



project 01

GREEN LEARNING VILLAGE

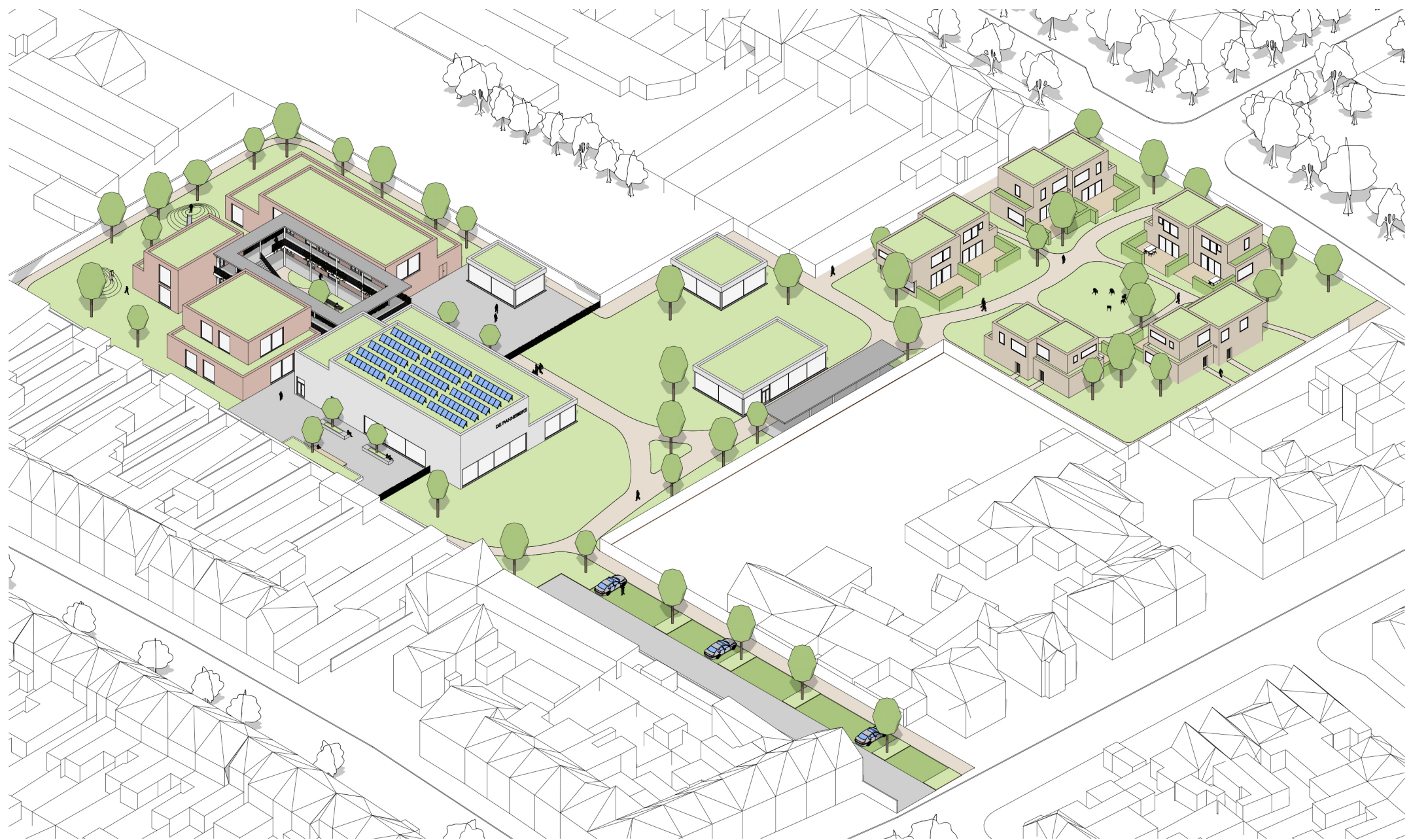
Team school office B

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**Green
Learning
Village**

concept concept
plannen plans
beelden images
maquette model



concepnota architectuur

De architecturale en functionele kwaliteit zal worden beoordeeld op basis van de volgende niet-limitatieve beoordelingselementen:

1. **de integratie van het ontwerp in zijn omgeving:** stedenbouwkundig, maatschappelijk, aansluiting bij zijn omgeving, ruimtelijke draagkracht.
2. **het ontwerp:** de mate waarin er logische ontwerpkeuzes gemaakt worden voor de inplanting, vormgeving, structureel concept, indelingen, circulatie, enz. met het oog op het realiseren van een kwalitatieve en multifunctionele omgeving;
3. **vormen en materialen:** het uitnodigend karakter van de architectuur en inrichting voor de gebruikers, personeel, bezoekers en de omgeving;
4. **leefbaarheid:** het gebruiksgemak voor de gebruikers, personeel en bezoekers, met inbegrip van de leesbaarheid van het gebouw;
5. **karakter:** de eigen architecturale signatuur;
6. **oppervlaktebenutting:** optimale benutting van de beschikbare oppervlakte voor de verschillende activiteiten;
7. **toegankelijkheid en gebruik:** efficiëntie, zonering, prestatie en flexibiliteit voor het uitvoeren van diverse activiteiten;

Verduidelijk door schema's en collages.

conceptnote architecture

The architectural and functional quality will be assessed on the basis of the following non-exhaustive assessment elements:

1. **the integration of the design into its environment:** urban planning, social, connection with its environment, the capacity of the space.
2. **the design:** the extent to which logical design choices are made for the location, design, structural concept, layouts, circulation, etc. with the aim to realizing a qualitative and multifunctional environment;
3. **shapes and materials:** the inviting character of the architecture and design for the users, staff, visitors and the environment;
4. **quality of life:** the ease of use for users, staff and visitors, including the easy readability of the building;
5. **character:** the architectural signature;
6. **area utilisation:** optimal use of the available area for the various activities;
7. **accessibility and use:** efficiency, zoning, performance and flexibility for carrying out various activities;

LOCATION

The Sint-Jozef district extends north of the historic city center of Bruges. Major traffic arteries, such as the N374 southeast to Koolkerke and the N376 west to Dudzele, cross this area. Here, between the residential area and the extensive extension of the port of Zeebrugge, a new primary school and ten homes are being built on a site of 1.12 hectares. This combination makes it more profitable to finance the new school.

Unfortunately, the current distribution and condition of the school buildings do not do enough to make visible the positive character of the school, the enthusiastic supervisors and the green education philosophy they pursue.

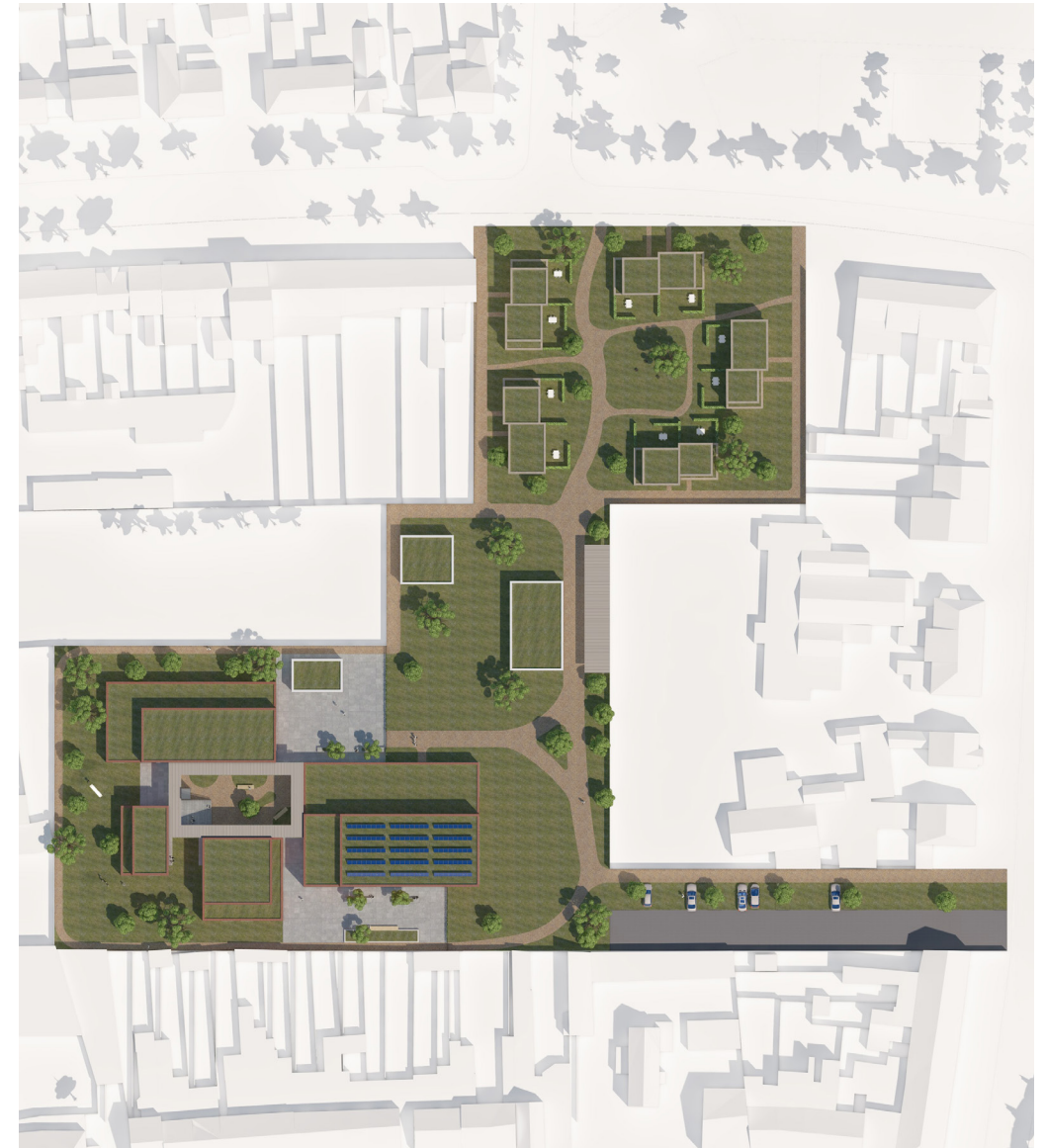
The buildings are dated and are scattered wildly across the site, not integrated into the existing greenery. This design makes it difficult to integrate outdoor education and awareness of nature into the teaching system. The playground is hidden and offers limited visibility for teachers, the connecting walkway is not easily accessible, and the scattered building structures make the school cluttered and not compact. In addition, the current building layout offers little room to adjust the classroom layout to meet the needs of education. Access to the school is difficult because cars, cyclists and walking parents with children cross each other. Unfortunately, the positive character of the school and the special qualities it has to offer go largely unnoticed due to all these limitations.



inplantingsplan site plan

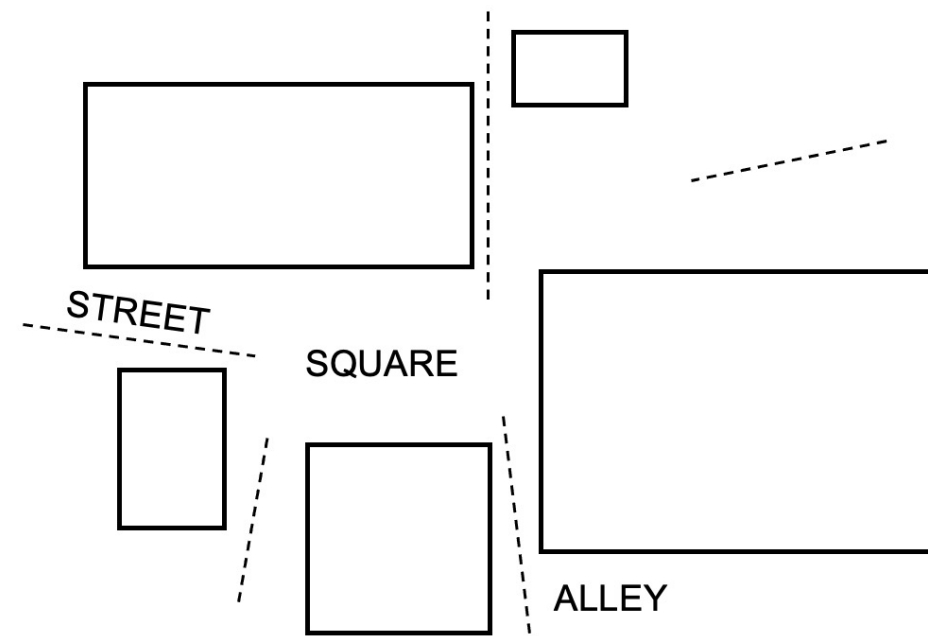
MASTERPLAN

Maximization of a surrounding green buffer is one of the principles of the master plan. Rectangular and square volumes are guests in the park. A new clear access guides cyclists and pedestrians through the green environment. The beautiful park flows organically into the school. Local residents have access to a gate that provides them access to this park. The 'village' feeling is created in both the school and the homes by the arrangement of volumes around a central 'square'. Narrow and wide 'streets' and 'alleys' both lead you to this 'square'. By using vertical wooden cladding and vegetated roofs in both the school and the houses, the design fits seamlessly with its green, natural environment.



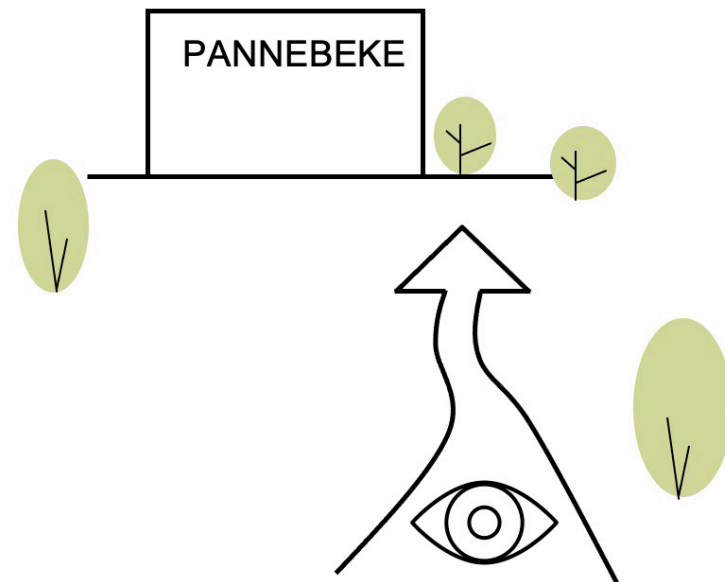
CONCEPT PRIMARY SCHOOL

The new primary school is divided into rectangles, which are oriented from the central 'square'. This 'square' forms the beating green heart of the school, where children and supervisors come together. This design choice creates short walking distances and remains an open and accessible building. The complex consists of 2 floors, nursery classes are located at ground level and higher classes on the higher floor. The activities in the sports hall, located at the front between the school yards, are clearly visible to the neighborhood and give the primary school as a whole a recognizable face. Local residents and other interested parties have the opportunity to enjoy children playing sports and other users who can reserve this sports hall outside school hours. The architecture of the design aims for flexibility and creative interpretation, multi-purpose spaces and sliding walls can evolve with the school. Simplicity, unity and atmosphere are the core values of the interior in which the children add extra color. From every classroom there is a view of the greenery for the benefit of human well-being. The heart and the park with the greenery present there can also be used for outdoor education, so that the children experience unity with nature and awareness is created for the environment and the surroundings. From every classroom there is a view of the greenery for the benefit of human well-being. The heart and the park with the greenery present there can also be used for outdoor education, so that the children experience unity with nature and awareness is created for the environment and the surroundings.

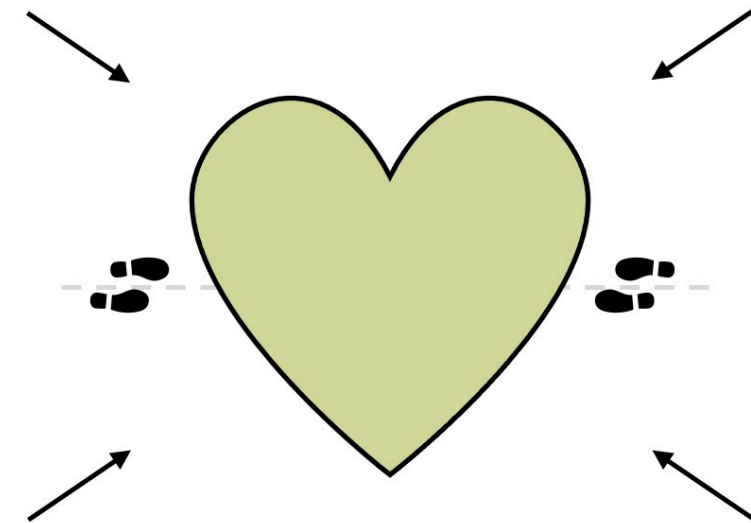


1. Village feeling with central squares, streets and alleys

Concept primary school
Clear structure

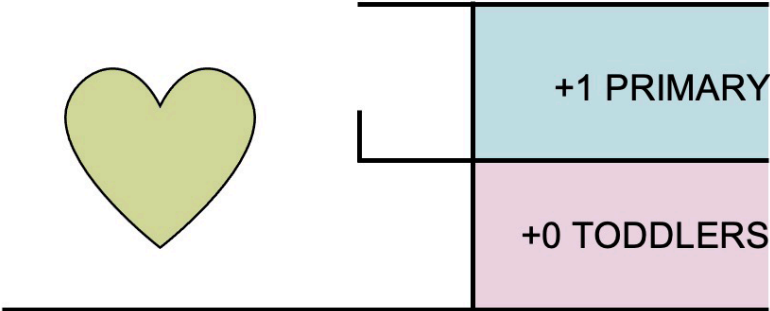


1. Clear and recognizable entrance

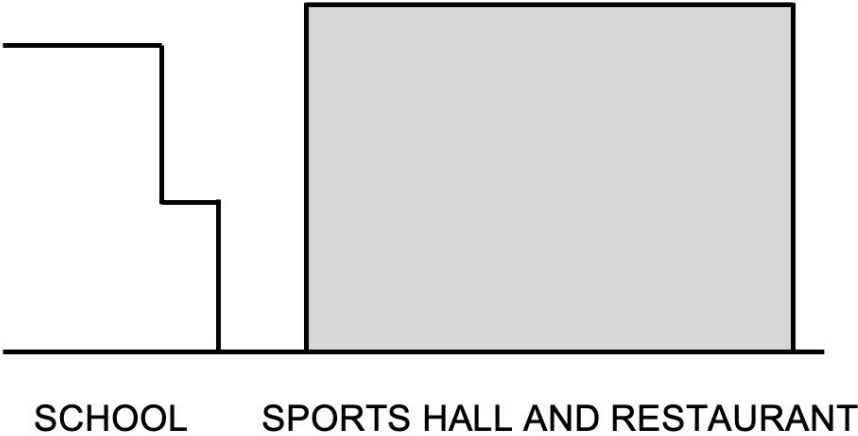


2. Central square = green hart
accessible and open, compact, circulation distances short

Concept primary school
Building placement



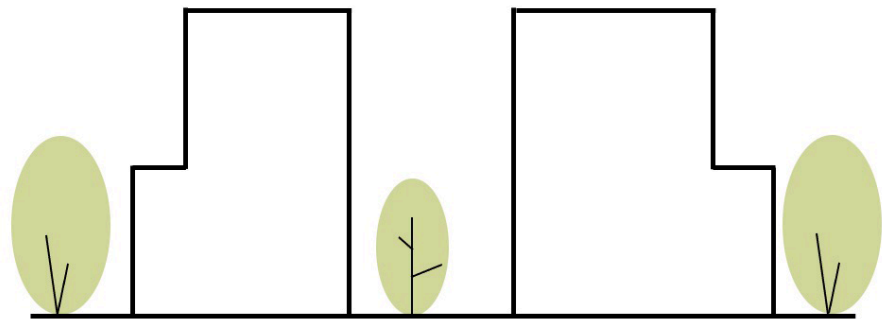
1. Education
functions around green hart, covered outdoor gallery,
toddlers ground level primary class +1



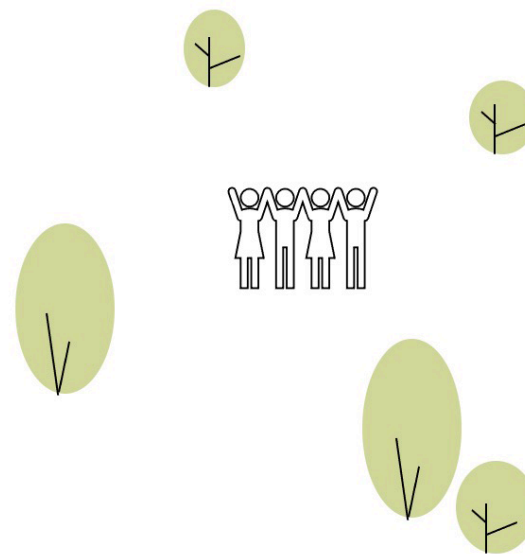
2. Sports hall and restaurants
use by school and can be rented separately

Concept primary school

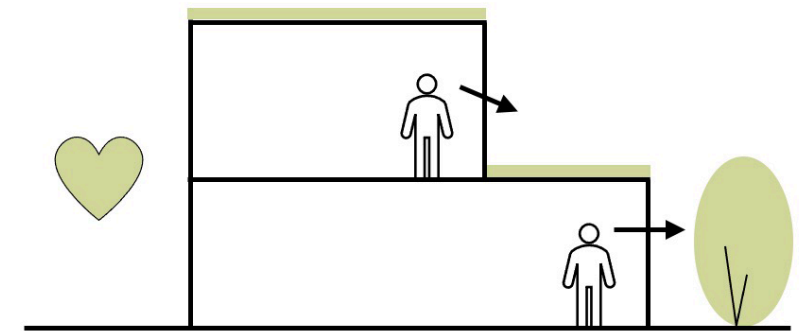
School philosophy integrated: awereness of greenery



1. In the middle of nature

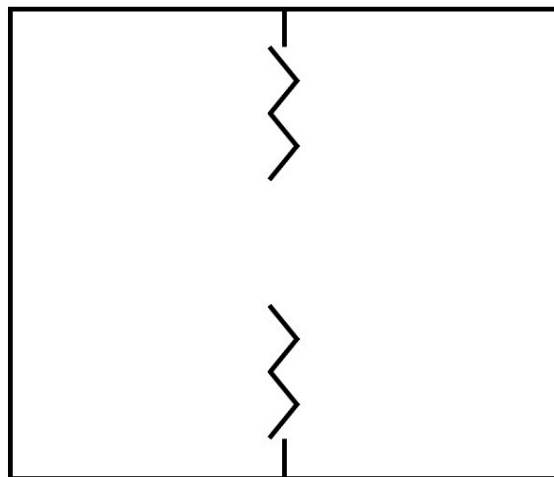


2. Outdoor education and vegetable garden



3. View of green roofs and surroundings

Concept primary school
Interior



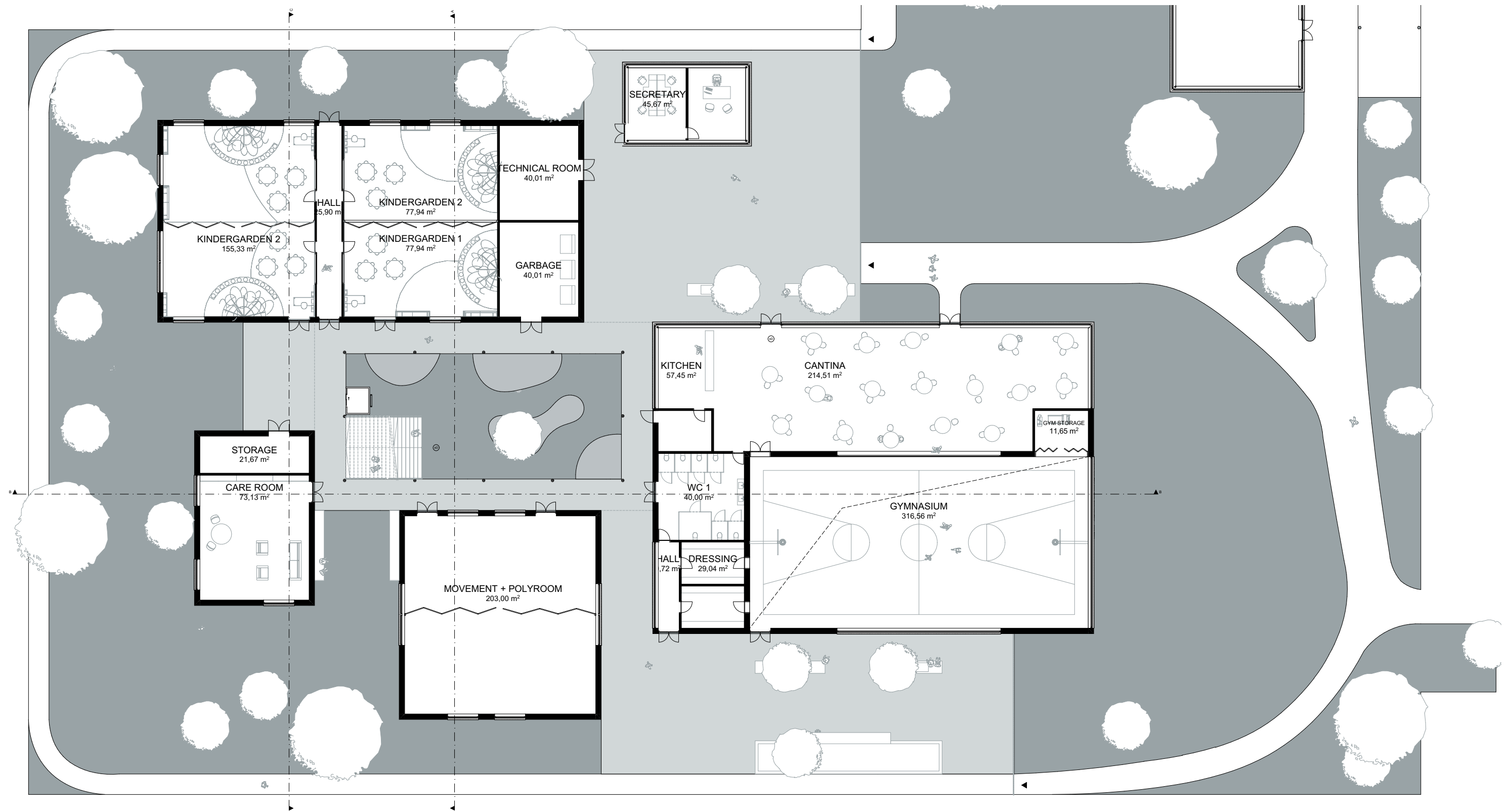
1. Multi-purpose rooms and sliding walls adaptable to teaching philosophy



2. Natural and simple color gamma interior

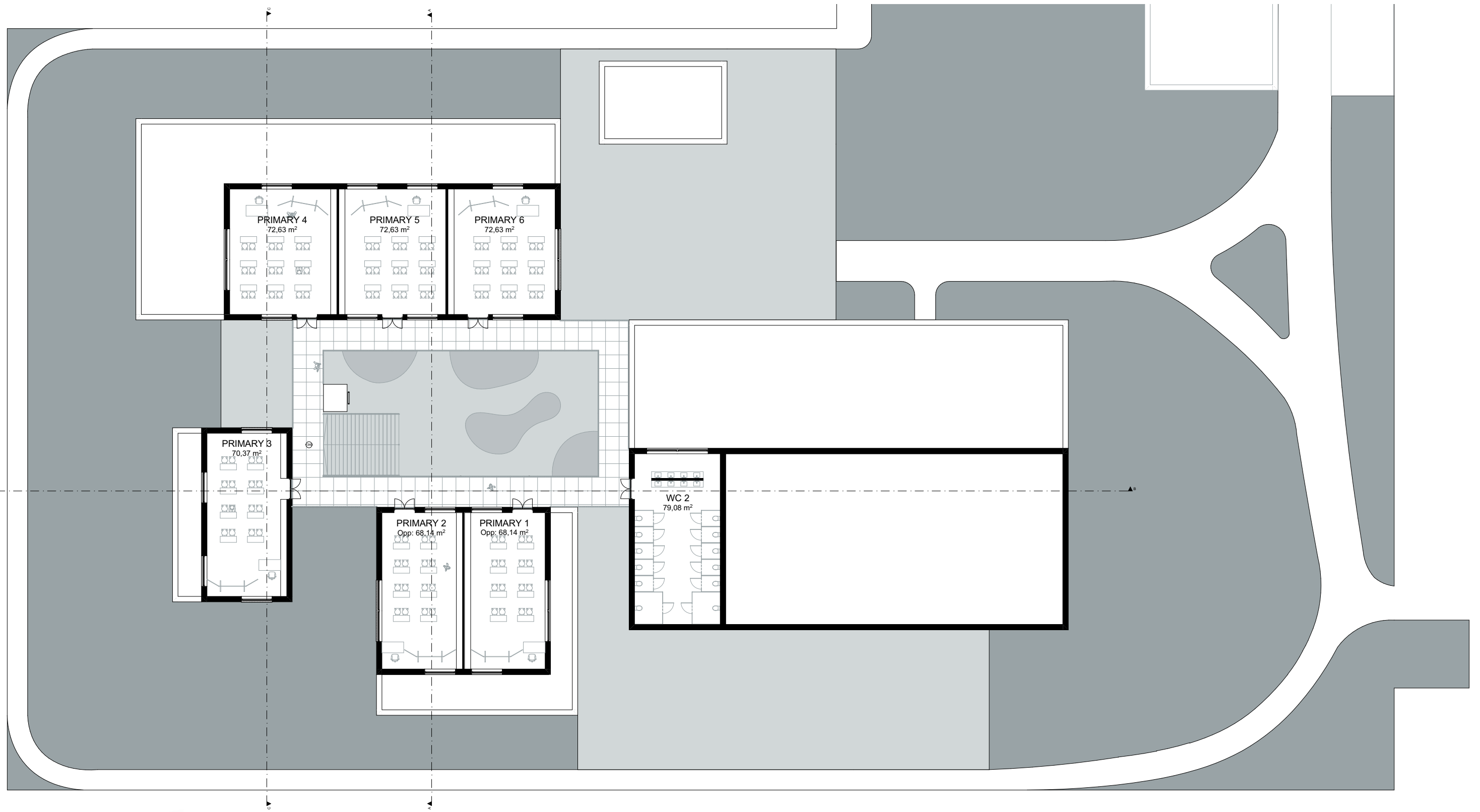
plannen

plans



Ground level





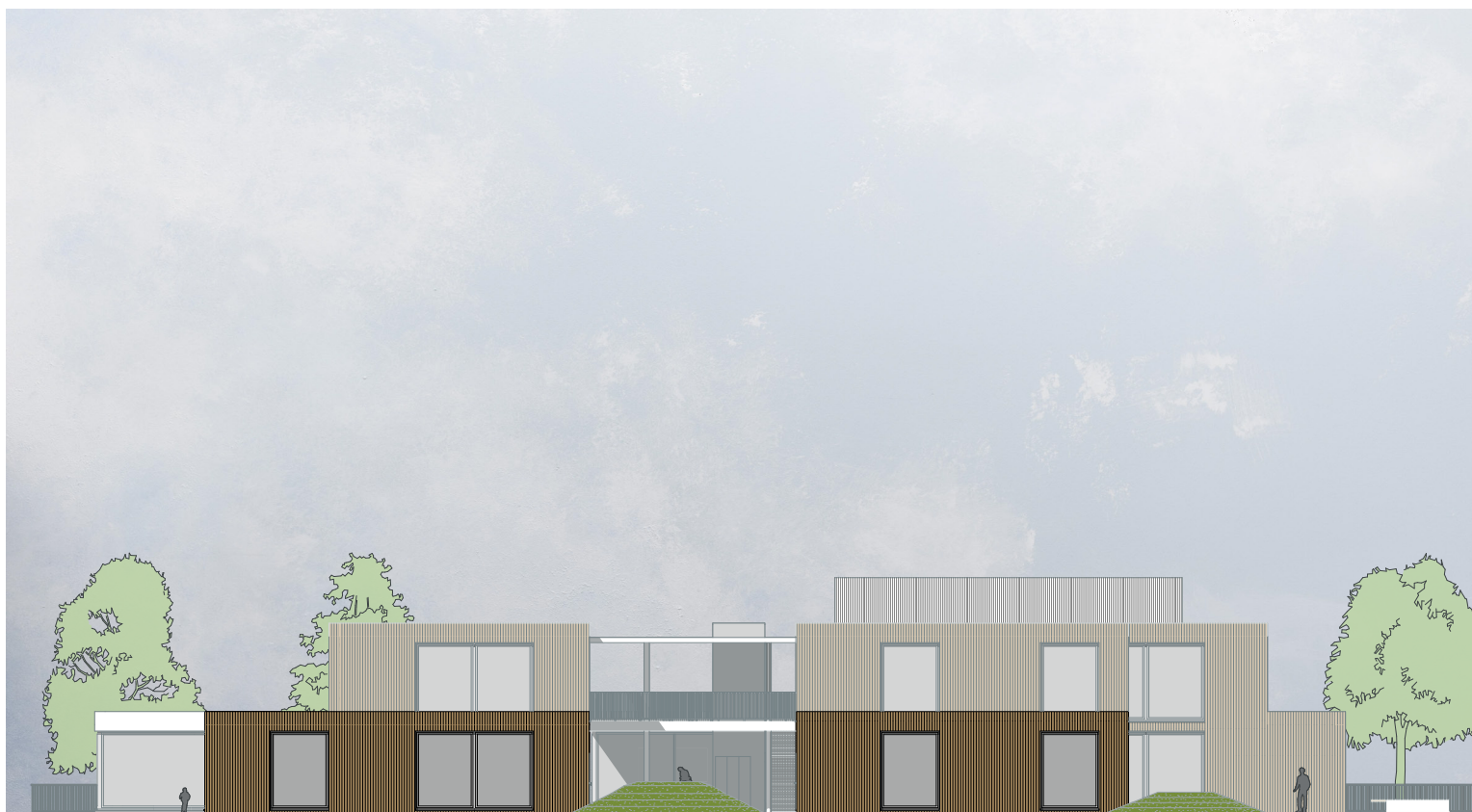
First floor



Green Learning Village Team school office B



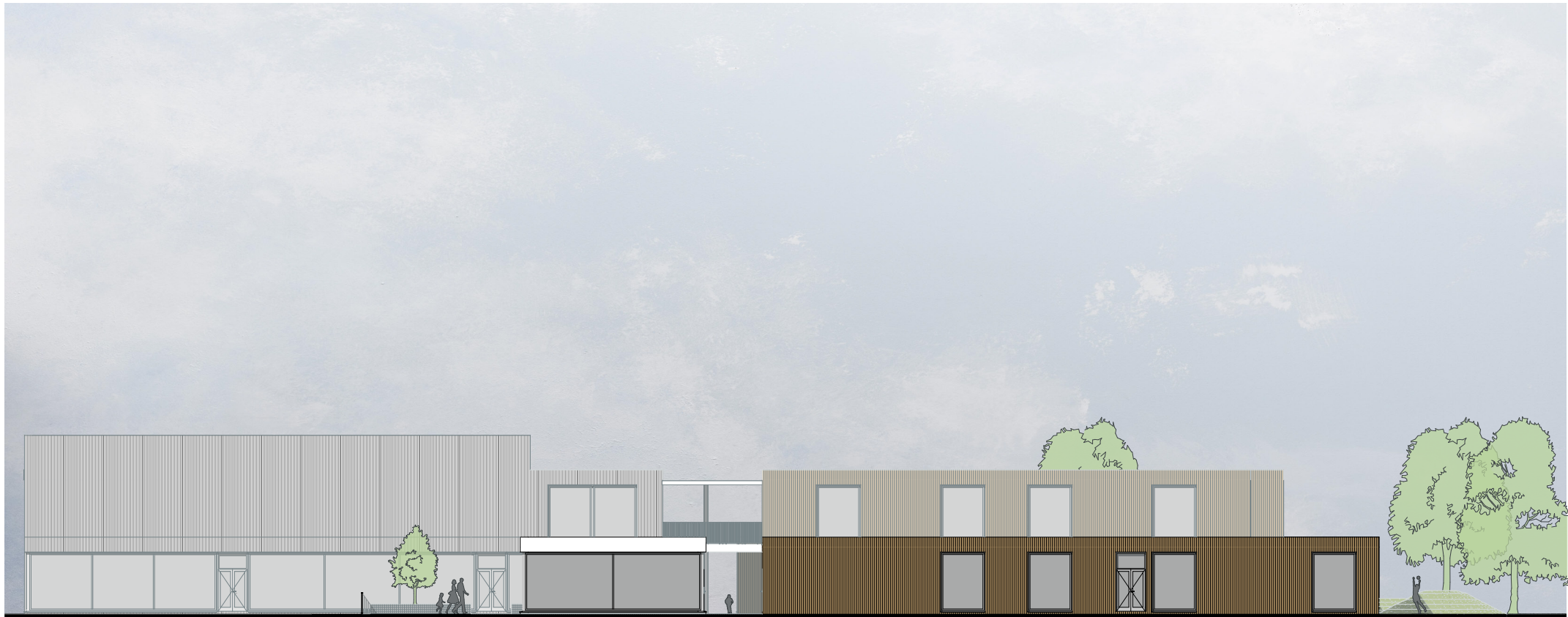
Front elevation



Back elevation



Left elevation



Right elevation



Section school & sporths hall and restaurant

beelden images



Outside perspective with a view of the entrance

Green Learning Village Team school office B



Outside perspective in the patio

beelden **images**



Interior perspective toddlers classroom

Green Learning Village Team school office B



Interior perspective primary classroom

beelden **images**

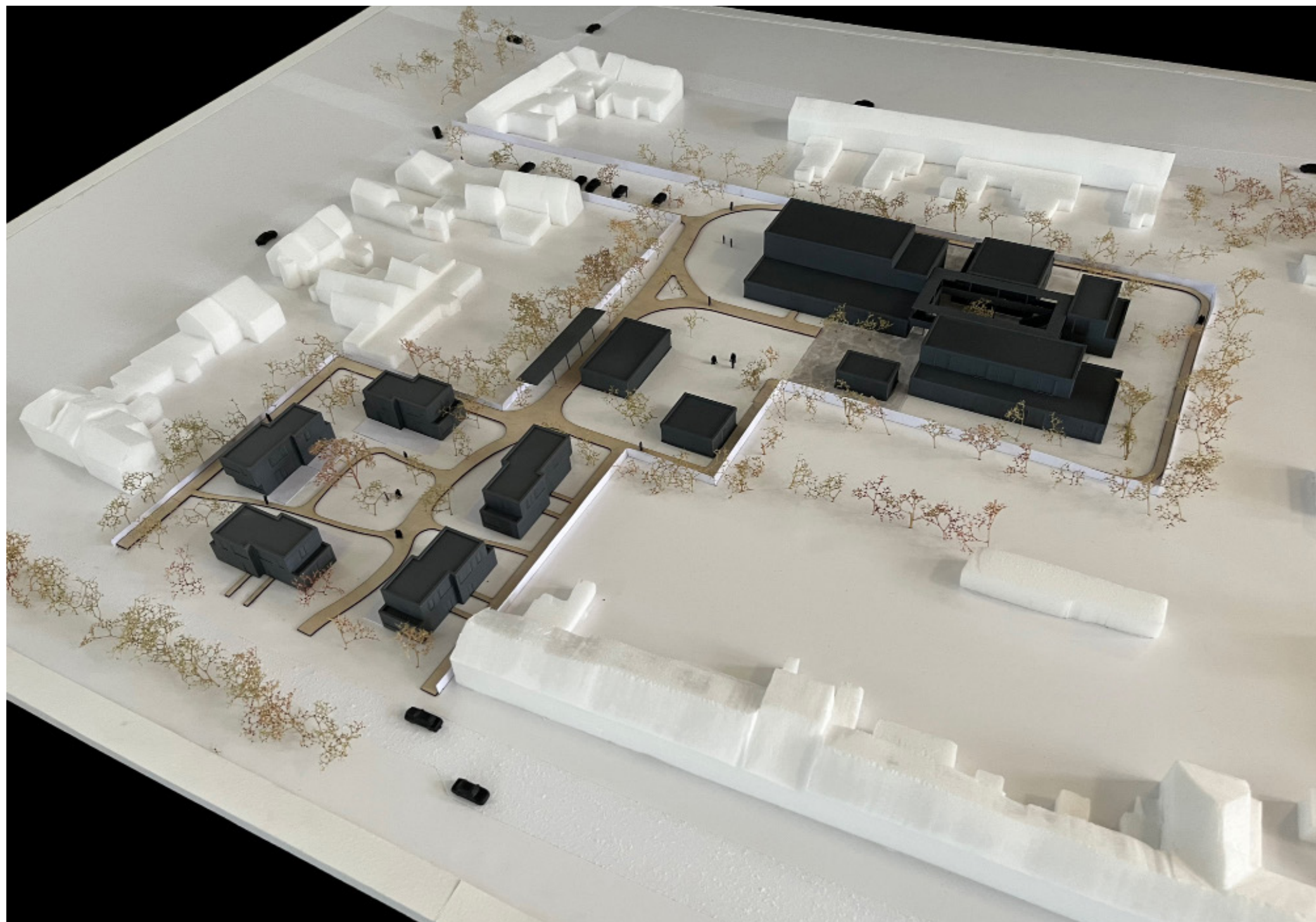


Interior perspective in the sports hall

Green Learning Village Team school office B

maquette model





Green Learning Village Team school office B

maquette **model**

