

2019 Fall Diploma

Topic

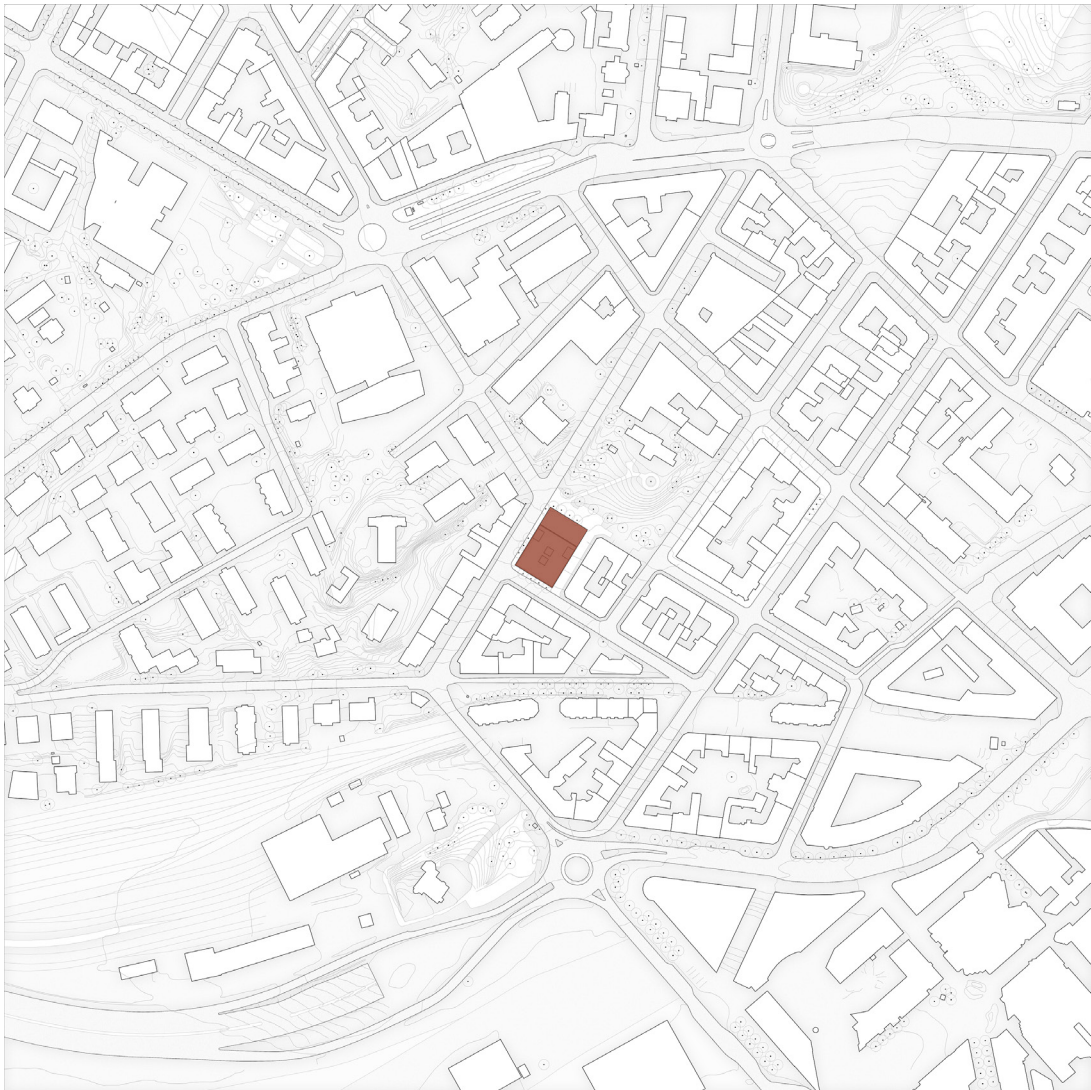
A Schoolhouse in Oslo

Candidate

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Supervisor

Beate Hølmebakk

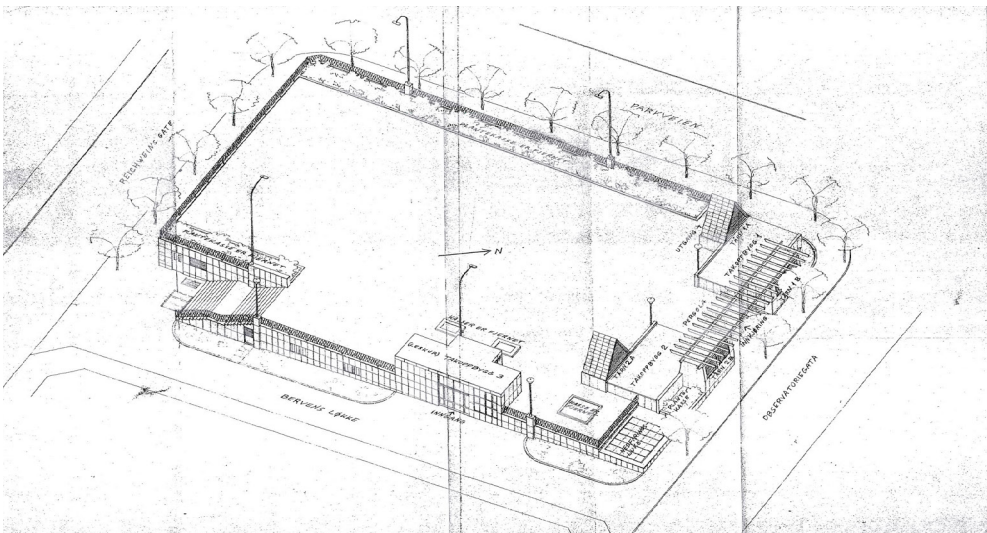


Situation

Theme & Programme

The project is a new international elementary school in the dense neighbourhood Bervens Løkke in Oslo with a capacity of approximate 160 students. It contains a variety of different space allocations
-Public area, Teaching area, Service area and Transition area.

The property line of the site is defined by a existing playground (46m × 30m) with a garage and powerstation hidden underneath.



Abstract

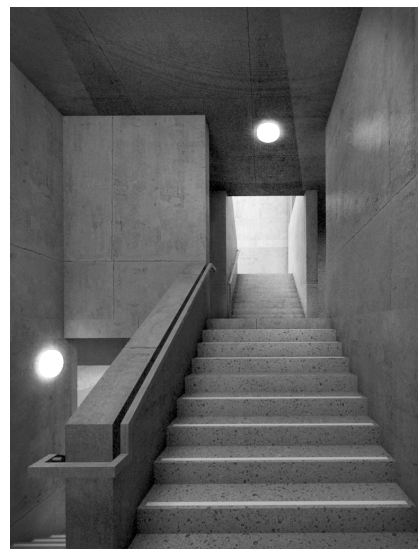
The requirements for the educational levels pose a challenging situation: It must accommodate spaces for a wide range of activities within a limited collection of spaces, both planned and unpredicted, exposed and protected, open and focused, articulation and the whole unity, each with their own requirements and thresholds. Thus, I am trying to explore the relationship between these contradictions in order to make the most of the carefully arranged spaces within a modest architectural background for school life.

The definition of the space can be thought of a space machine. It was made up by individual parts which are compactly and concisely operated. They preserve their independence and are defined at the same time by their coherent structural context. The result of this condensation is the utmost increase of the spatial complexity. In order to create the feeling of compactness and being part of the whole:

i. Two continuous stairs are positioned in the middle of the building, which are more like an extension of openings in the floors rather than objects placed in the corridors. The organization of continuity emphasize the unity of the whole.



Carel Visser, Reinforced concrete sculpture
Hague, 1966

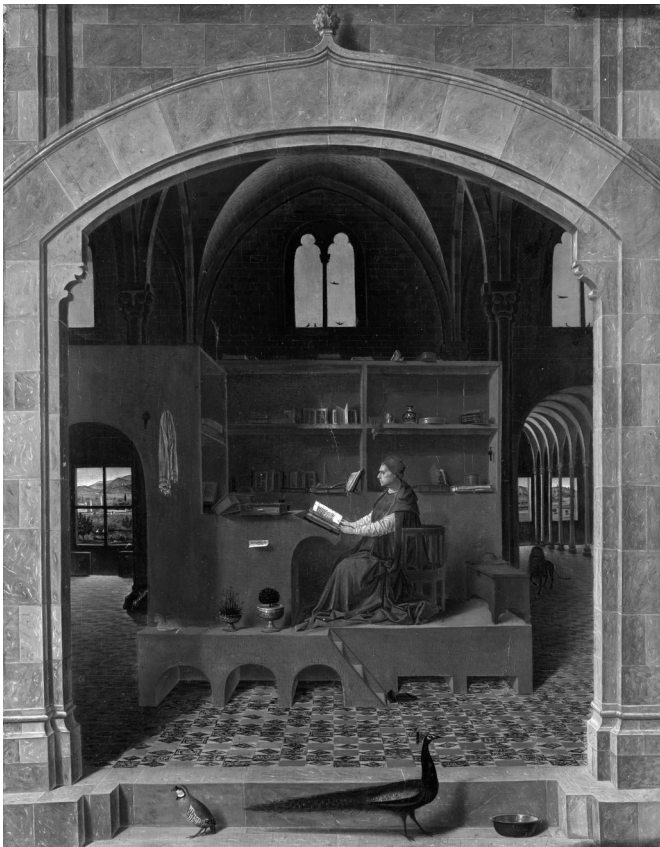


Stairway

ii. Fragment the whole unity into smaller units: walls, floors and columns have a containing capacity that allows the content to change without affecting the whole. Furnitures are put in space, build structures that divide up and so articulate the space around them. They make the space smaller and larger at the same time.

iii. Places for learning situations need to strike the right balance between 'cover' and views out. The fragmental space triggers the clear idea of belonging to a larger space, giving the impression that the you are only in a section of this holistic space. In this sense that you are sort of protected within the intimacy of the place, but feel part of each other. It's a balance between concentration on what you are doing and being part of the whole.

The anchor-like furnitures, supporting structure, circulation staircase and spatial formation all those components make up a holistic organism. Thus, the building becomes a familiar part in the urban complex and interpret the different components in the cityscape.



Antonello da Messina,
Saint Jerome in His Study, 1475