

Between school and leisure

The Arentschool

Primary school 'de Arentschool' is situated on the edge of a perimeter block in Jaffa in the east of Rotterdam. The school is a so-called 'brede school' where day care, school, and community programmes are combined in one building. From 7 am until 7 pm the school offers 'day arrangements' for the children. These arrangements are a combination of leisure- and school programmes, and due to the thin line separating these two programmes, the school is challenged in its use of outdoor and indoor space.

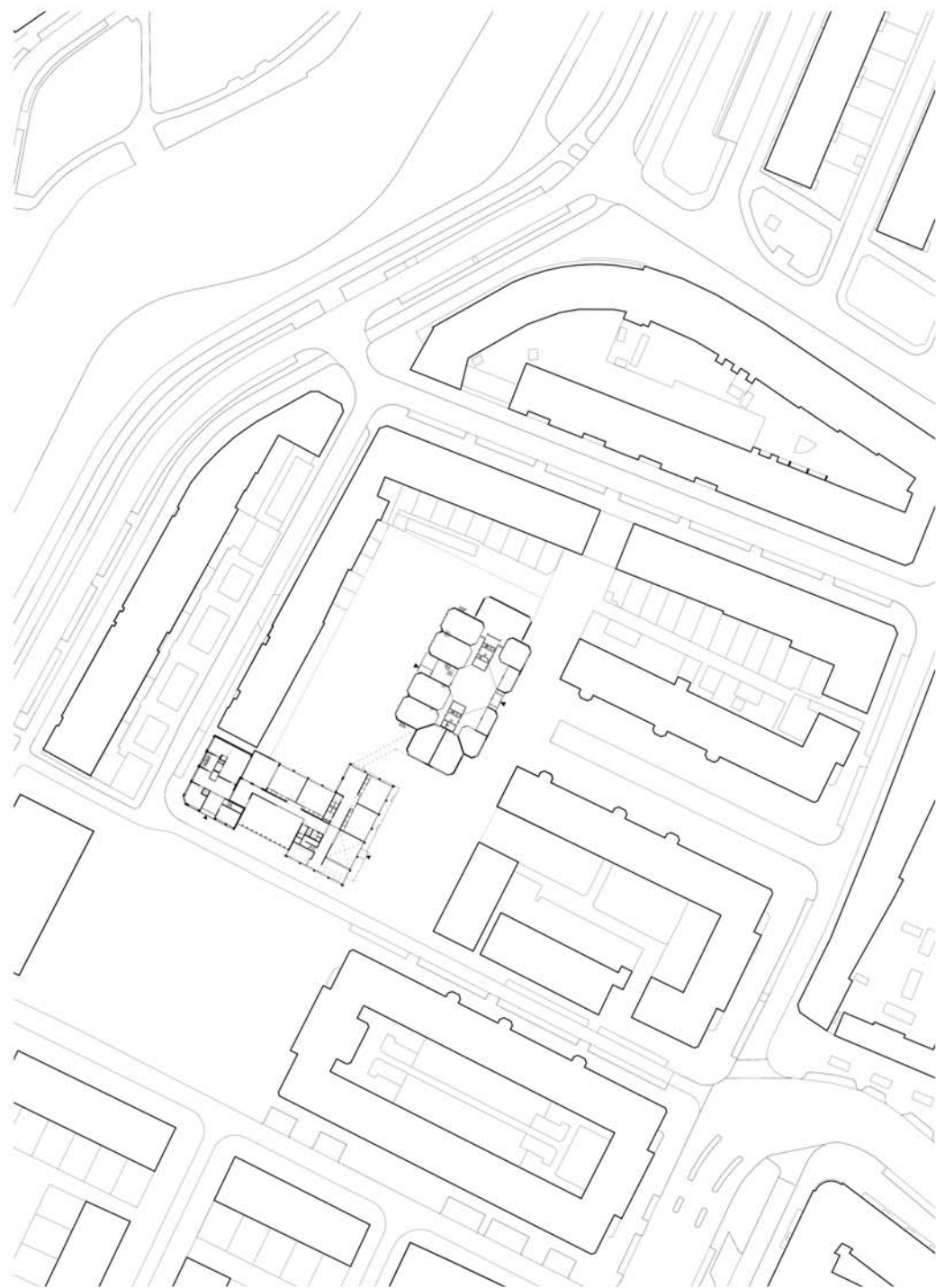
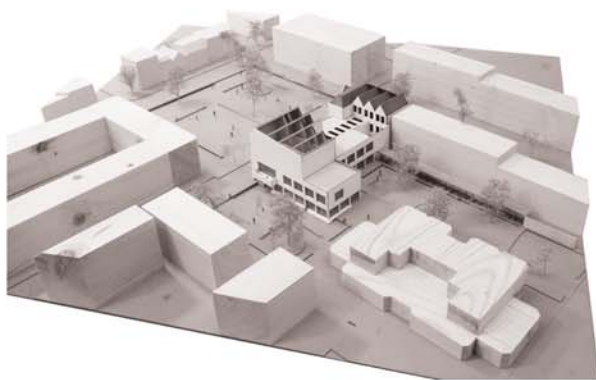
The aim is to achieve a varied environment, both inside and outside, with a clear separation between the school and leisure atmosphere. Besides learning, the 'brede school' aims to provide a place to interact, play and discover. These aims are stimulated by using different spatial principles (eg. raumplan versus corridor) and by using the domestic atmosphere of the existing building, as a counterpart to the uniform and larger new building. The duality has been used as a design theme for the entire building by creating different atmospheres inside and linking them by material and facade design outside.





The perimeter block

The new urban plan opens the perimeter block and creates a new connection between the north and south of Jaffa. Facing the central square (Berkelplein) the school has a prominent presence in the neighbourhood. The newly created small square leads to the entrance of the school building and connects the current schoolyard with the public square. The result is a varied outdoor space for the daycare centre and the school. Three squares: an enclosed and private schoolyard with trees, grass fields and a pergola; a public paved square for the older kids with sport facilities; and the semi-public, partly paved entrance and playing square.



lu: model picture connection square, ld: model picture three squares, r: urban plan

The corridor

A wide corridor structures the building by leading the user through different places. The entrance hall with a stage, a small library, the multifunctional common room, study places and a small courtyard between the daycare centre and the pre-school playgroup. Due to its wide dimensions, the corridor can be used for group work, exhibitions, as study room or meeting place for fellow students. The double-height entrance hall, the common room and the court yard connect the ground floor with the 1st floor and suggests a certain dynamic in the corridor.

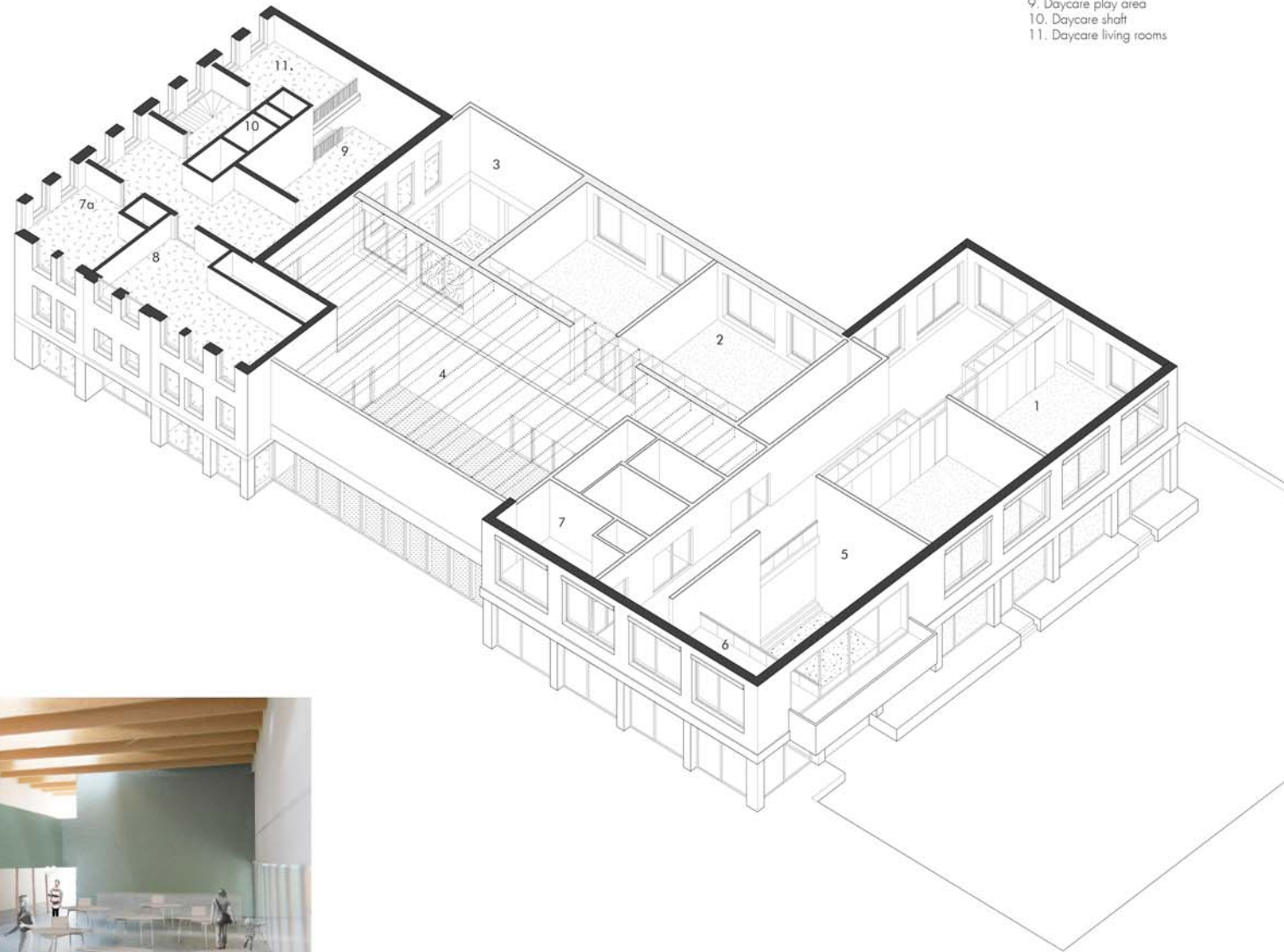
Daycare playarea

The design of the play area uses uneven ceiling height of both the old and the new building. By adapting a small part of the current house floors to the new building height, a bigger playroom is created. The differentiation of these bigger playrooms, living rooms and small alcoves create a flowing space with diagonal views, emphasizing the playful character of the daycare centre.

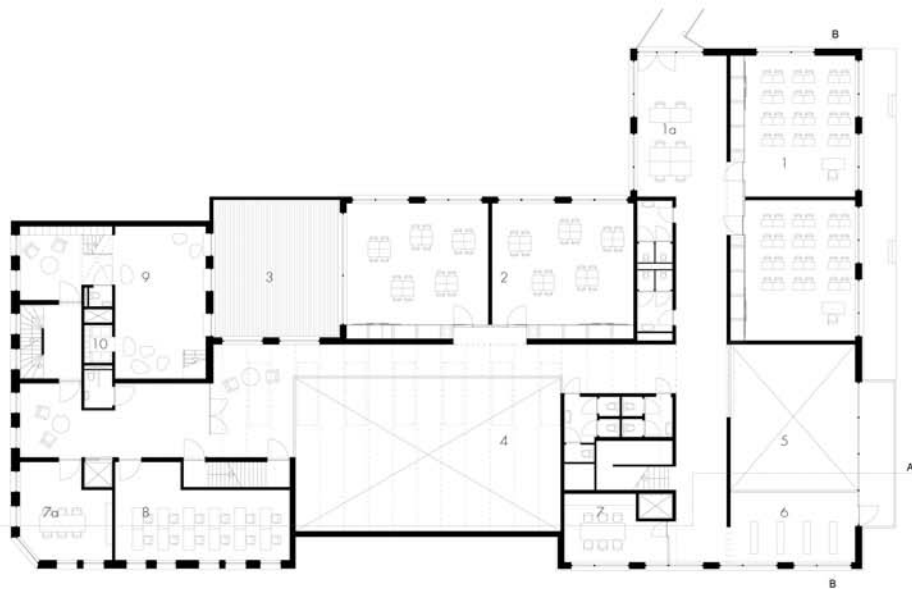
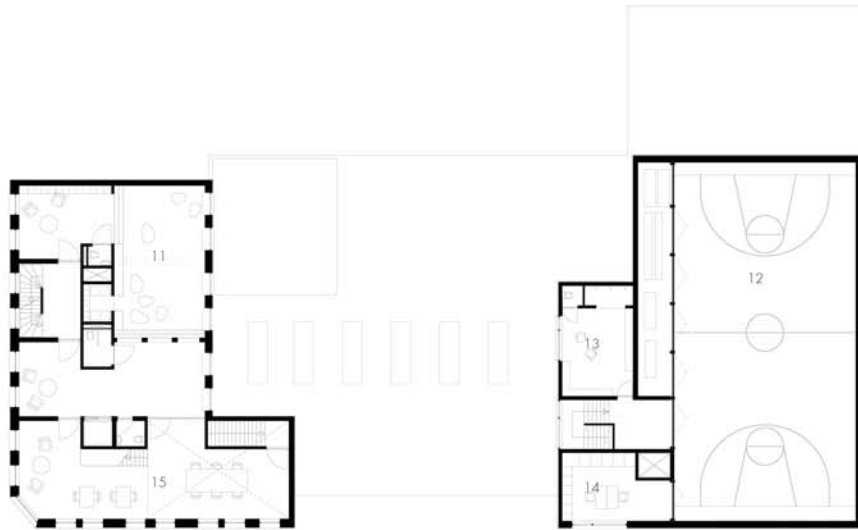
Programme and the surroundings

The ground floor programme of the building is carefully designed according to its surroundings. Ground floor classrooms have a direct connection with the schoolyard. Divided in age groups, 4-8 year classrooms face the green schoolyard, and 8-12 year classrooms face the new square with the entrance of the school. A threshold separates the classroom from the square, which could be used for plants or outdoor exhibitions. Public functions of the building face the public square, sharing the entrance in the former house building. The recessed facade of the multifunctional common room creates a small terrace on the square side, providing direct access for neighbourhood activities.

1. Classrooms (8-12 y.)
2. Classrooms (4-8 y.)
3. Courtyard
4. Multifunctional common room
5. Entrance hall
6. Library
7. Teachers room
8. Computer room
9. Daycare play area
10. Daycare shaft
11. Daycare living rooms



1. Classrooms (8-12 y.) 2. Classrooms (4-8 y.) 3. Courtyard, 4. Multifunctional common room, 5. Entrance hall, 6. Library, 7. Teachers room, 8. Computer room, 9. Daycare playarea, 10. Daycare shaft, 11. Daycare grouproom, 12. Gym, 13. Dressing room, 14. 'Cesar' room, 15. Meeting room

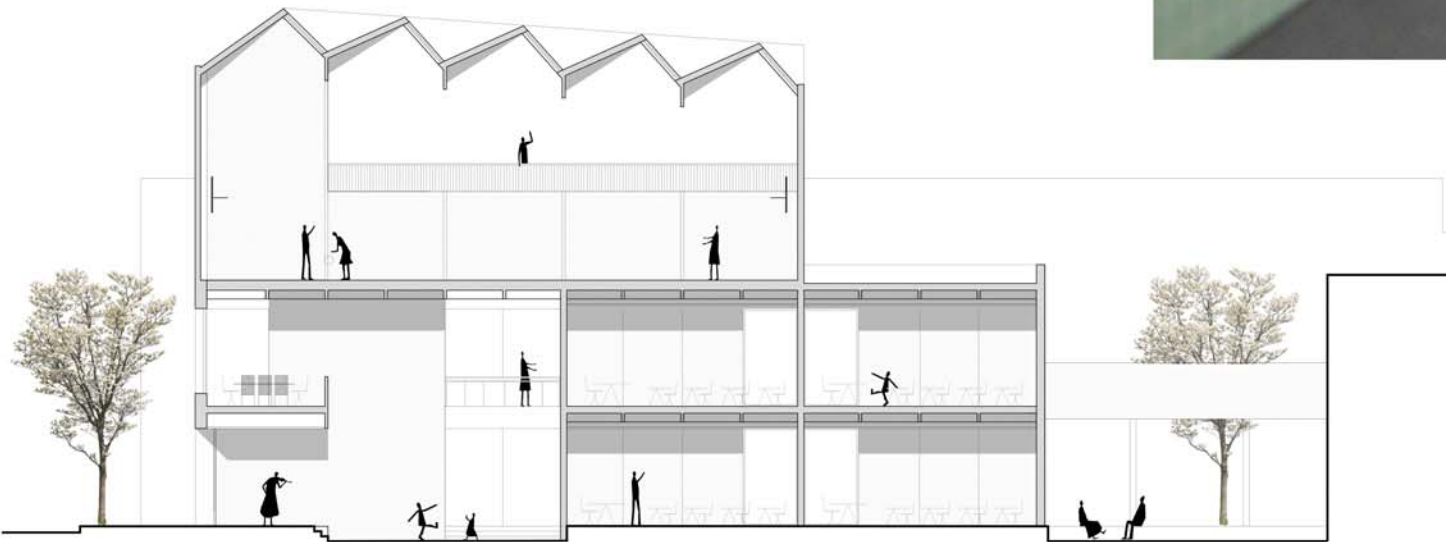


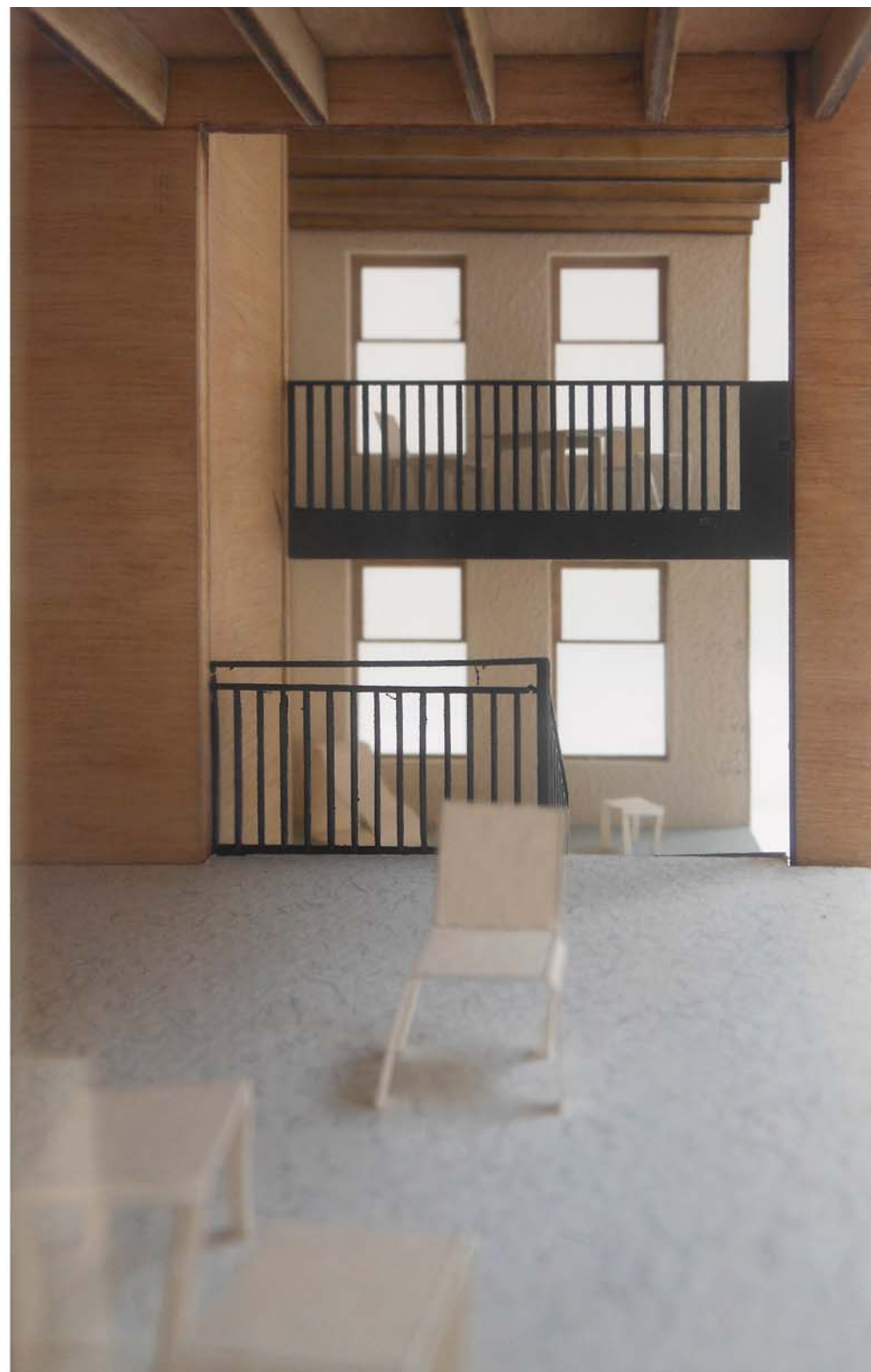
The ceiling

The timber ceiling and floor/roof structure from the former house is used as a theme through the entire building. The beams differ in size, interacting with the atmosphere and emphasizing the scale, rhythm and intimacy of the room.

The two main common rooms (i.e. the gym and the multifunctional common room) have a distinctive roof construction. The shed roof of the bigger volume refers to the former house roof and brings diffuse light into the gym.

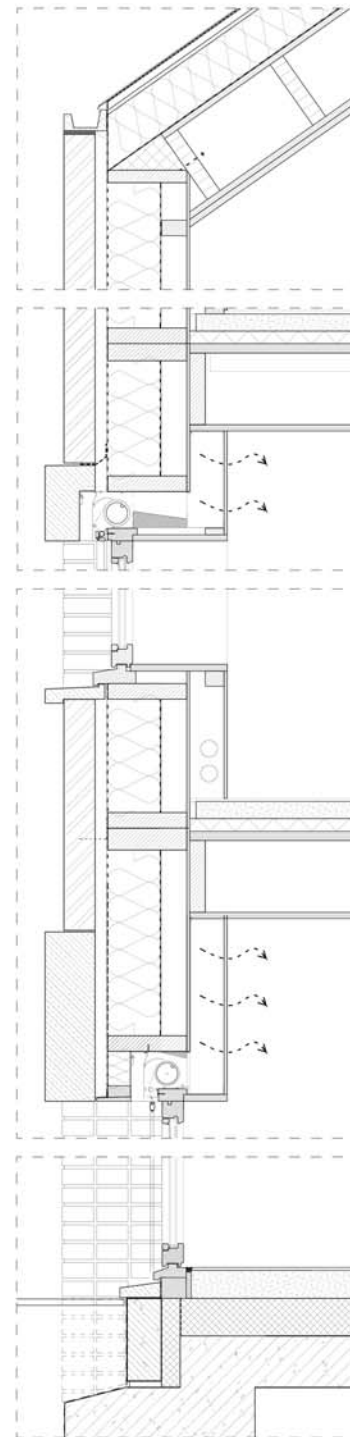
The high beams in the multifunctional hall are a scaled version of the beam construction in the former house and suggest rhythm in the corridor. In the school corridor and classrooms the beams fully disappear. Perforated timber ceilings match the calm atmosphere of the school and are used to distribute the ventilation air.







16 Il: facade fragment south facade, renovation daycare, Ir: facade fragment south facade, new building part, rl: 1:20 details (b), rr: 1:20 details (a)



The facade

The new building is an extension of the existing corner house. This idea is emphasized by the use of materials and the composition of the facade. White brick in a block pattern, the shed roof, the concrete lintel and the Lariks timber window frames form a scaled and modern repetition of the existing facade elements of the house. Although the facade of the existing house is kept intact, the plinth columns are covered with glazed brick and new Lariks window frames are placed. The continuous plinth connects the different building parts by using corresponding materials.

