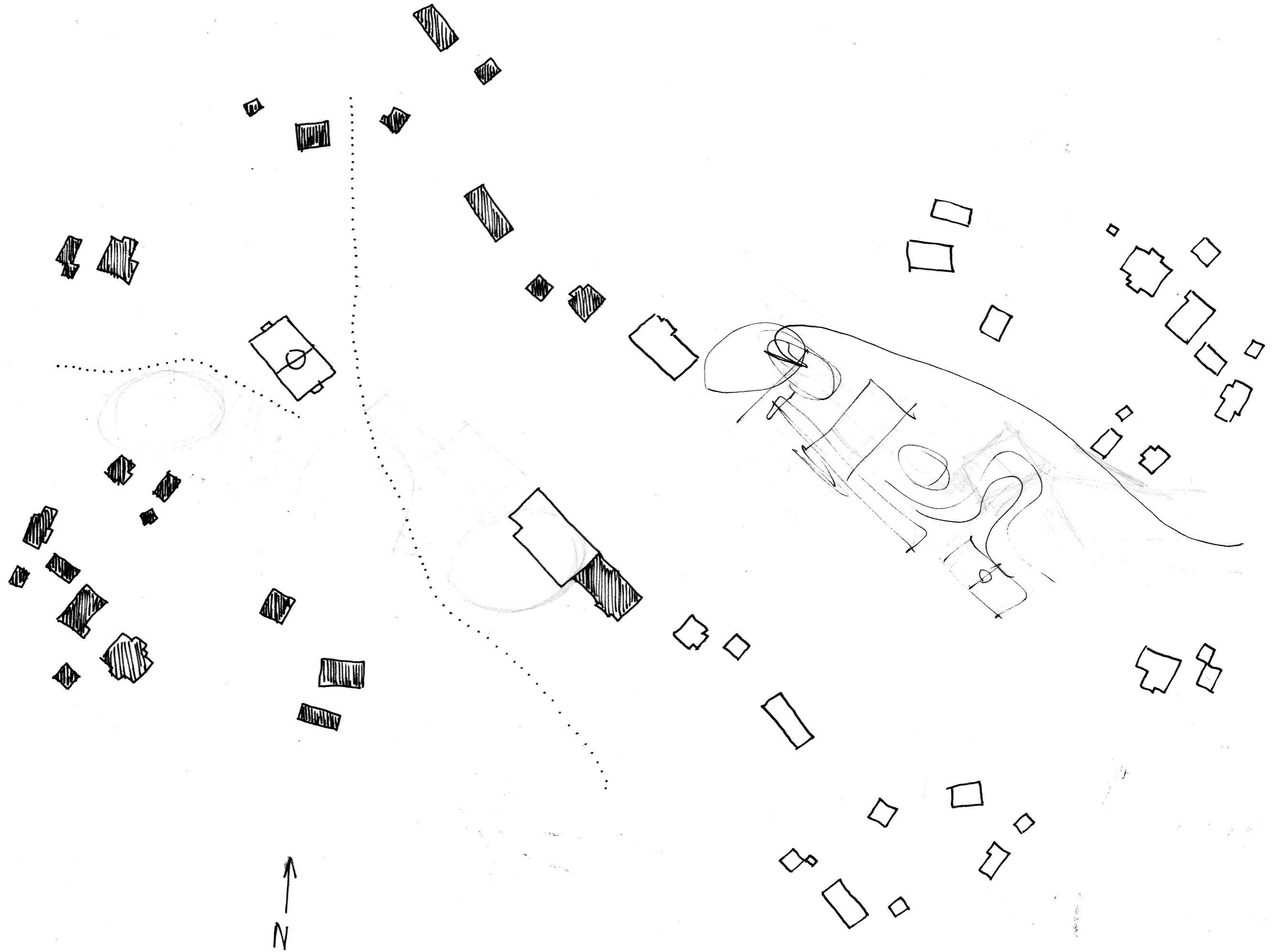
Kontakt - med samfunnet
med de voksne
med de eldre barna
med de andre elevene

Kontakt med organisasjonene
forstå sin del og plass i en større gruppe.

Inn-ut - ut inn

Klasserom med kontakt til et indre gårrom
Felles og kommunikasjon - kontakt til samfunnet

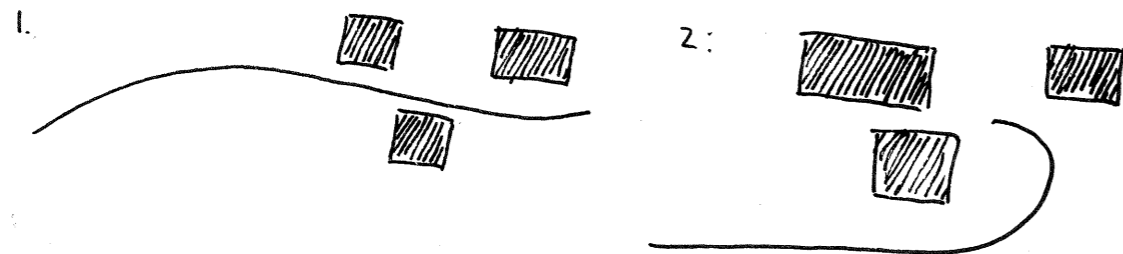
30 JAN 2019



-Situasjon

1. Tenet og byggene rundt.

2. Byggene og veien dit



Uterommet - Lek, konsentrasjon og kontakt.

Opplevelse av stedet mellom det bygde og omgivelsene.

Leken og konsentrasjonen. Energien skapes i møtet, og i relasjonen, i kontakten.

Landskapet, vegetasjonen og lyset i kontrast til bygningskroppen.

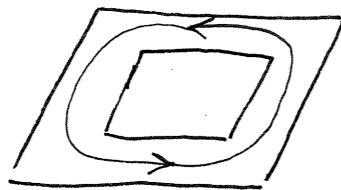
-Program. Den lille skolen

1. Din faste plass. Tilhørighet. I klasserommet, på gangen, i gardroben eller i fellesarealet. En pult, en stol, et hylle, et skap.

-Sirkulasjon



Langstrakt bygg over 70 plan.



Atrium med sirkulasjon et plan.

- Små skolen 1., 2. og 3. klasse

Tema

3. Undervisningsrom, Musikk, dans og drama
Sto

4. og 5. klasse

Tema

2. Undervisningsrom, Kunst og håndverk
Sto

6. og 7. klasse

2. Undervisningsrom, Vitenskap/naturfag

Totalt 7 undervisningsrom

- Fellesareal

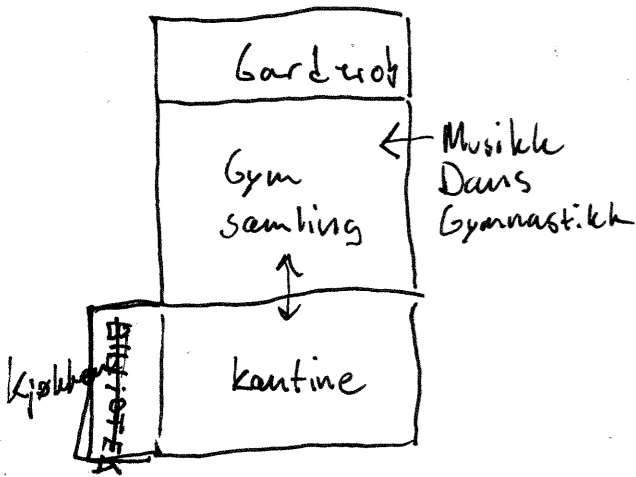
Aula, Gymmsal

kantine

Bibliotek

} Sto

3-delt organisering + spesifikt program/tema



- 1-3 Klasse - Bibliotek
- 4-5 Klasse - Kunst og håndverk
- 6-7 Klasse - Natur og vitenskap

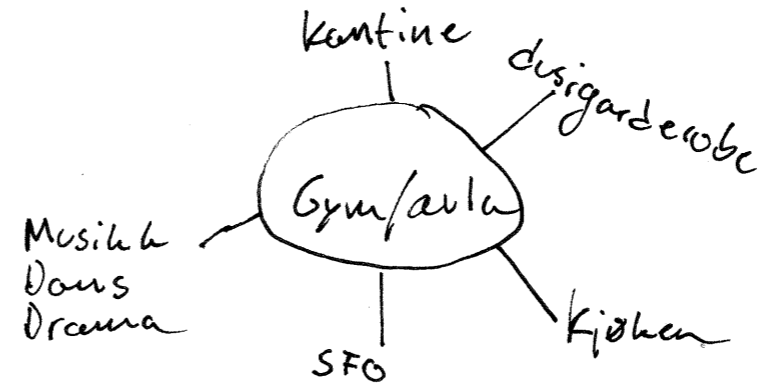
- Tema - Bibliotek 1
- Kunst og håndverk 2
- Vitenskap 3
- Gymnastikk 4
- Musik, dans, drama 5

5 tema → 5 klasserom → 5 gardrober
5

SFO → Bibliotek
→ Kantine → Garderobe
→ Kjøkken

Hvor møtes vi?

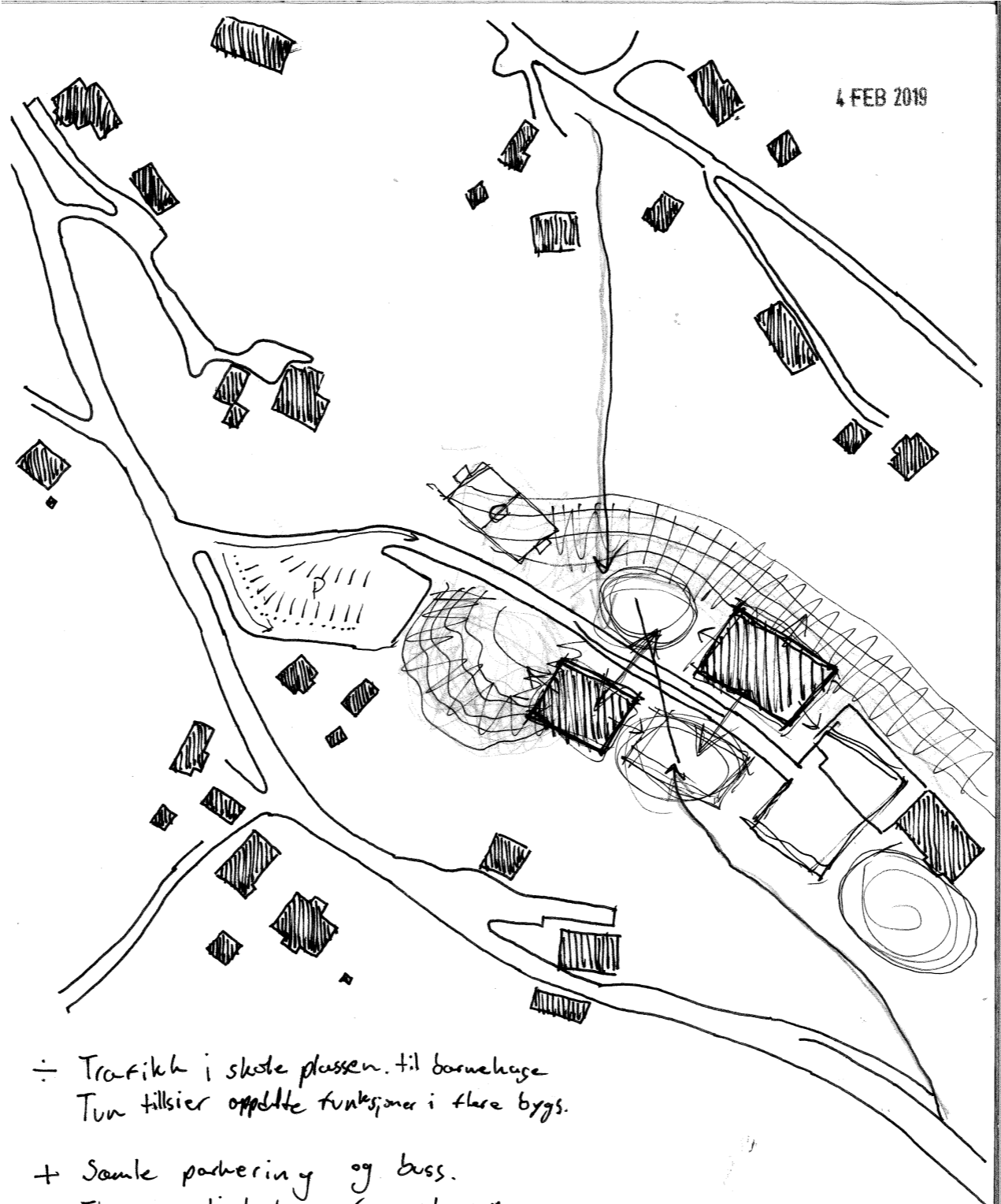
Kantine: Samlingssted
Hjertet til skolen
Arena for møter
Base for møter og klassemøter
Samling på tvers av alder
Base for SFO



Hvor er din plass?

- 1 klasserom?
- på gangen?
- 1 garderoben?
- 1 samlingsrom?
- 1 kantine?
- 1 et spesifikt rom? - på sløydsalen, biblioteket, vitenromet.

4 FEB 2019

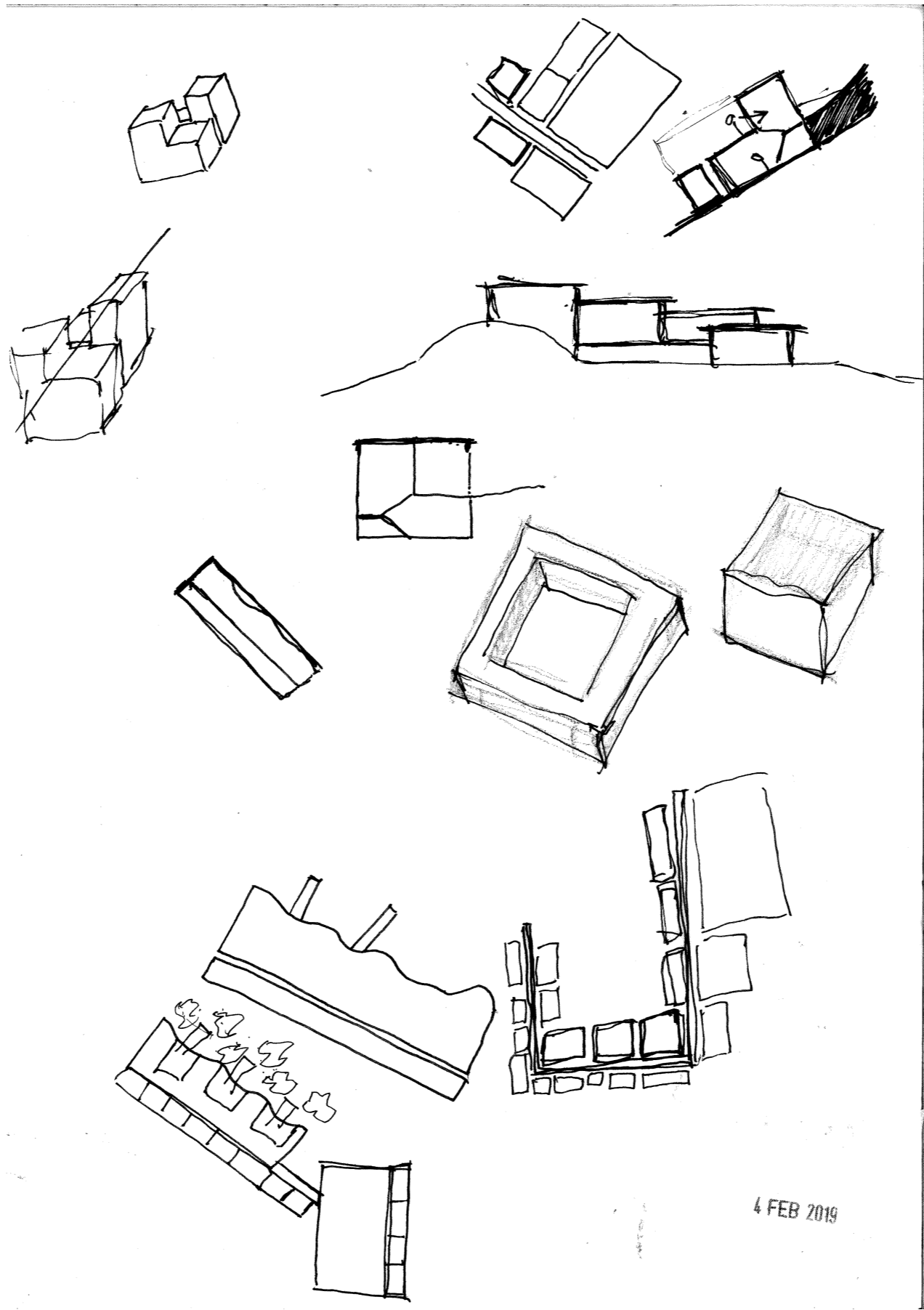


÷ Trafikk i skote plassen. til barnehage
Tun tilsier oppdte funksjoner i flere byggs.

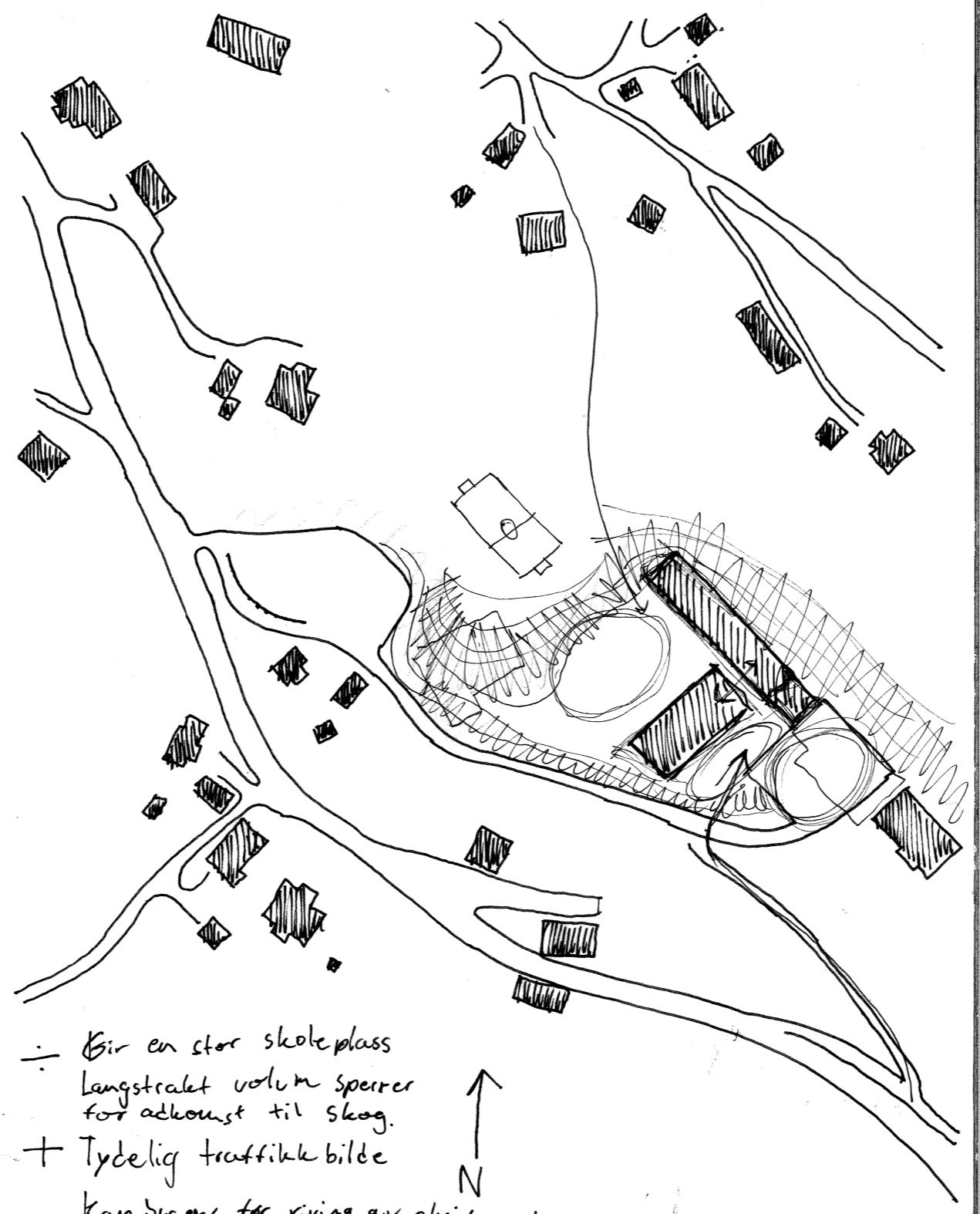
+ Samle parkering og buss.
Flere muligheter for rute rom.

N

Tun - Ny vei sentralt på tomten.

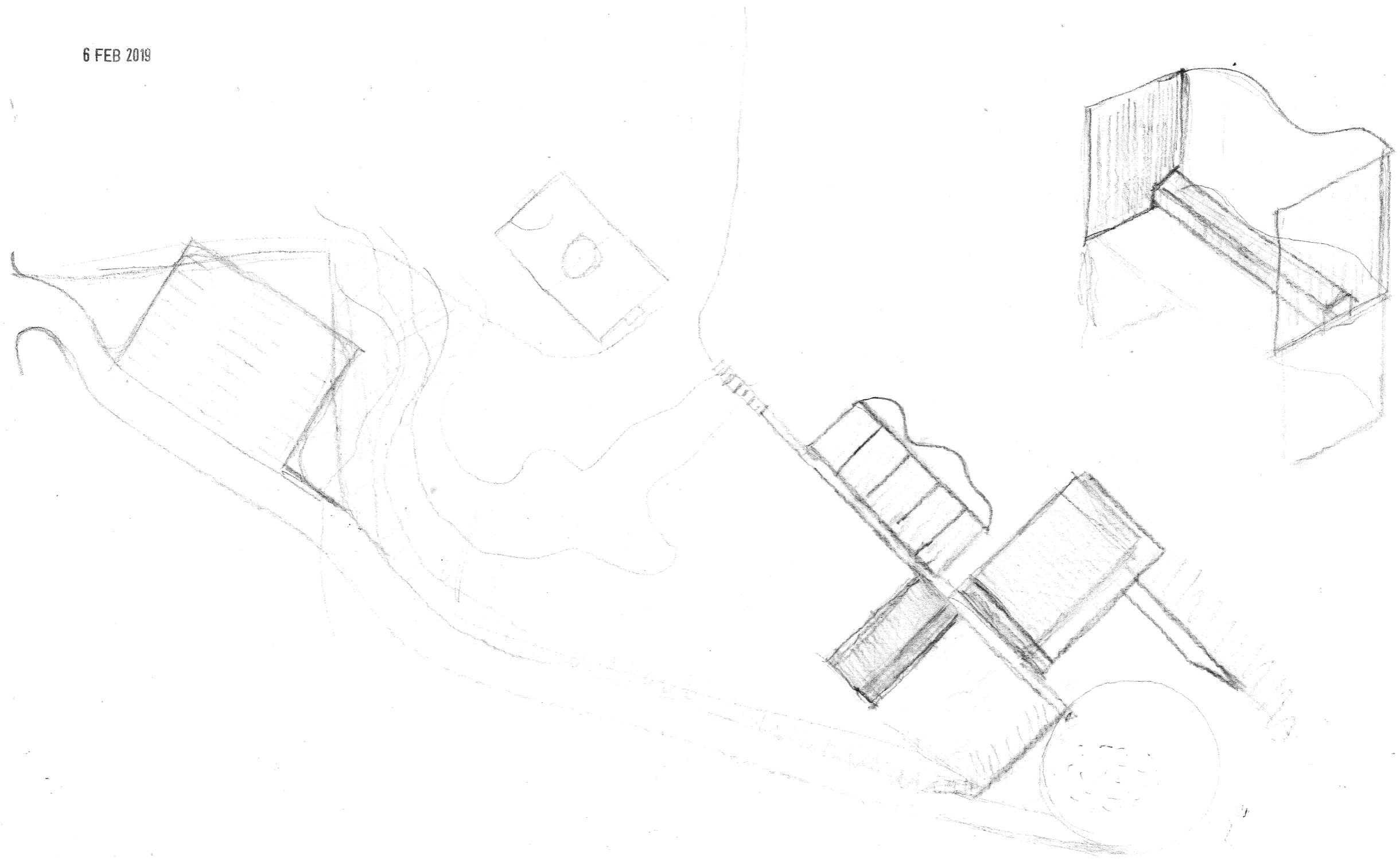


4 FEB 2019

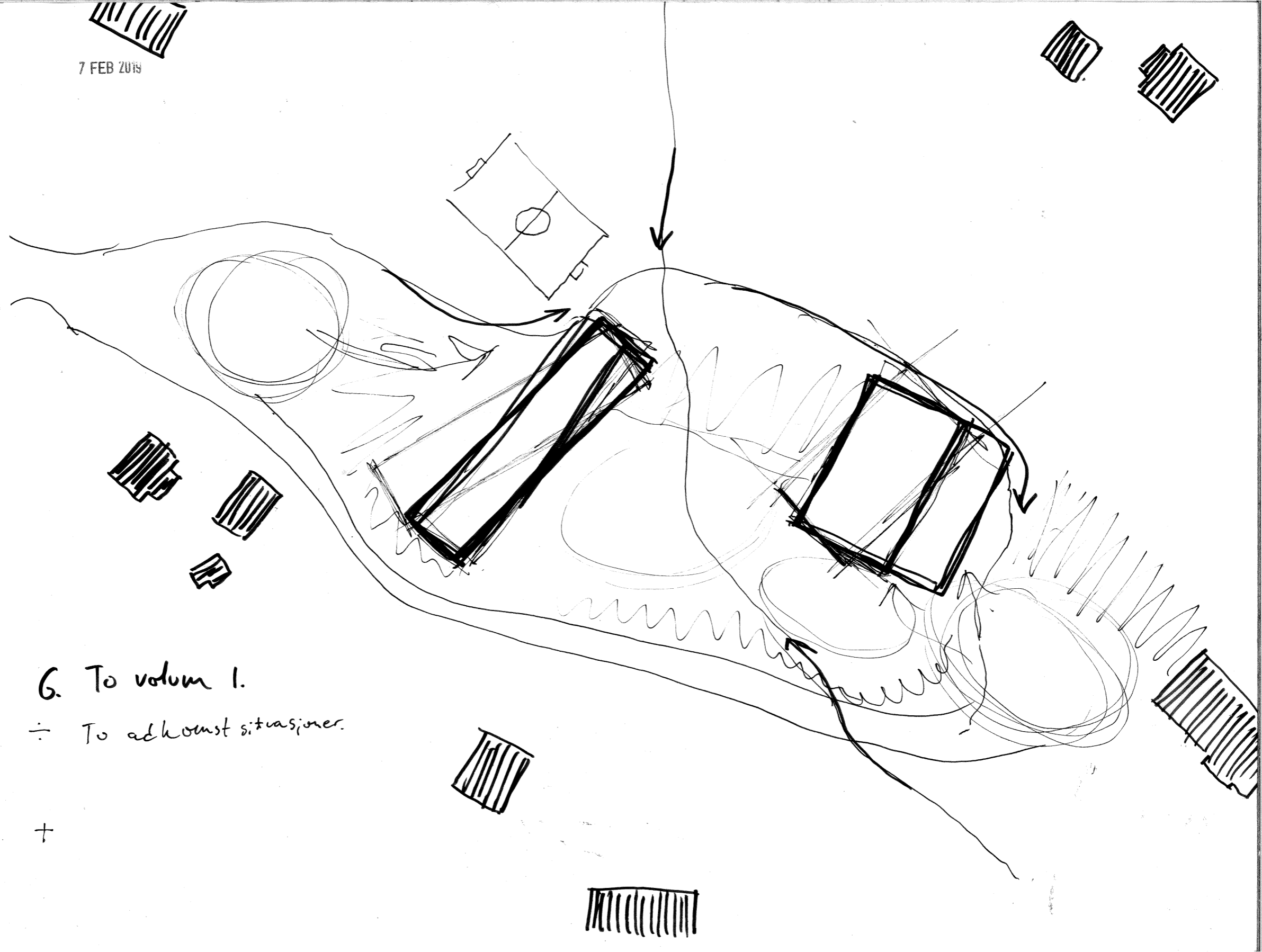


∴ Gir en stor skoleplass
Langstrøket volum sperer
for adkomst til skog.
+ Tydelig trafikk bilde
Kann bygges for riving av eksisterende

6 FEB 2019



7 FEB 2019

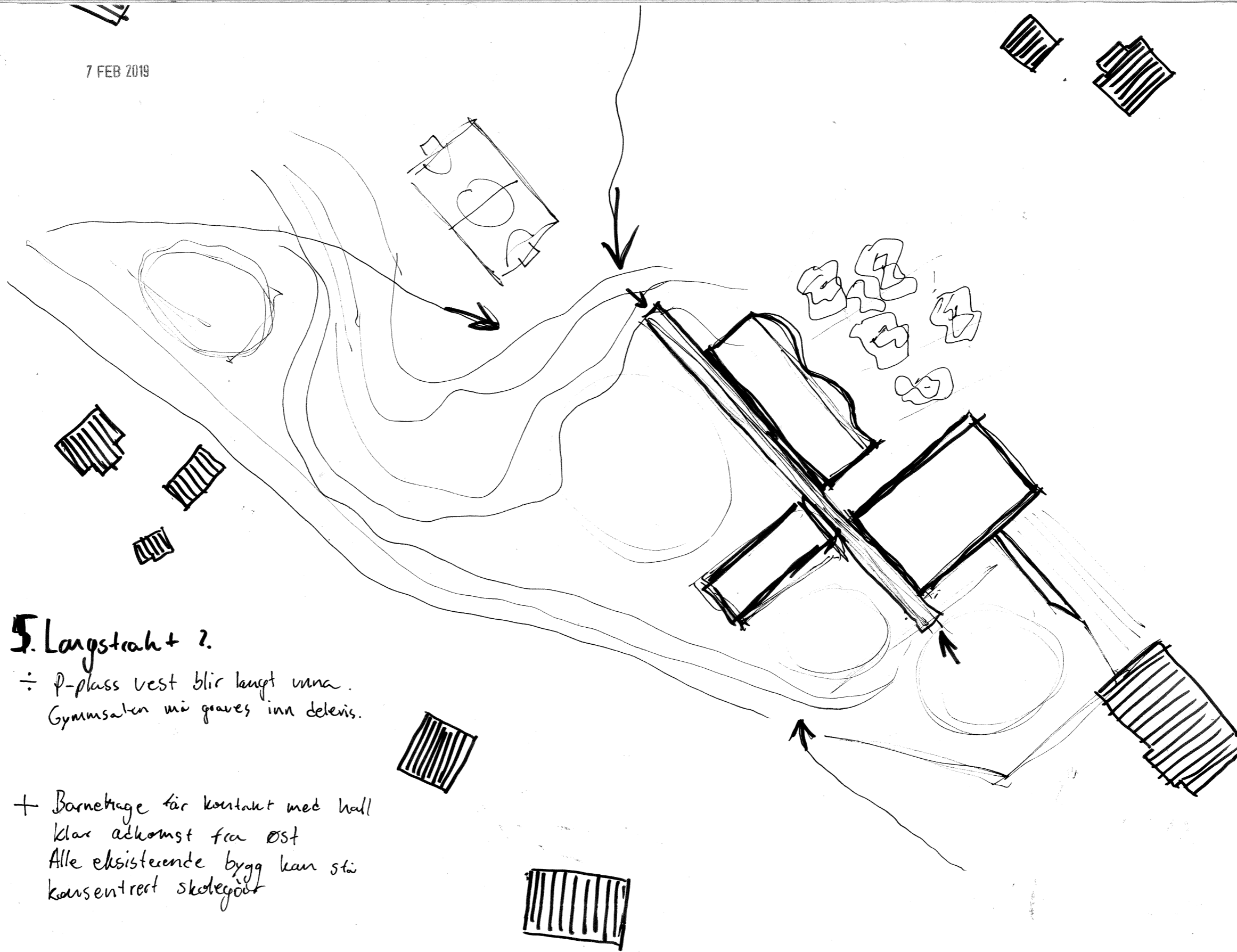


G. To volume 1.

÷ To adjust situations.

+

7 FEB 2019

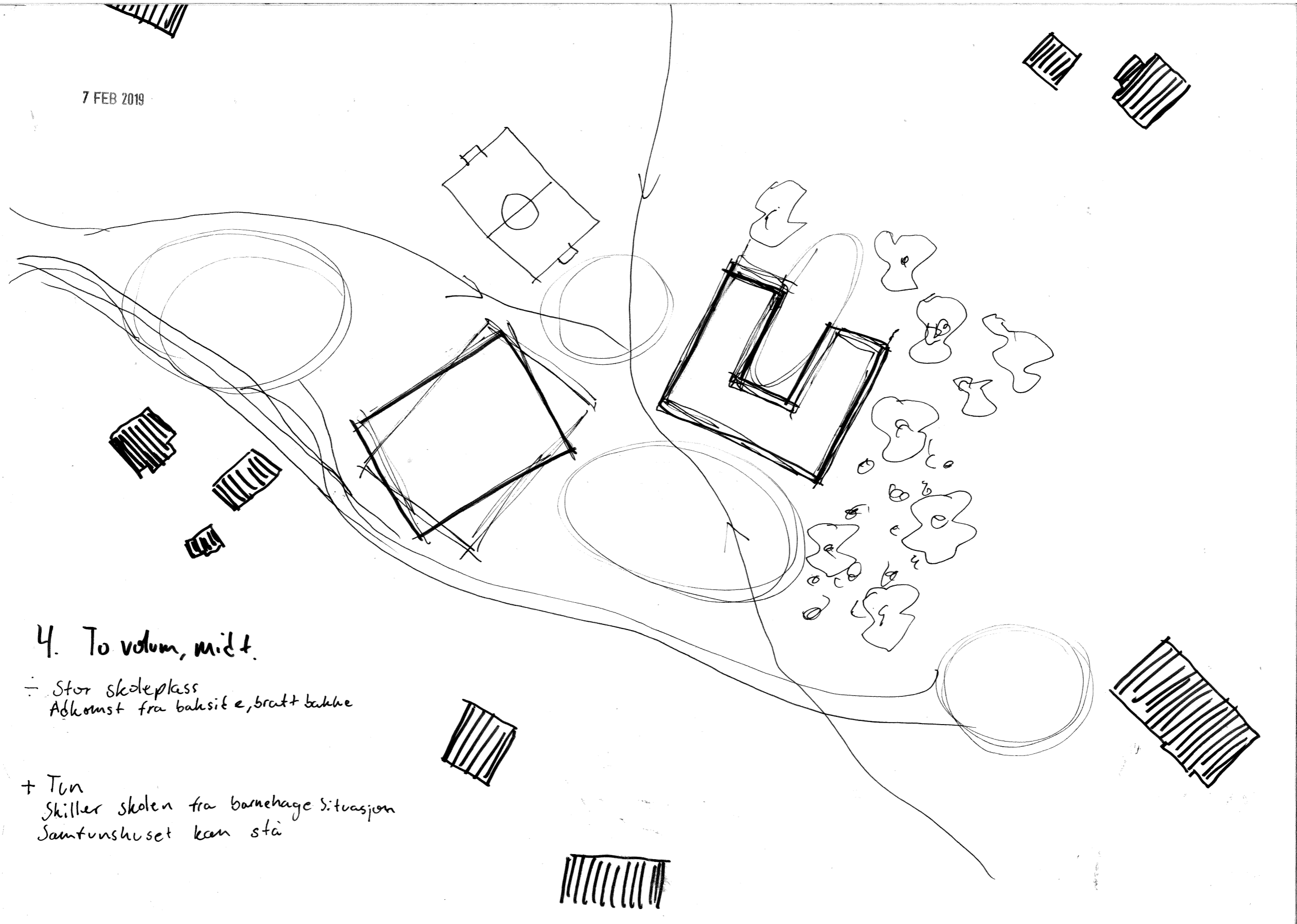


5. Langstrakt ?

÷ P-plass vest blir langt vna.
Gymnasalen må graves inn delvis.

+ Barnebrage får kontakt med hall
klar adkomst fra Øst
Alle eksisterende bygg kan stå
karsentret skolegården

7 FEB 2019

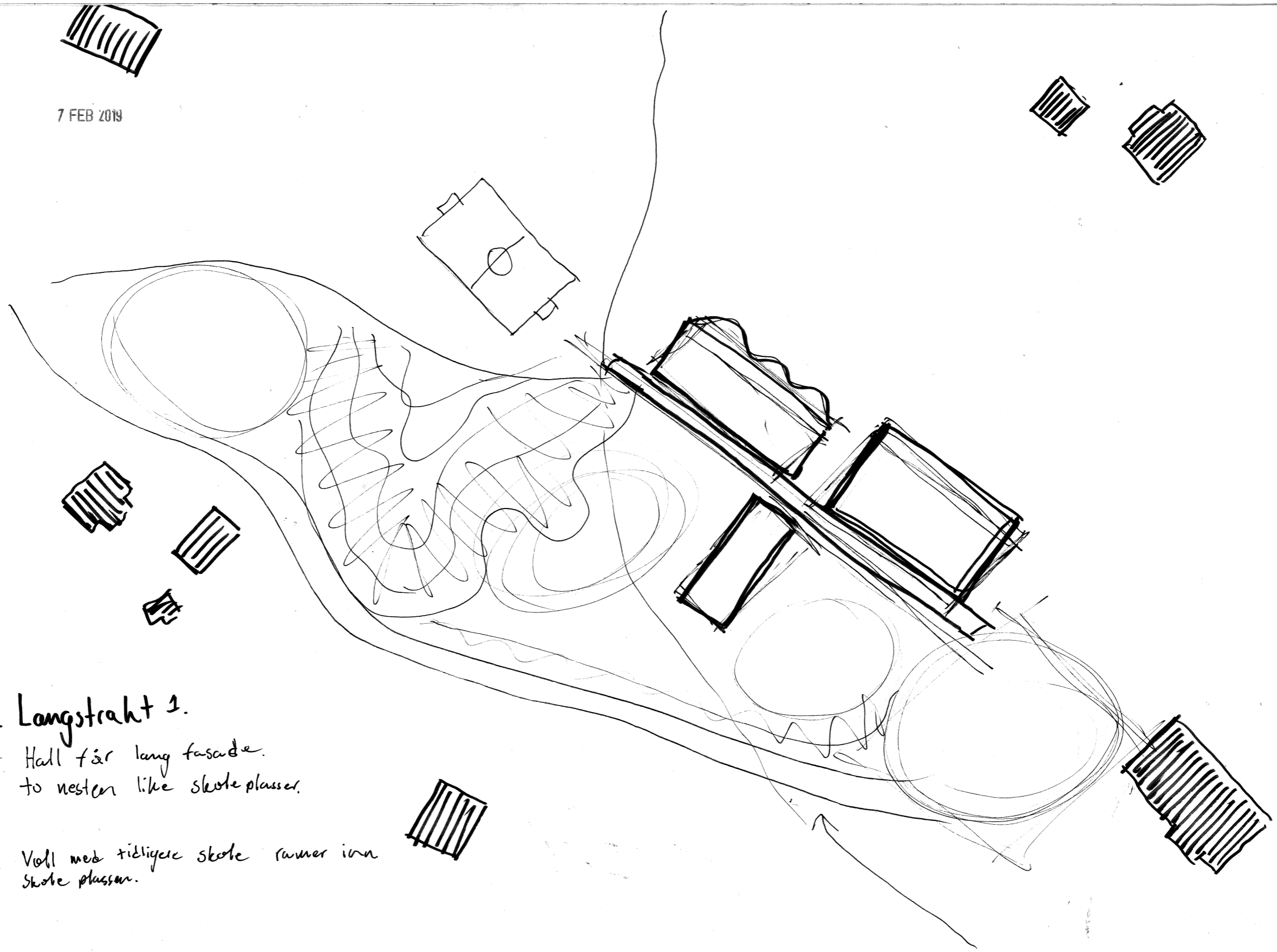


4. To volum, midt.

- Stor skoleplass
Abkomst fra bakside, bratt bakke

+ Ten
Skiller skolen fra barnehage situasjon
Samfunnshuset kan stå

7 FEB 2019

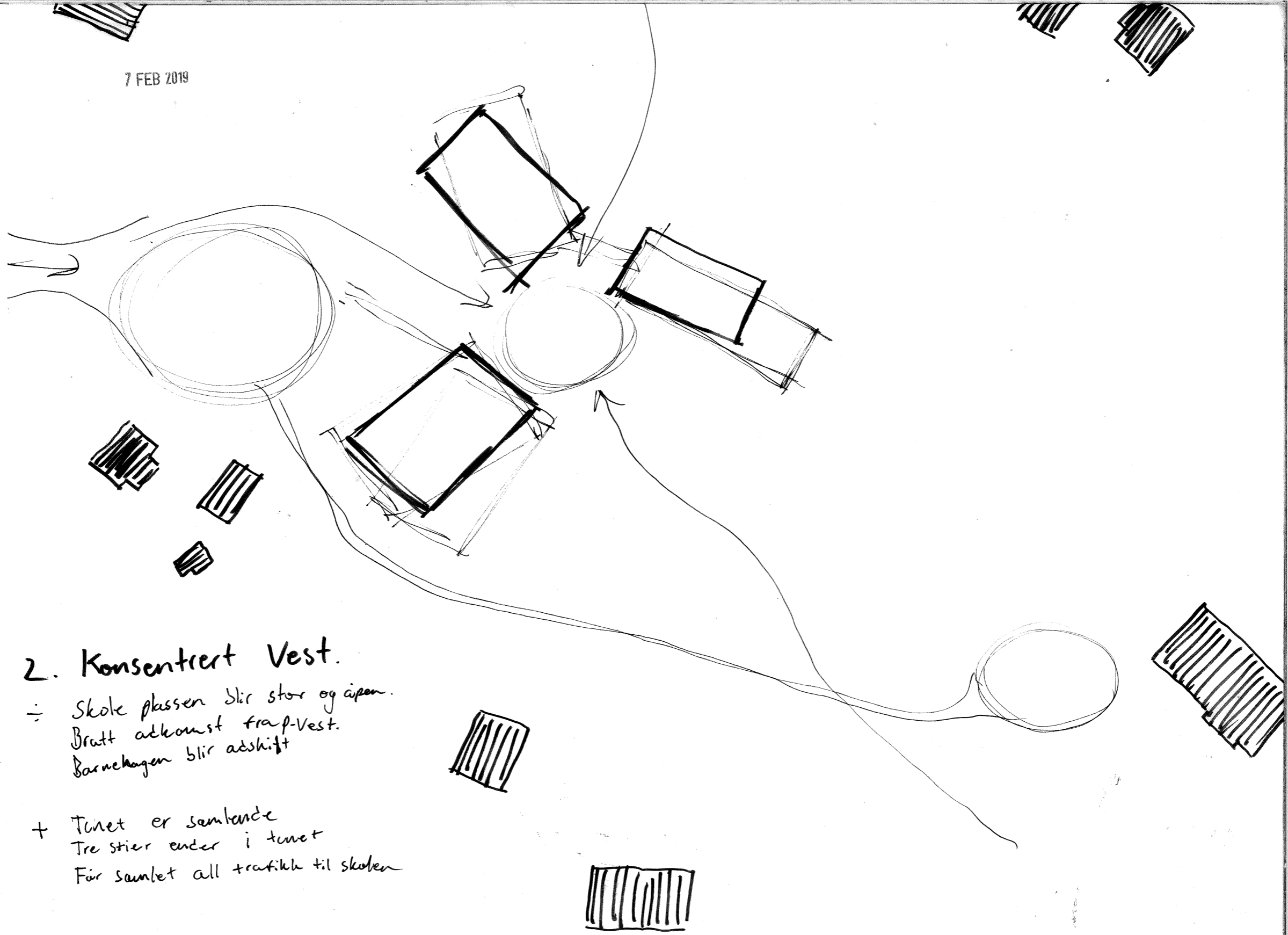


3. Langstrakt 1.

÷ Hall för lång fasad.
to nester like skote plassen.

+ Våll med tidigare skote rinner inn
skote plassen.

7 FEB 2019

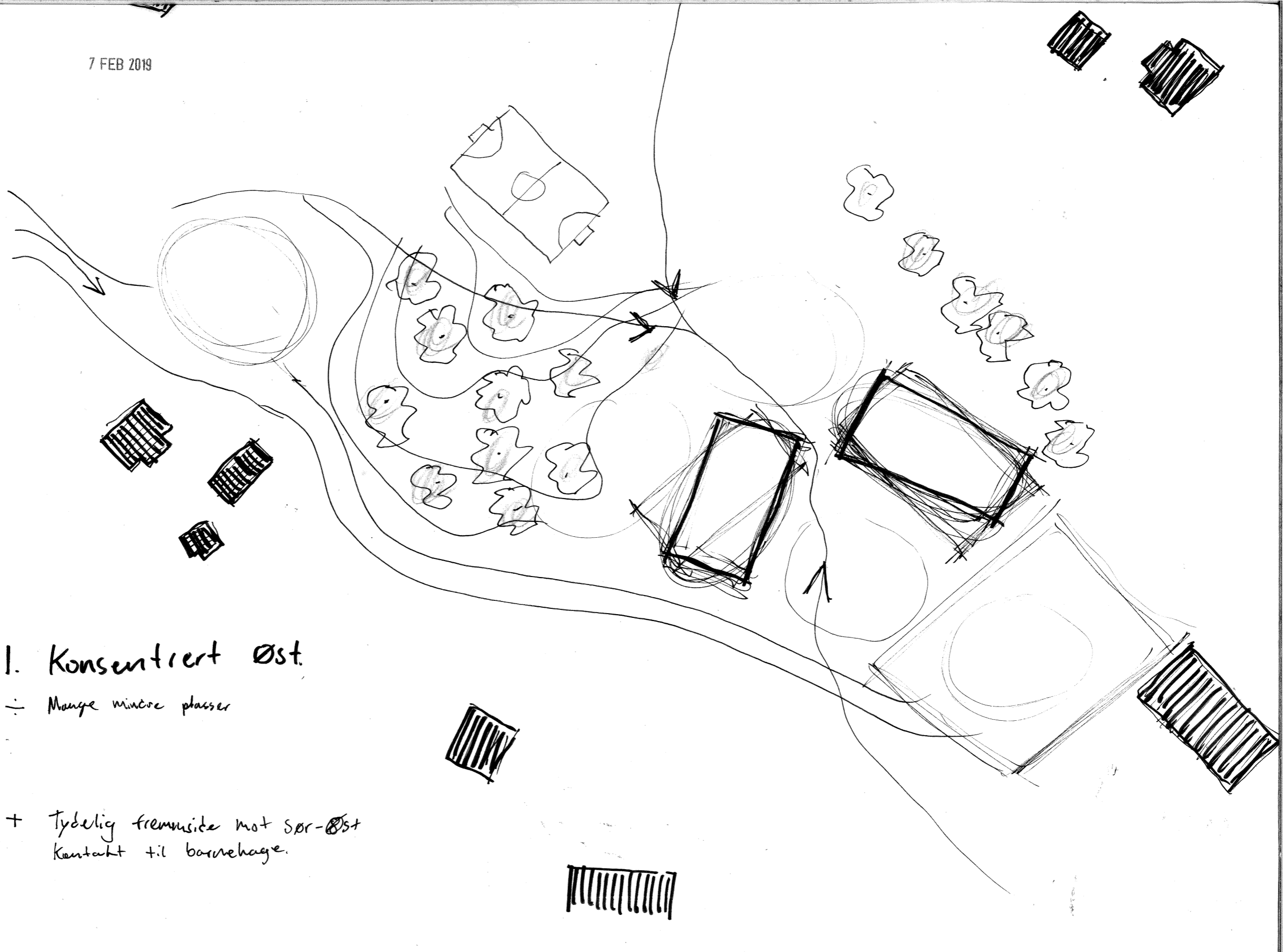


2. Konsentrert Vest.

÷ Skole plassen blir stor og åpen.
Bratt adkomst fra p-Vest.
Barnehagen blir adskilt

+ Tunet er samlede
Tre stier ender i tunet
For samlet all trafikk til skolen

7 FEB 2019

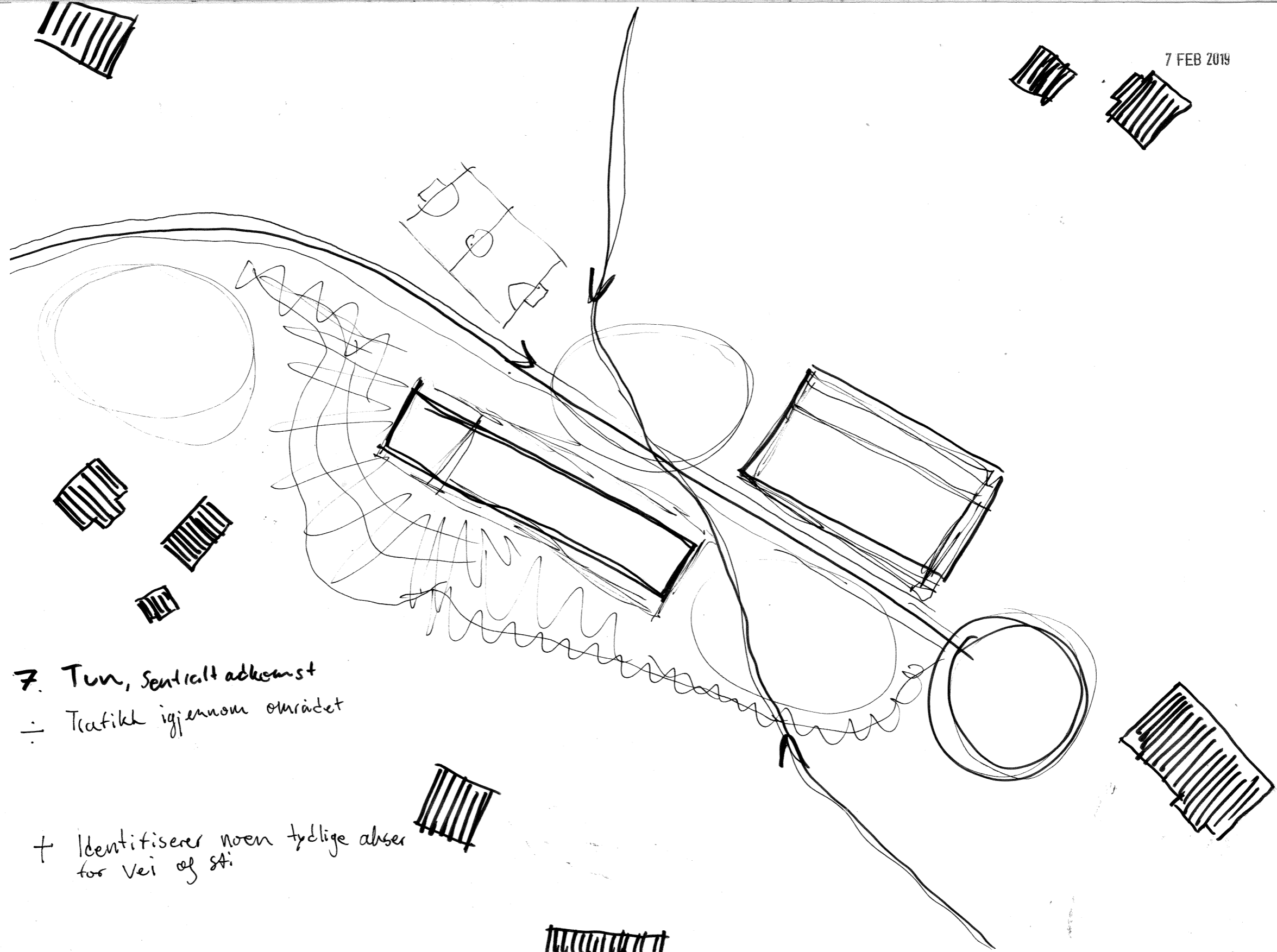


1. Konsentrert Øst.

- Mange mindre plasser

+ Tydelig fremmside mot sør-Øst
Kontakt til barnehage.

7 FEB 2019

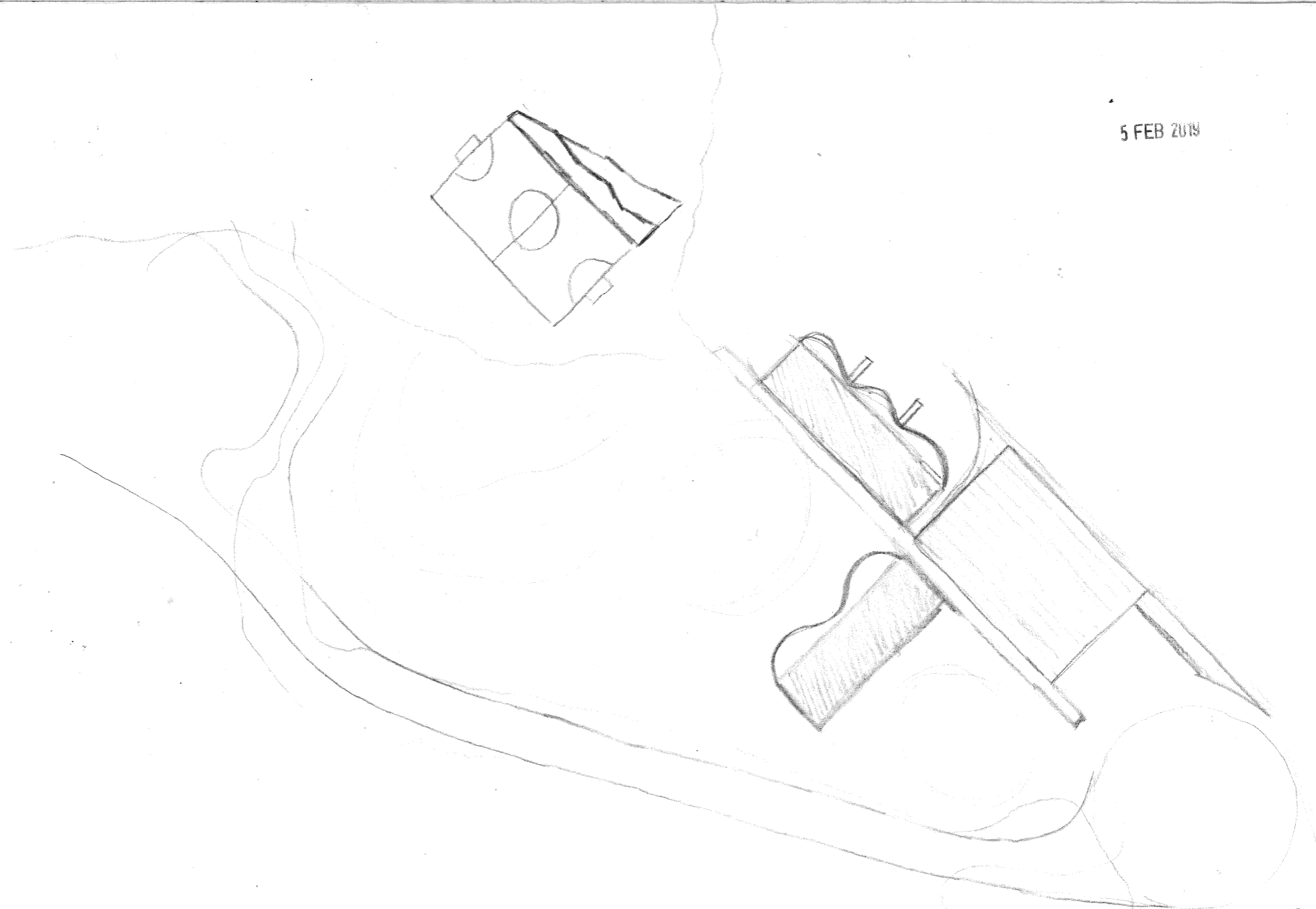


7. Tur, Sentralt adkomst
- Trafikk igjennom området

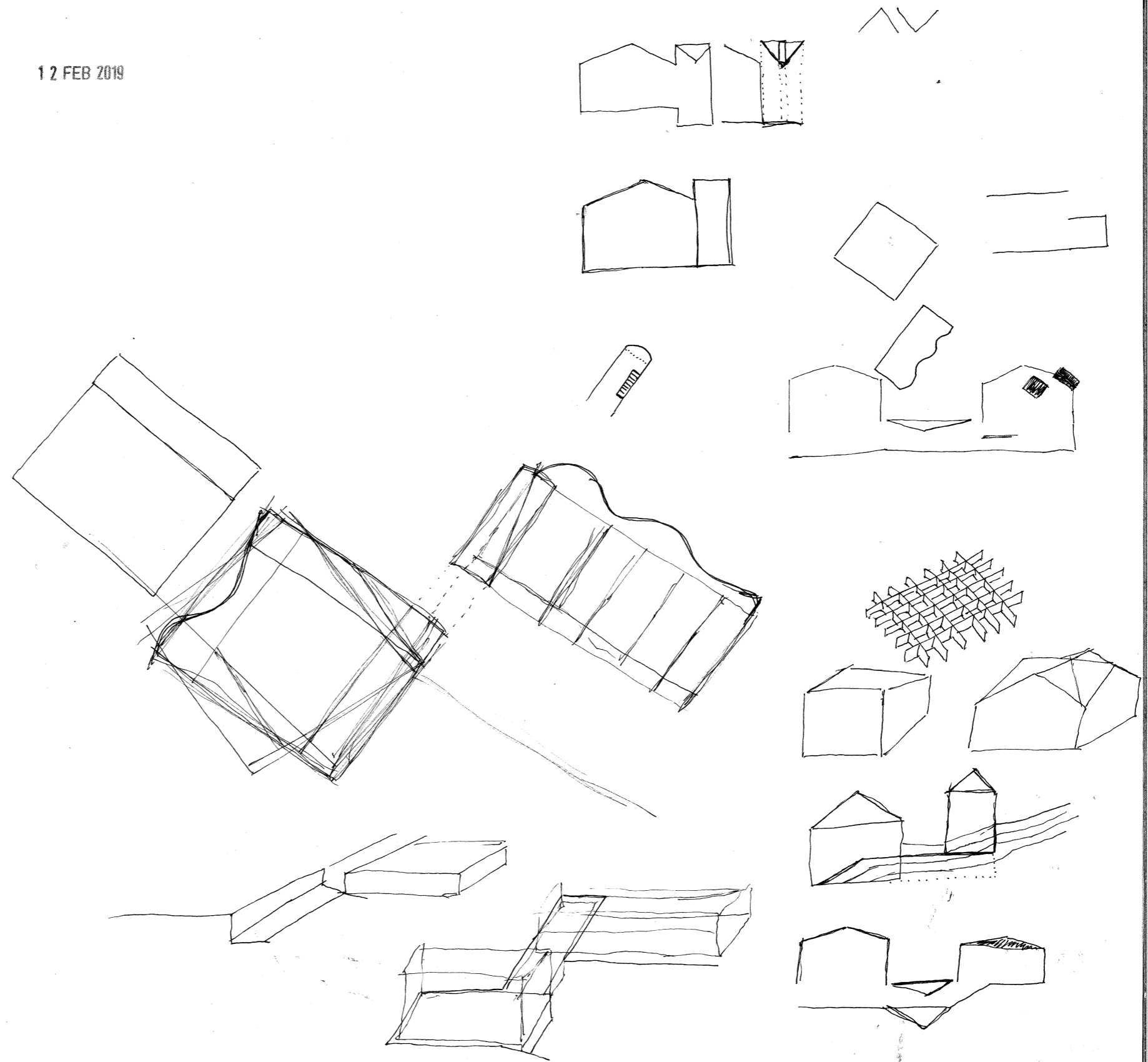
+ Identifiserer noen tydelige abser for vei og sti

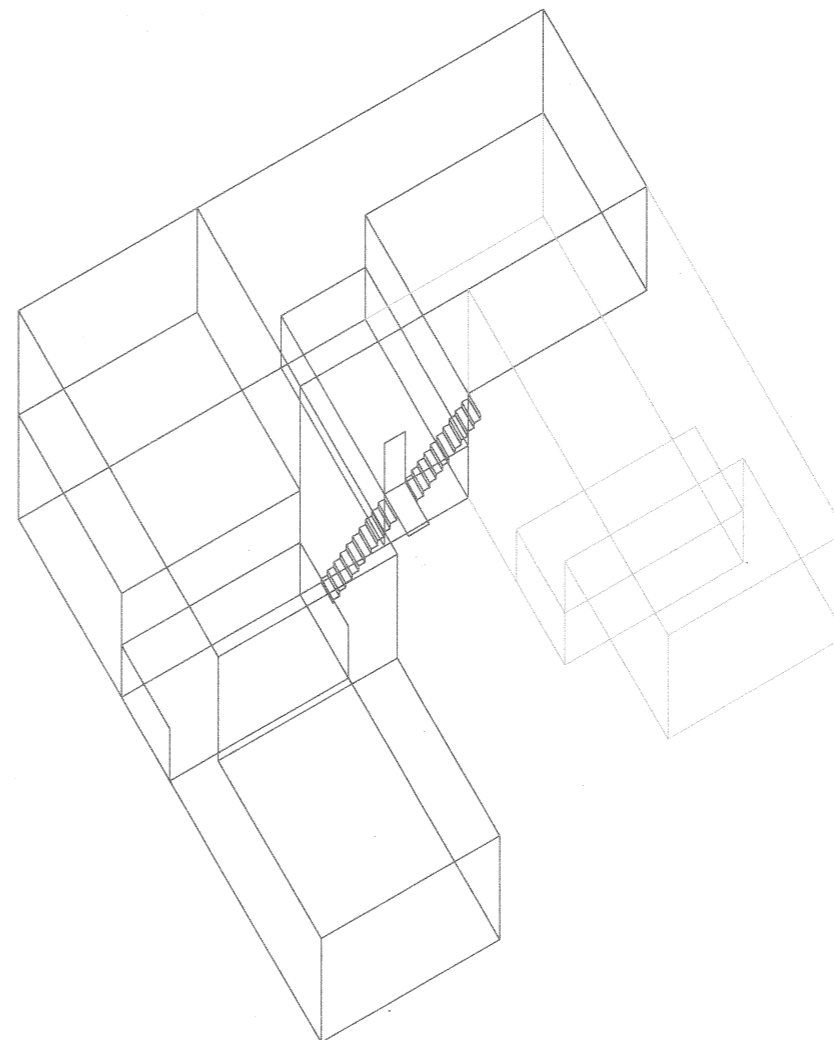
|||||

5 FEB 2018

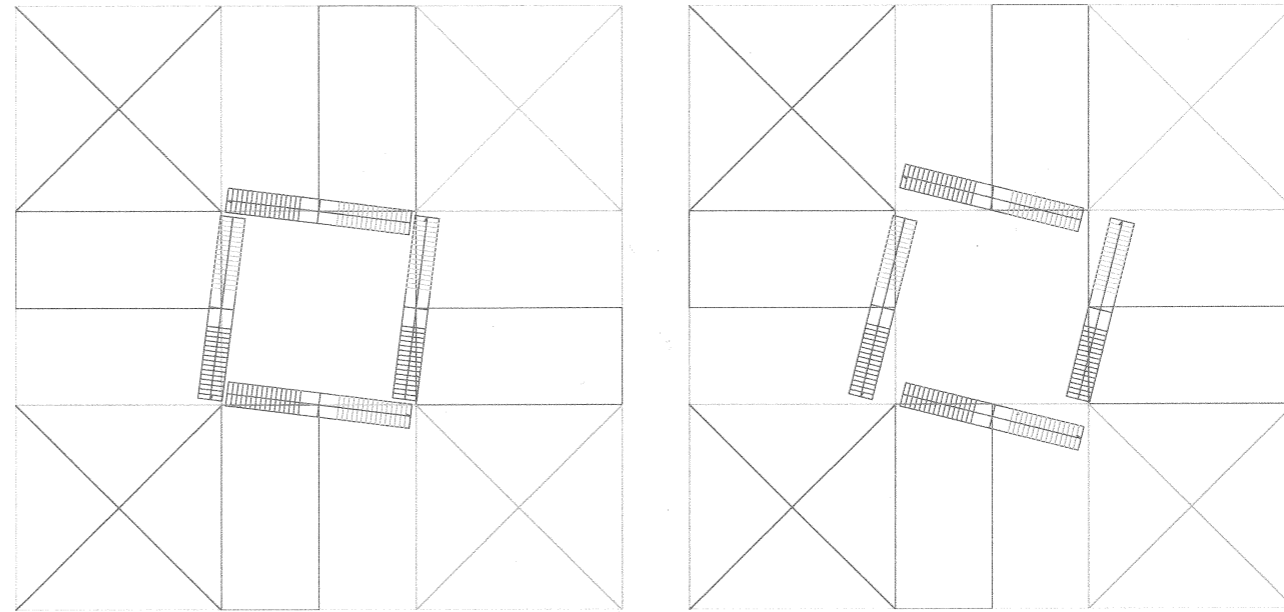


12 FEB 2019





12 FEB 2019



12 FEB 2019

12 FEB 2019



Espen S.

Ikke være redd for monumentalitet.

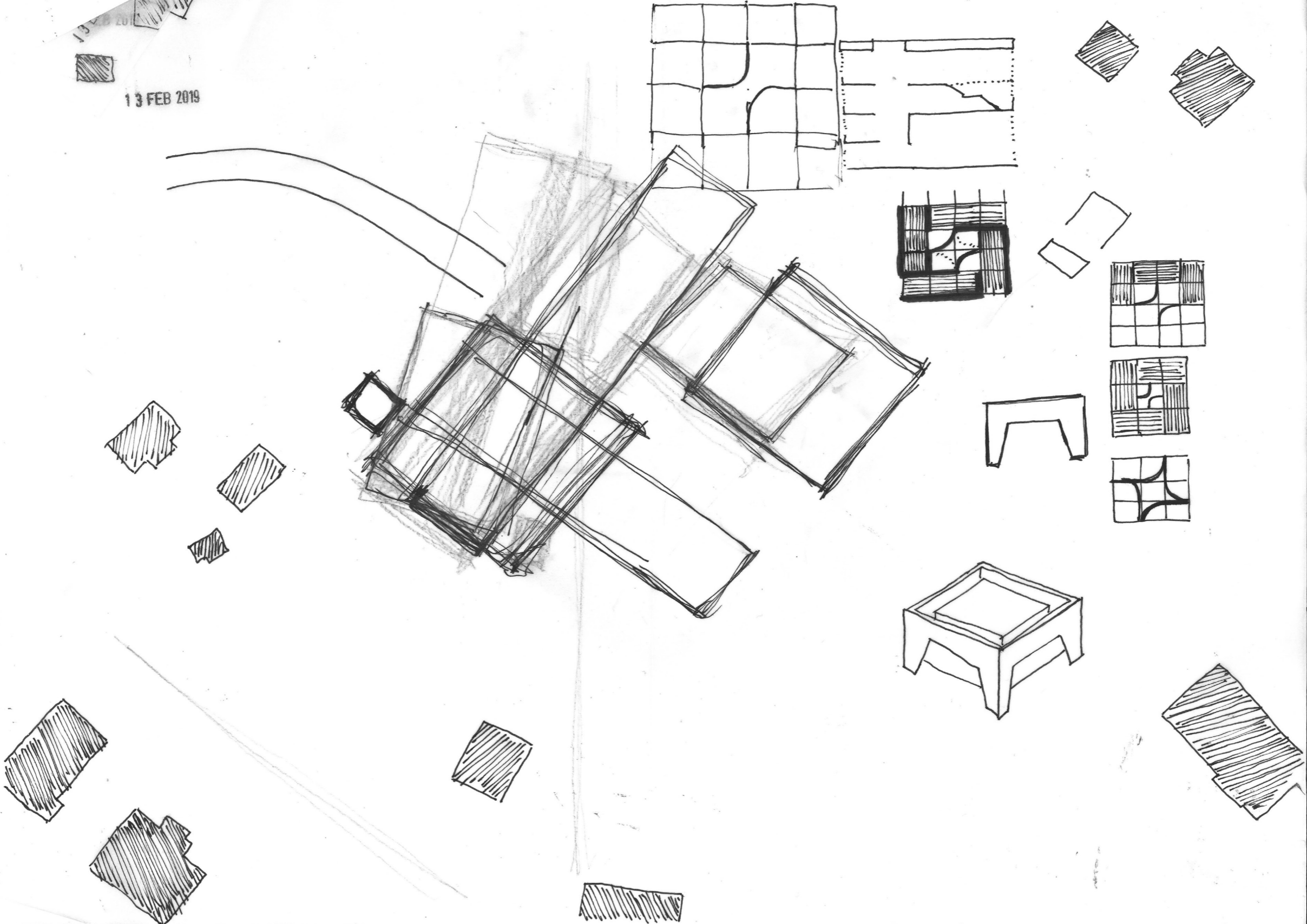
Arkitekturen må komme innentra.

"approach" arkitekturen må kunne knyttes til en bevissthet.

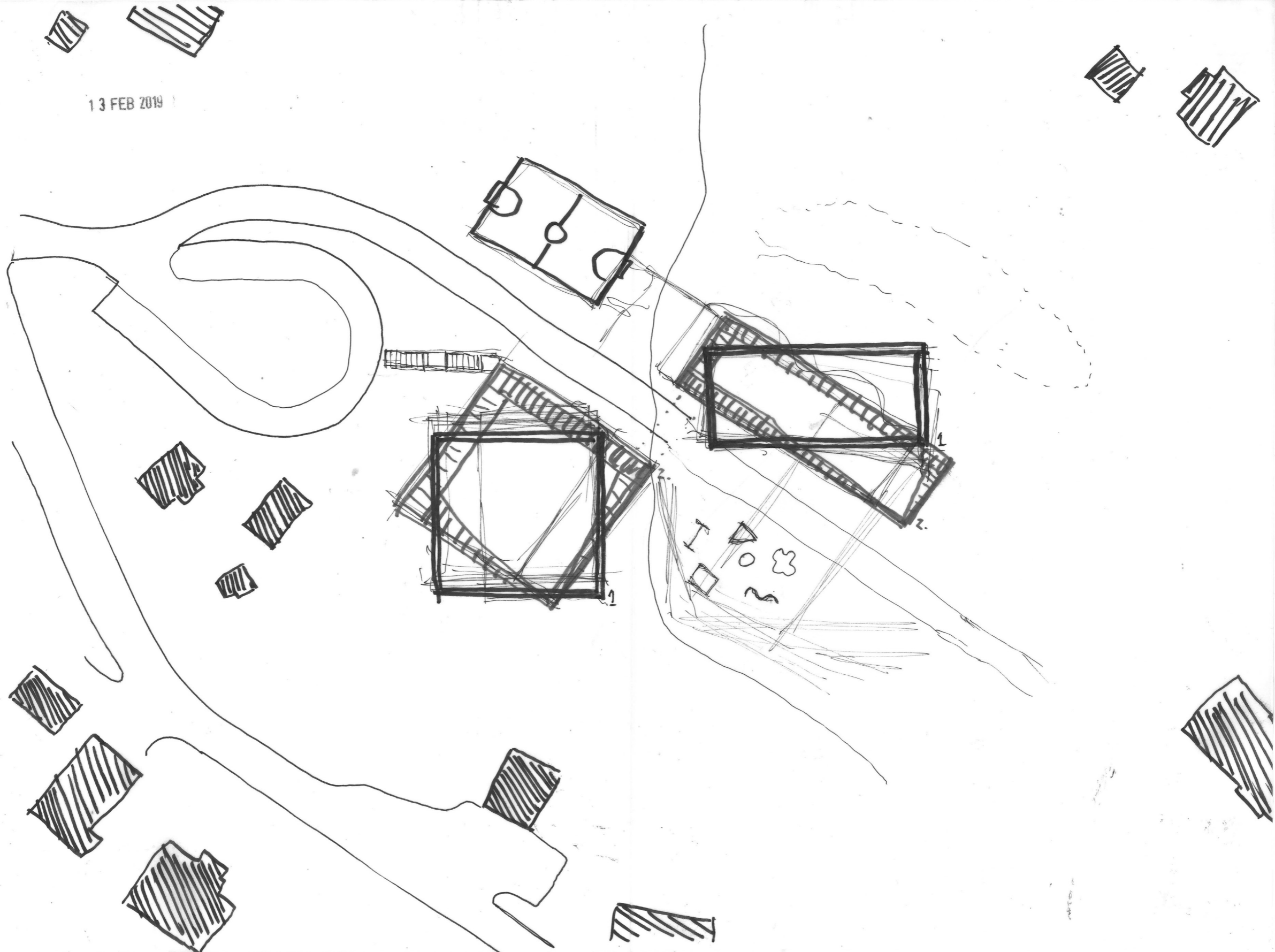
(identitet (okk. løvene med to klimerstall))

13 FEB 2019

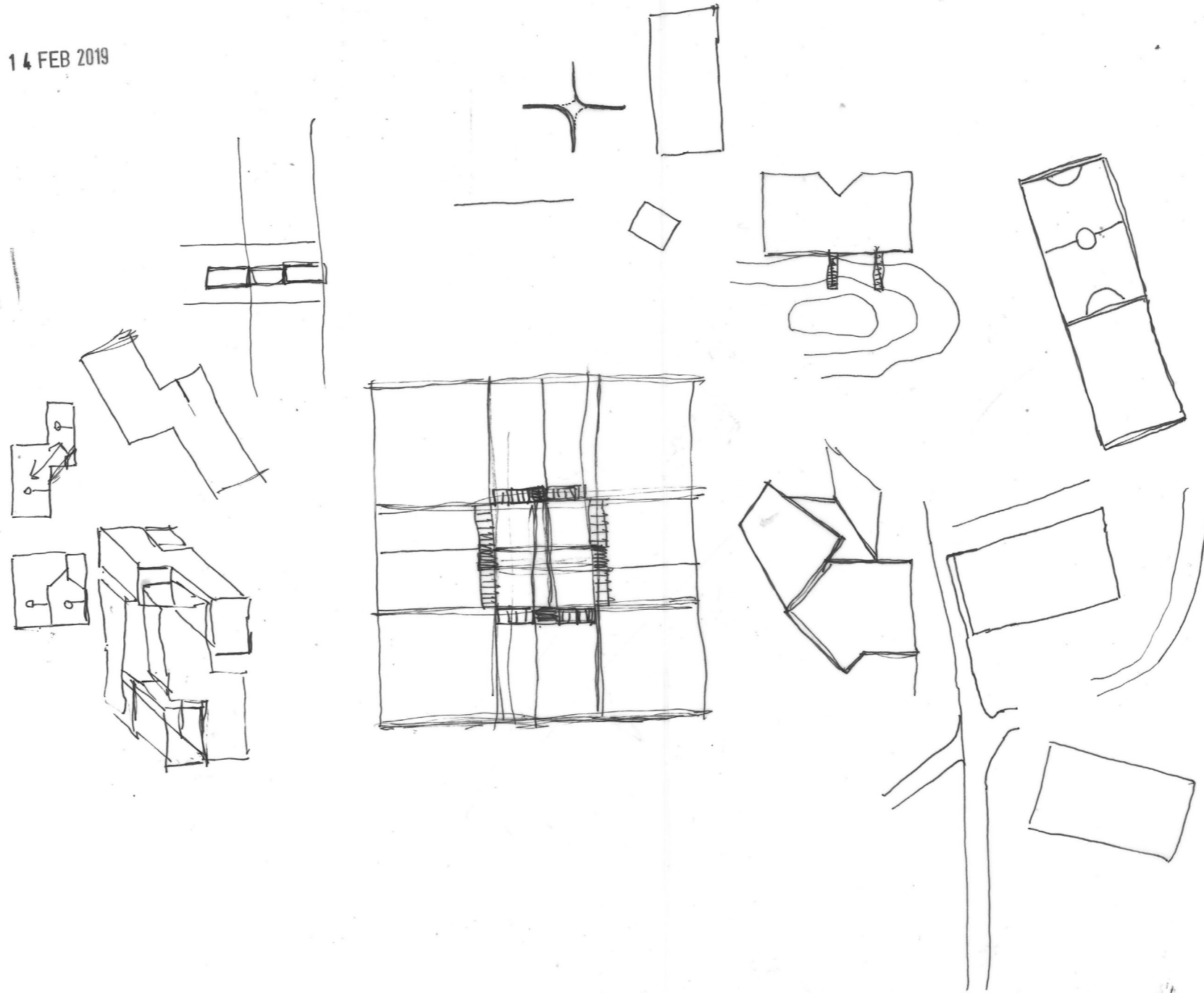
13 FEB 2019



13 FEB 2019



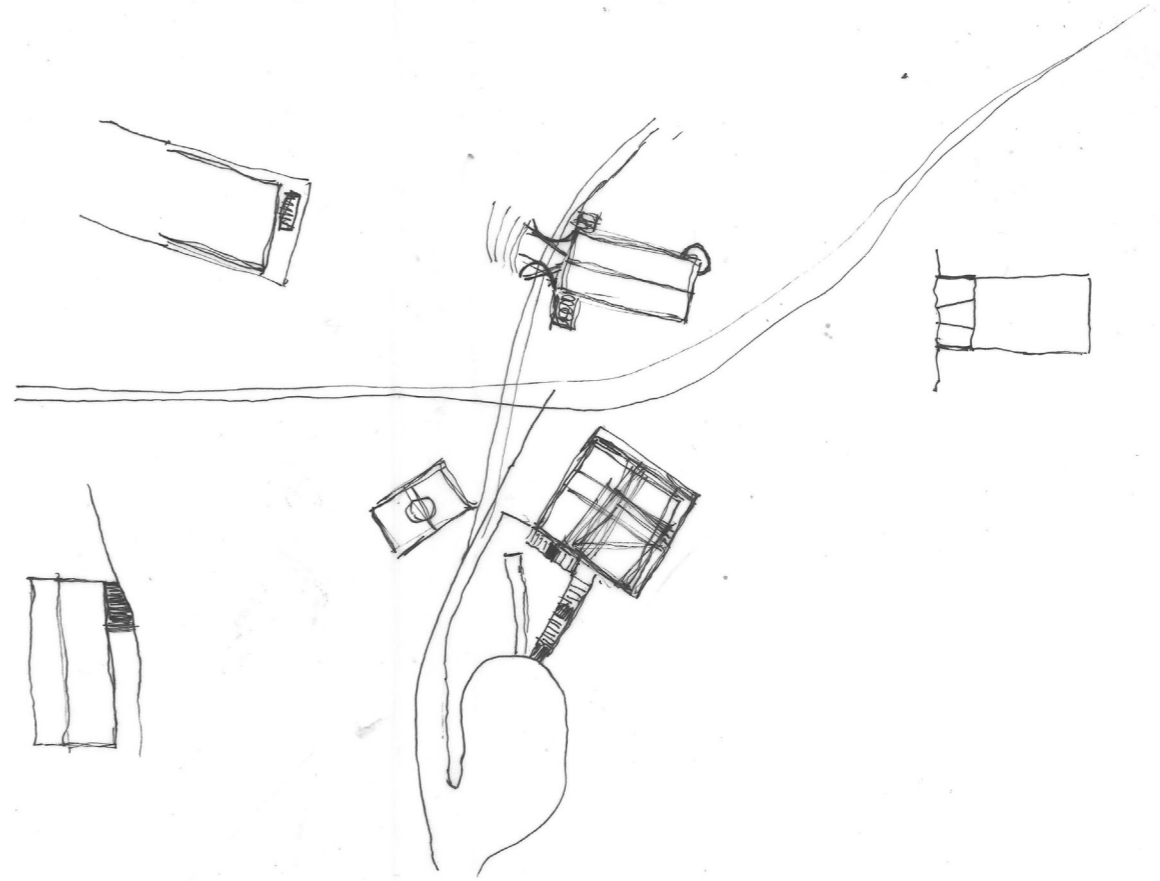
14 FEB 2019



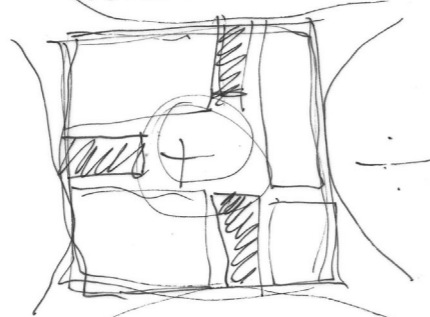
14 FEB 2019



15 FEB 2019

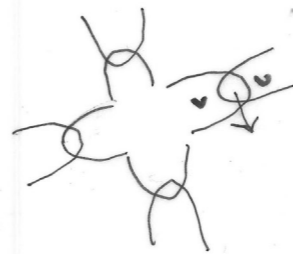


16 FEB 2019



- Bibliotek Admin Kjøkken - kantine
- Viten
- kunst/håndtverk Lererrom - kontor
- Musikk

Spesielt/ Generet
Viten + undervisningsrom



Lek/konsentrasjon

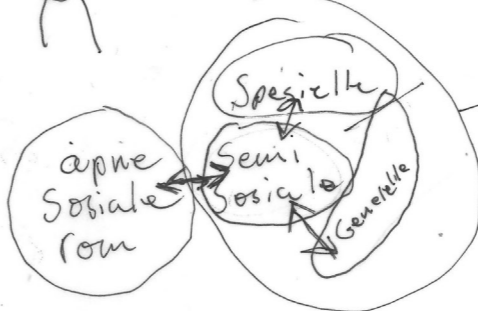
1. Toust/natur/utsikt

2. Lys/Himmelretning

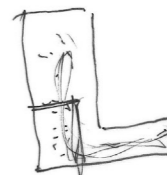
3. Program

Organisering

Inne/gårdsrom/ute



Tema



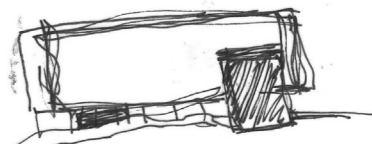
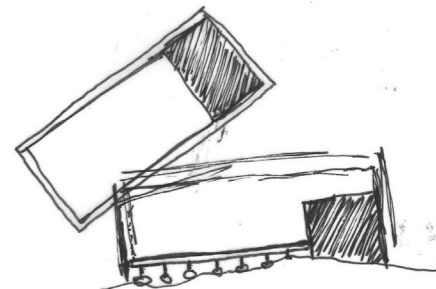
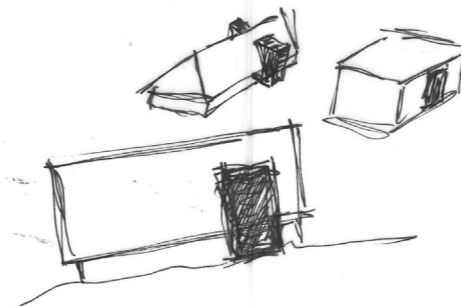
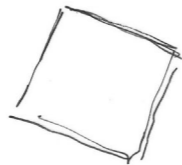
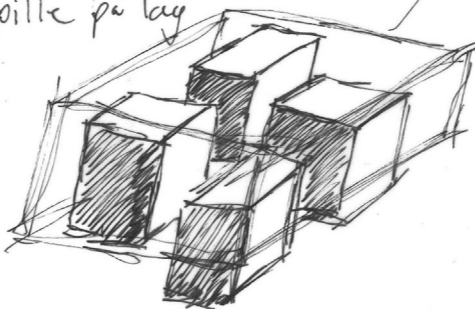
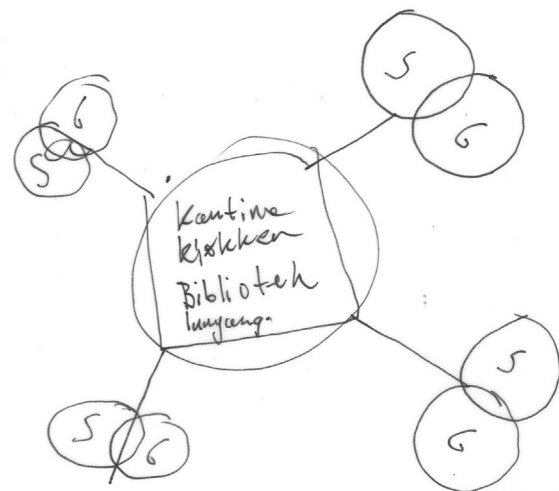
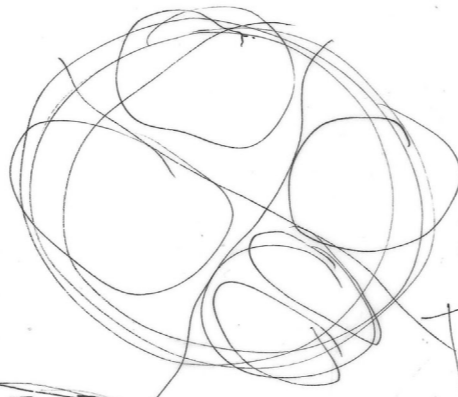
Konstruksjon



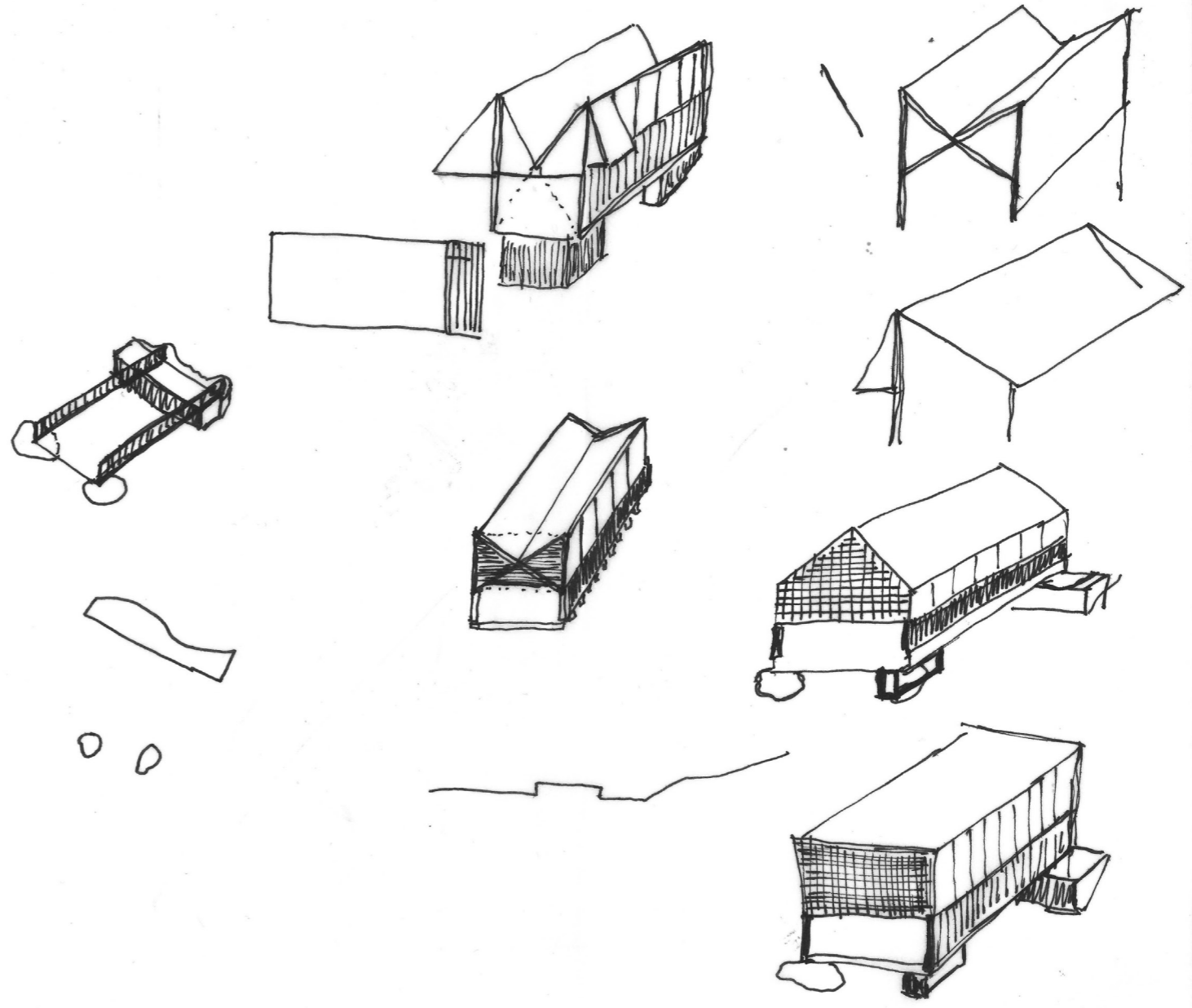
Gir rom

Konseptet

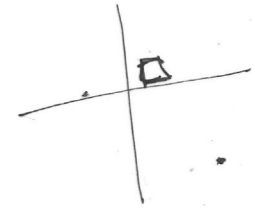
Spille på lag



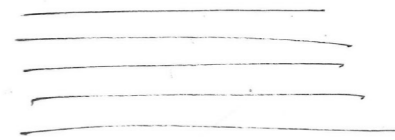
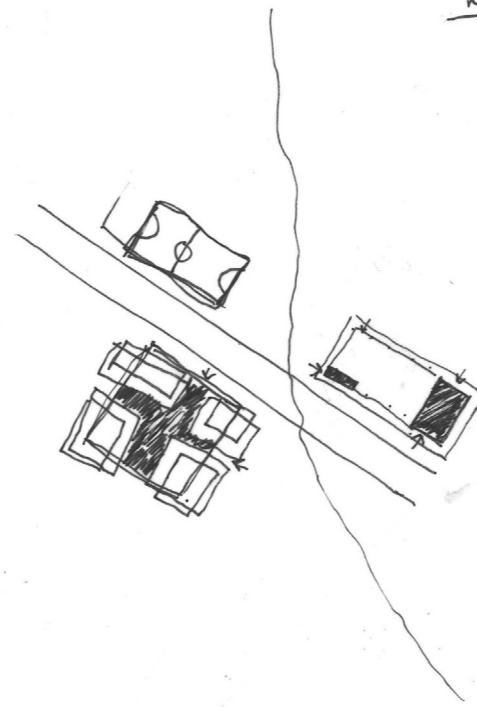
17 FEB 2018



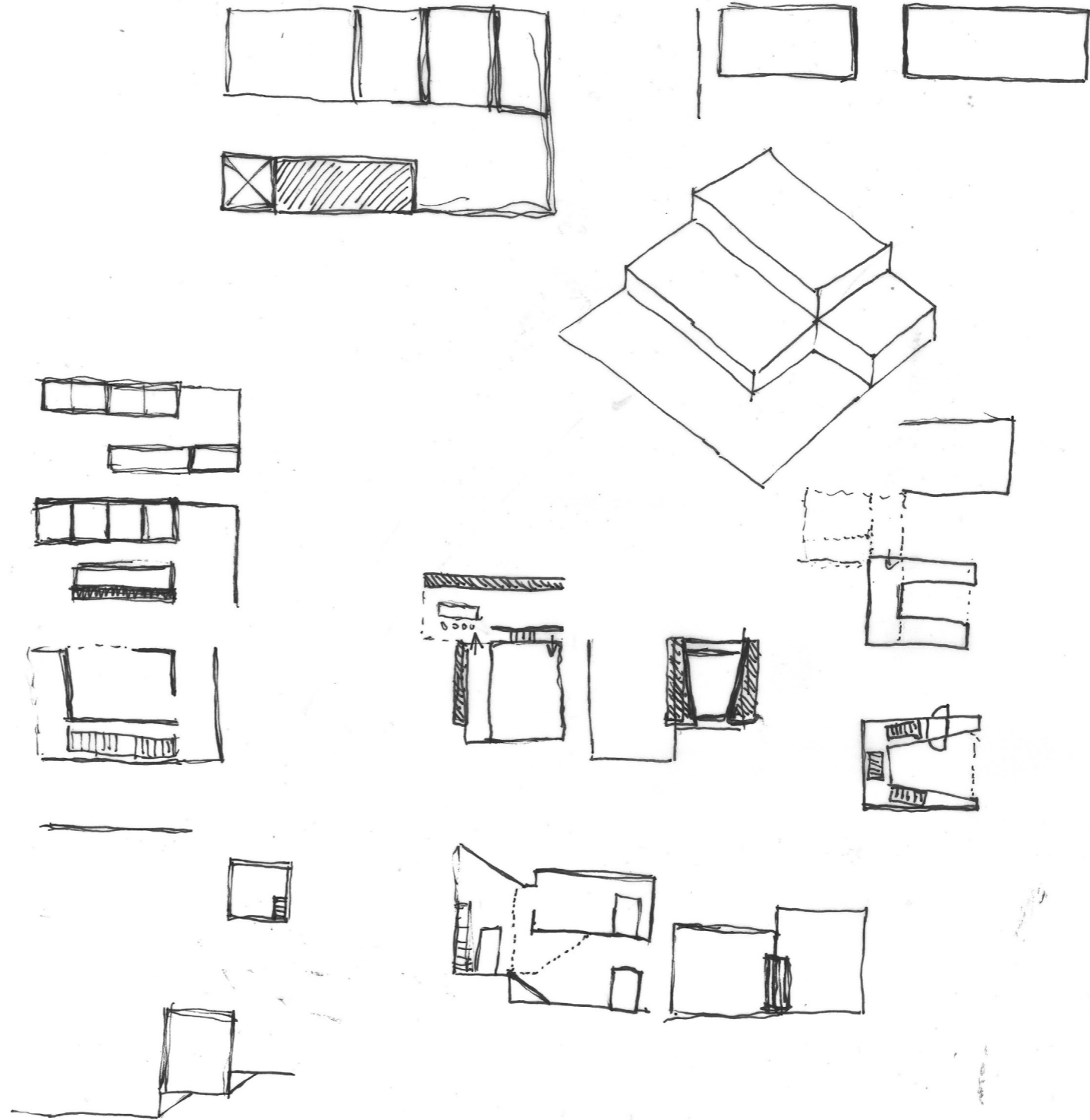
17 FEB 2019



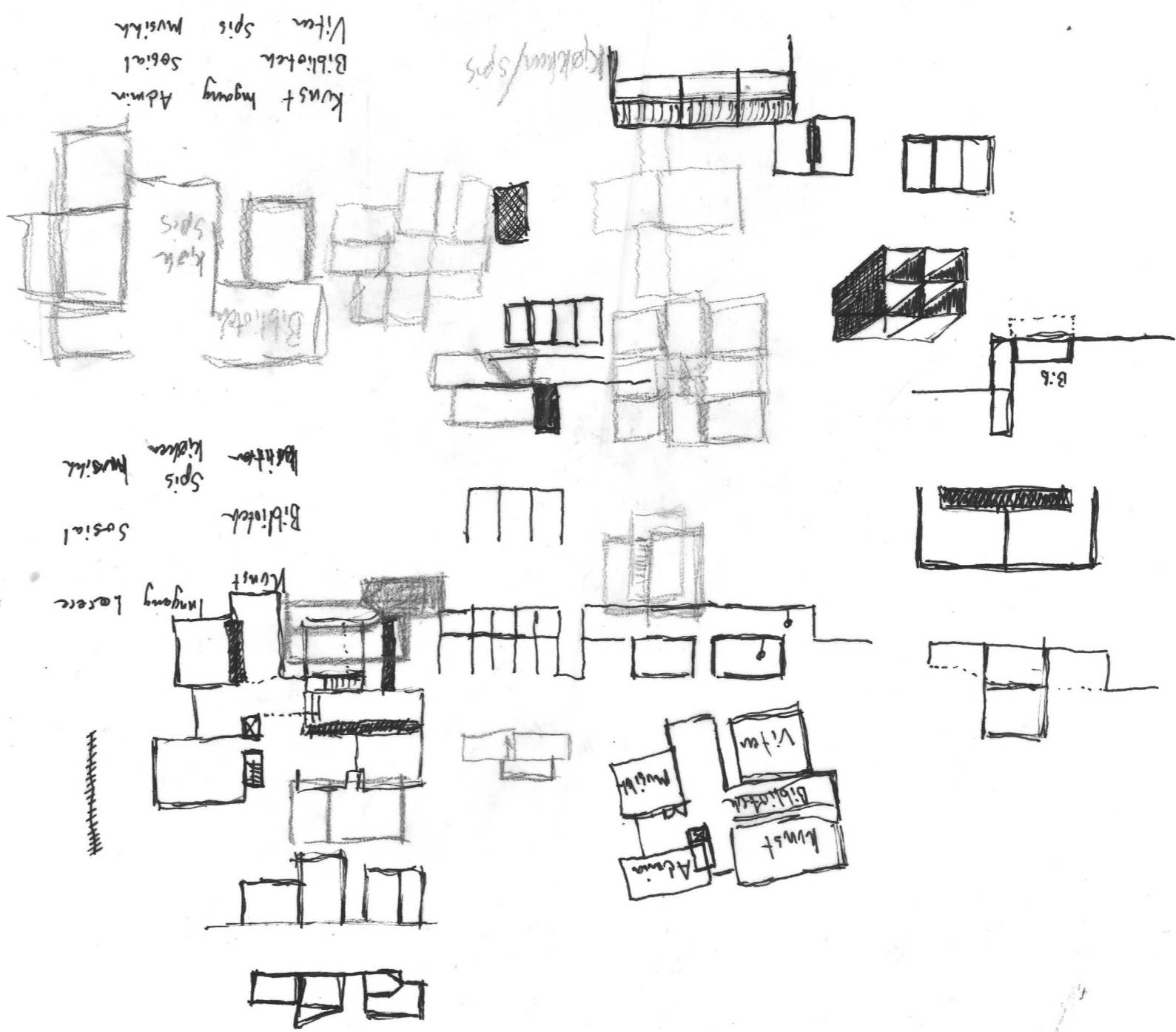
Kioshan Spis Bibliotek



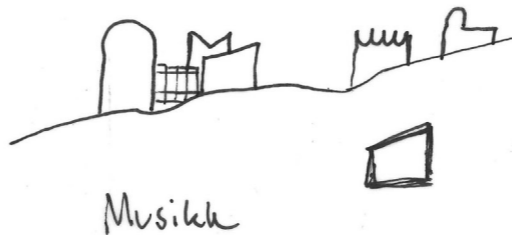
19 FEB 2019



18 FEB 2019

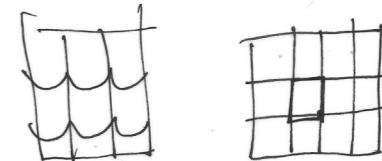


Gym
Musikk
Kunst håndverk
Viten
Admin



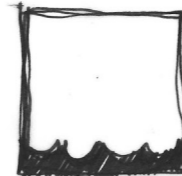
Tilværlighet

- * Skap/garderobe
- * Boks
- * Flyttbart skap
- * Arbeidsplass
- * Rom i rommet



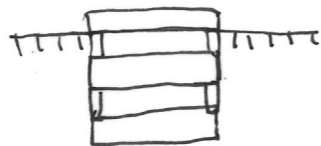
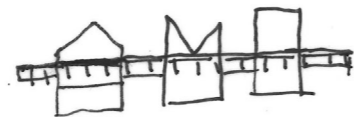
Musikk

1. Lydrom, rom i rommet
2. Undervisningsrom
- 3.



Bibliotek

1. Rom for bøker
2. Stillerom/studierom/undervisning
- 3.



Kunst

1. Lydrom, støyende maskiner (verksted)
2. Tegnesal (undervisningsrom)
- 3.

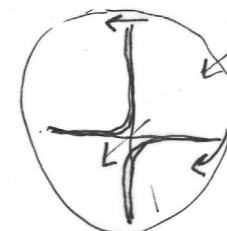


Admin

1. Kontorlandskap
2. Lærerom/pauserom
- 3.

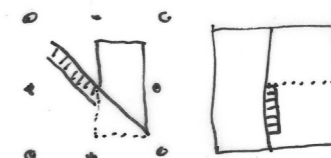
Viten

1. Lab, vitenskapsrom
2. Undervisningsrom
- 3.



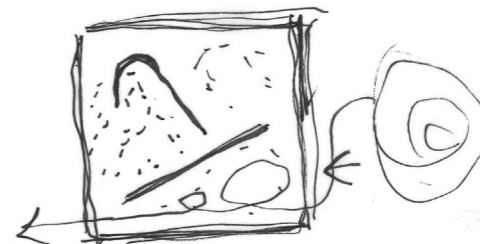
Gym

1. Samlingsrom/Aktivitetsrom
2. Garderober
- 3.



Kjøkken

1. kjøkken
1. Spiseareal



1. - 1
2. - 2
3. - 3
4. og 5. - 4
6. og 7. - 5

Ute - Kommunikasjon - Lek

h
↓ Til-Fra
Harde og Myke flater
Buss
Bil
Sykkel
Gående

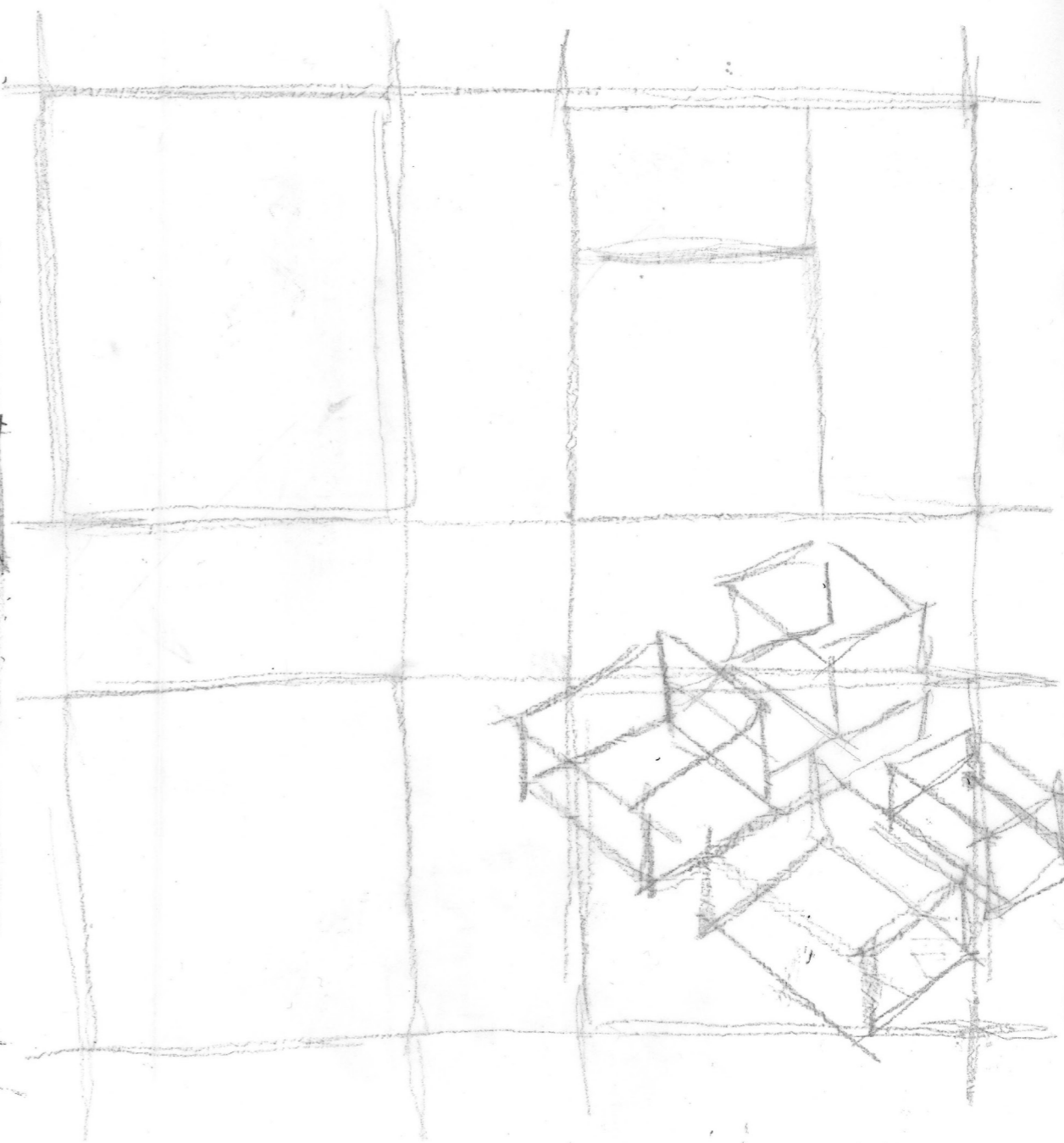
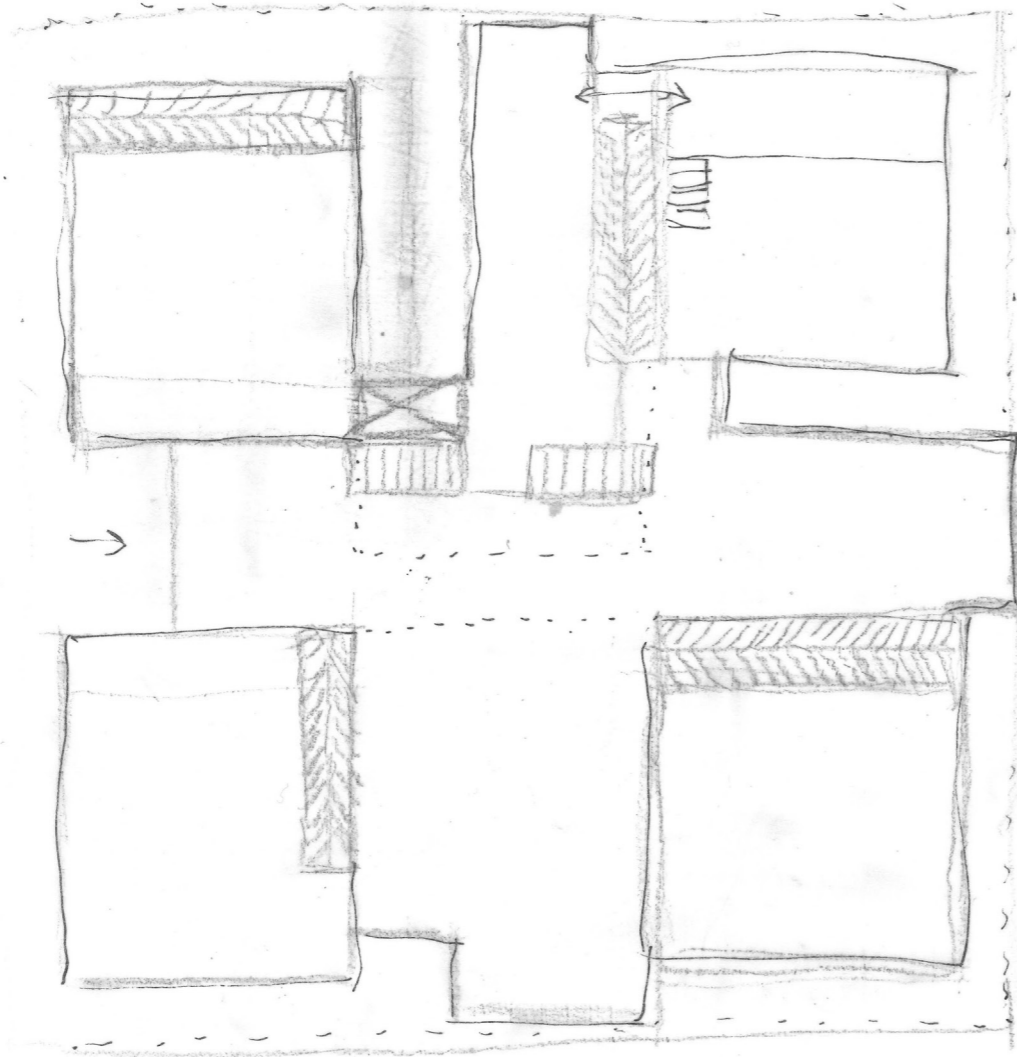
Skogen - hinderløype
Plass for lek og spill
Ballbinge
Apparater?
HARDE FLATER

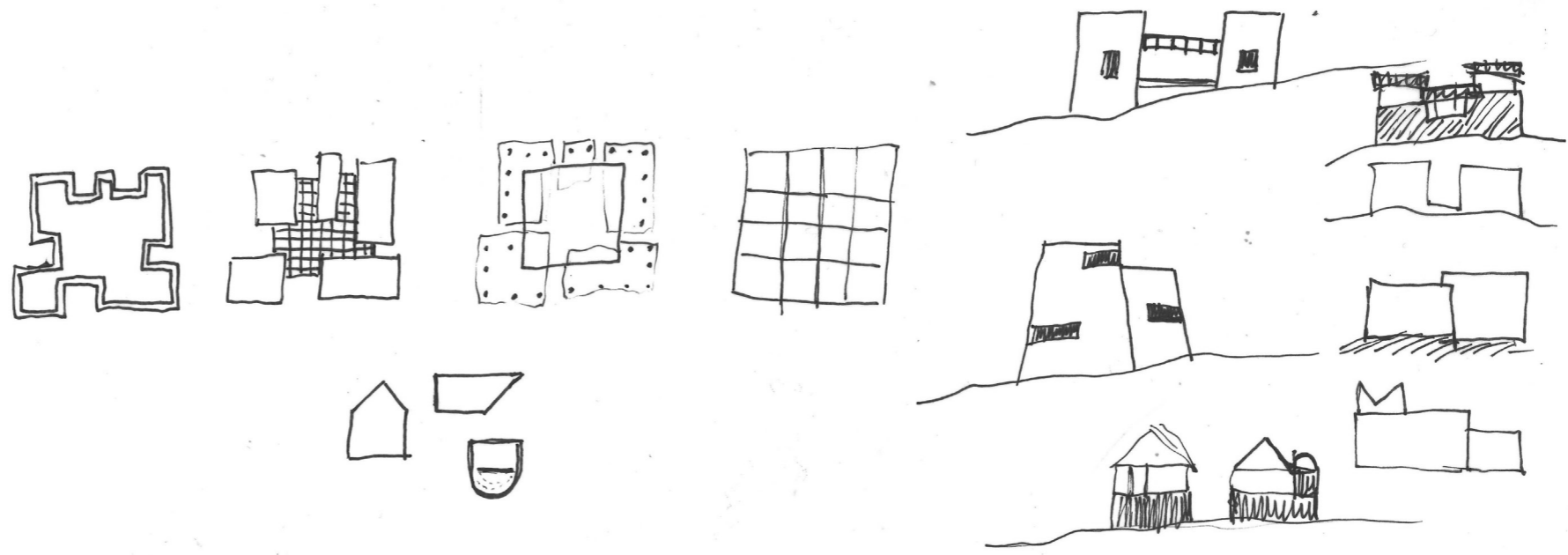


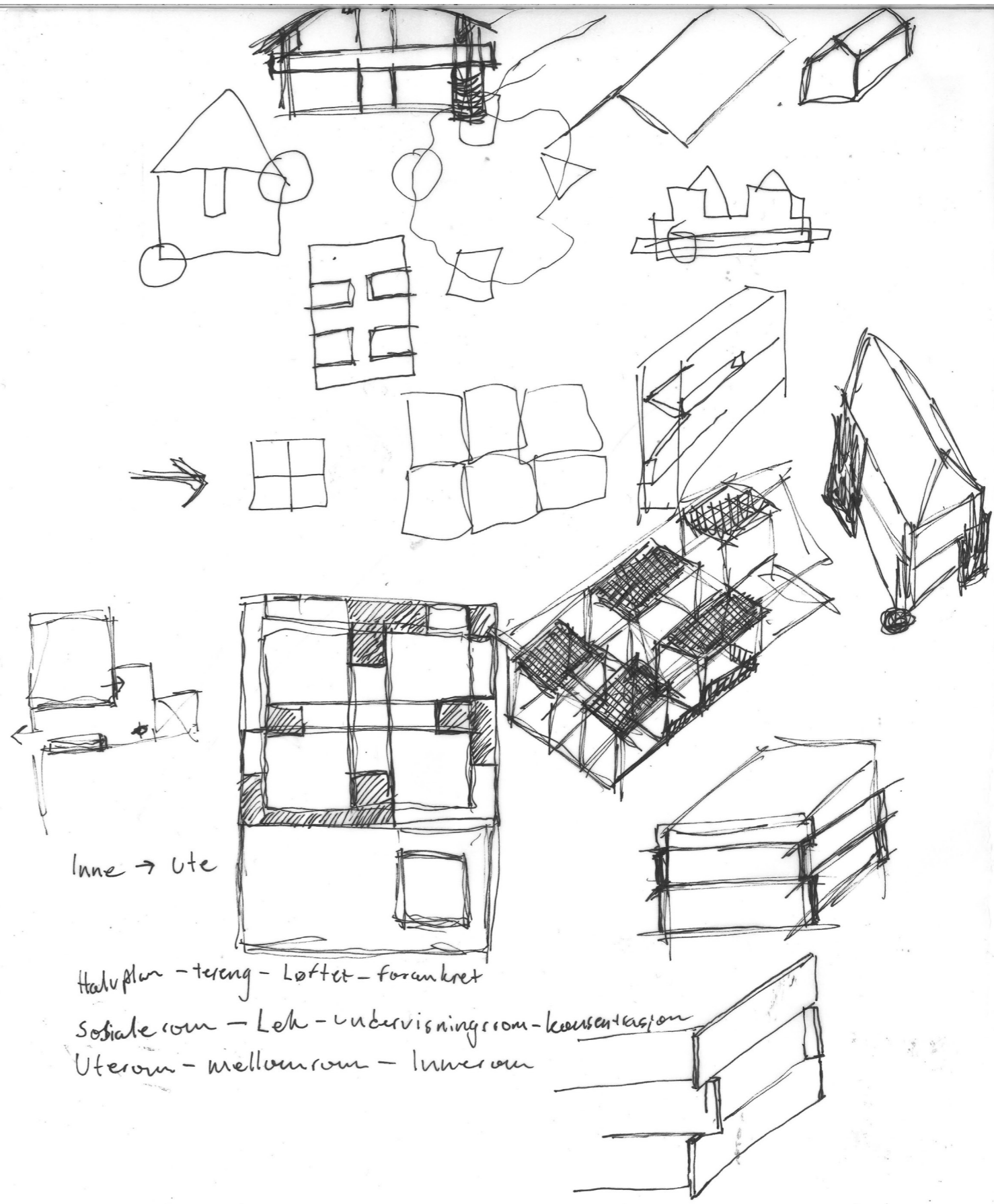
→ Kommunikasjon/Lek
-Hard-/Myk flate

5.1 FEB 2018

12







Inne → Ute

Halvplan - tereng - Loftet - forankret

Sosiale rom - Lek - undervisningsrom - konsentrasjon

Uterom - mellomrom - Innerom

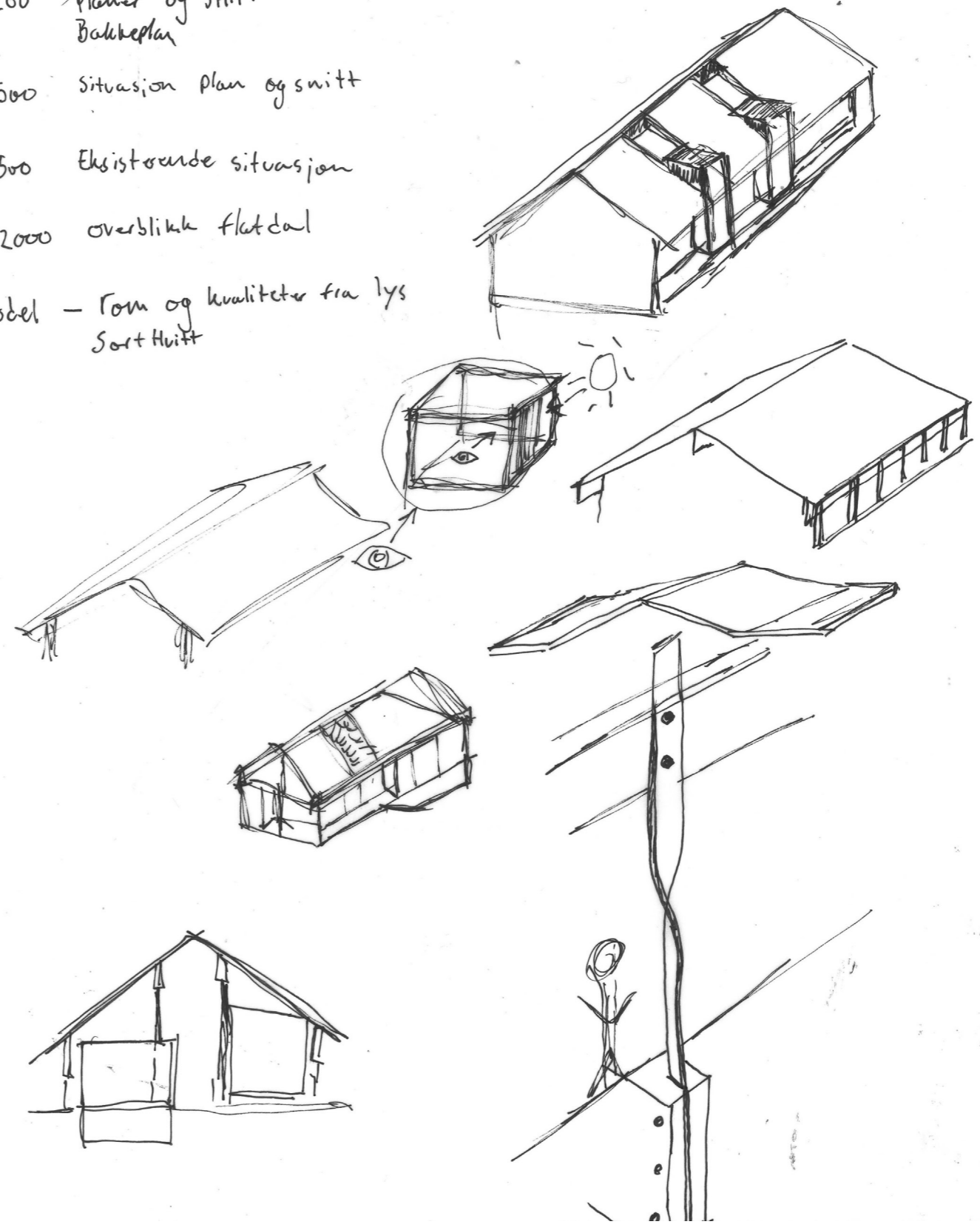
1:200 Planer og snitt
Bakkeplan

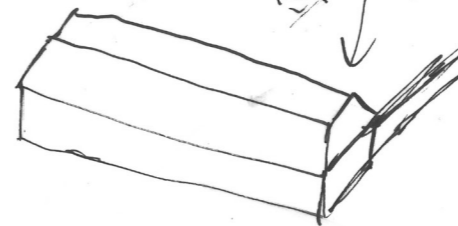
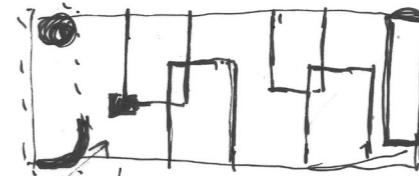
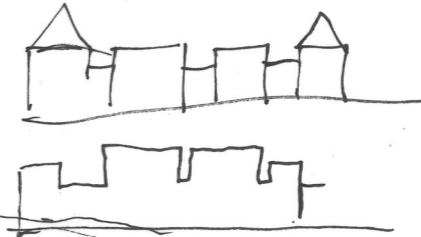
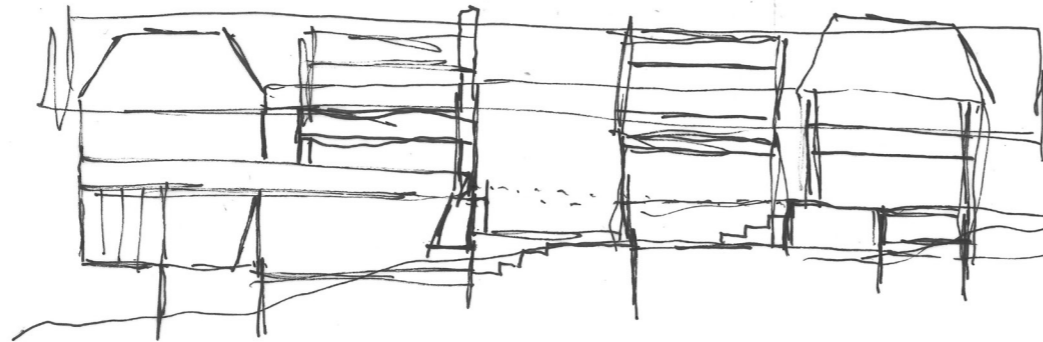
1:500 Situasjon plan og snitt

1:500 Eksisterende situasjon

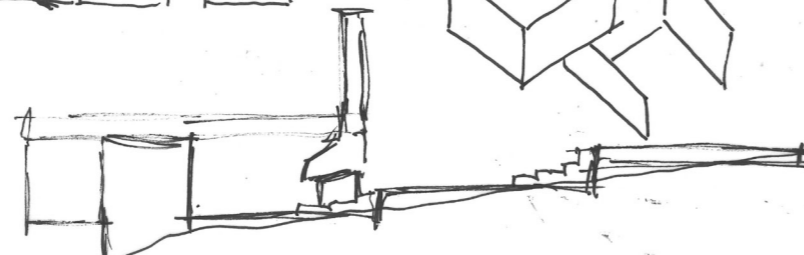
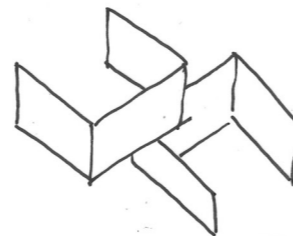
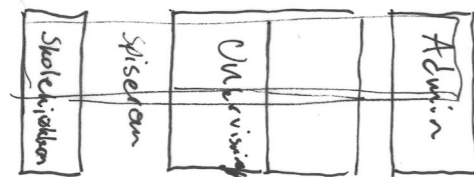
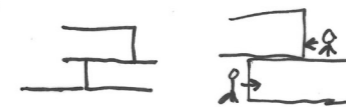
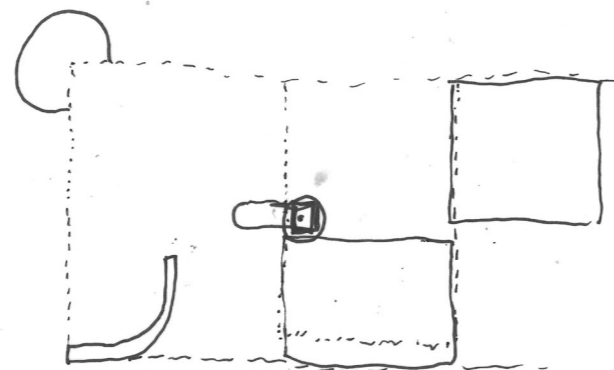
1:2000 overblikk flatdal

Model - Form og kvaliteter fra lys
Sort Hvit





Musiklerom



9 MAR 2019

- 3x Bibliotek - skolekiosk - sløjt rum
- 3x Viten - Musik - Tegnesal
-

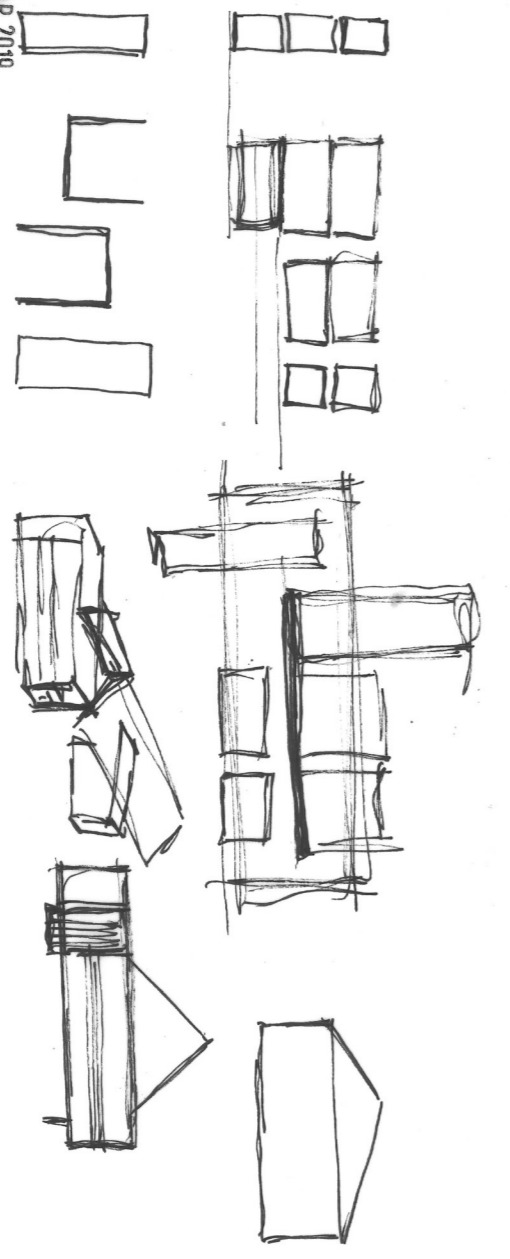
Undervisningsrum 5x tegnesal, Viten, Musik, generel, generel

- 2x
- 2x
- 1x

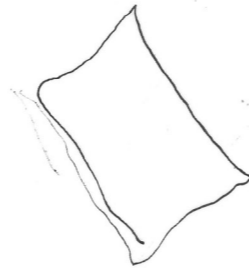
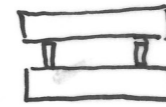
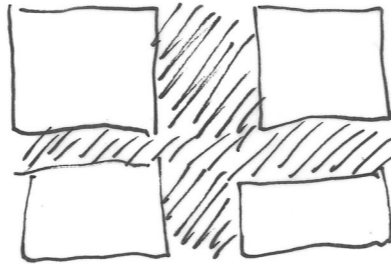
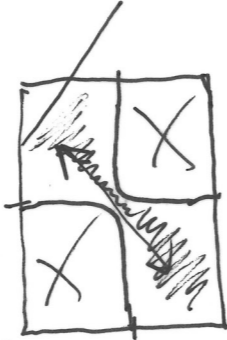
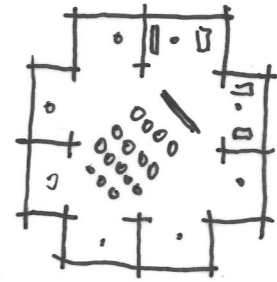
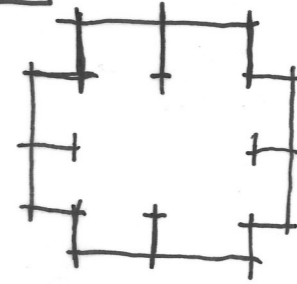
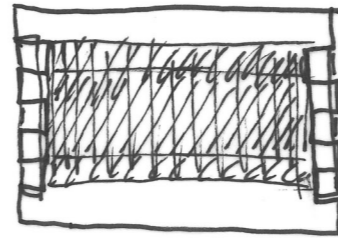
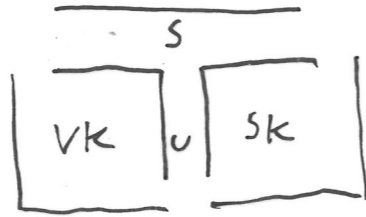
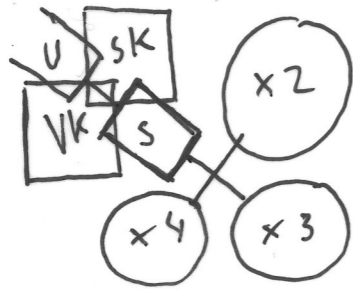
Undervisningsrum 3x Bibliotek, sløjt sal, skolekiosk

- 2x
- 1x

Admin 2x Fælles kontor, spise/pauser, rektor kontor

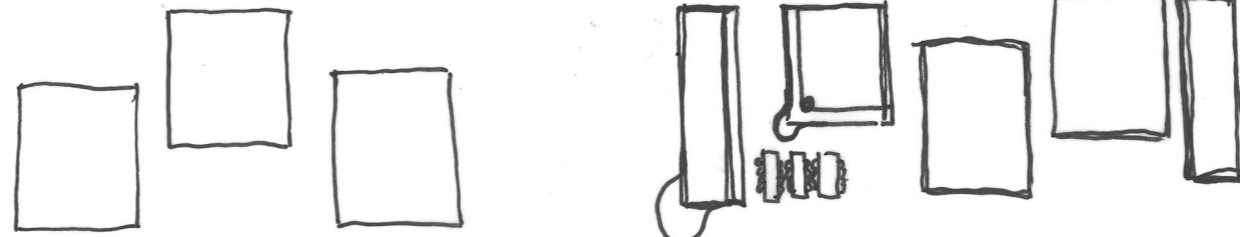
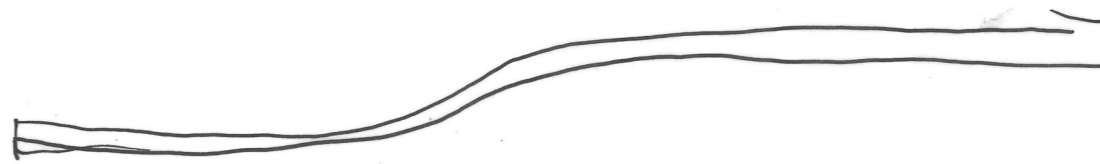
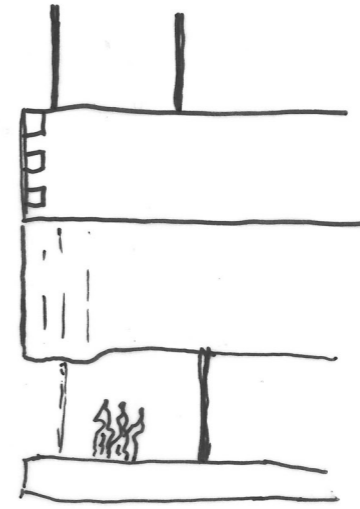
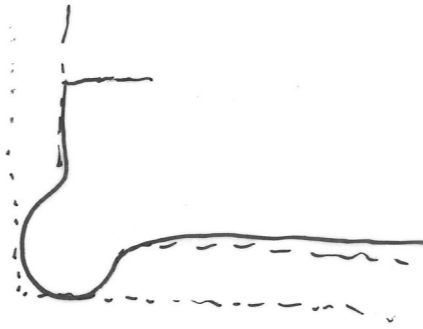
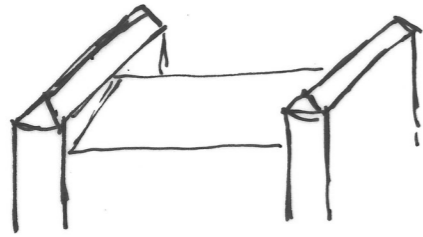


9 MAR 2019

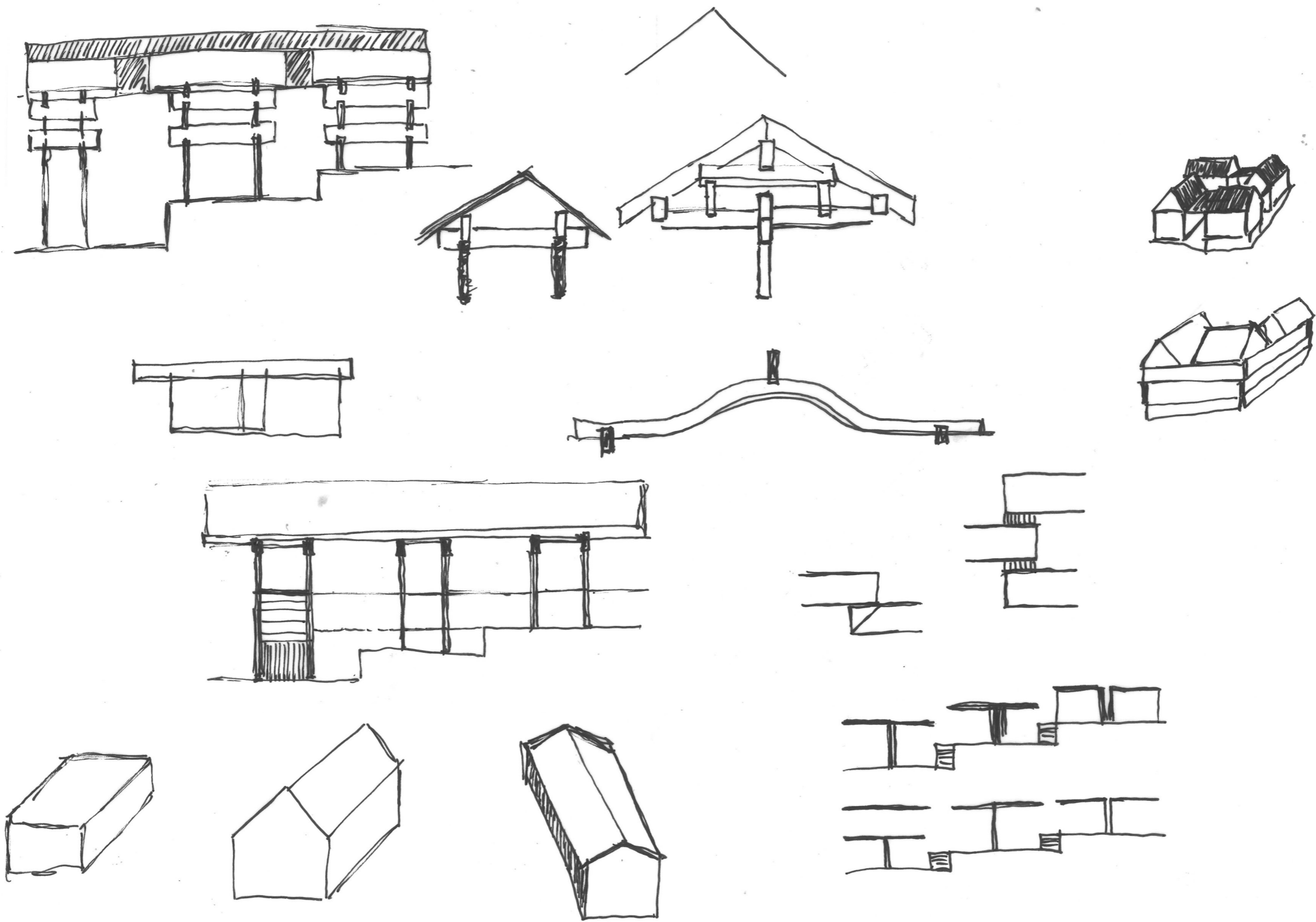


9 MAR 2019

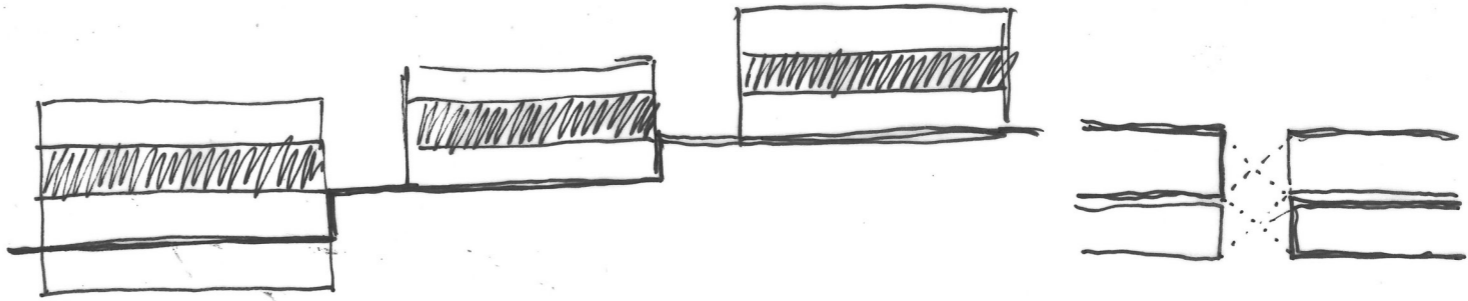
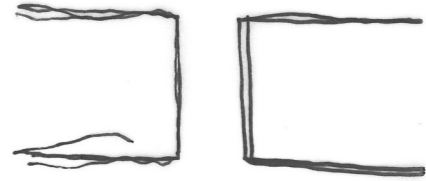
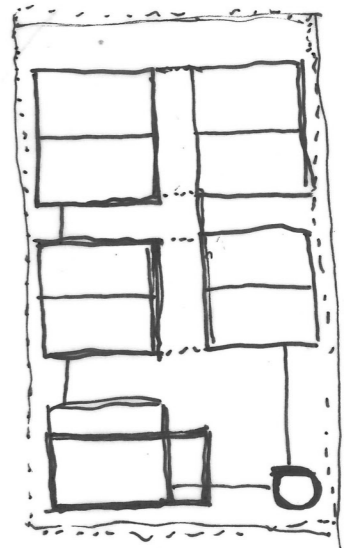
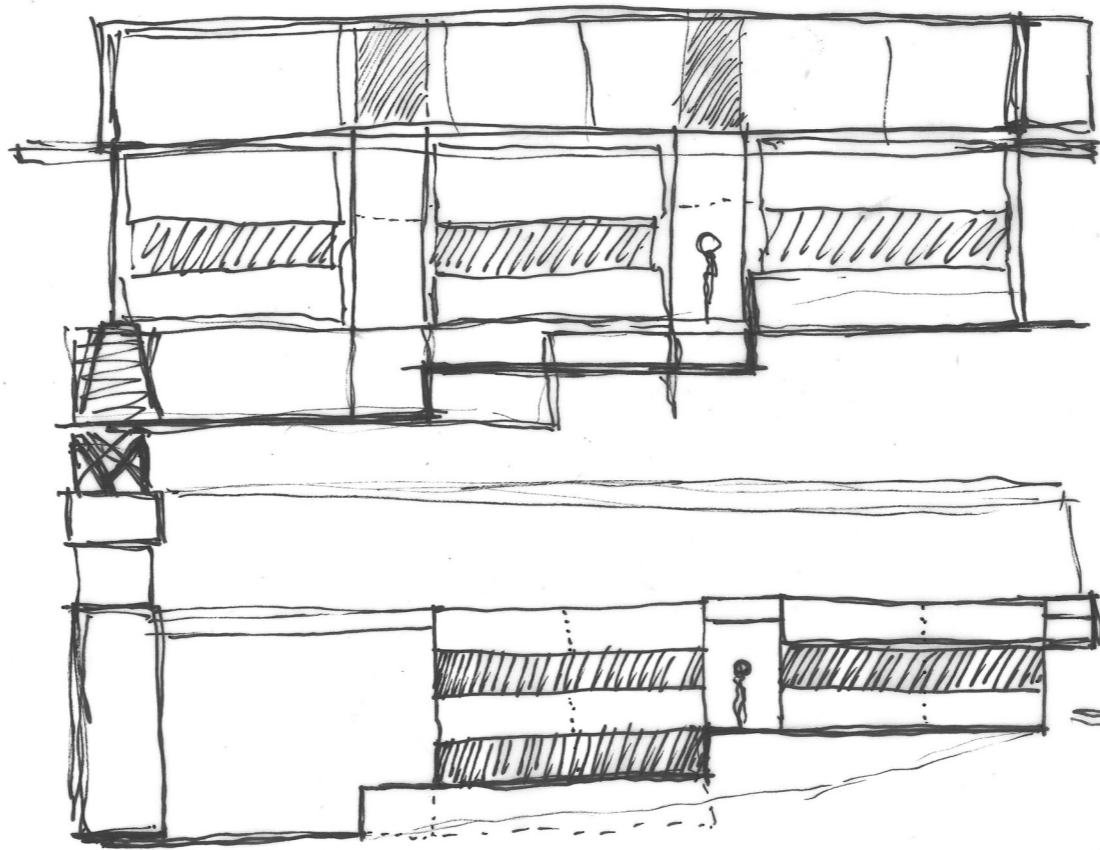
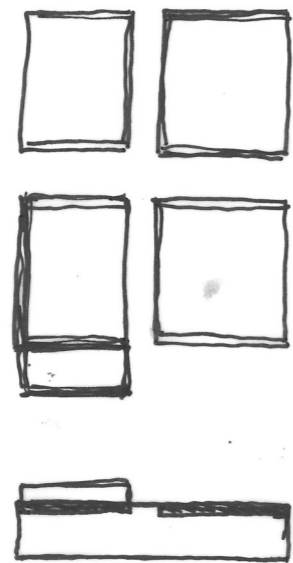
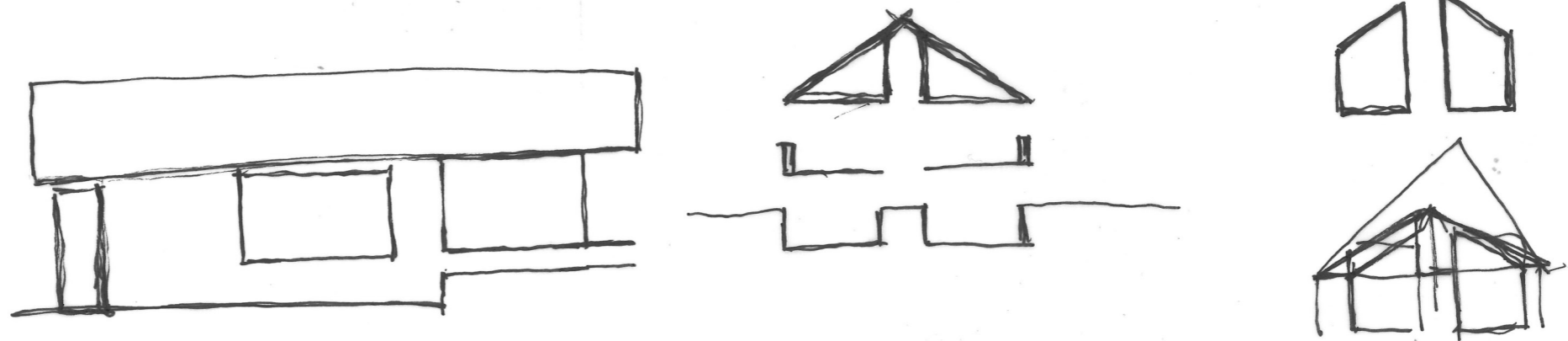
9 MAR 2019



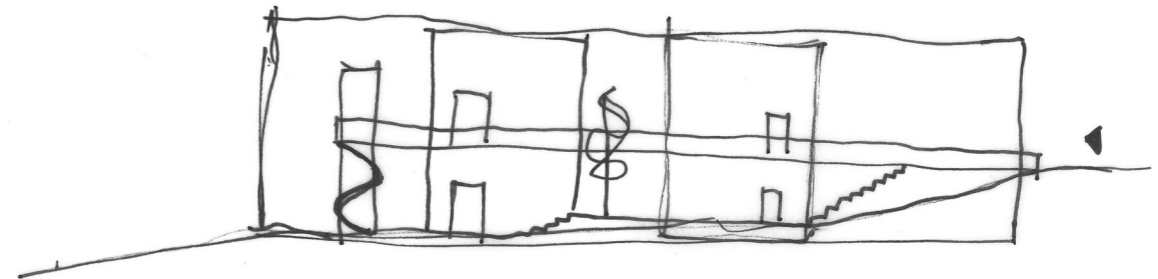
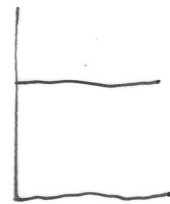
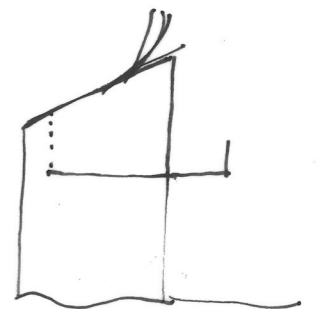
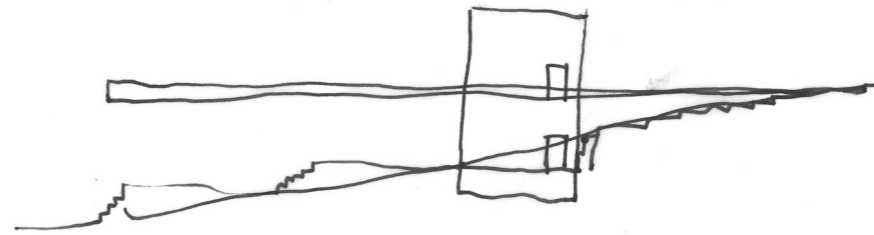
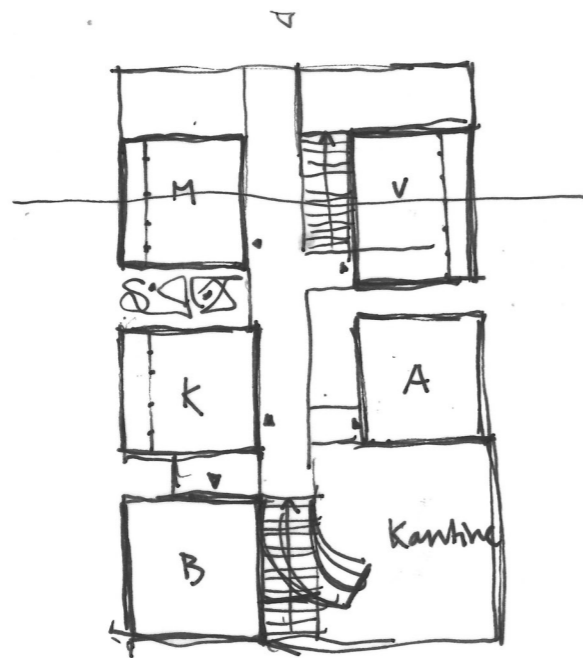
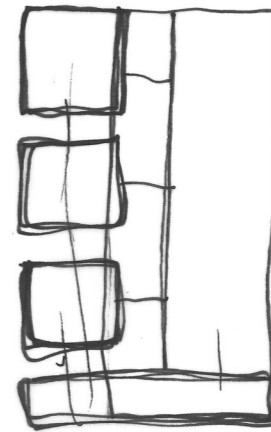
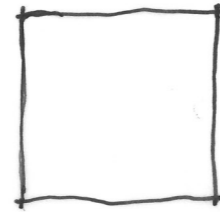
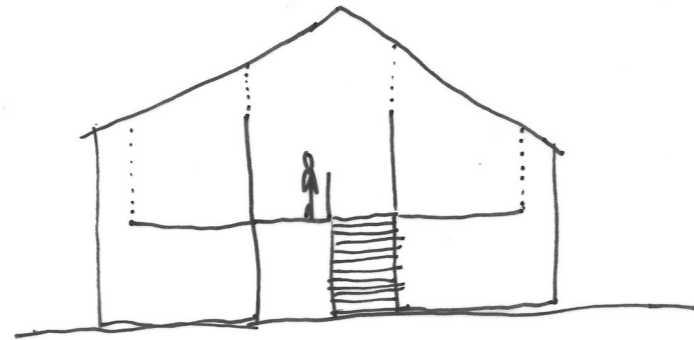
9 MAR 2019



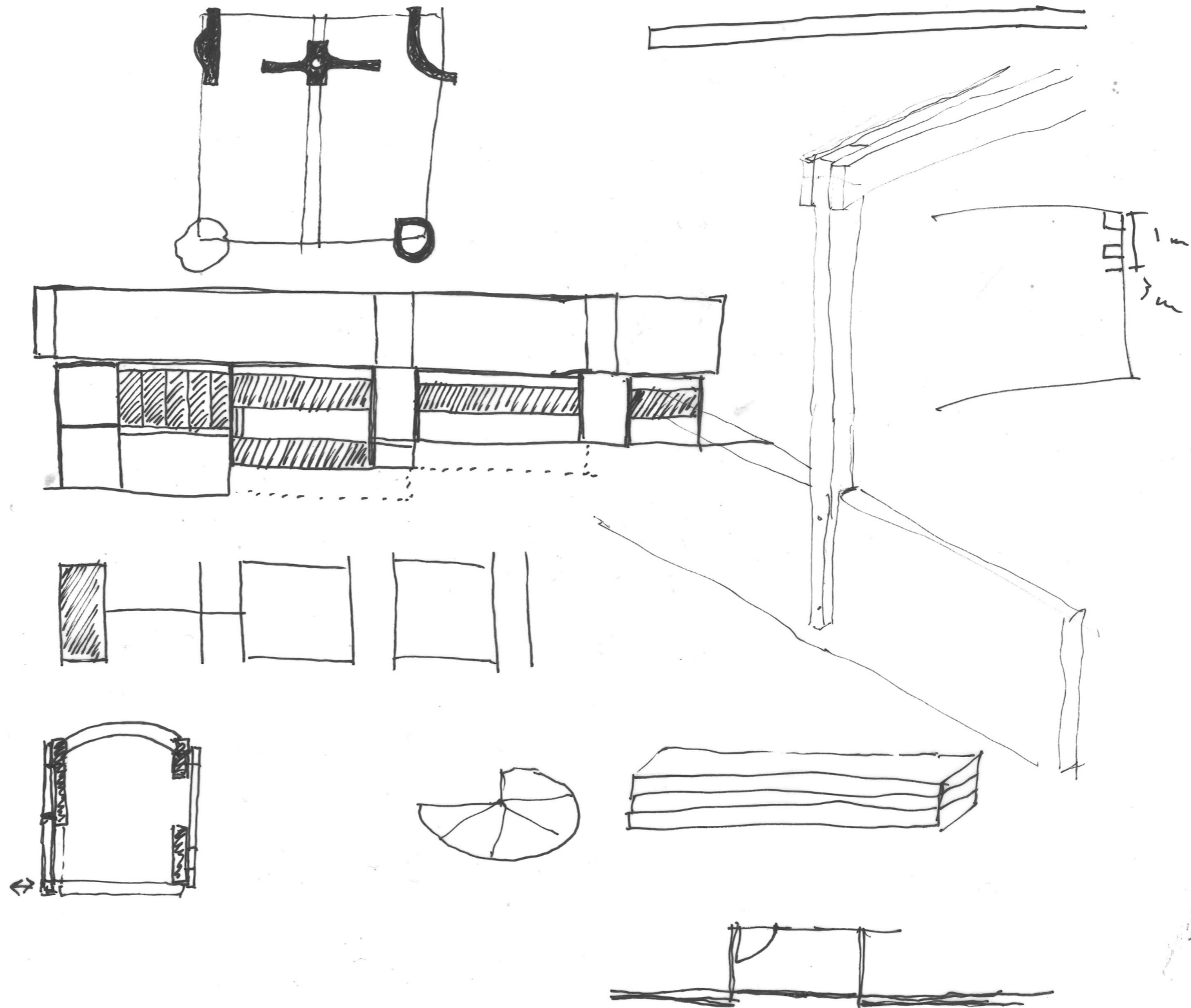
5 MAR 2019



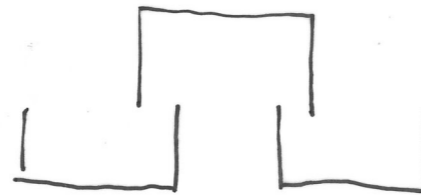
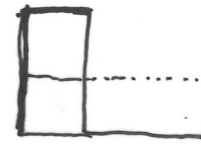
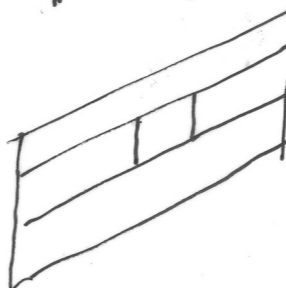
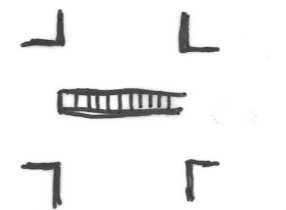
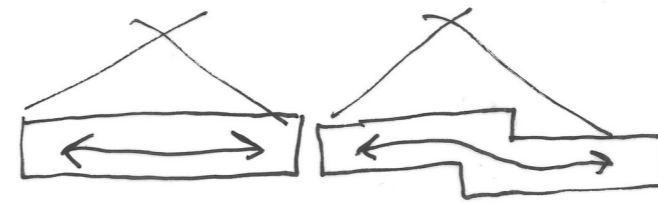
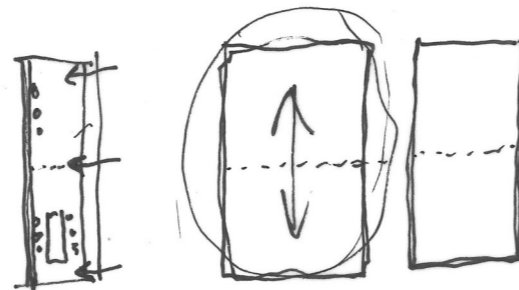
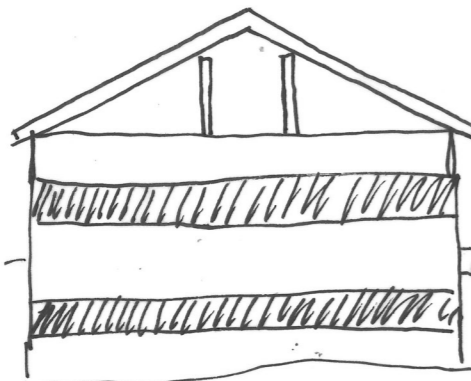
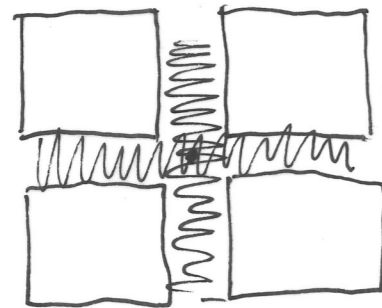
5 MAR 2019



5 MAR 2019



3 MAR 2019



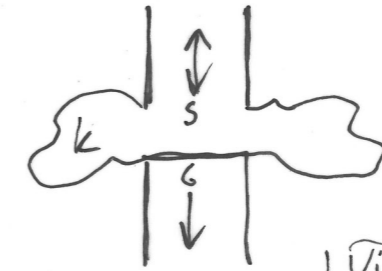
Smisk
 melontr
 storsheten

Lek/koncentration

Spesielle
 Undervisningsrom

General
 Lohbot

Kontakt
 Spakebit
 Visual



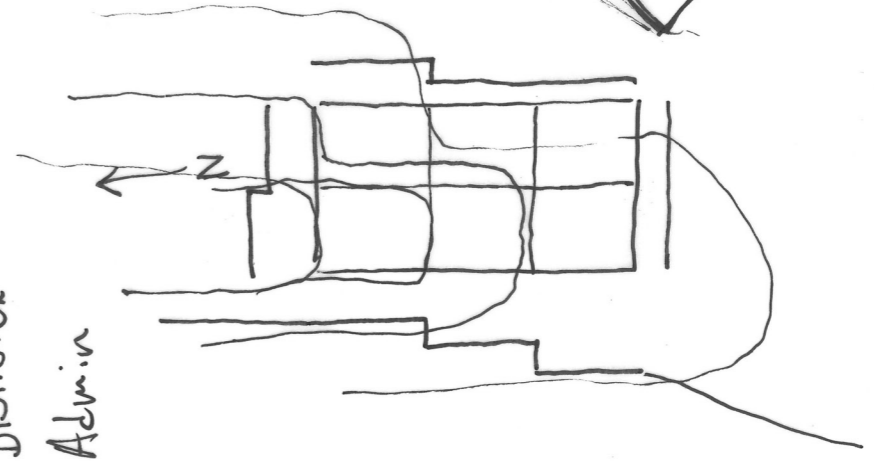
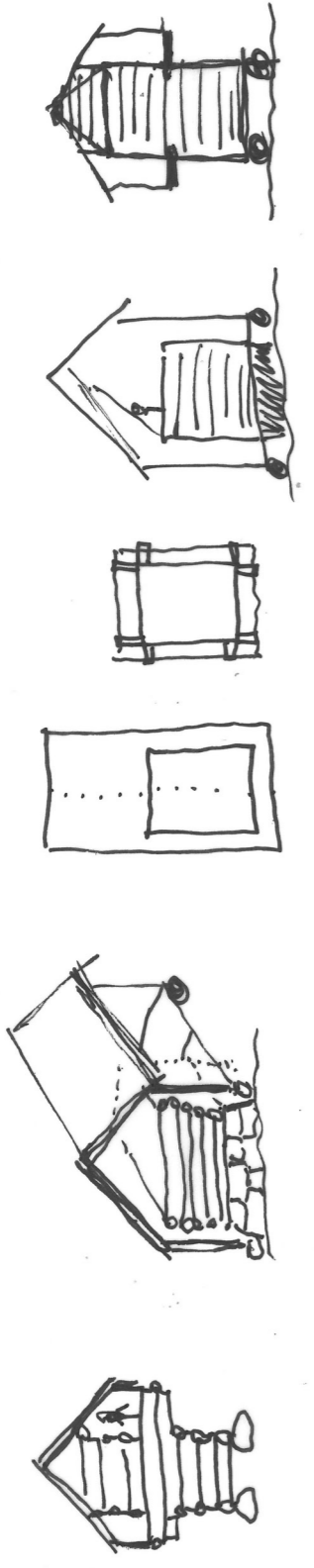
Sosialt areal
 Viten rom
 klassrom

Viten
 4-5

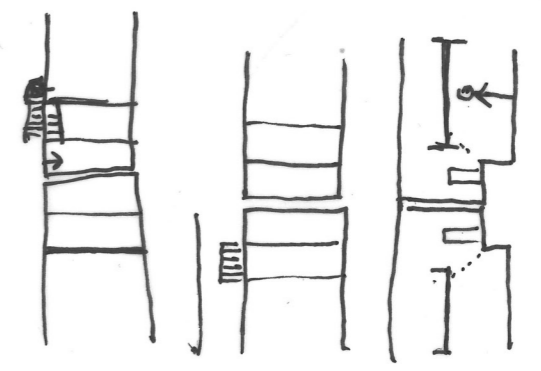
Musikk
 1-3

6-7
 Kunst

3 MAR 2019



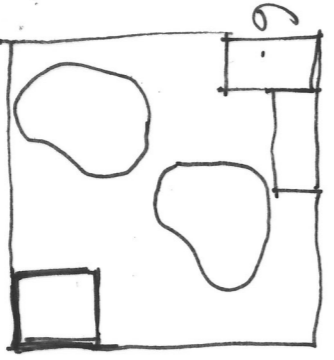
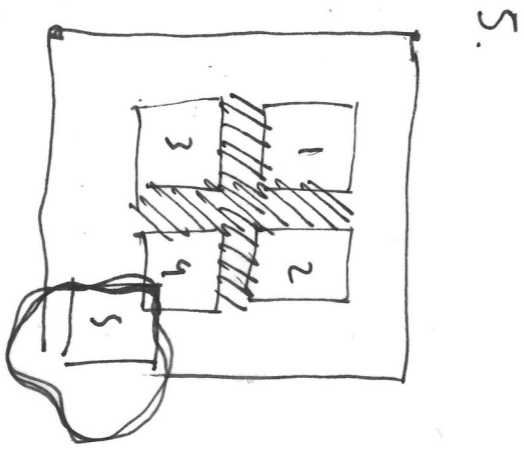
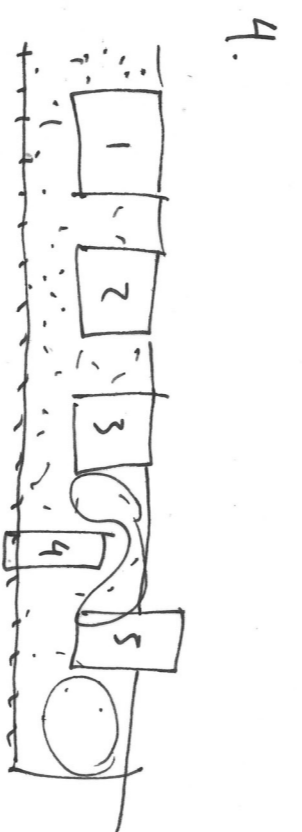
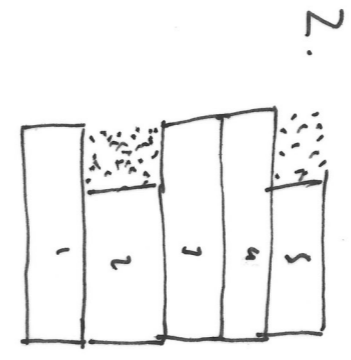
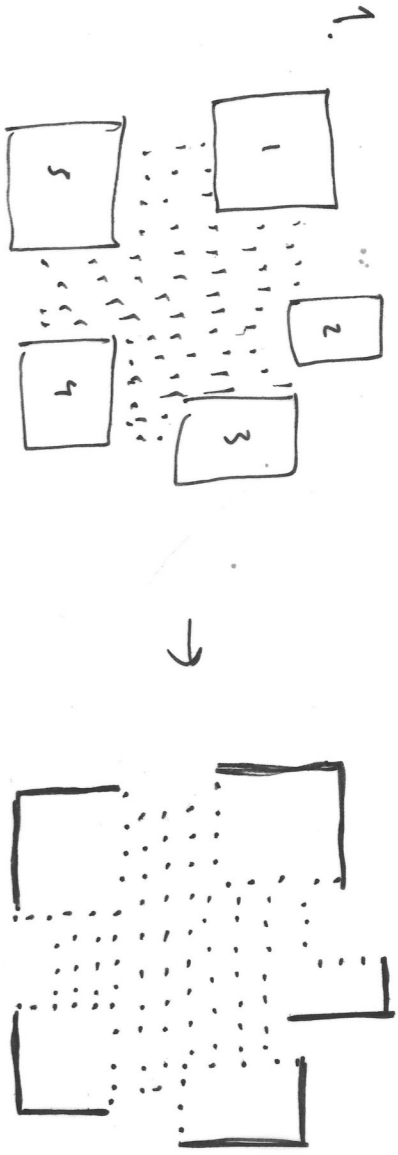
Viten
 Kunst
 Musik
 Bibliothek
 Admin



3 MAR 2012

KONSEPT : 5 BLOKKER + APEN SOSIAL SONE
(KONSENTRASI)

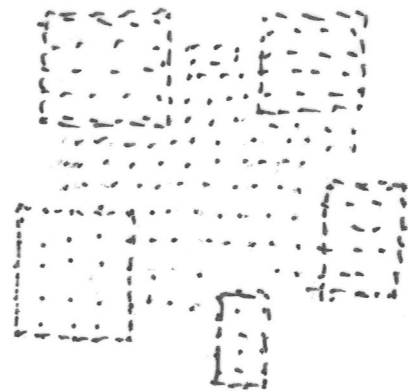
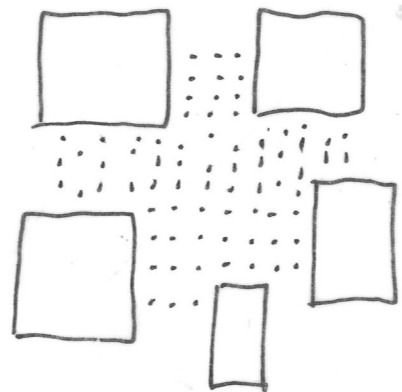
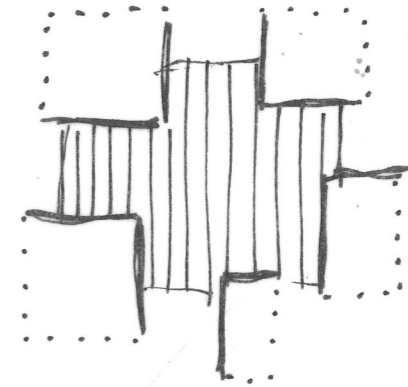
MULIGHETER



25 FEB 2019

25

25 FEB 2019

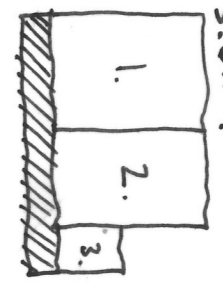


5 BLOKKER /KONSENTRASJON

FORDELINGSROM
" Mellomsone "
fra det sosiale
til konsentrasjonen
- tilværelsesrom:
Svamp til trykke
dne

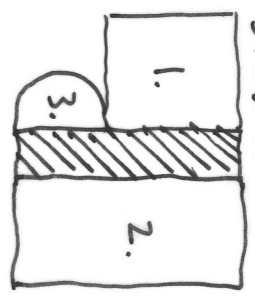
1. MUSIKK

- 1. generelt undervisningsrom
- 2. spesielt - "musikkrommet"
- 3. Øvingrom "rom-i-rom"



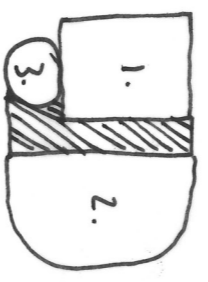
2. KUNST

- 1. generelt undervisningsrom
- 2. spesielt - "tegnesal"
- 3. liddet verksted



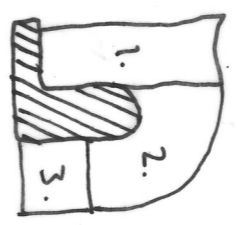
3. VITEN

- 1. generelt undervisningsrom
- 2. spesielt - "laboratorium"
- 3. "vundersrom" / observatorium



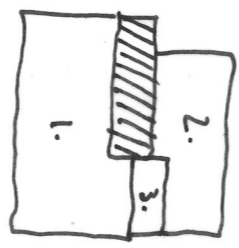
4. BIBLIOTEK

- 1. generelt undervisningsrom (lesesal)
- 2. spesielt - "bibliotek"
- 3. vnrrom

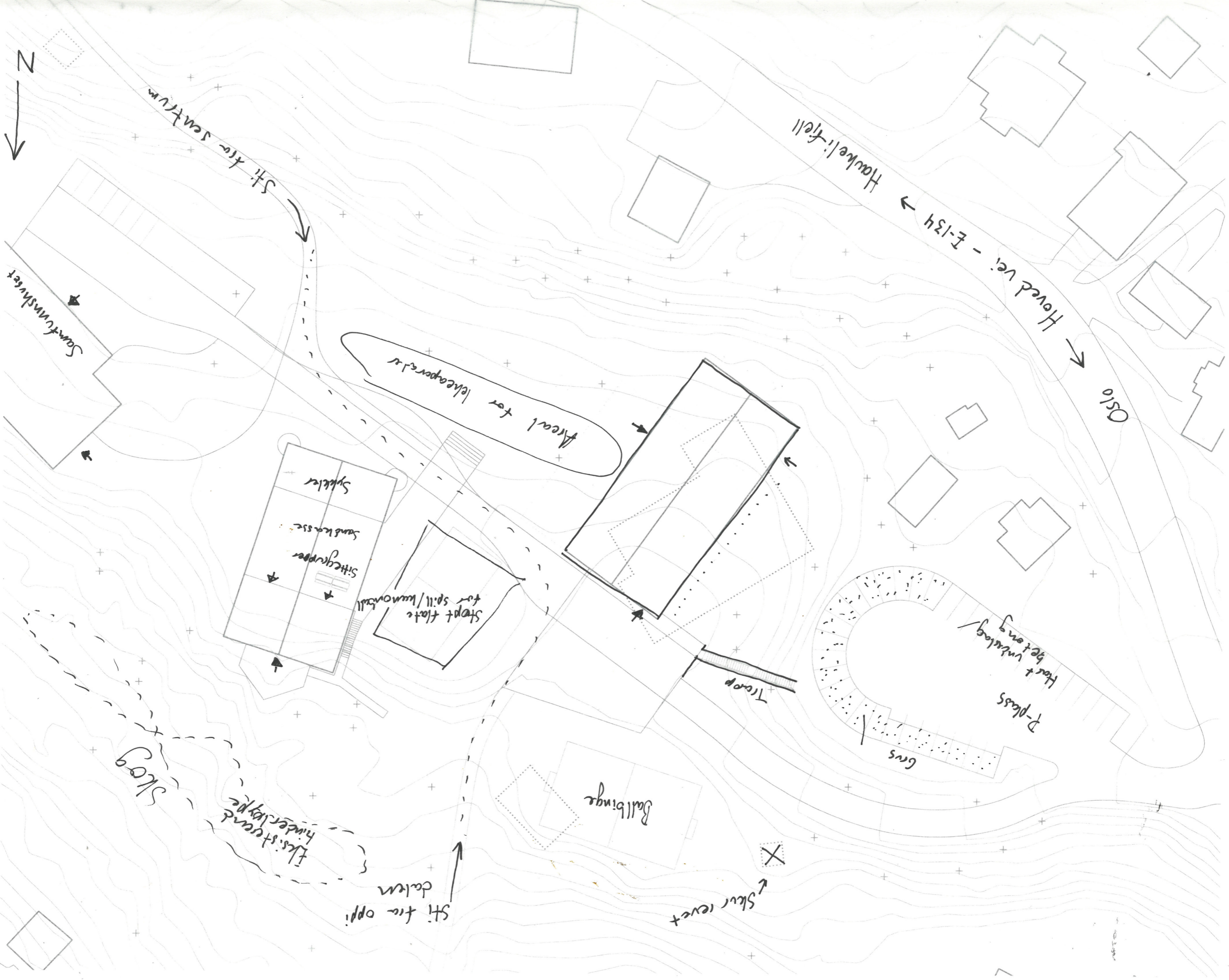


5. ADMIN

- 1. kontor-/landskap
- 2. pariserom
- 3. toiletter



N
↓



Samfunnshuset

Sti fra samtrum

Areal for lekapparat

Sitteskupper
Sandkasse
Spillet

Stoppt flate
for spill/kunstmatt

Trap

Haukeleifelli

Hoved vei - E-134

Oslo

Hast utbygning

Plass

Gns

Ballbinge

Skurrevet

Sti fra oppi dalen

Stog

Hesstend hinderlykke

