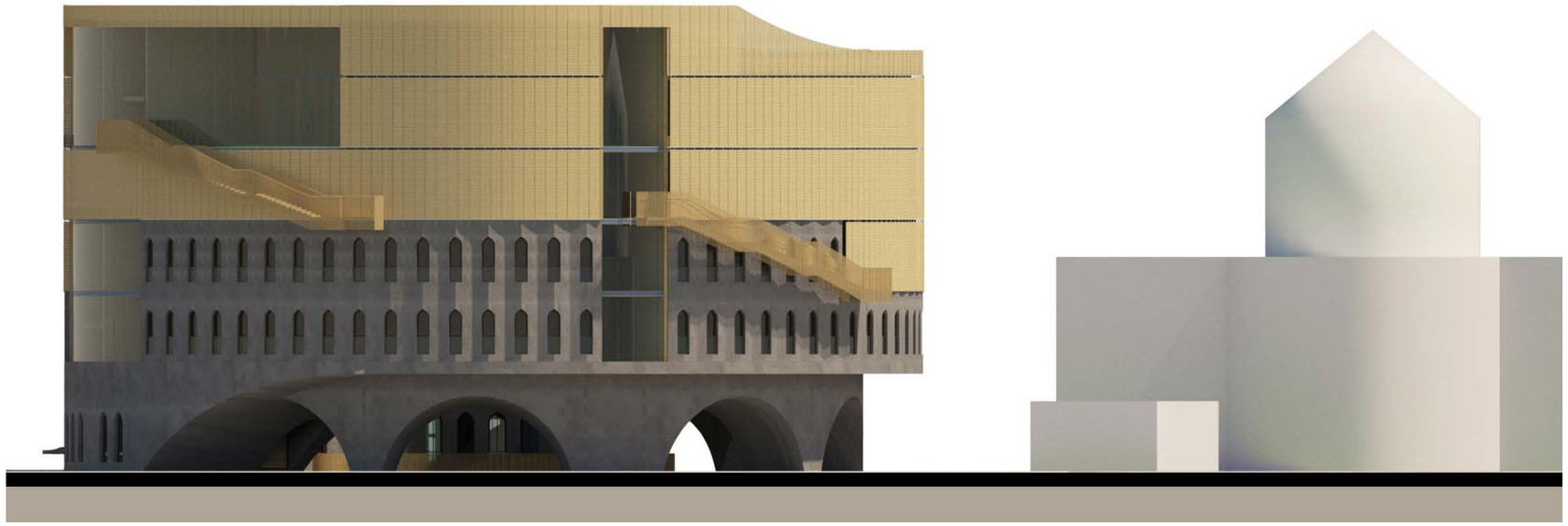
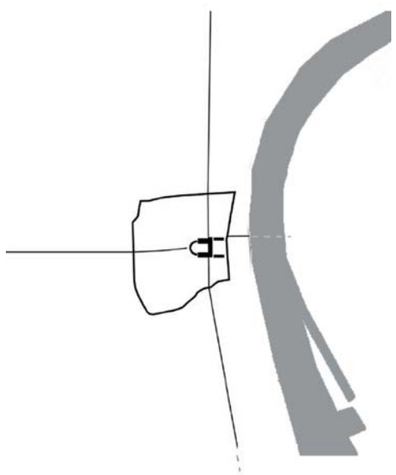
Educational Wells



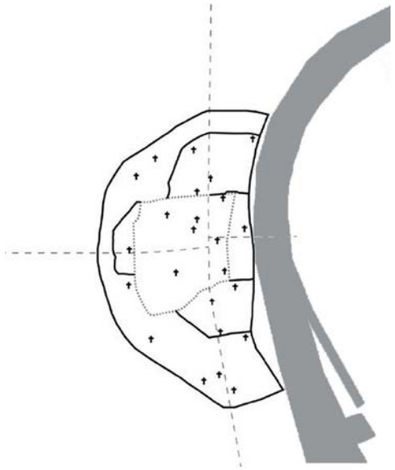
M. Bassem Elfeky
Bassem_elfekky@yahoo.com
Presentation 21/3/2015

COLOGNE

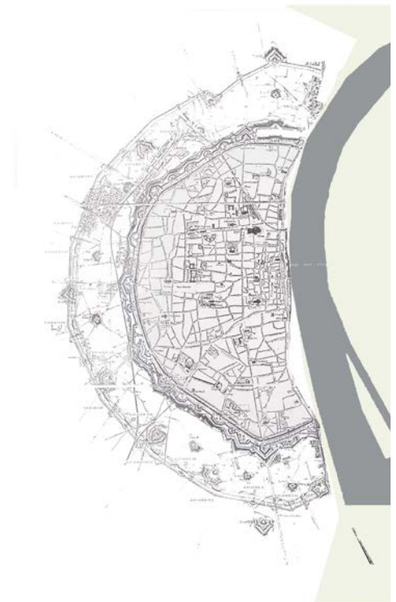
Roman Empire



12th- 13th Century



Around 1878



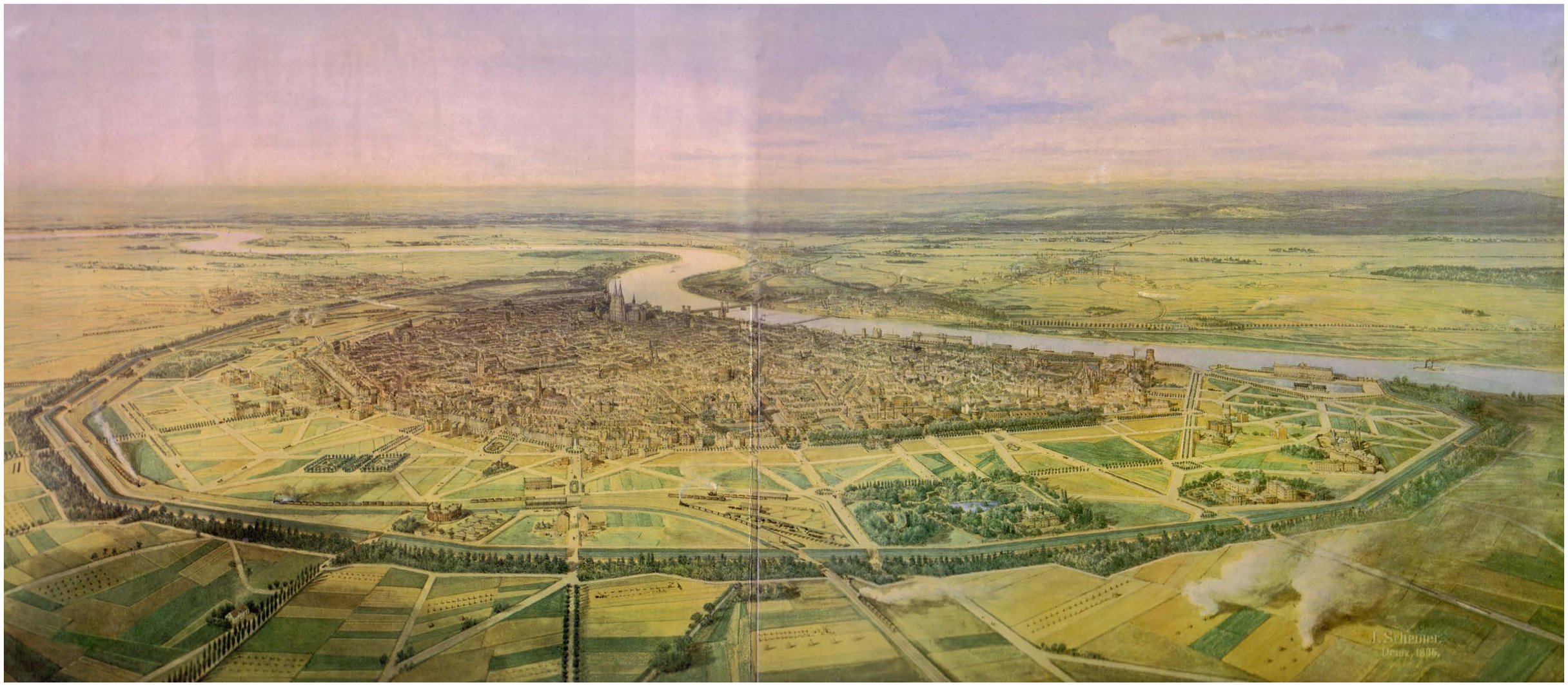
Around 1883

Around 1925

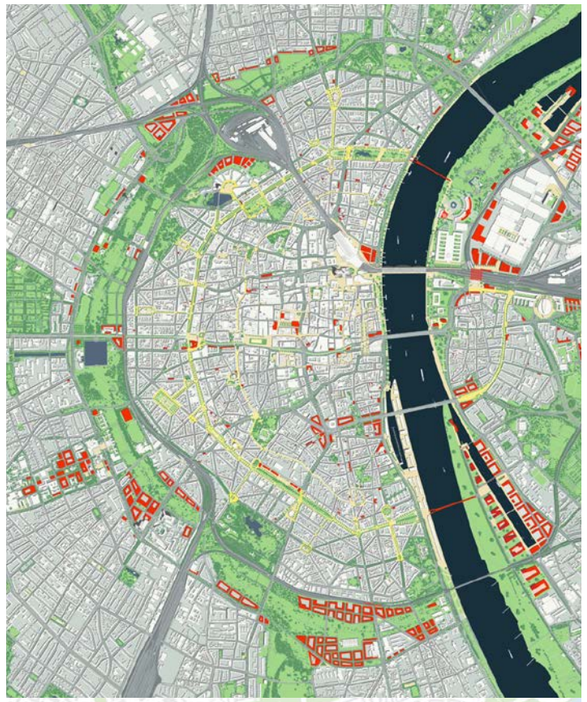
Around 2012

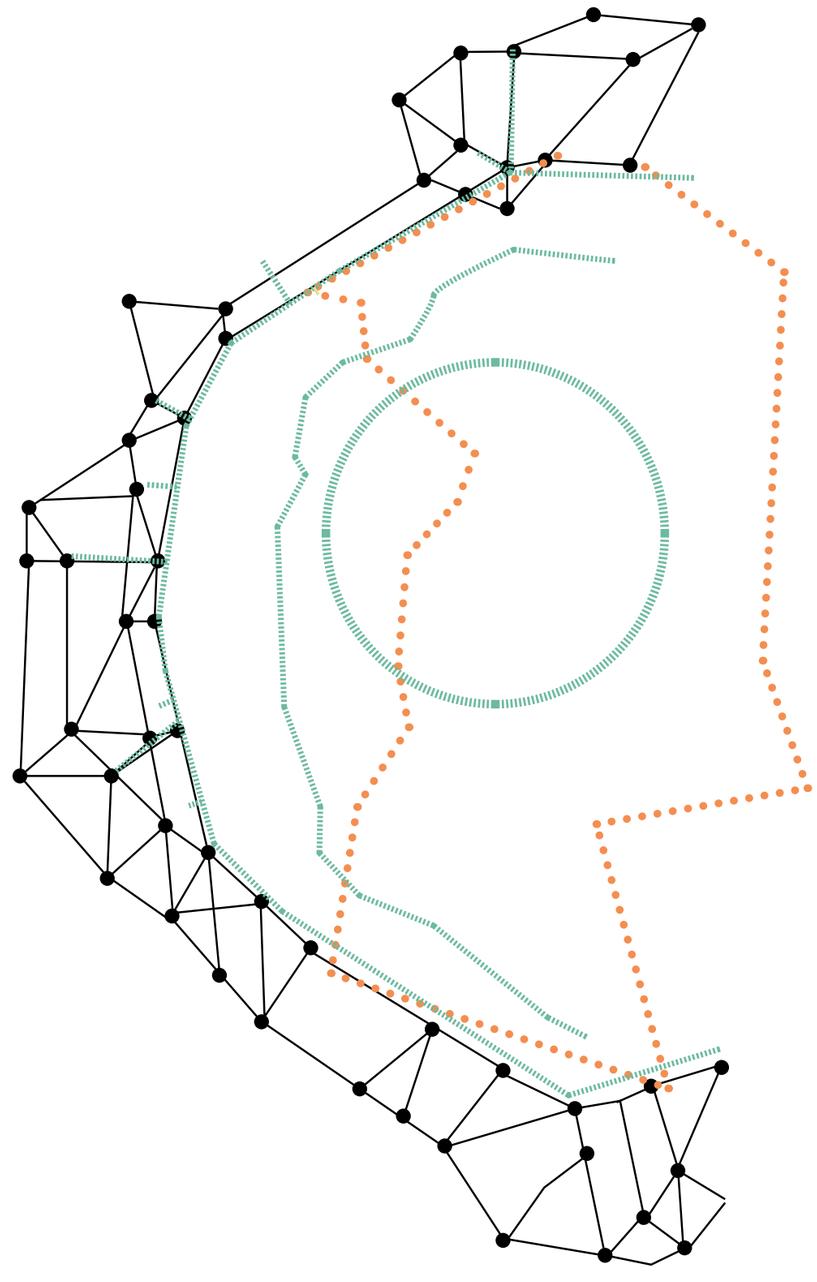
NEUSTADT

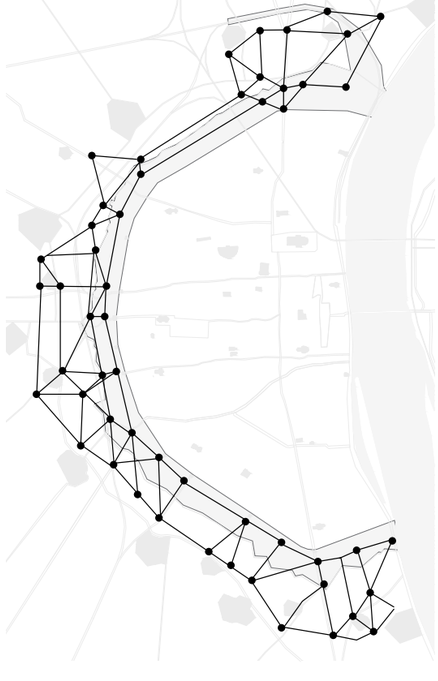
1881-1883

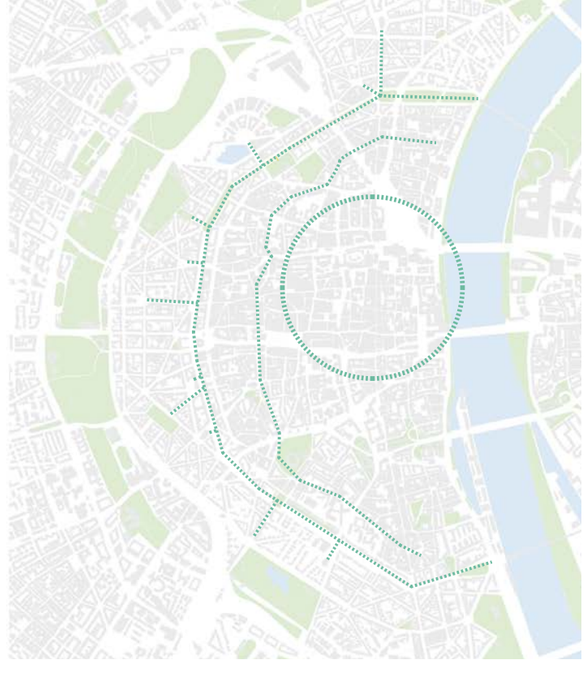


Site Selection





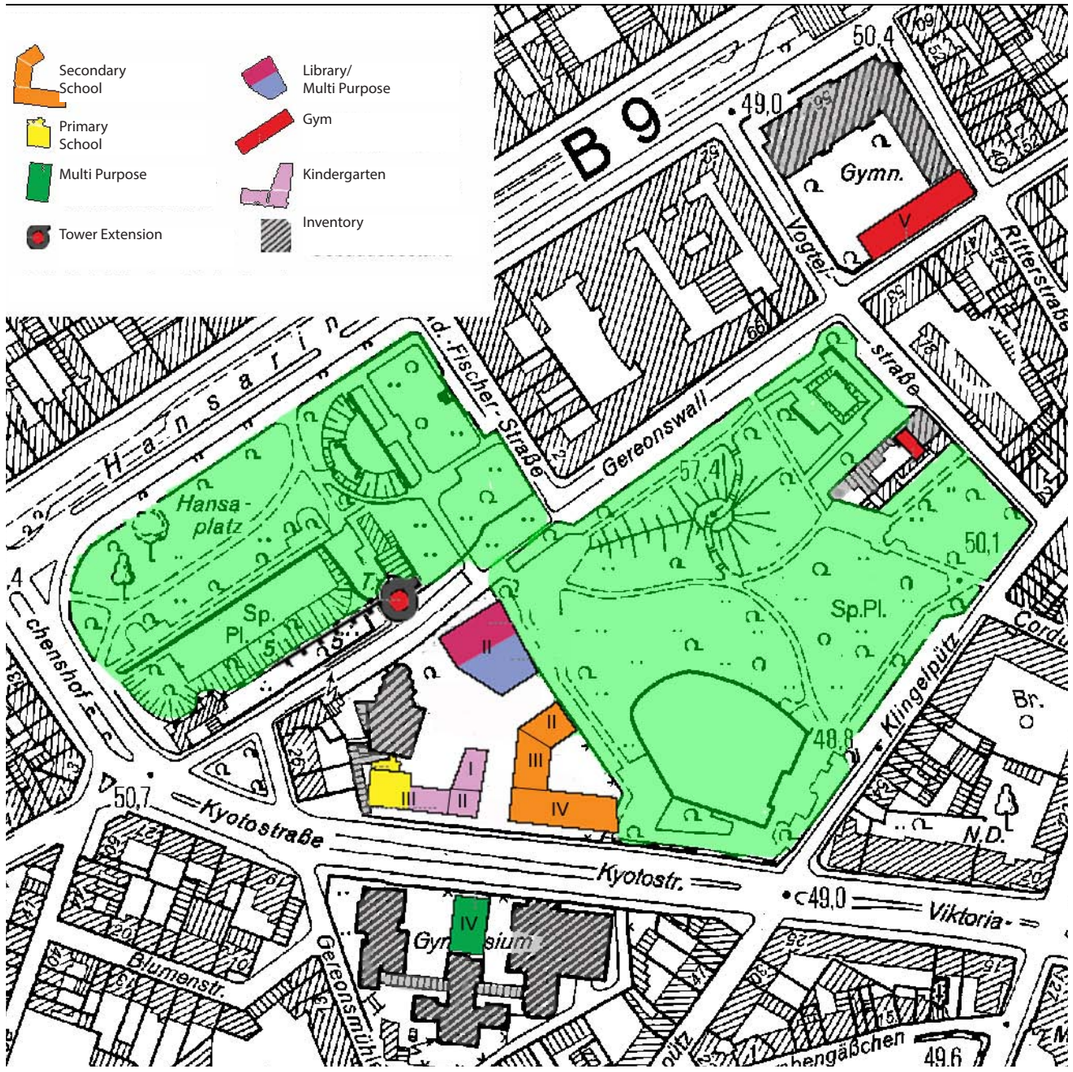




Location History

Klingelputz Park Image dated 1940

Klingelputz Park Image dated 2014



6.2.1 Community's Proposal

Community Remarks:

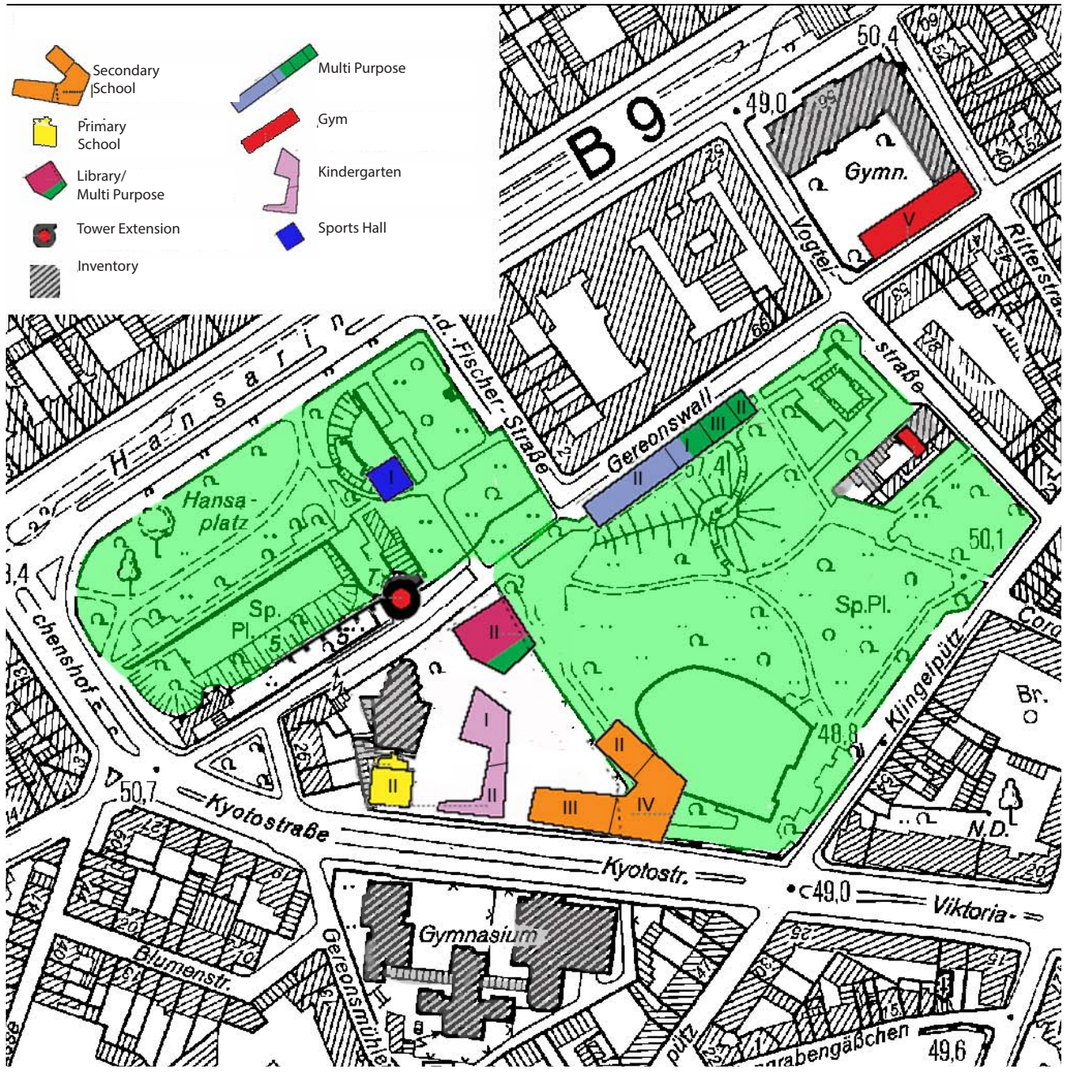
1. All the new buildings should remain on the current school grounds .

2. No Development for the hill or the hill's premises.

3. Preferably Connecting to the Evening School by adding a new extension for it.

4. The new school buildings height should act as a barrier to protect the park from the noisy Kyoto street .

5. The Park should remain open and accessible from all sides.



6.2.2 Educational Developers Proposal

Developers Remarks:

1• The new buildings must engage significantly with the green spaces.

2• Development of the hill premises due to the impairment of the hill.

3• At least half of the New secondary school building should fall within the current park premises.

4• The involvement of the Evening School is un-necessary.

5• The openness of the park was already affected by the presence of adjacent buildings, Thus, the addition of new buildings on the plot edge wont differ.

A Design competition was initiated with the ambition to improve the educational facilities for all children, youth and adults throughout the development and design of an educational network that facilitates a smooth transition from kindergarten, primary to secondary school. And In order to address the community, the brief demanded that the educational barriers should be opened and designed for socially disadvantaged groups and introducing new ancillary facilities for public activities encouraging participation in cultural, sports, music, after-school activities ,etc.

The complex aims to become the neighborhood center.

Competition Program

1. Elementary School

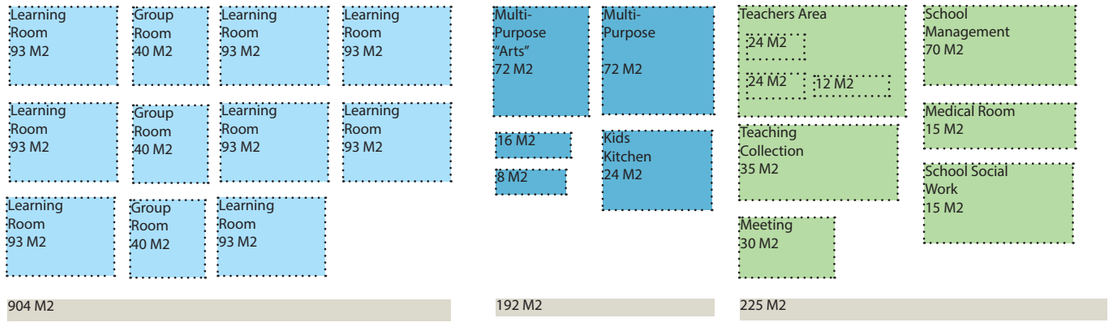
2. Secondary School

3. Canteen & Workshop

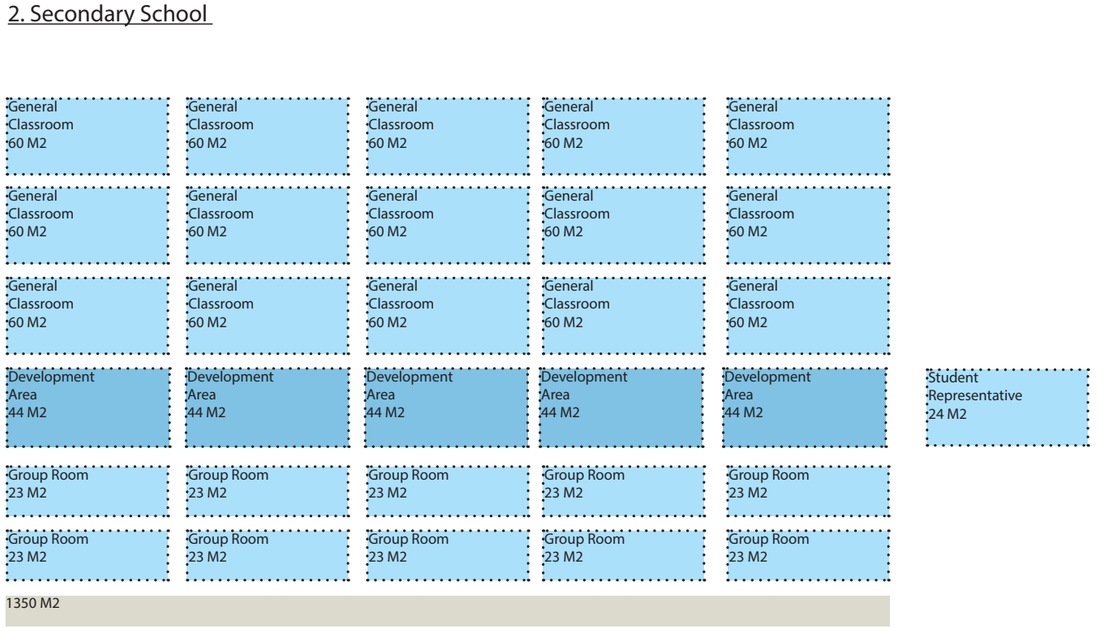
4. Kindergarten

5. Library

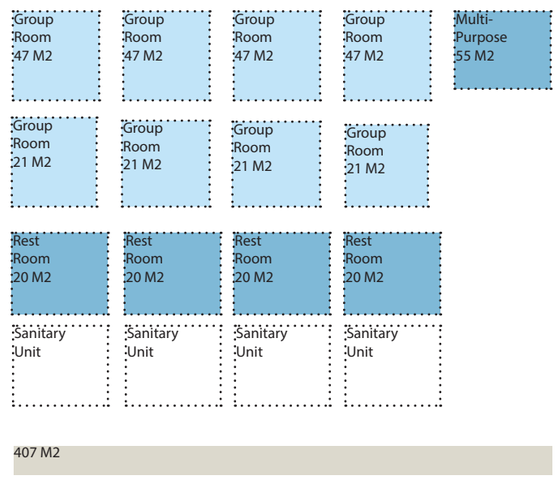
1. Elementary School



2. Secondary School

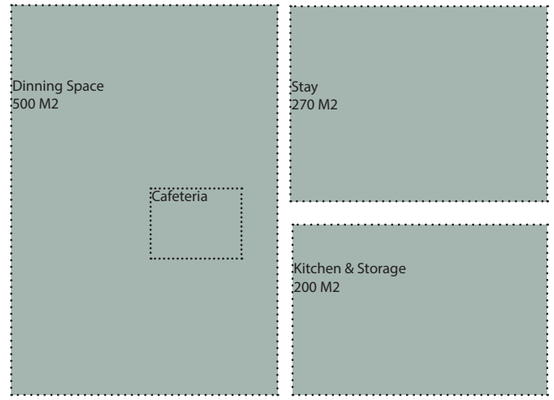


3. Kindergarten



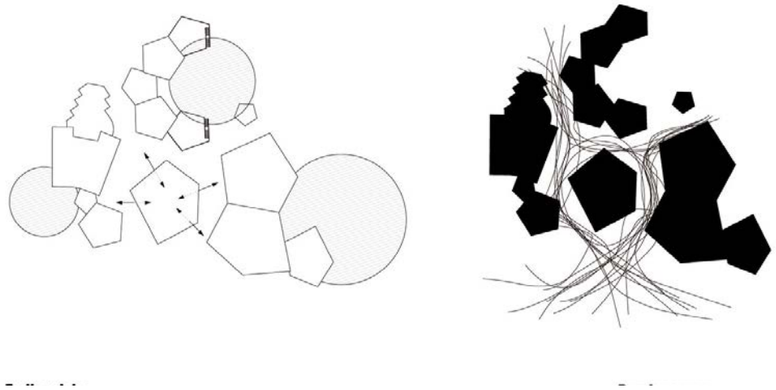
4 Library

5. Canteen & Workshop

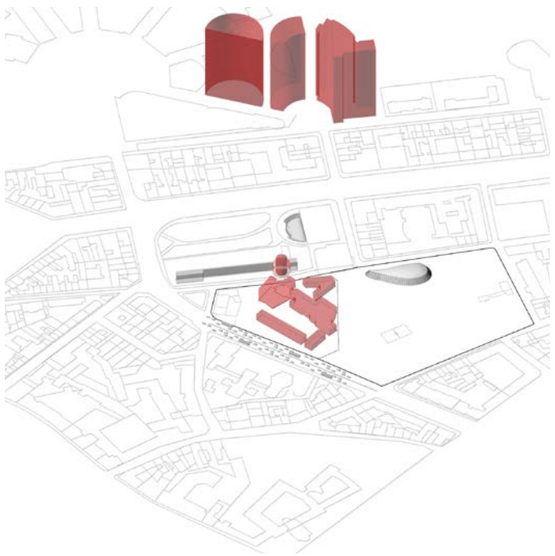


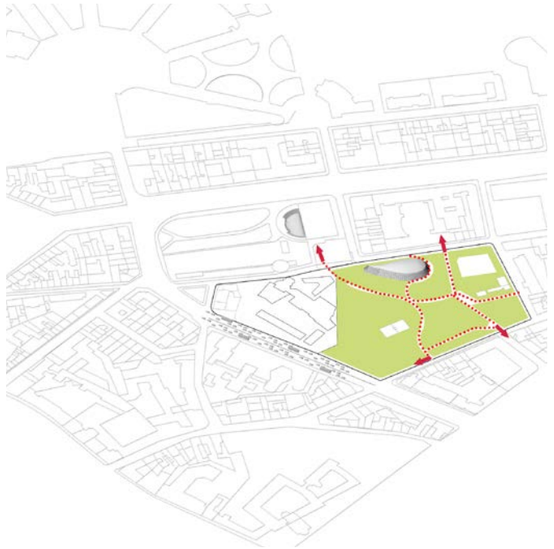
First Prize

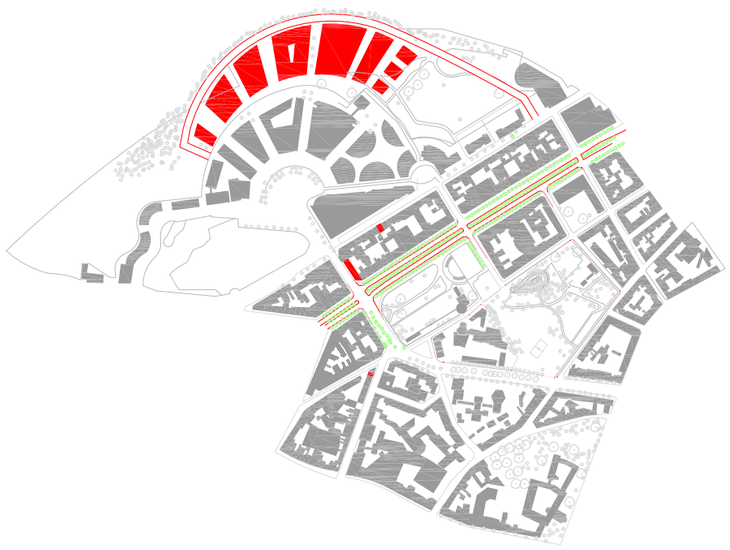
Architect Gernot Schulz

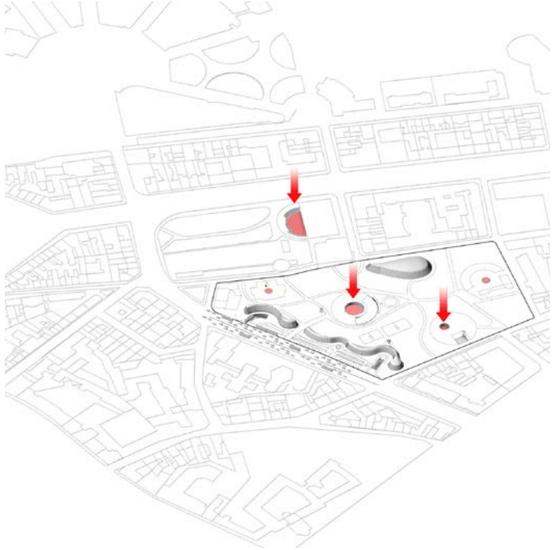


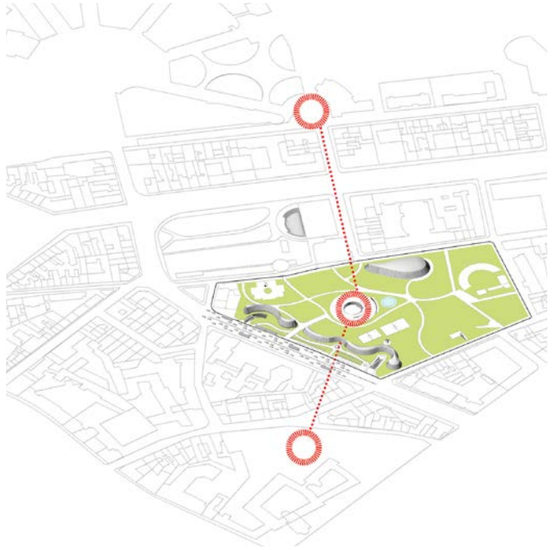
Educational Wells Distribution

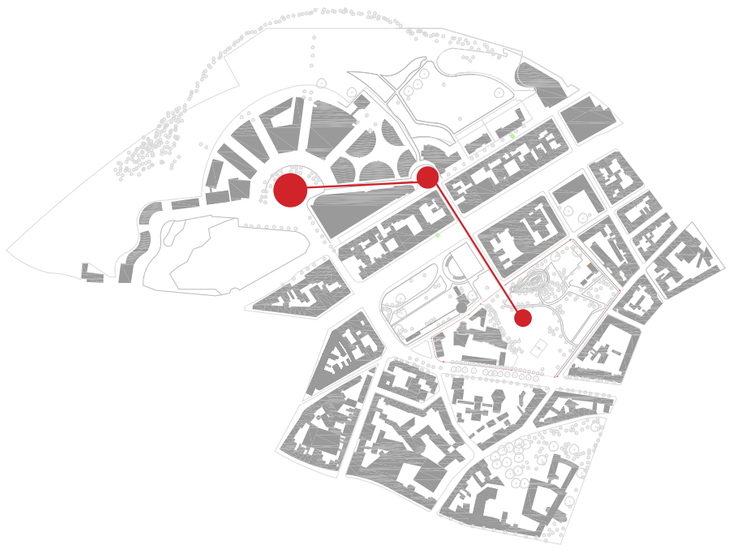


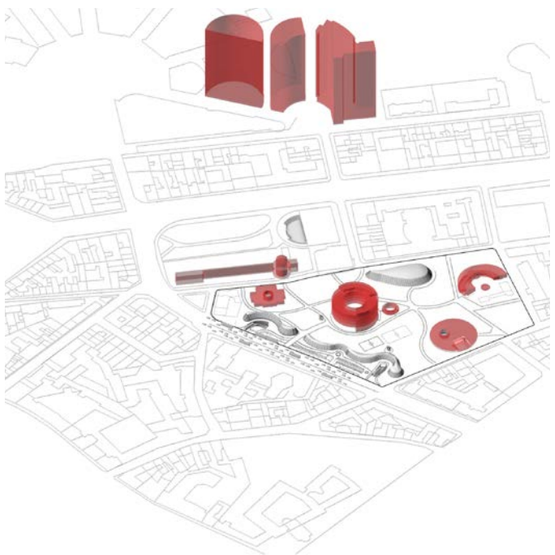


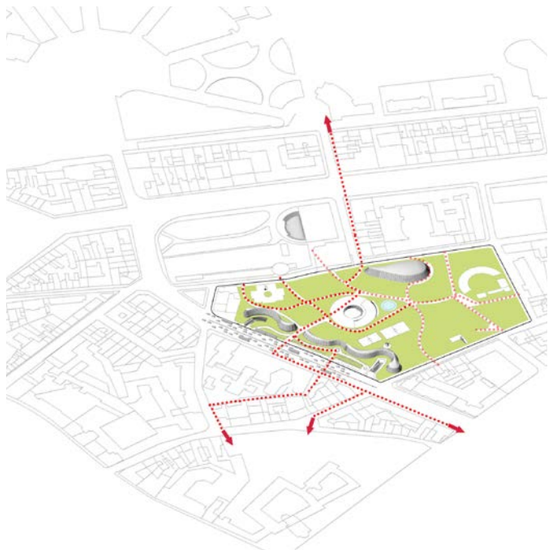


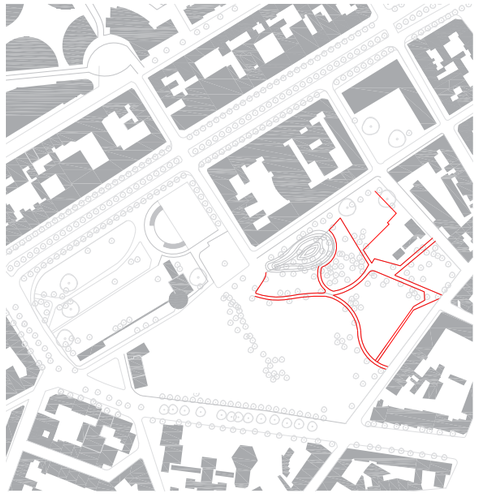


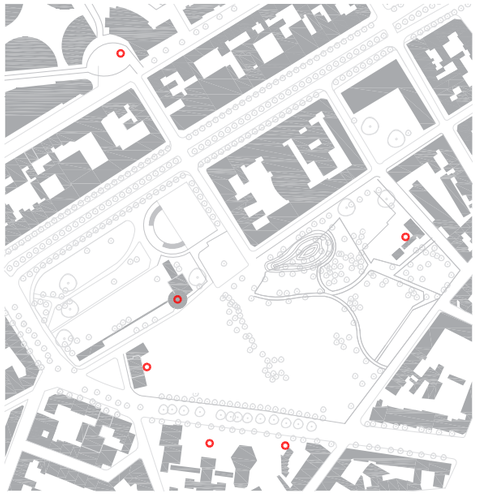


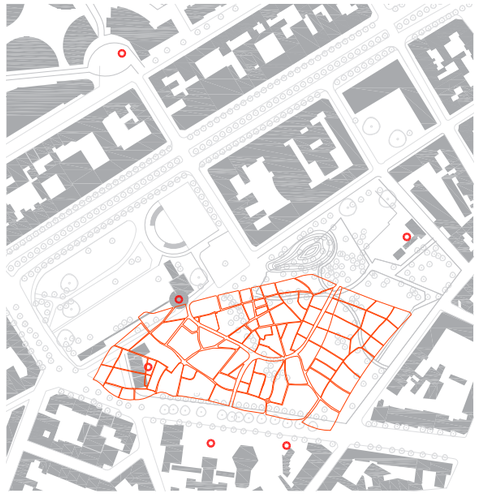


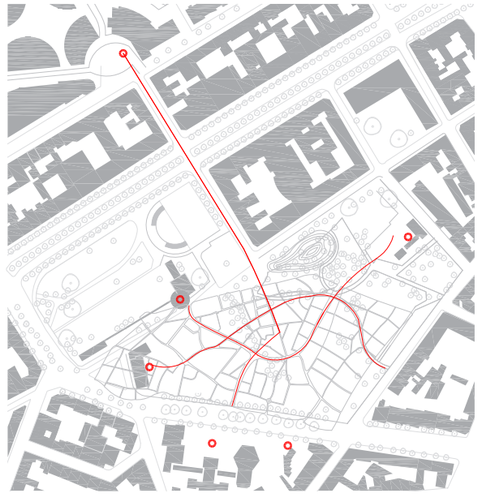


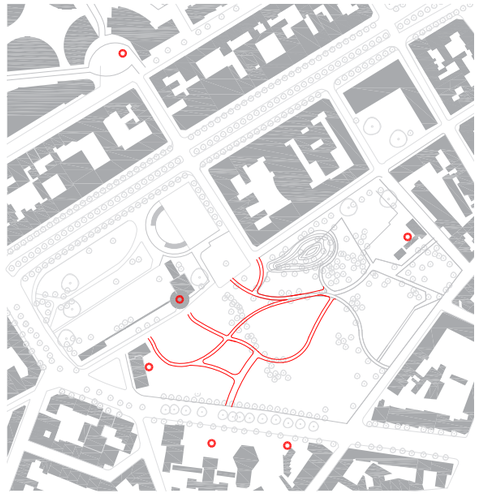




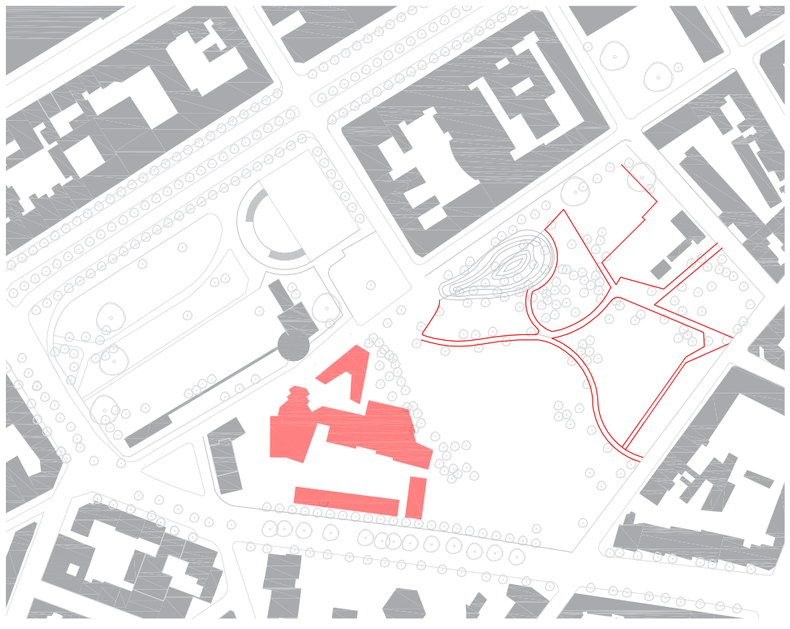




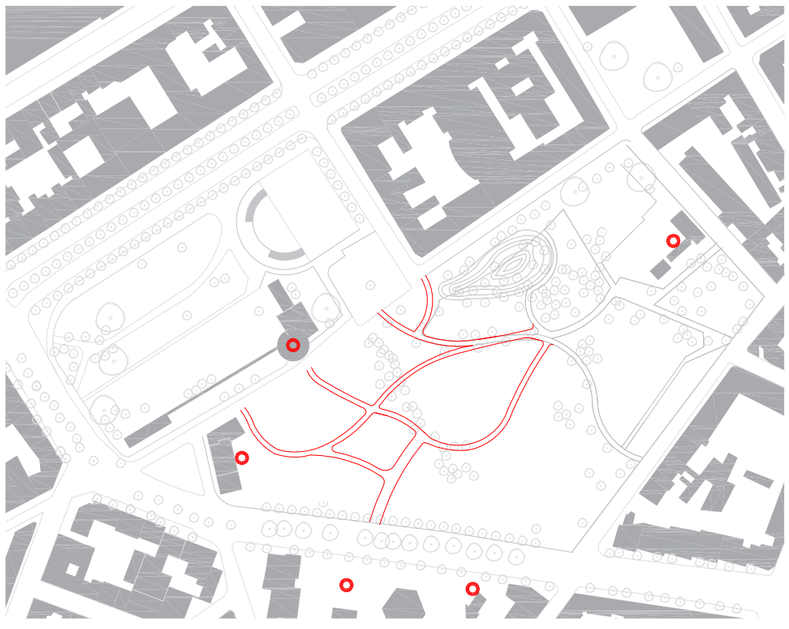




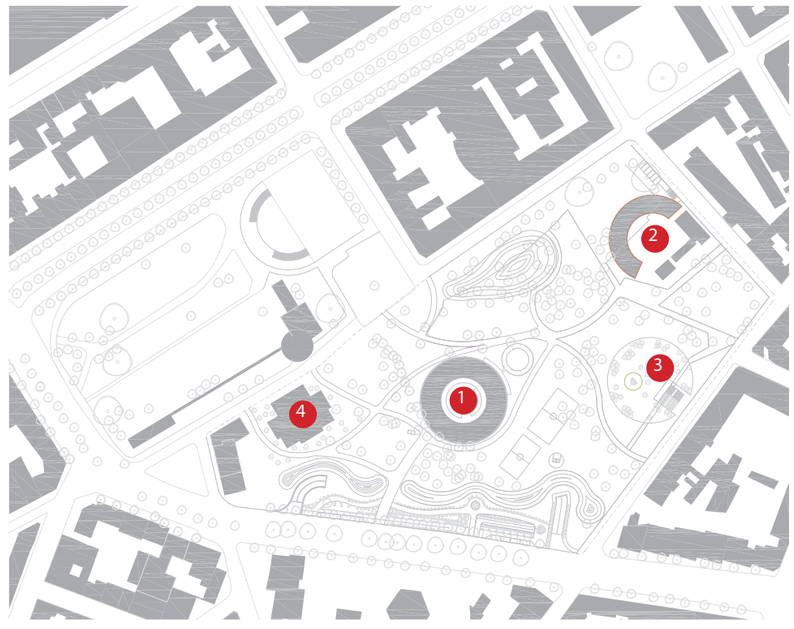
Existing



Seamless Extension



Proposal



1 Elementary and Secondary School

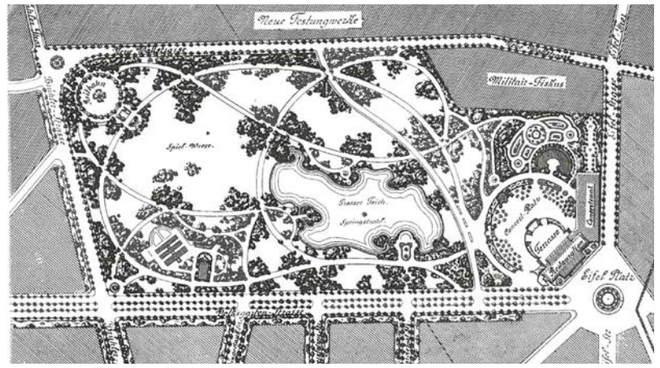
2 Canteen

3 Library

4 Kindergarten

Fluid Forms

Neustadt



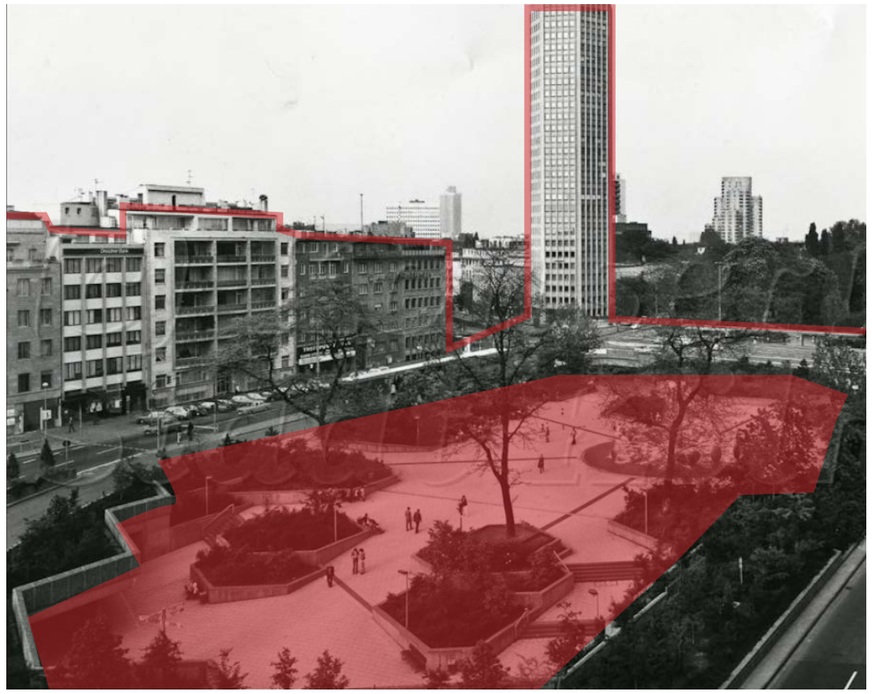
Inner City

Serene Interventions

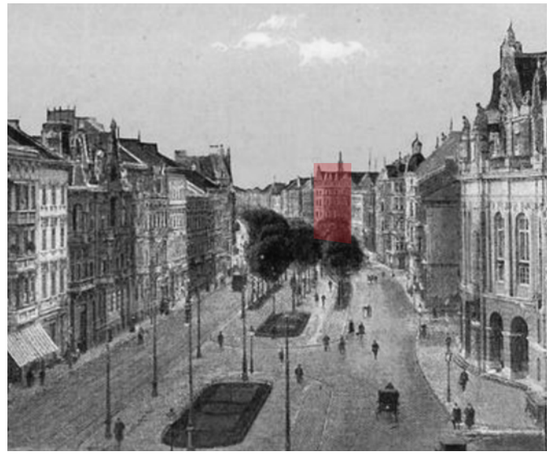
Hansa Park

Ebertplatz around 1900

Ebertplatz Currently

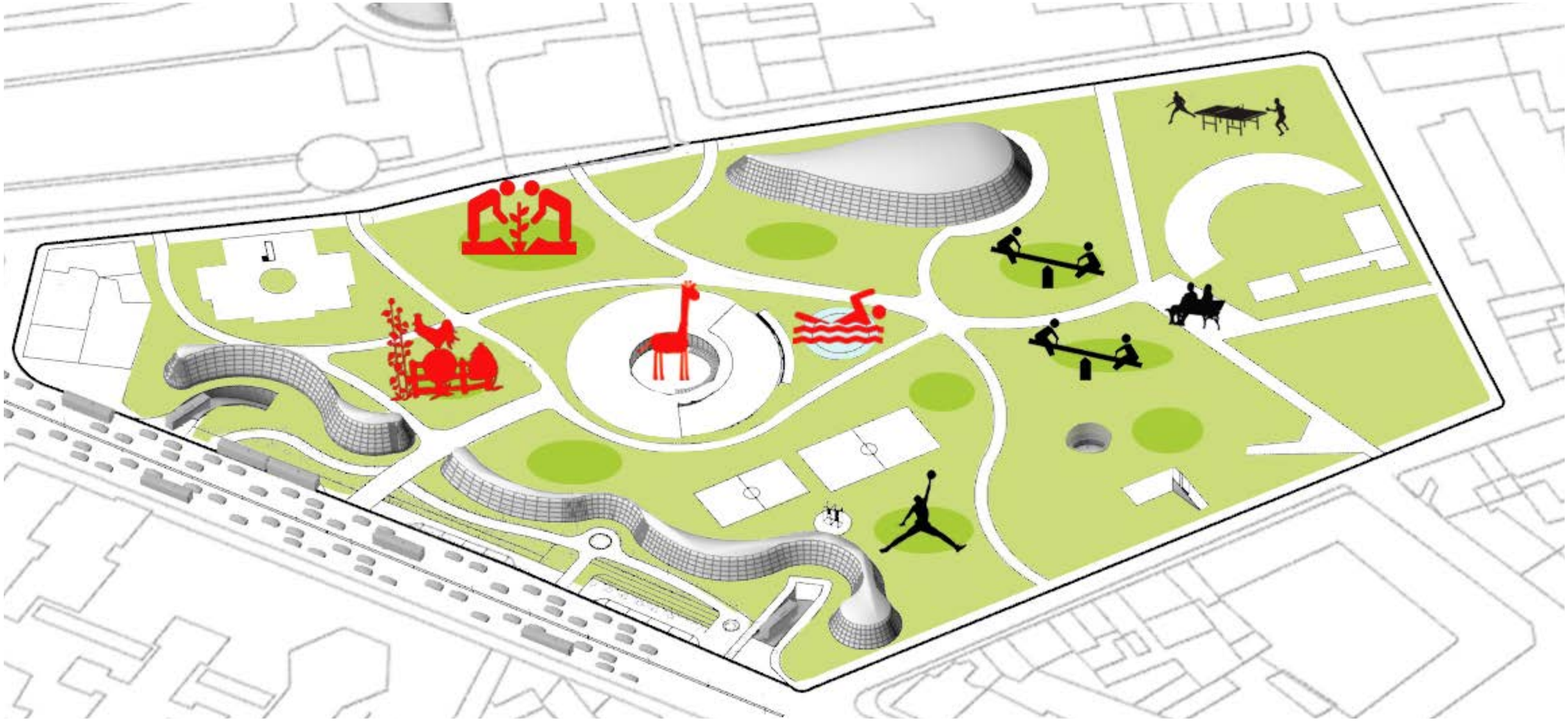


Picturesque



122M.
285M.
27.350M2
8.500M2
1.200M2
40M.
180M.
200M.

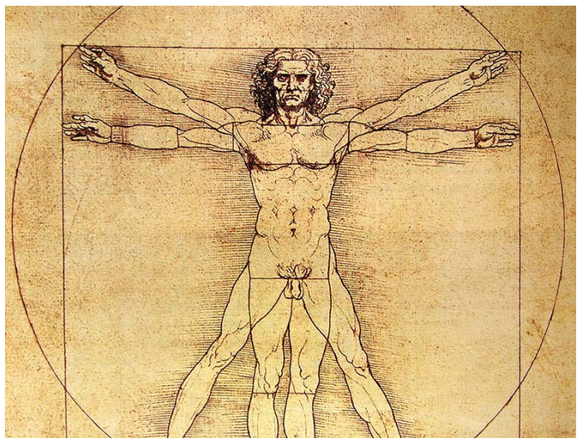
Park as a third teacher



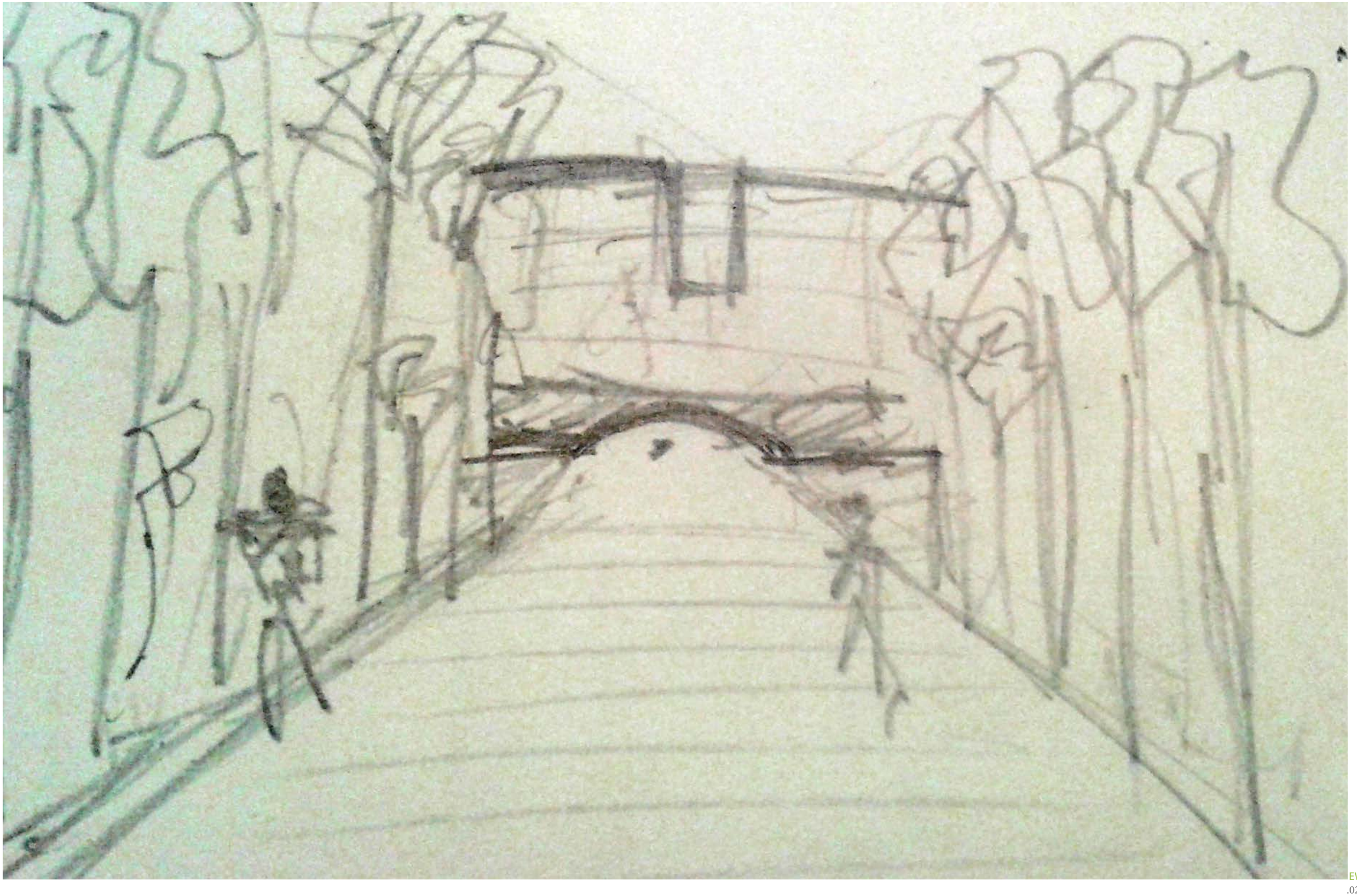
Wells

Kids

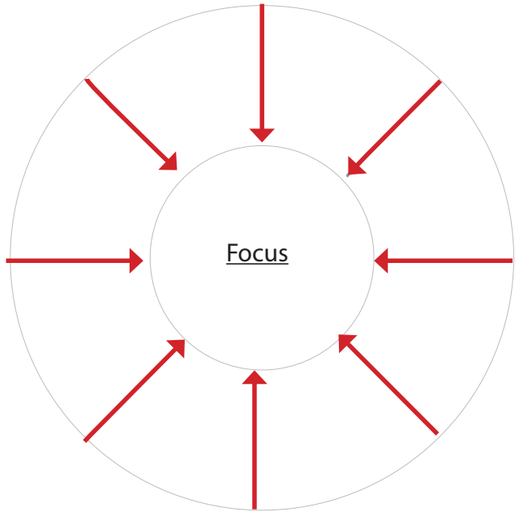
Unity & Togetherness

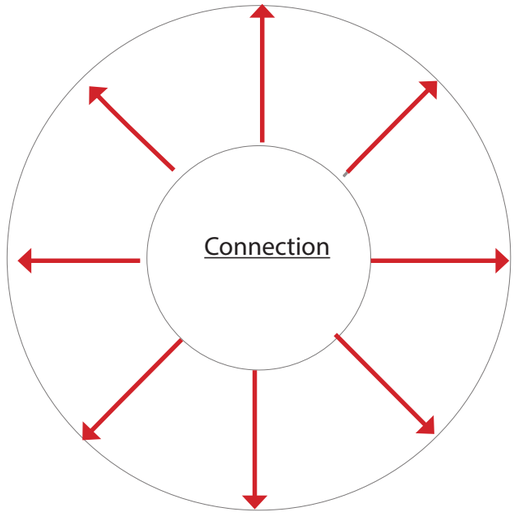


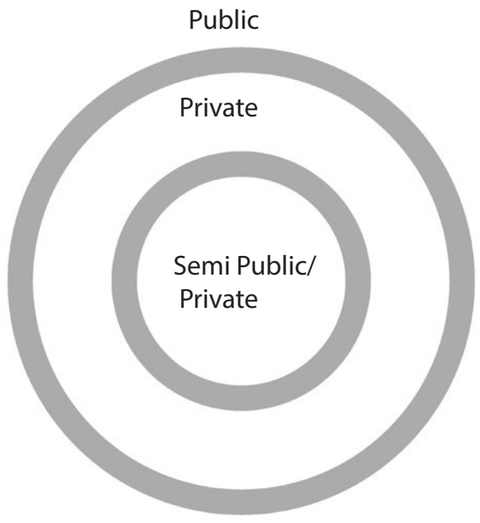
1. THE ELEMENTARY & SECONDARY SCHOOLS

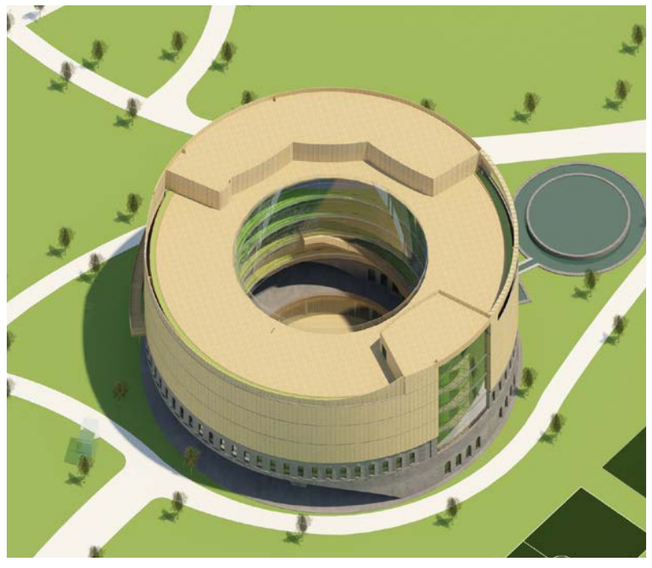


Shape : Pure Projection of Meaning



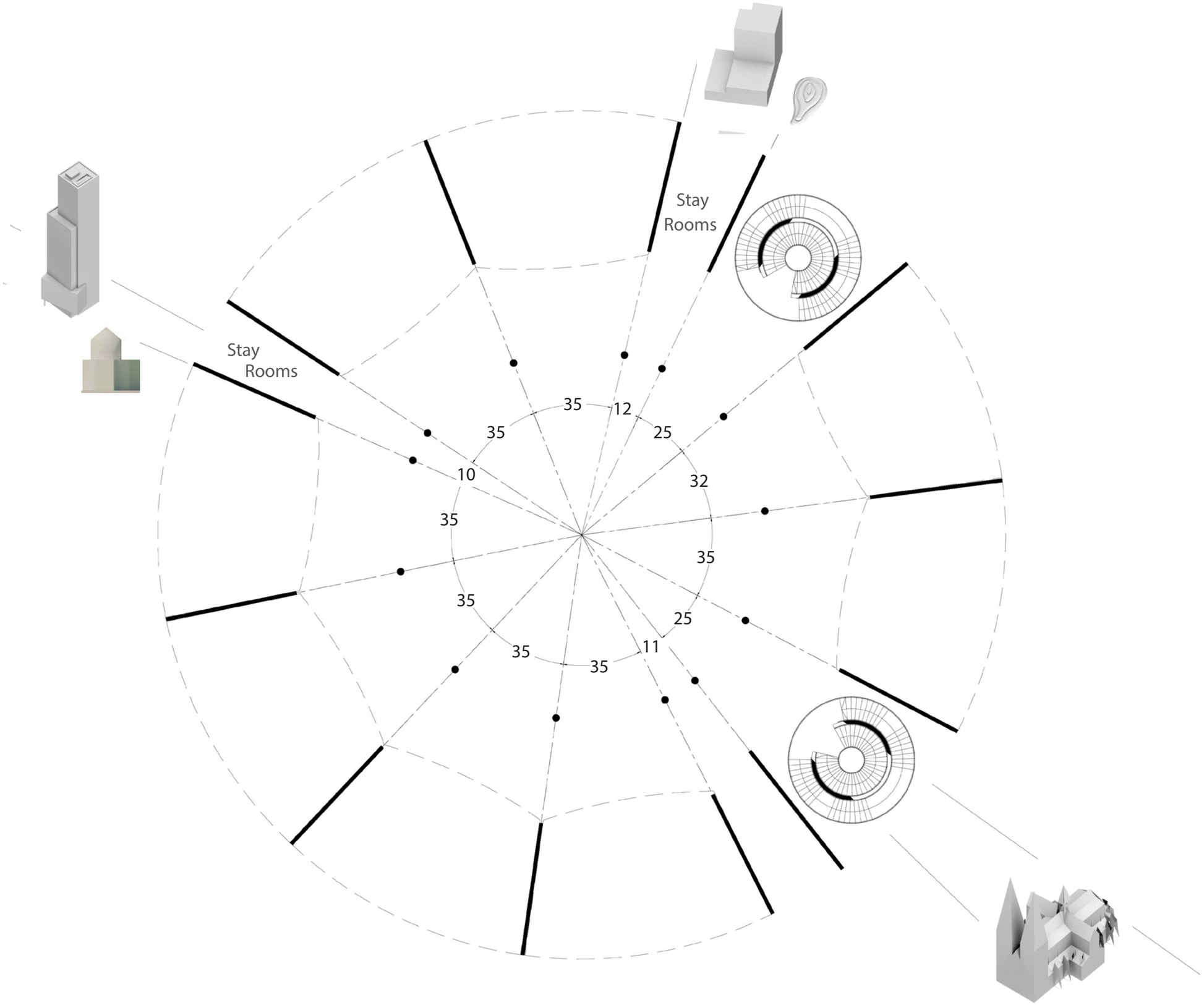






First Theme : Views

Site & City Landmarks



EW
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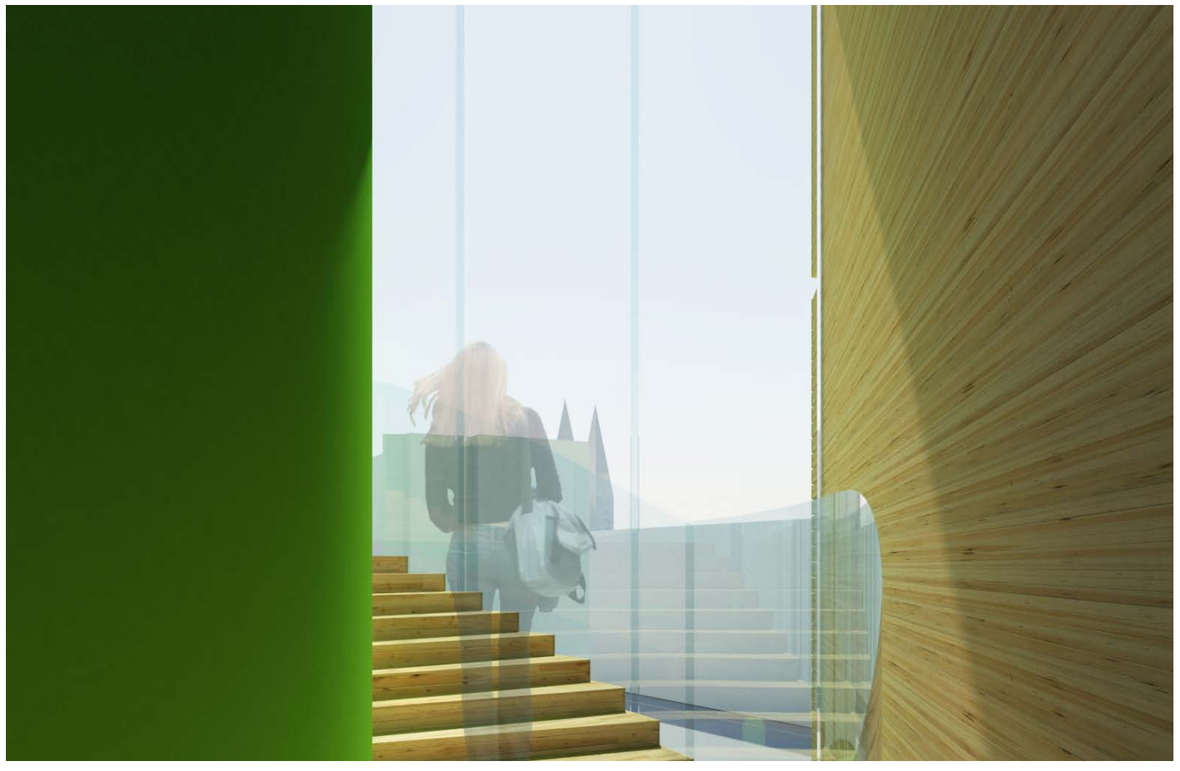
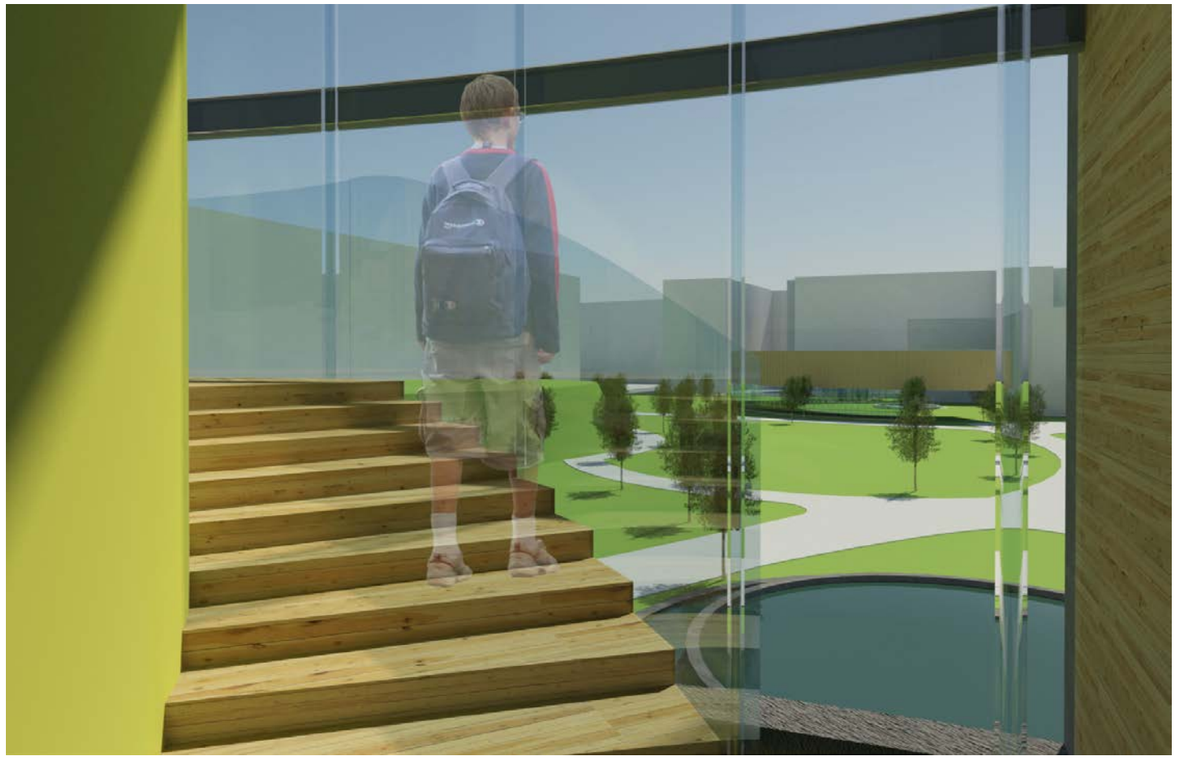
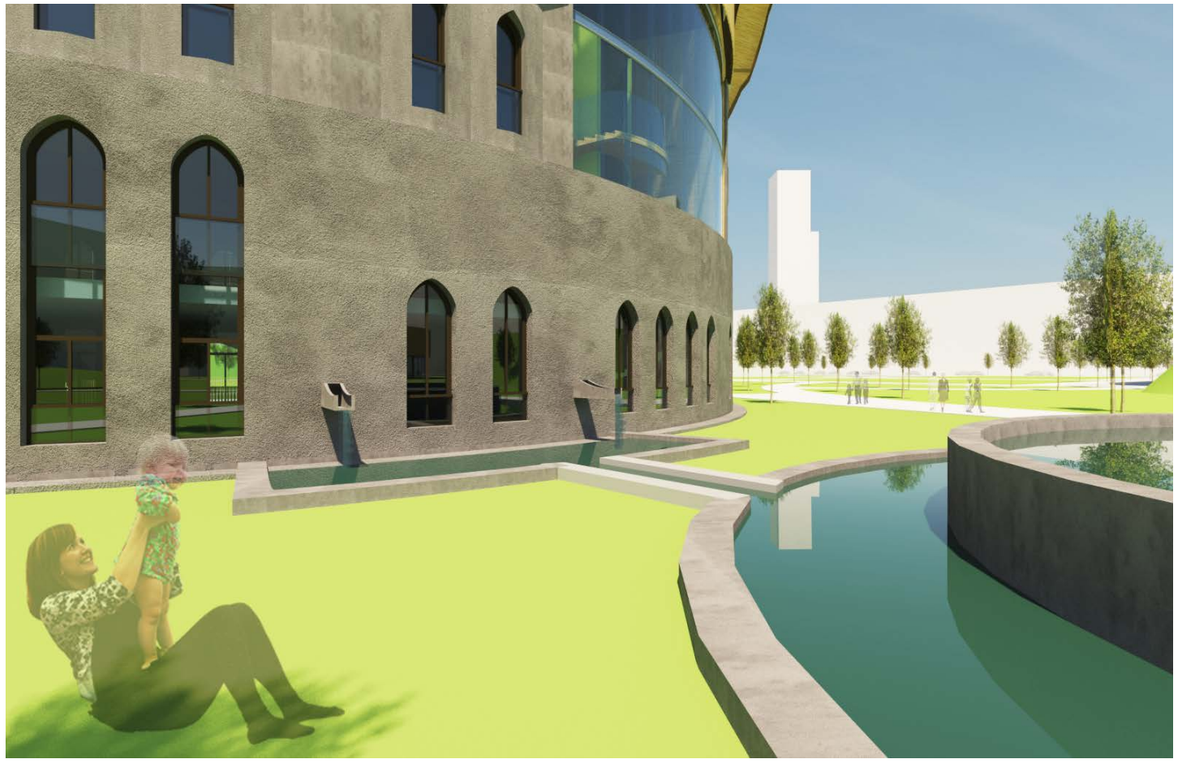
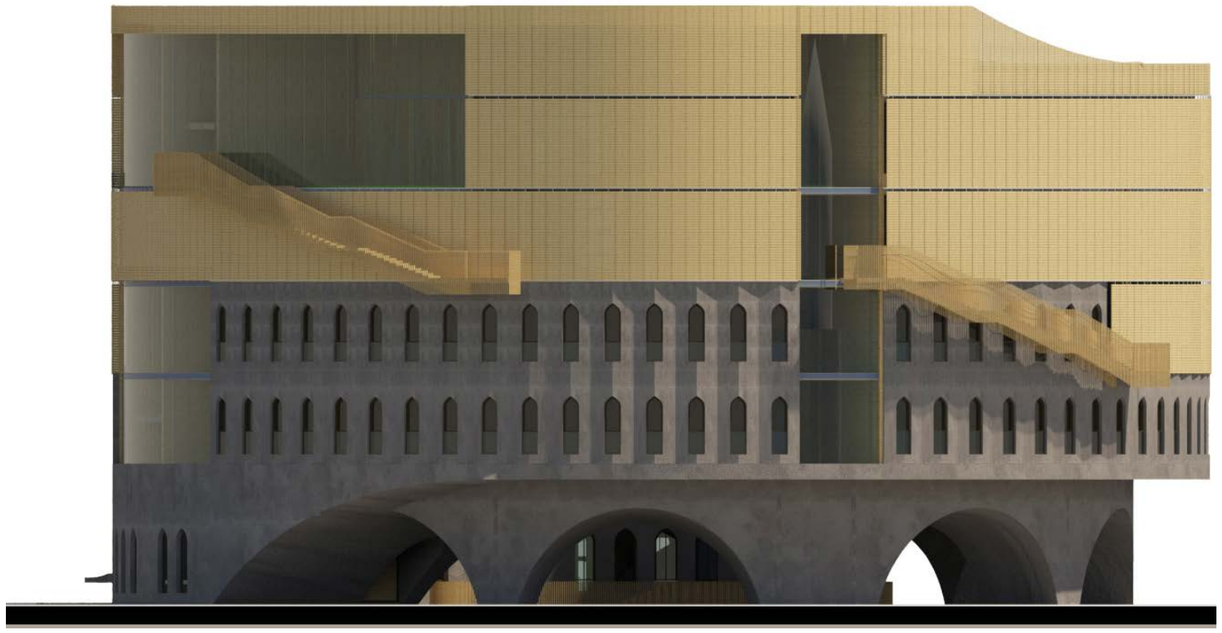
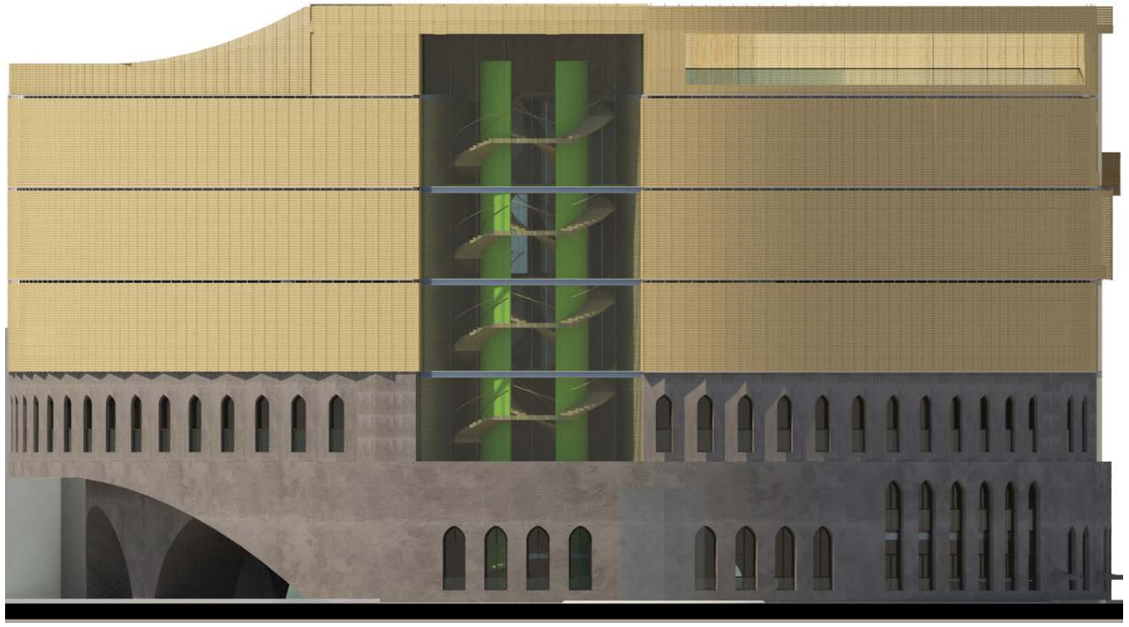


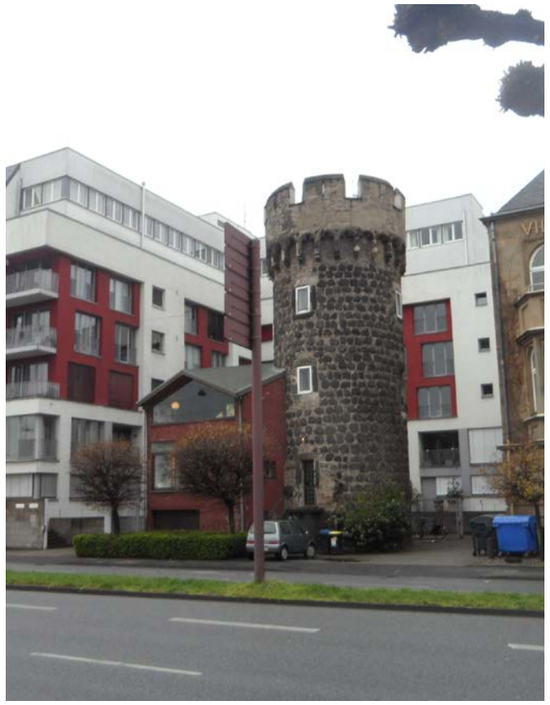


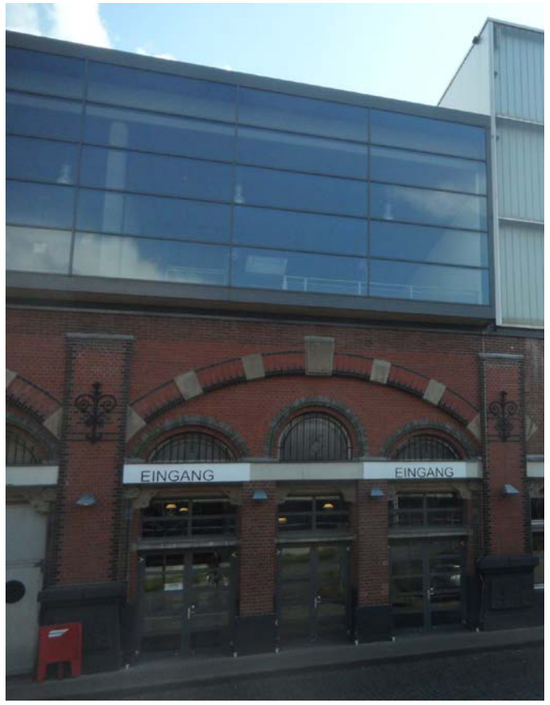


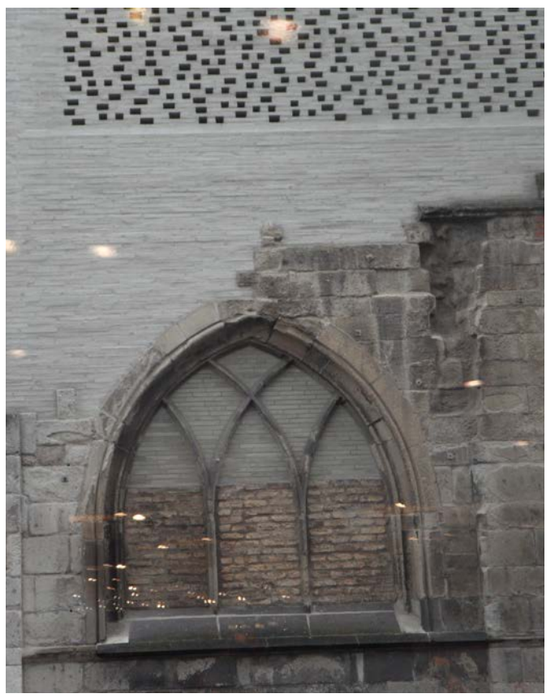




2nd Theme :The Interplay between the Old and the New

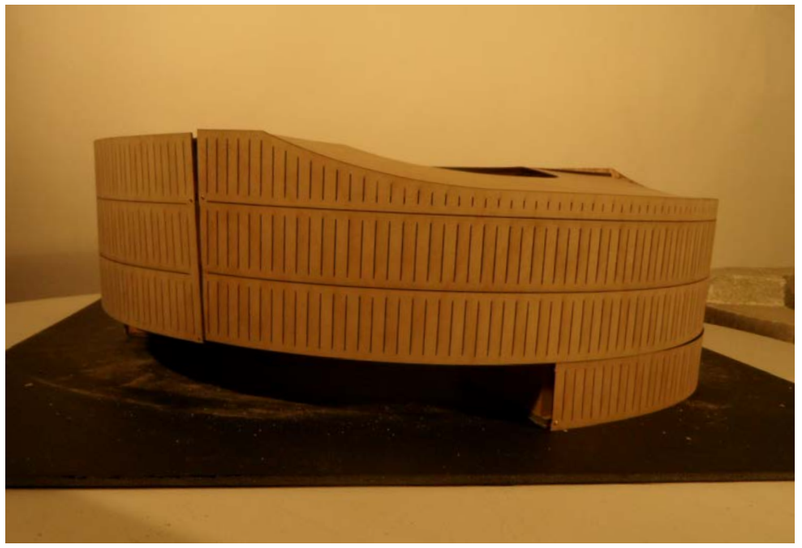






First Stage

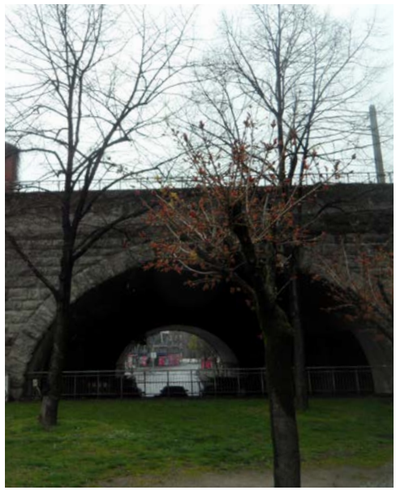
Second Stage



The Interlocking

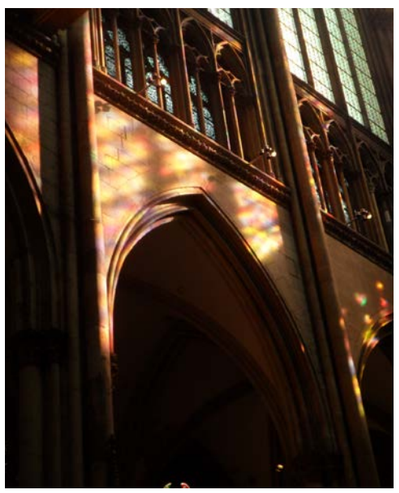
Architectonic language

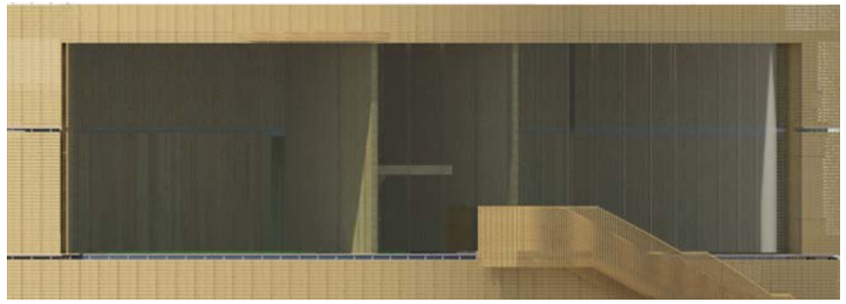
Passages

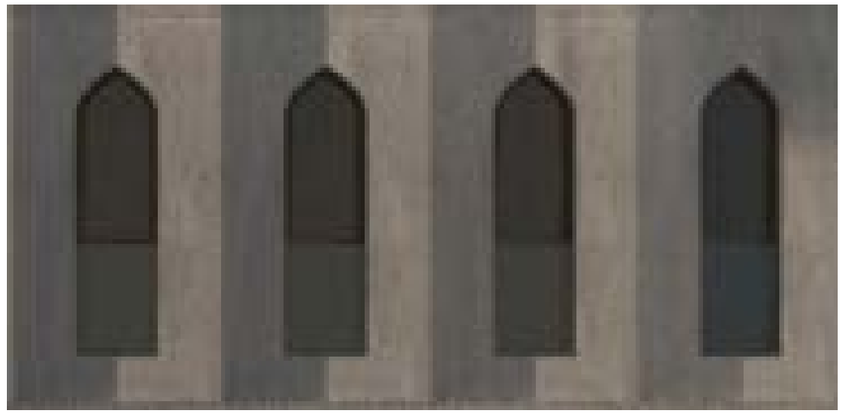


Entries

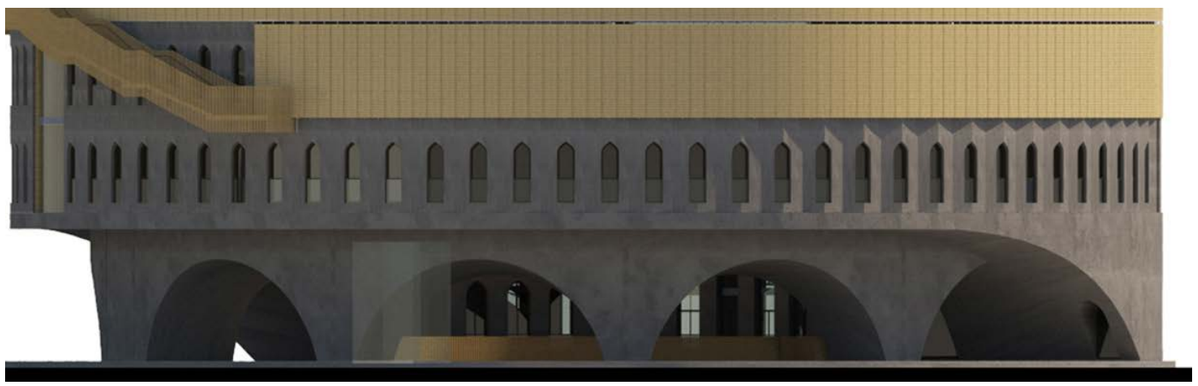
Openings

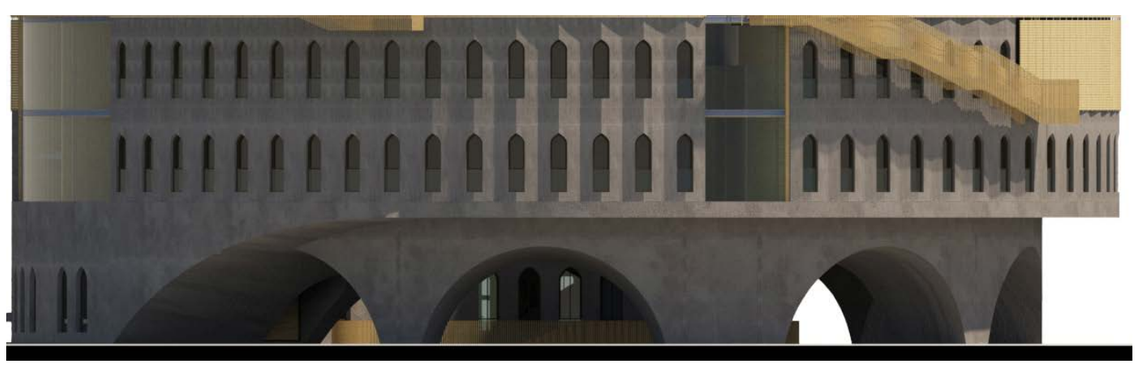


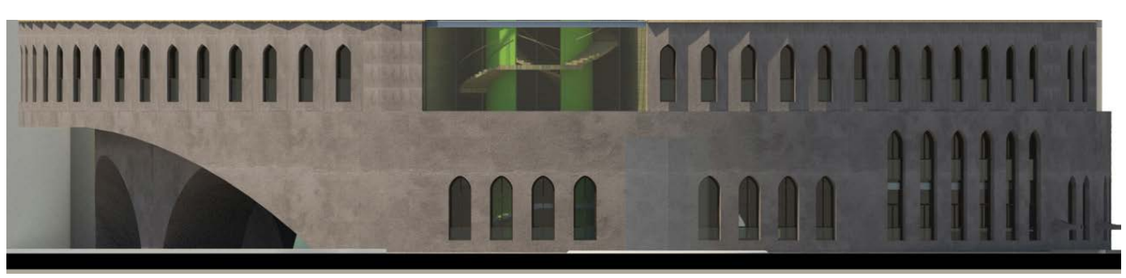




Castle like



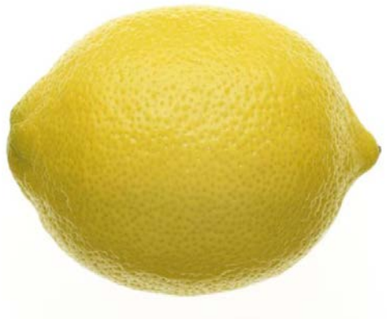




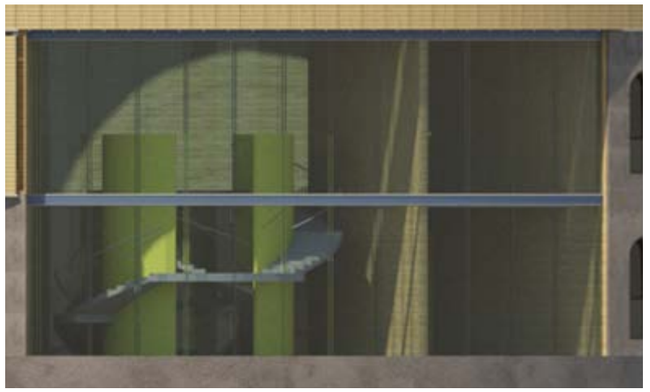
3rd Theme : Color & Orientation

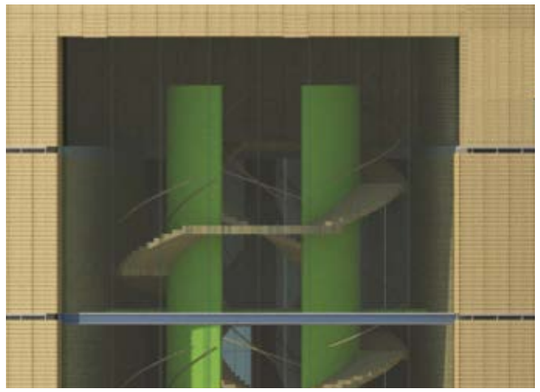
Nature

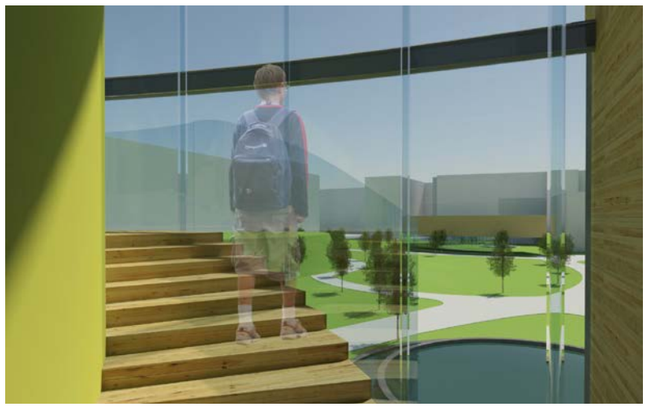
Elementary School

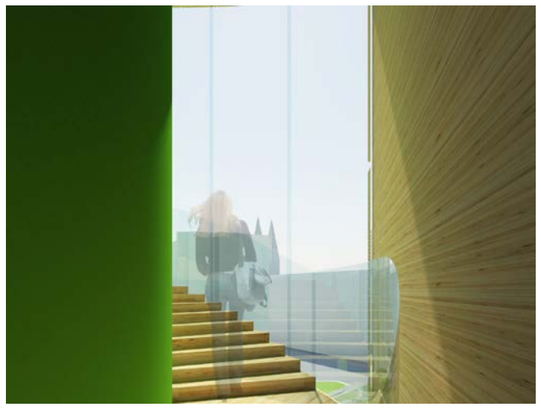


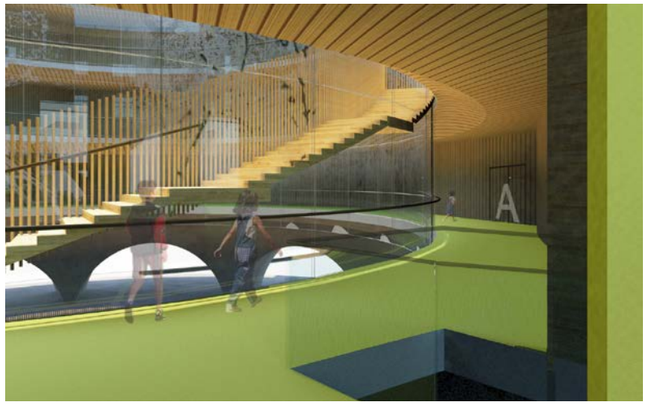
Secondary School

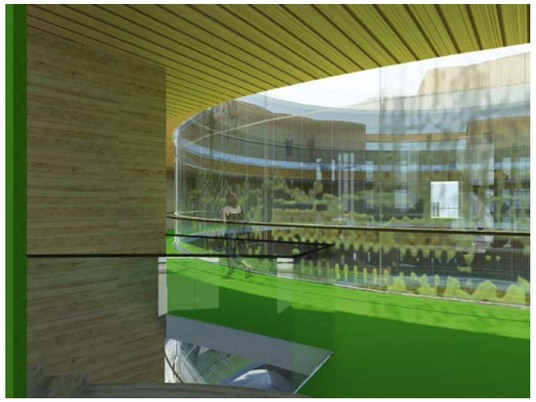


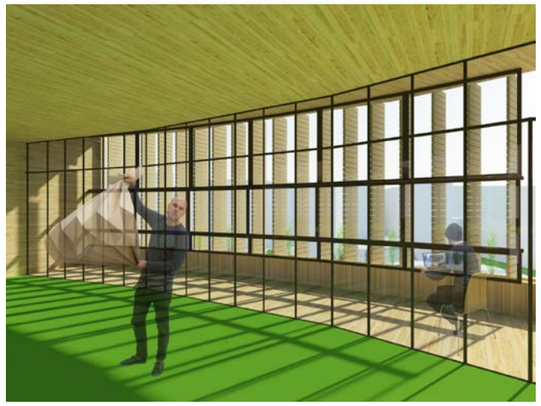




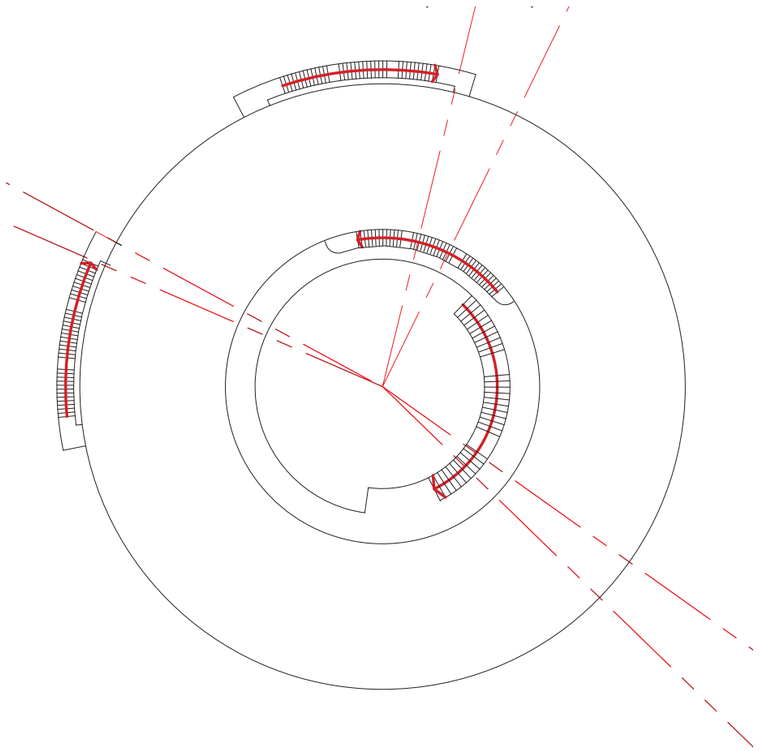


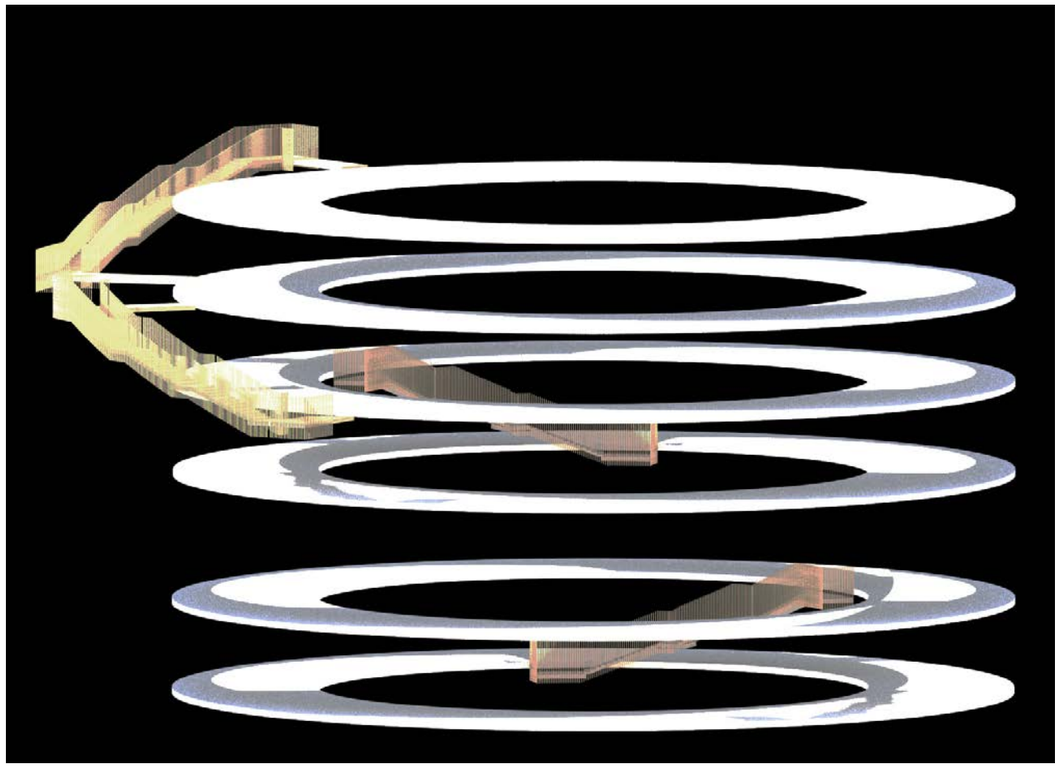






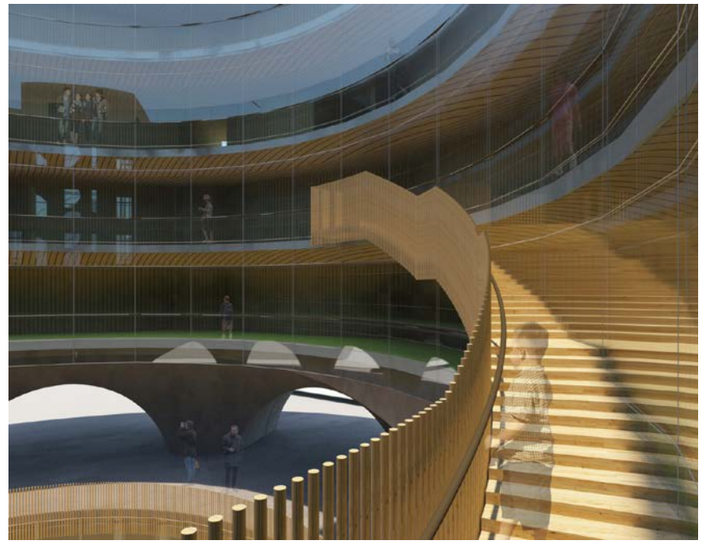
4th Theme : Exploration Route





Second Floor:

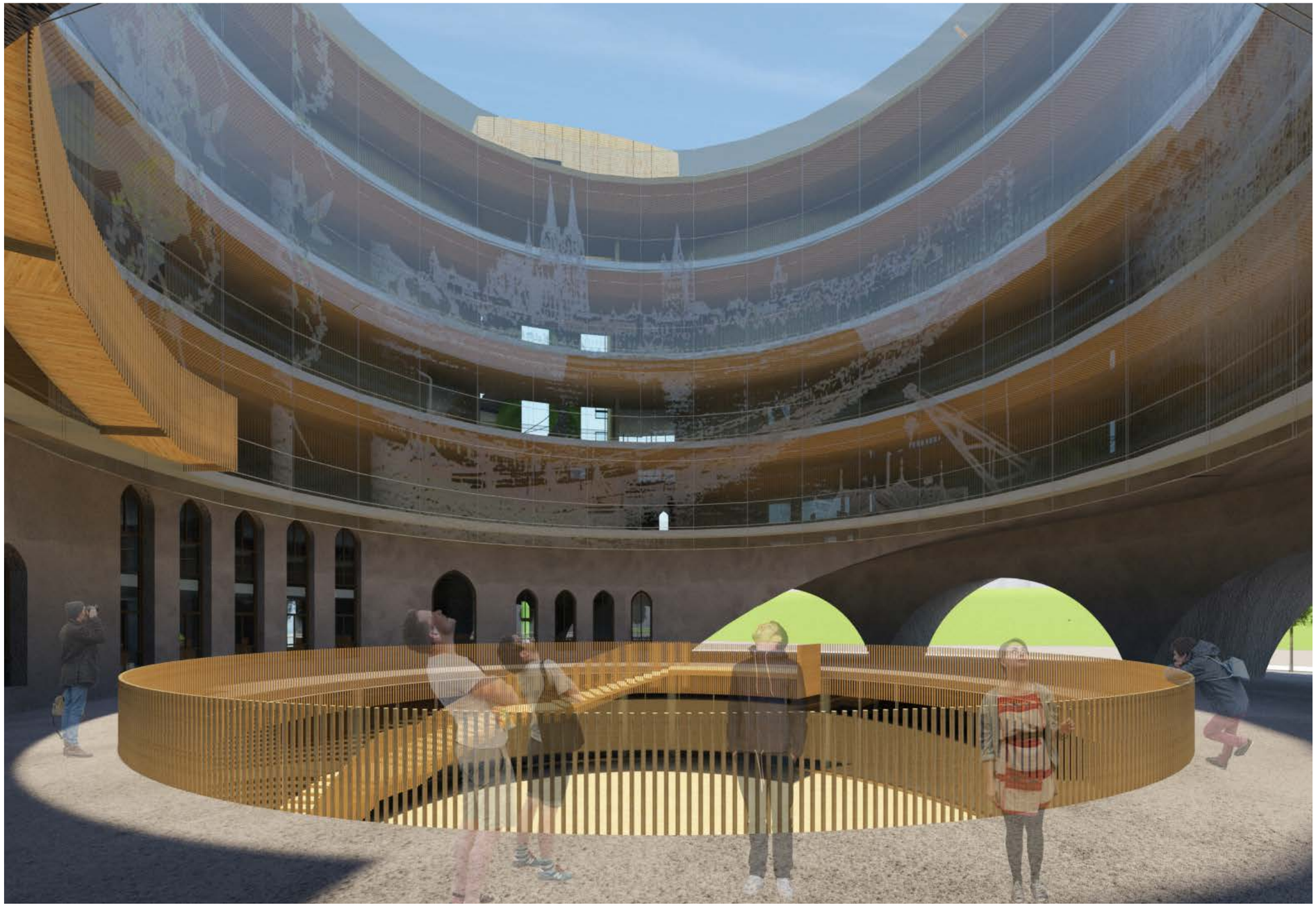
First Floor :



Ground Floor :

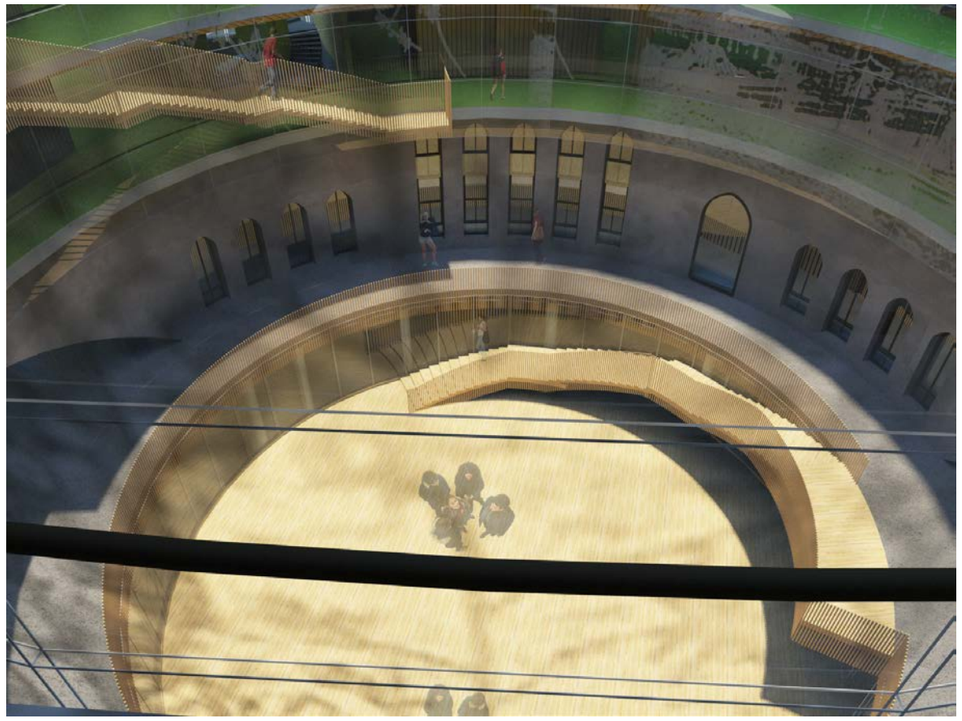
“And, in truth, if the ornaments used in architecture are beautiful in themselves, then the architecture will also be beautiful.” Giovanni Battista Piranesi

Inner Facade

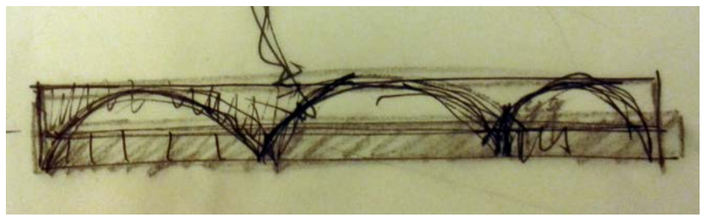


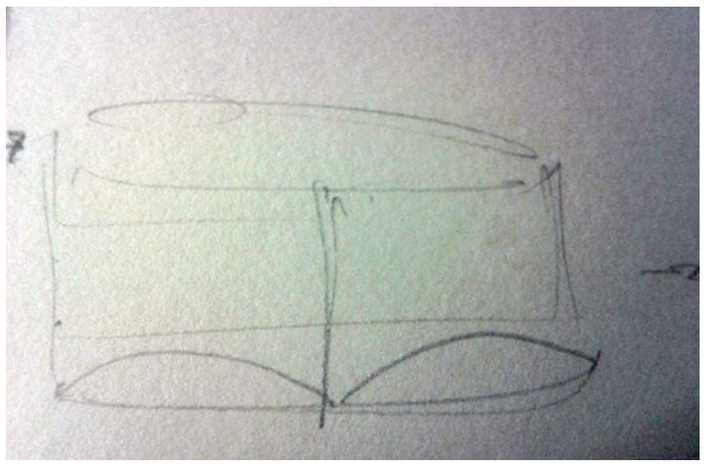
Main Square

From School

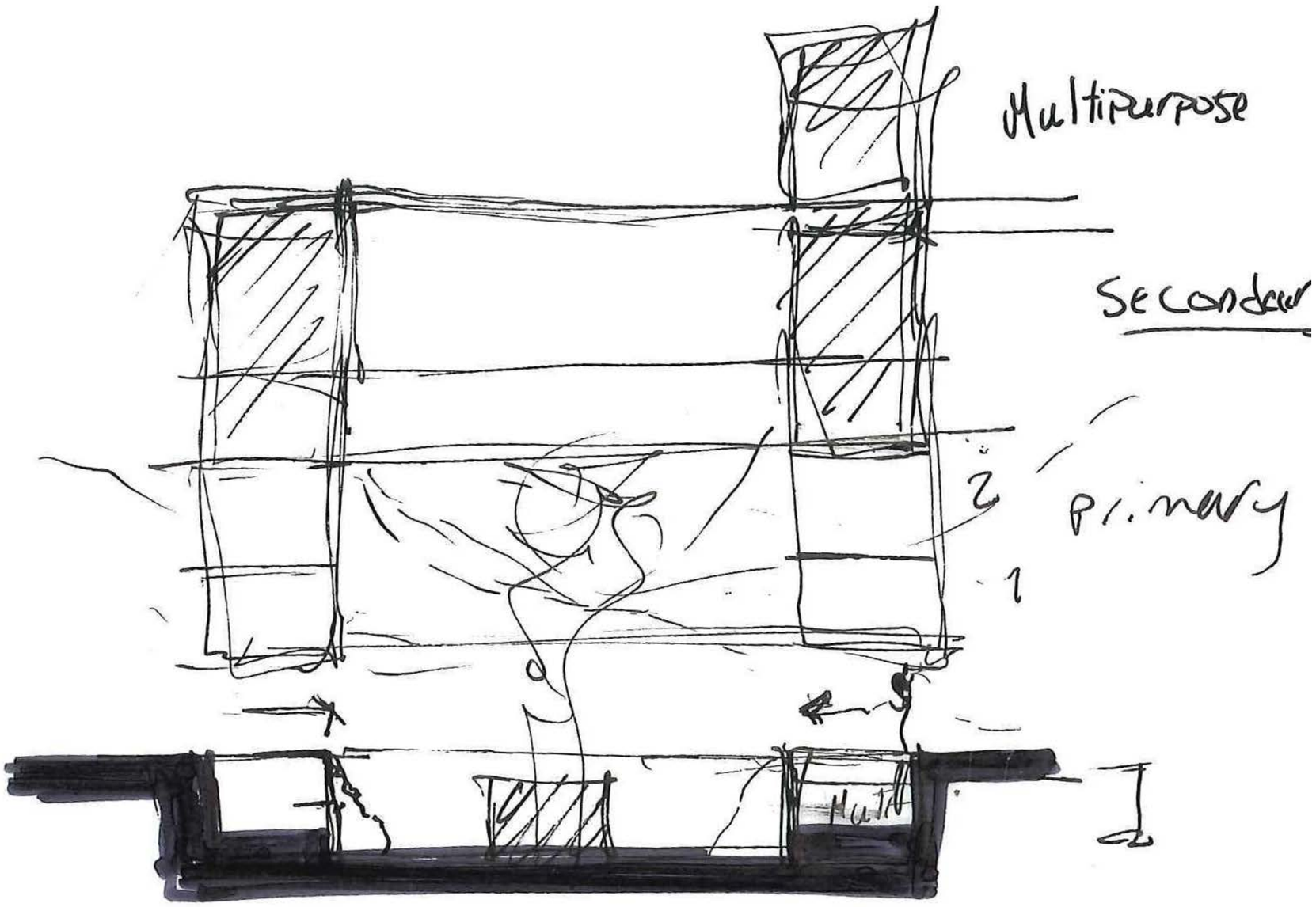


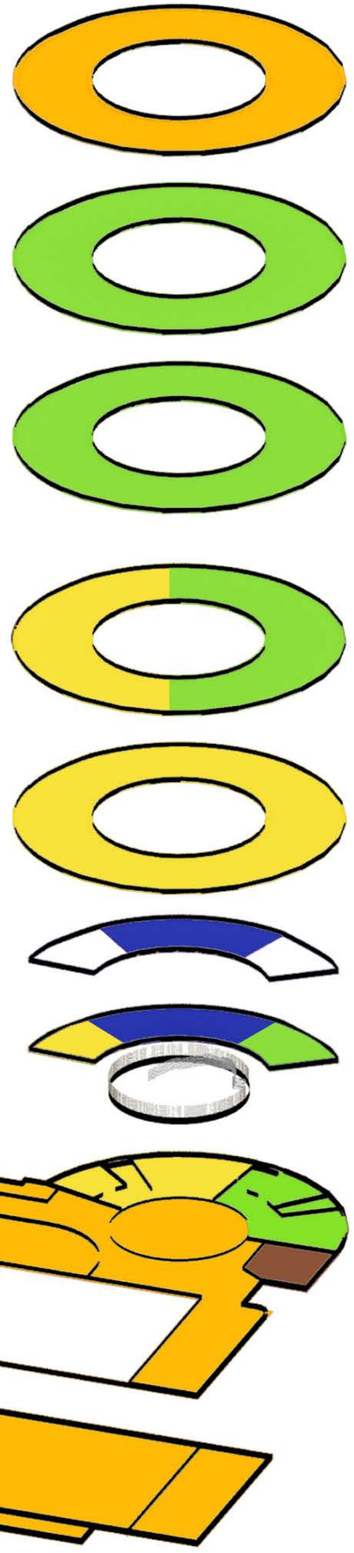
From Public Lobby





Program Stacking





Operated (School & Public)

Elementary School

Secondary School

Management

Inventory

Program

1. Elementary School

- Learning Room 93 M2
- Group Room 40 M2
- Learning Room 93 M2
- Learning Room 93 M2
- Learning Room 93 M2
- Group Room 40 M2
- Learning Room 93 M2
- Learning Room 93 M2
- Learning Room 93 M2
- Group Room 40 M2
- Learning Room 93 M2

904 M2

- Multi-Purpose "Arts" 72 M2
- 16 M2
- 8 M2
- Multi-Purpose 72 M2
- Kids Kitchen 24 M2

192 M2

- Teachers Area
  - 24 M2
  - 24 M2
  - 12 M2
- Teaching Collection 35 M2
- Meeting 30 M2
- School Management 70 M2
- Medical Room 15 M2
- School Social Work 15 M2

225 M2

2. Secondary School

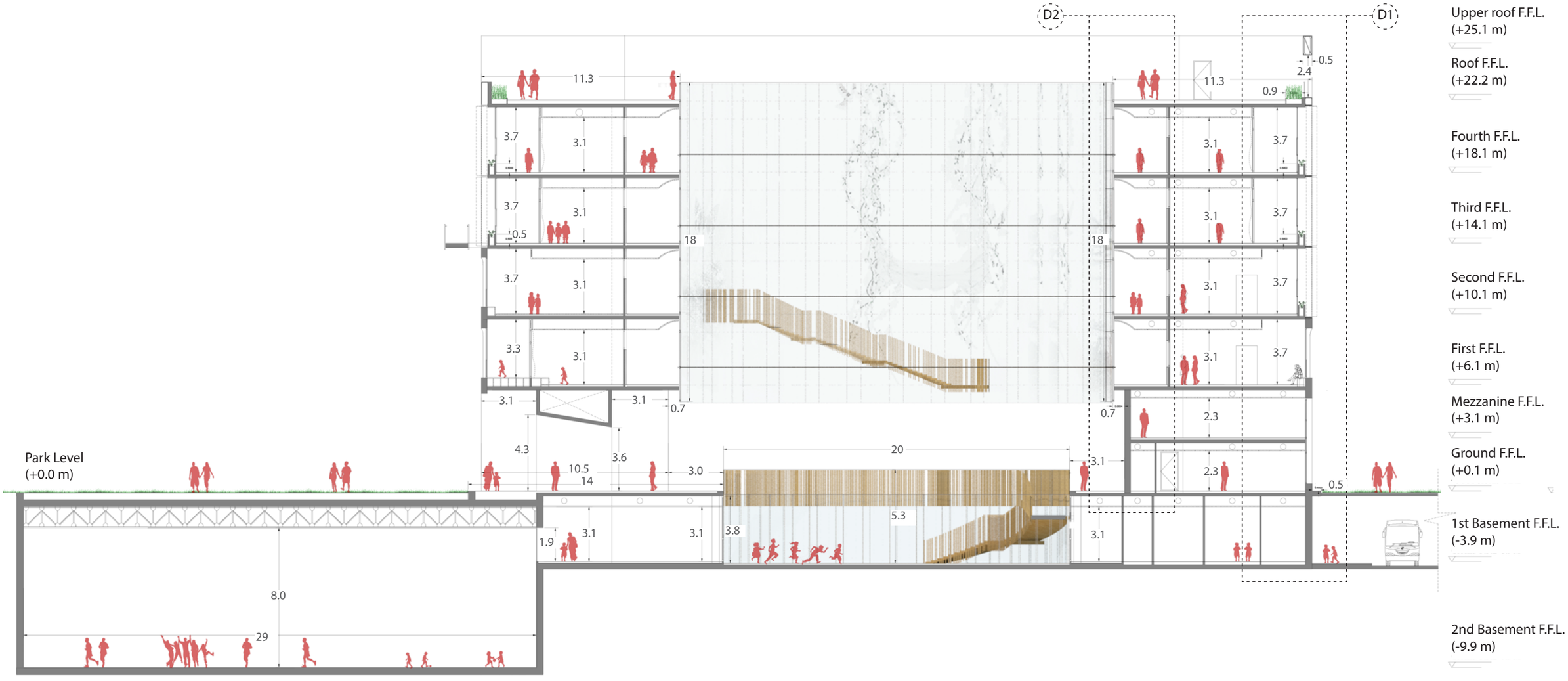
- General Classroom 60 M2 (x10)
- Development Area 44 M2 (x5)
- Student Representative 24 M2
- Group Room 23 M2 (x10)

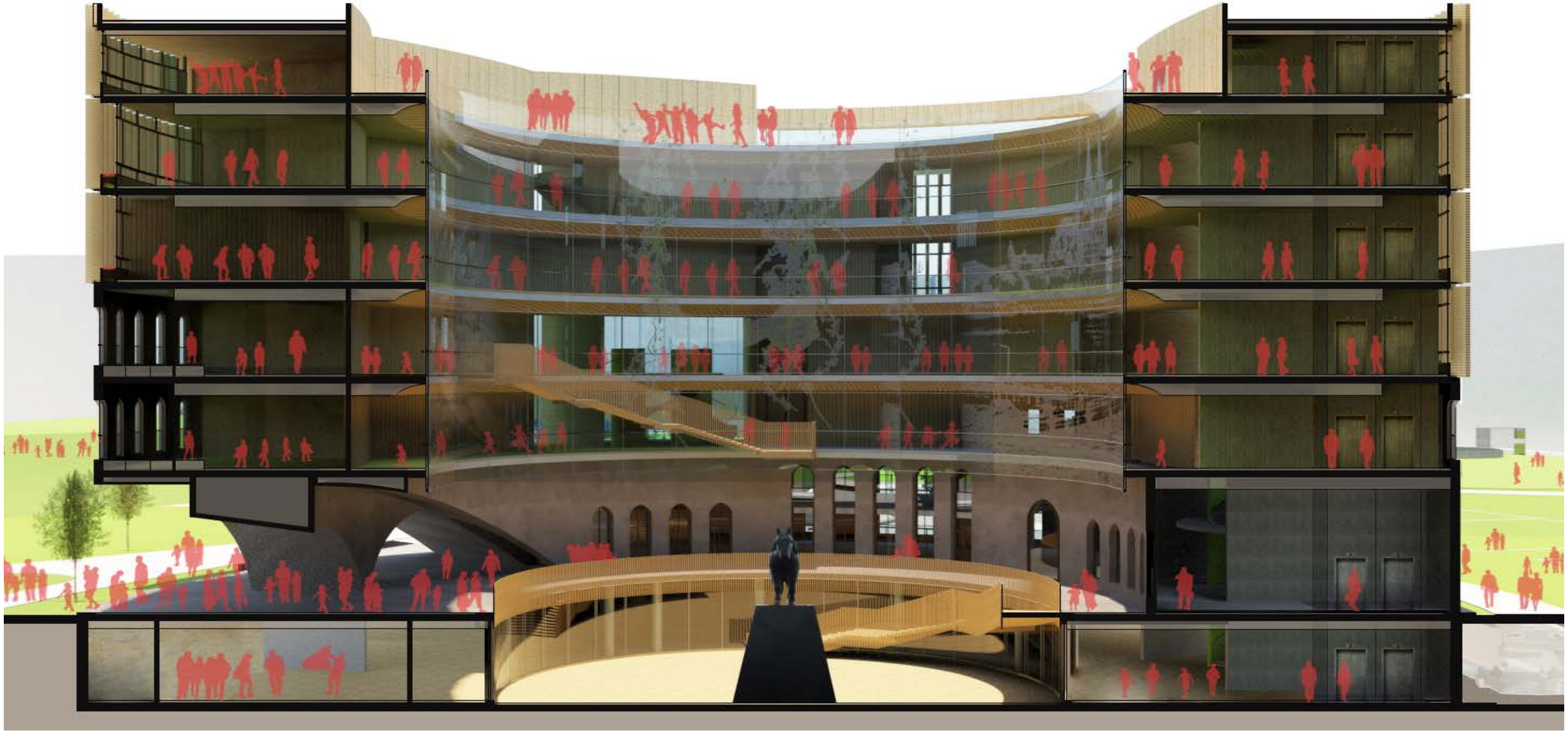
1350 M2

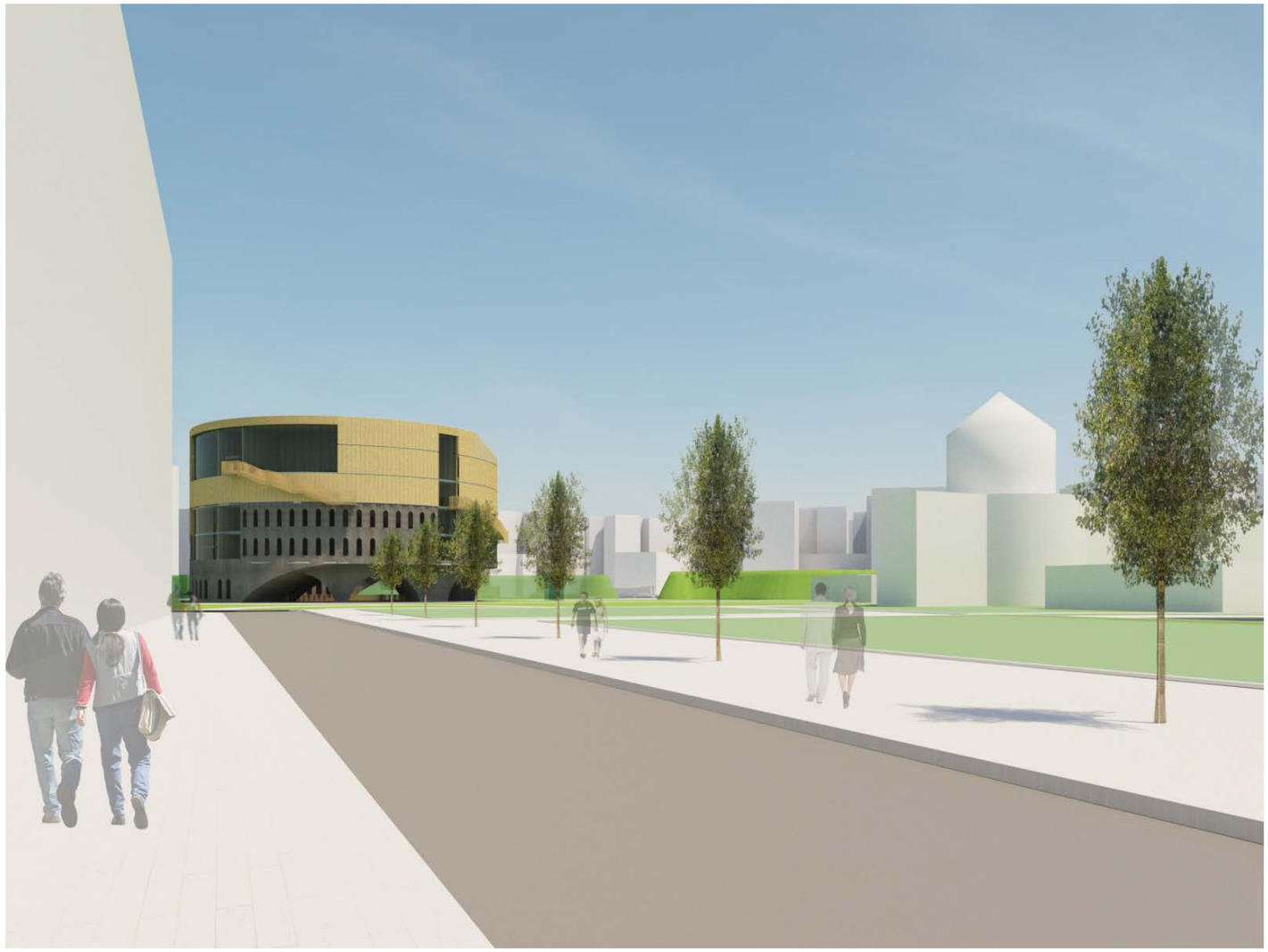
Additionally :

1.Workshop/Cooking
2.Theatre
3. Sports hall
4 Indoor Gym

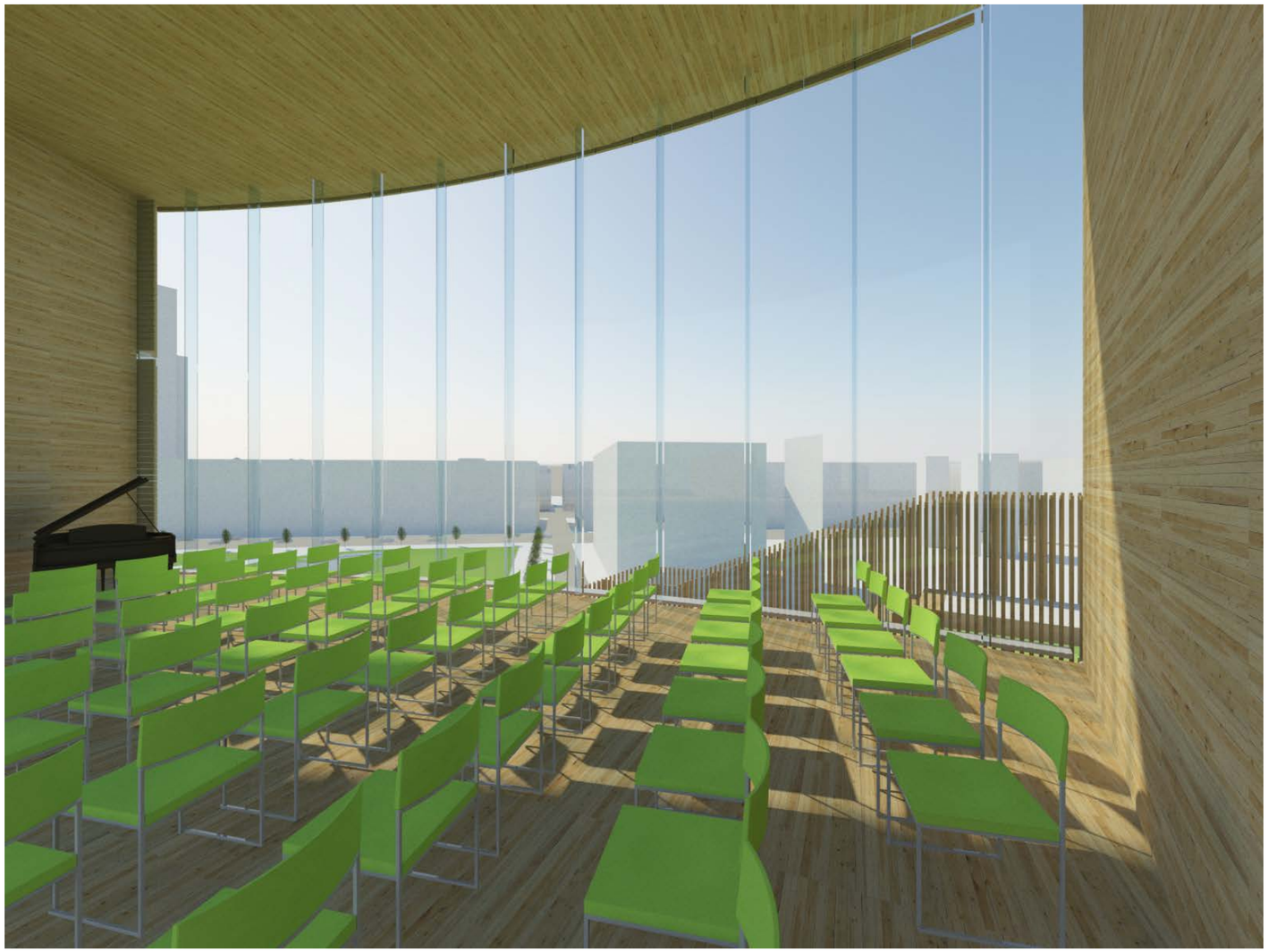
Section A-A


D2
D1
11.3
3.7
3.1
0.5
18
3.3
0.7
4.3
10.5
14
3.6
3.0
20
5.3
3.8
1.9
8.0
29
2.4
0.9
2.3
Park Level
(+0.0 m)
Upper roof F.F.L.
(+25.1 m)
Roof F.F.L.
(+22.2 m)
Fourth F.F.L.
(+18.1 m)
Third F.F.L.
(+14.1 m)
Second F.F.L.
(+10.1 m)
First F.F.L.
(+6.1 m)
Mezzanine F.F.L.
(+3.1 m)
Ground F.F.L.
(+0.1 m)
1st Basement F.F.L.
(-3.9 m)
2nd Basement F.F.L.
(-9.9 m)



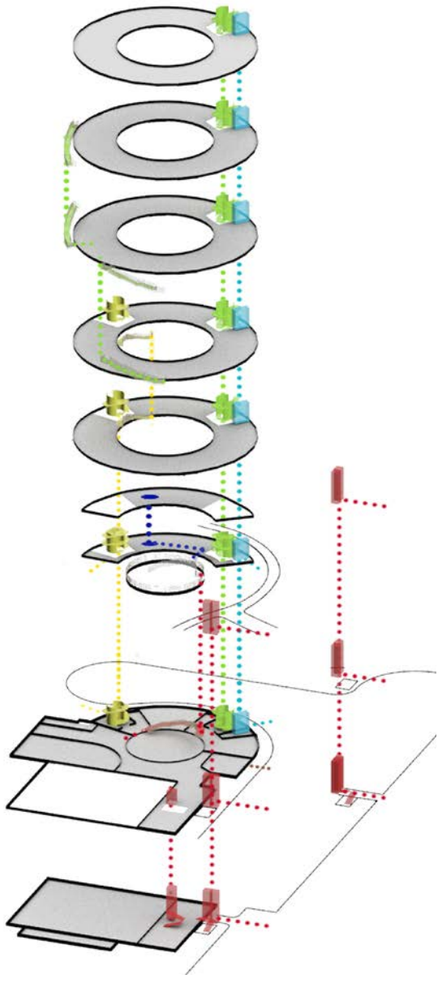


BULLS
1

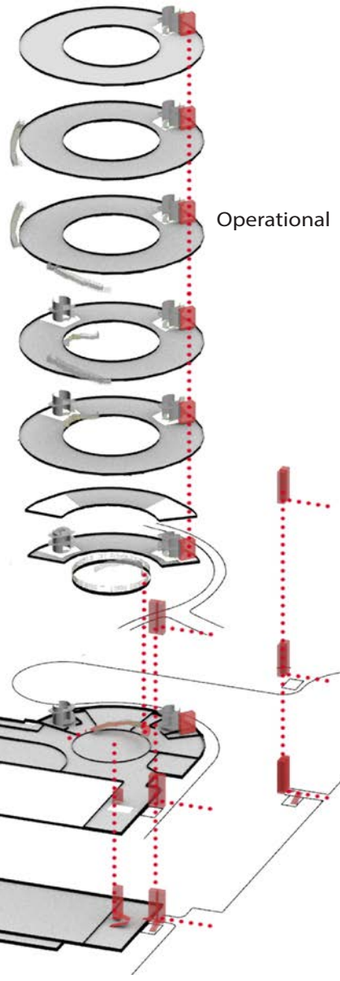


SCHOOL CIRCULATION SCENARIOS

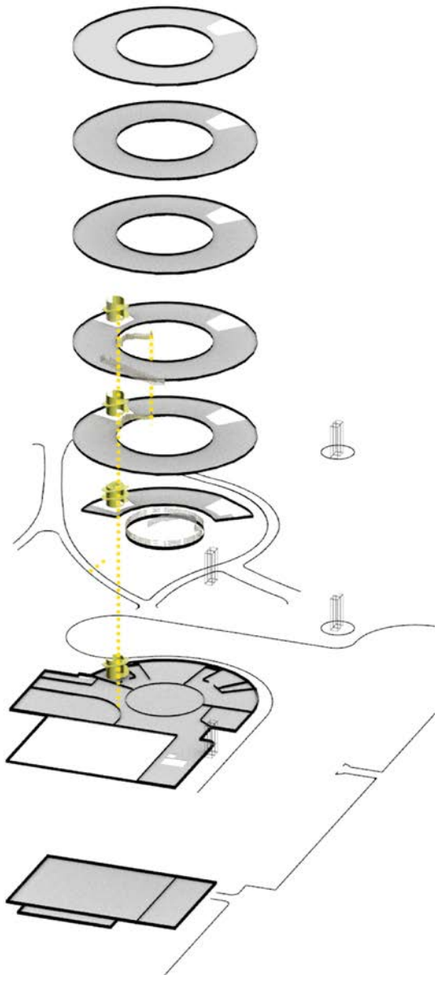
Overall Scheme



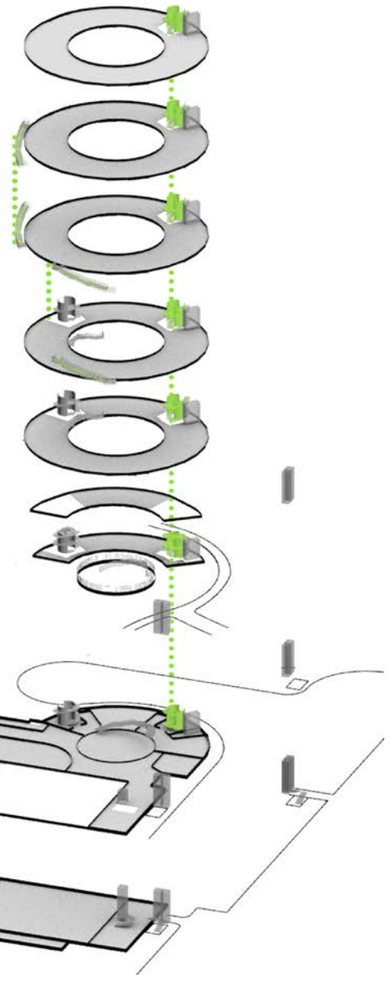
Public Scheme



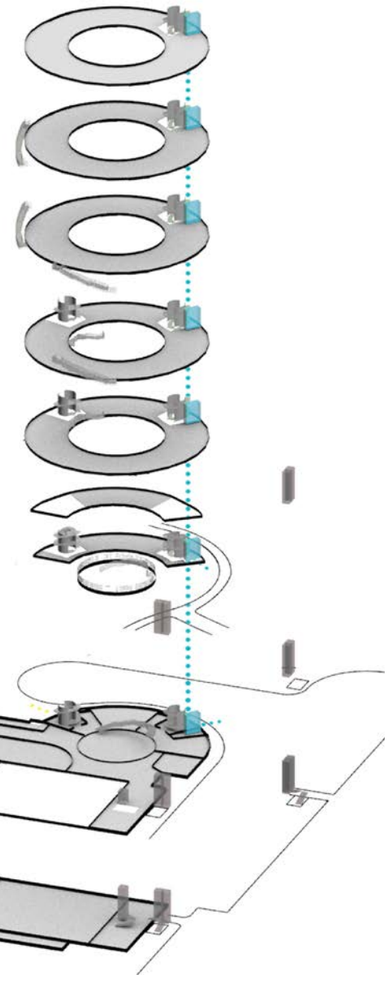
Elementary School Scheme



Secondary School Scheme

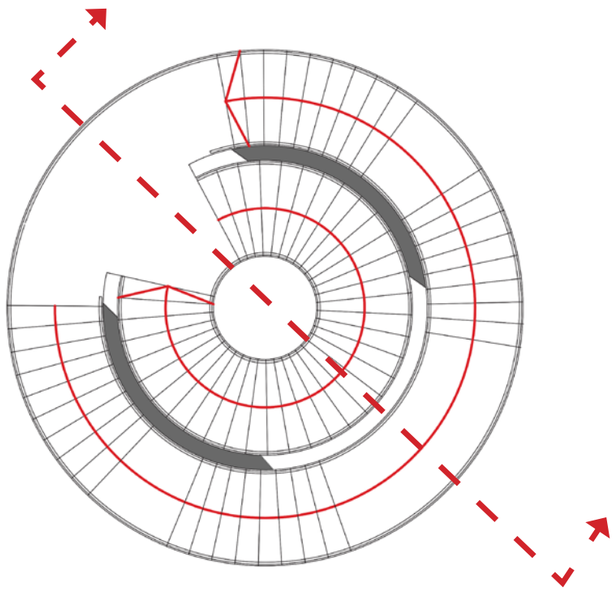


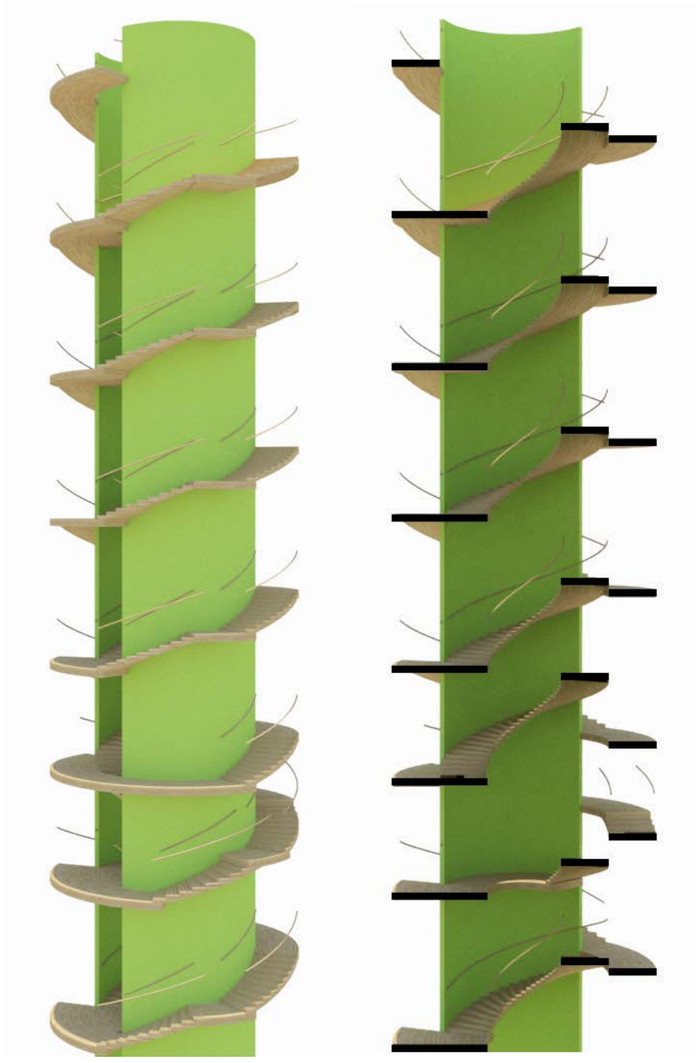
Teachers Scheme

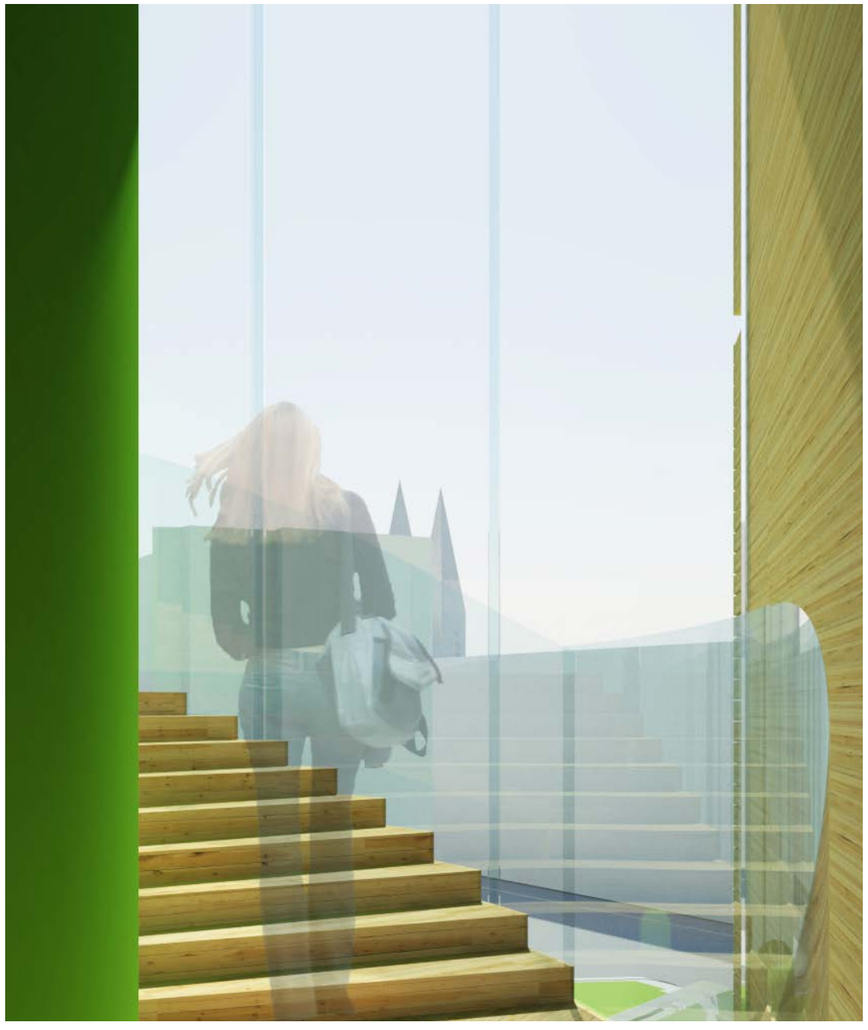


ELEMENTS OF DESIGN

1. Main staircase

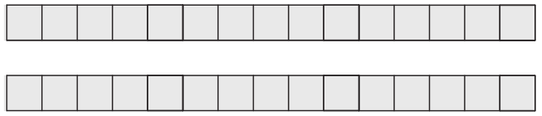




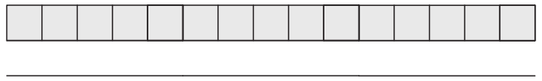


2. Corridor

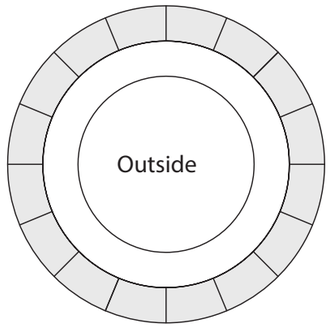
Linear Double Loaded Corridors

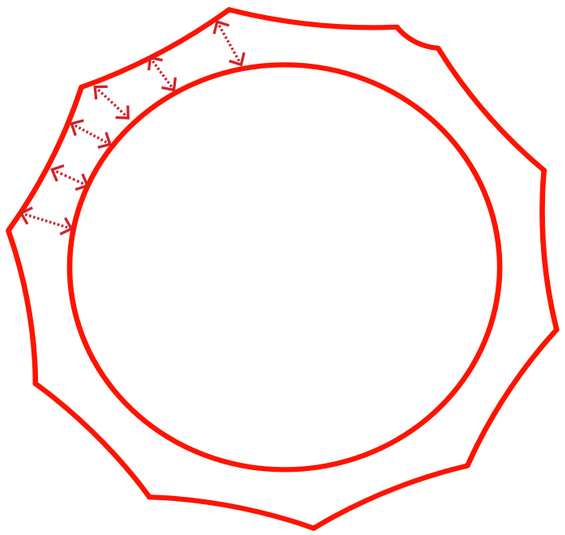


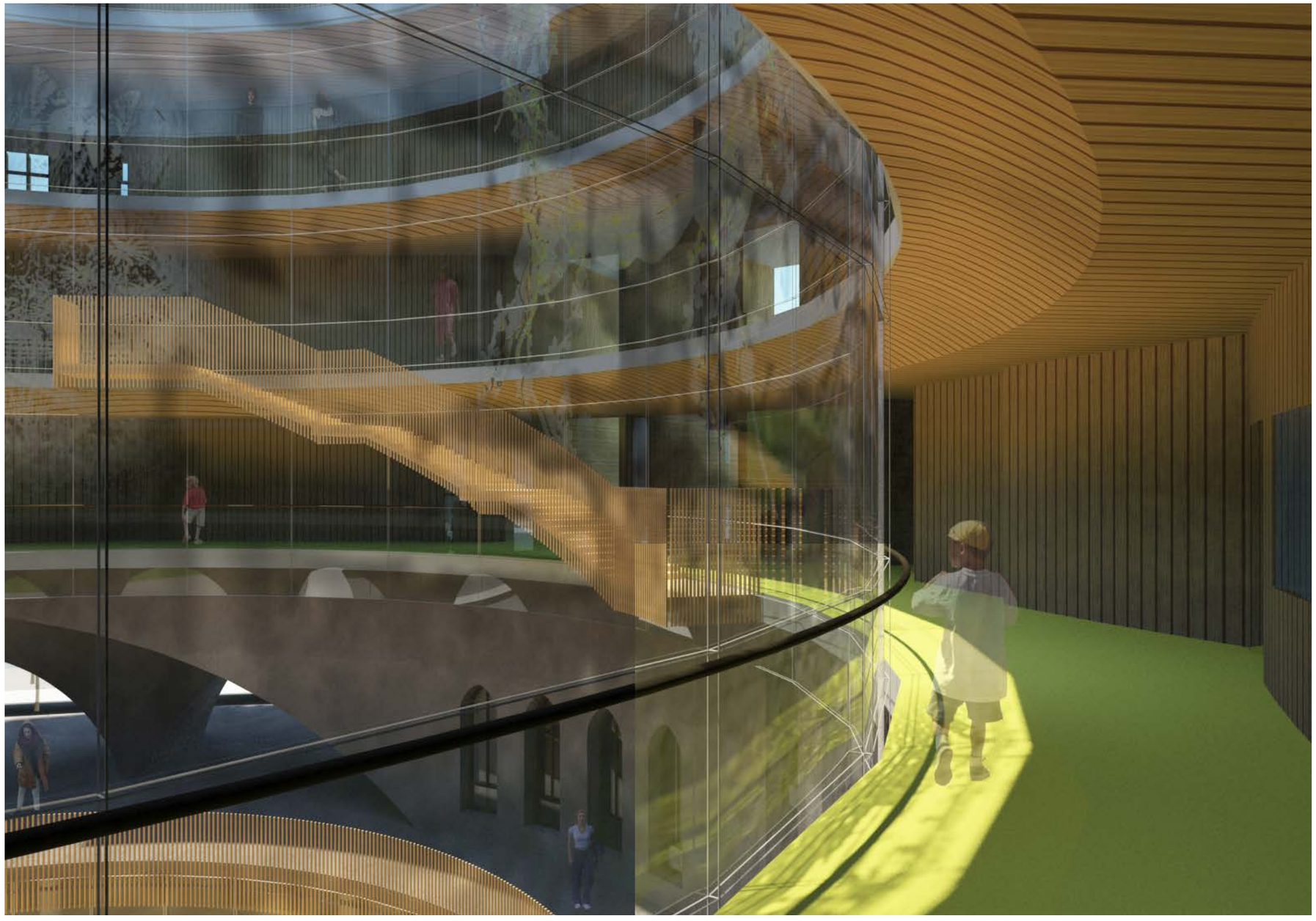
Linear Single Loaded Corridors



Circular Single Loaded Corridors



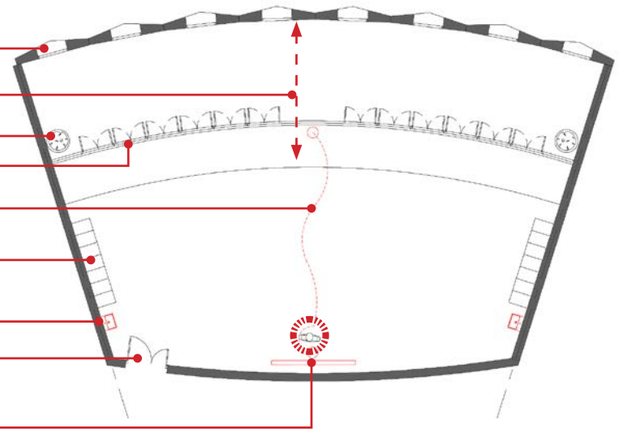


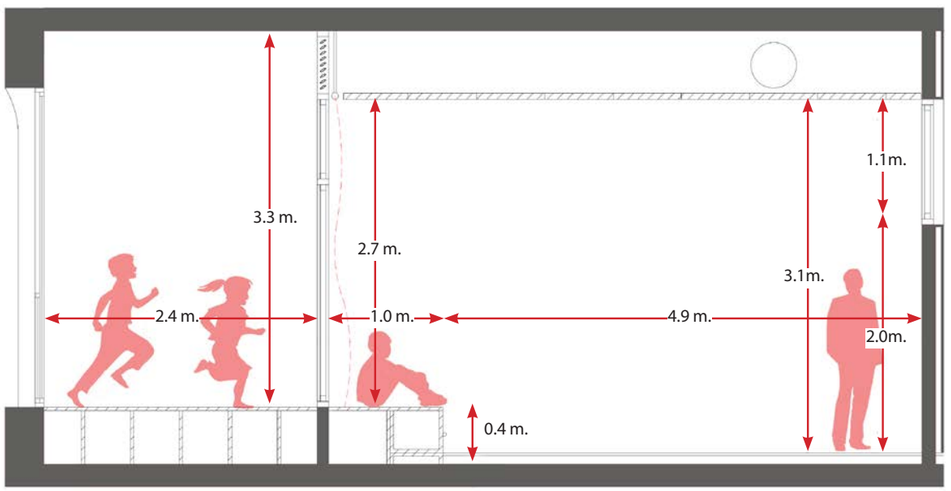


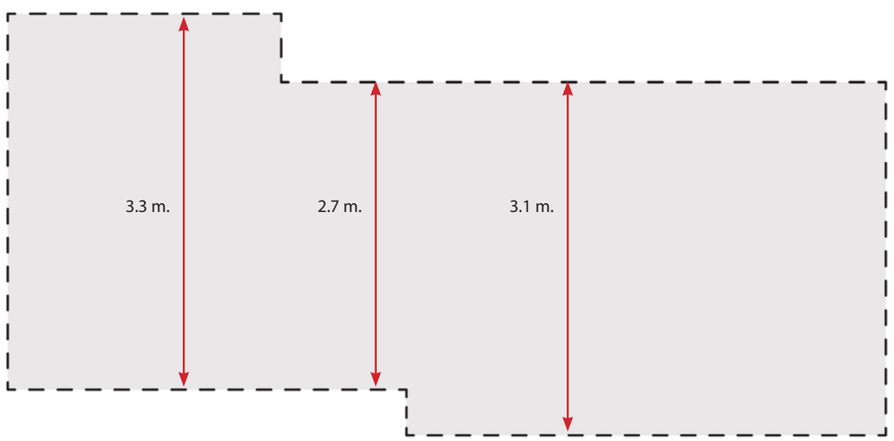
CLASSROOM COMPARISON

Elementary Classroom

1. Window scale & Manifestation
2. Elevated base
3. Planter
4. Scaled doors
5. Curtain Partition
6. Storage
7. Sink
8. Scaled Double Door
9. Movable White Board

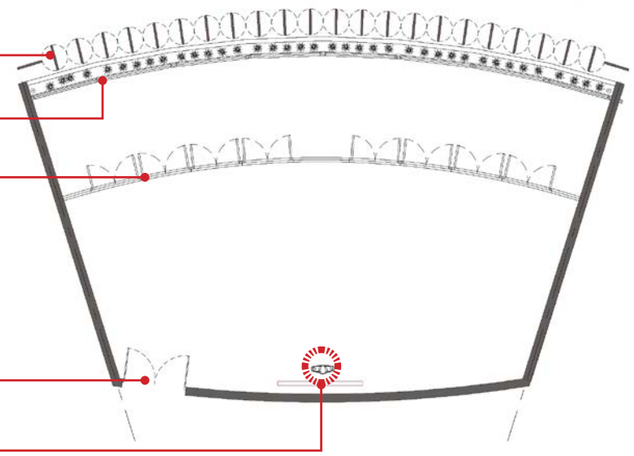


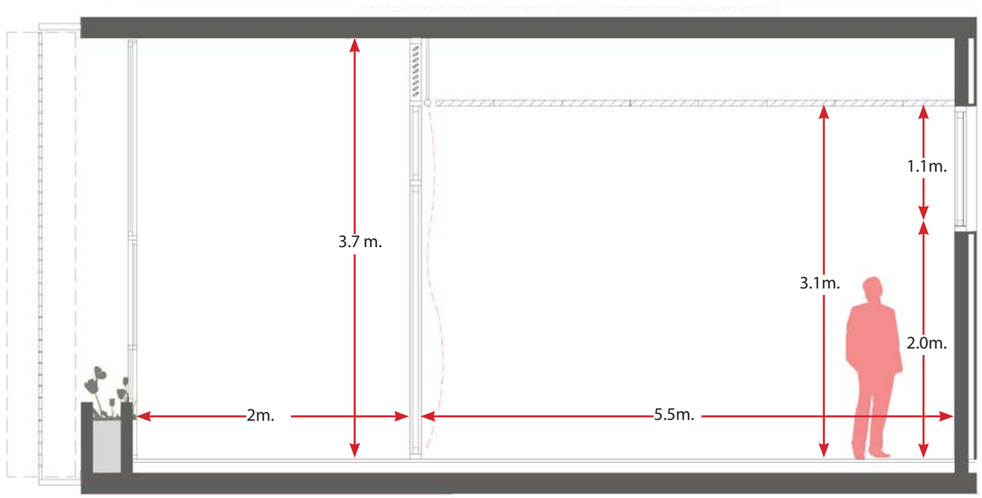


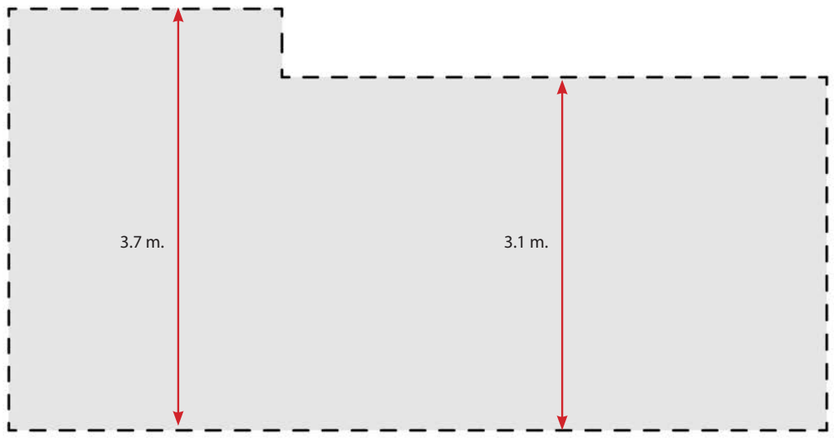


Secondary Classroom

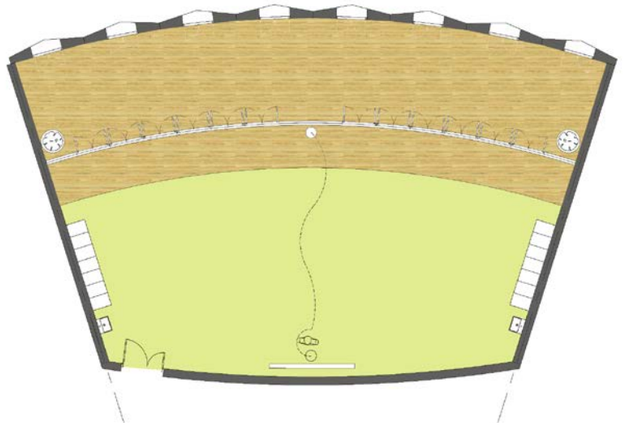
1. Automated Louvers
2. Full breadth Panels
3. Double Door 1.2m
4. Double Door 1.5 m.
5. Centered White Panel

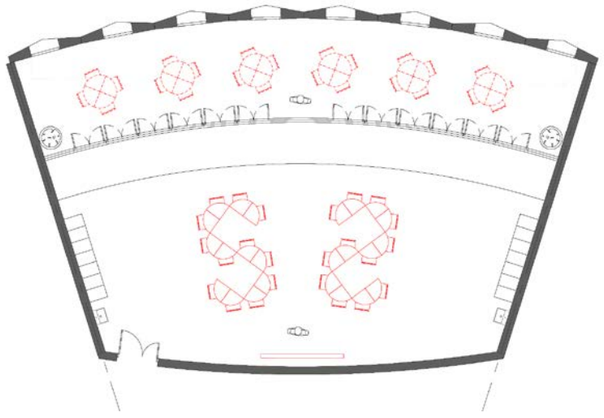


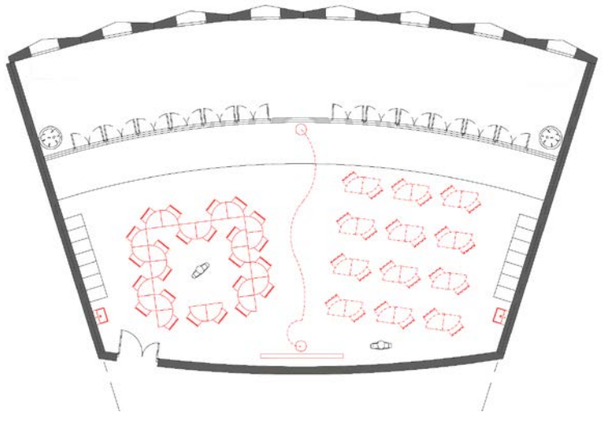


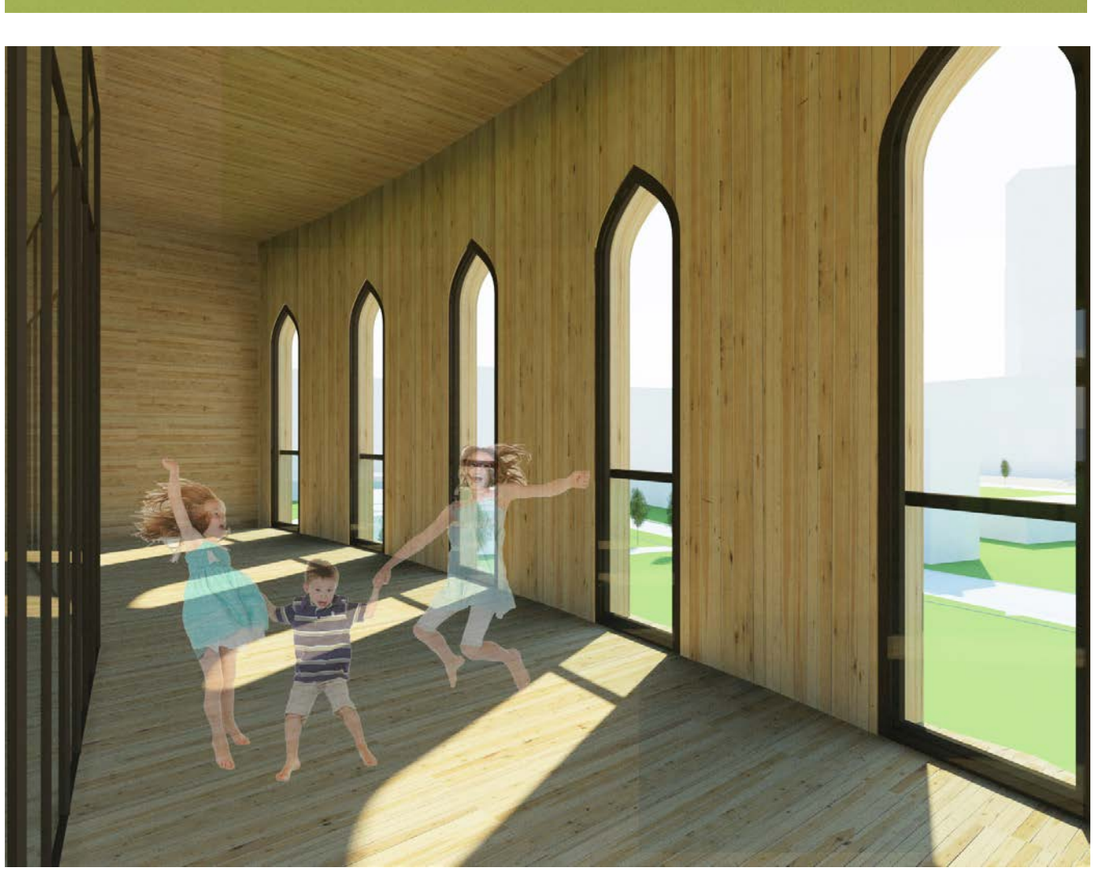


Elementary Classroom

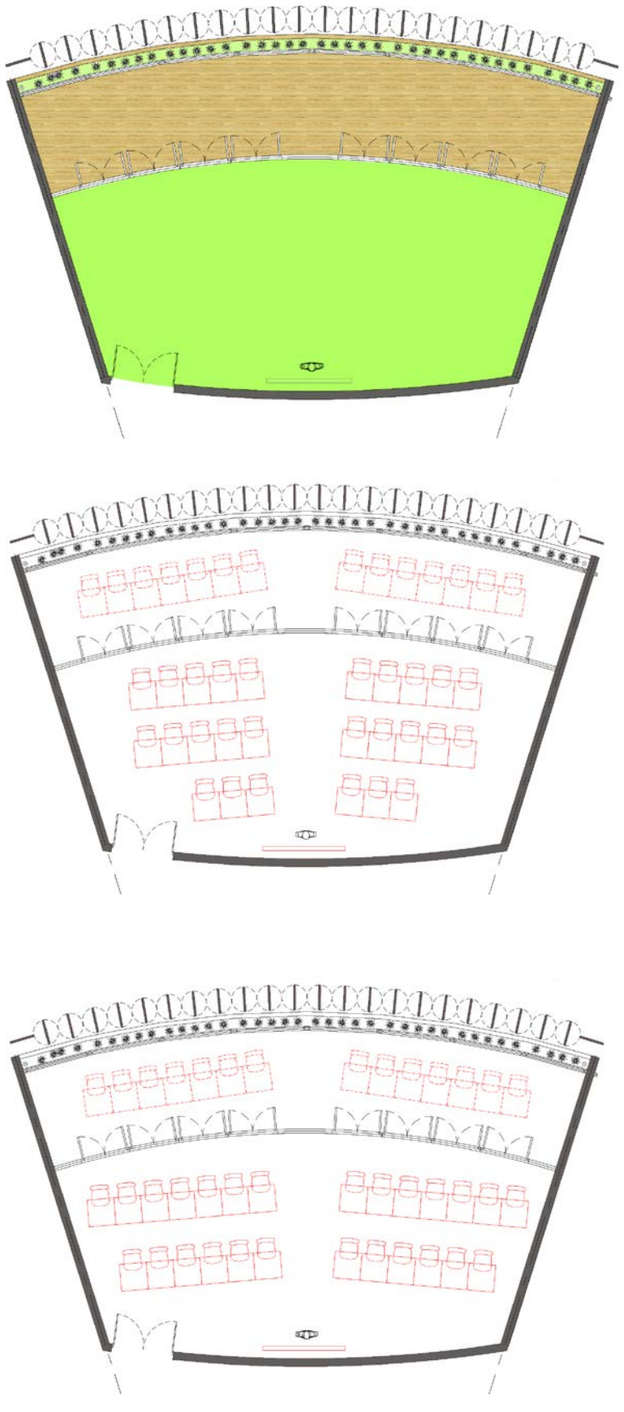


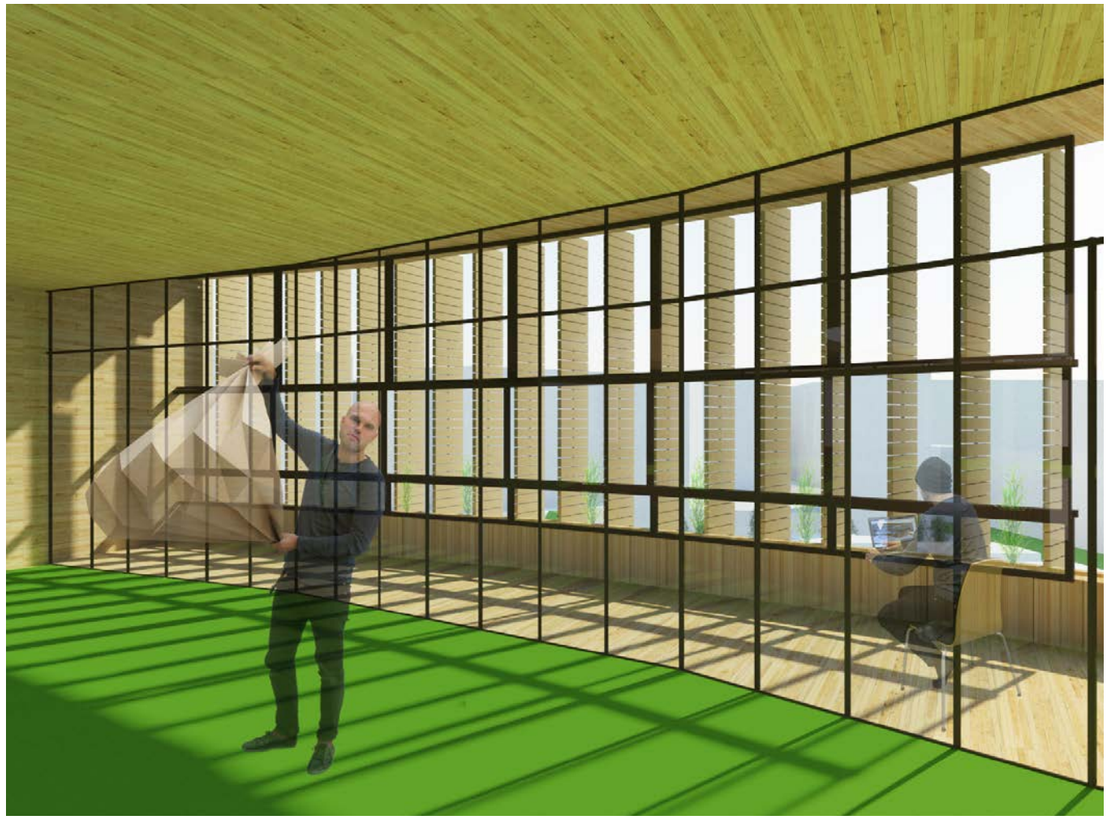


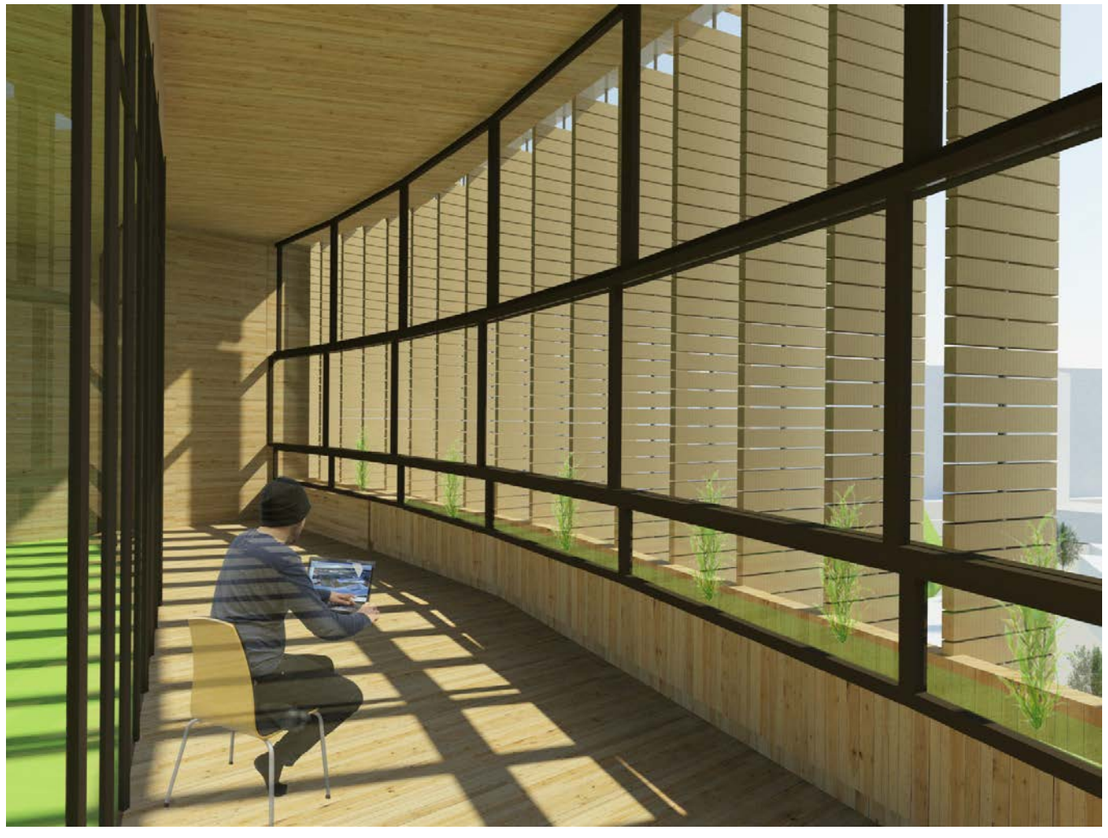


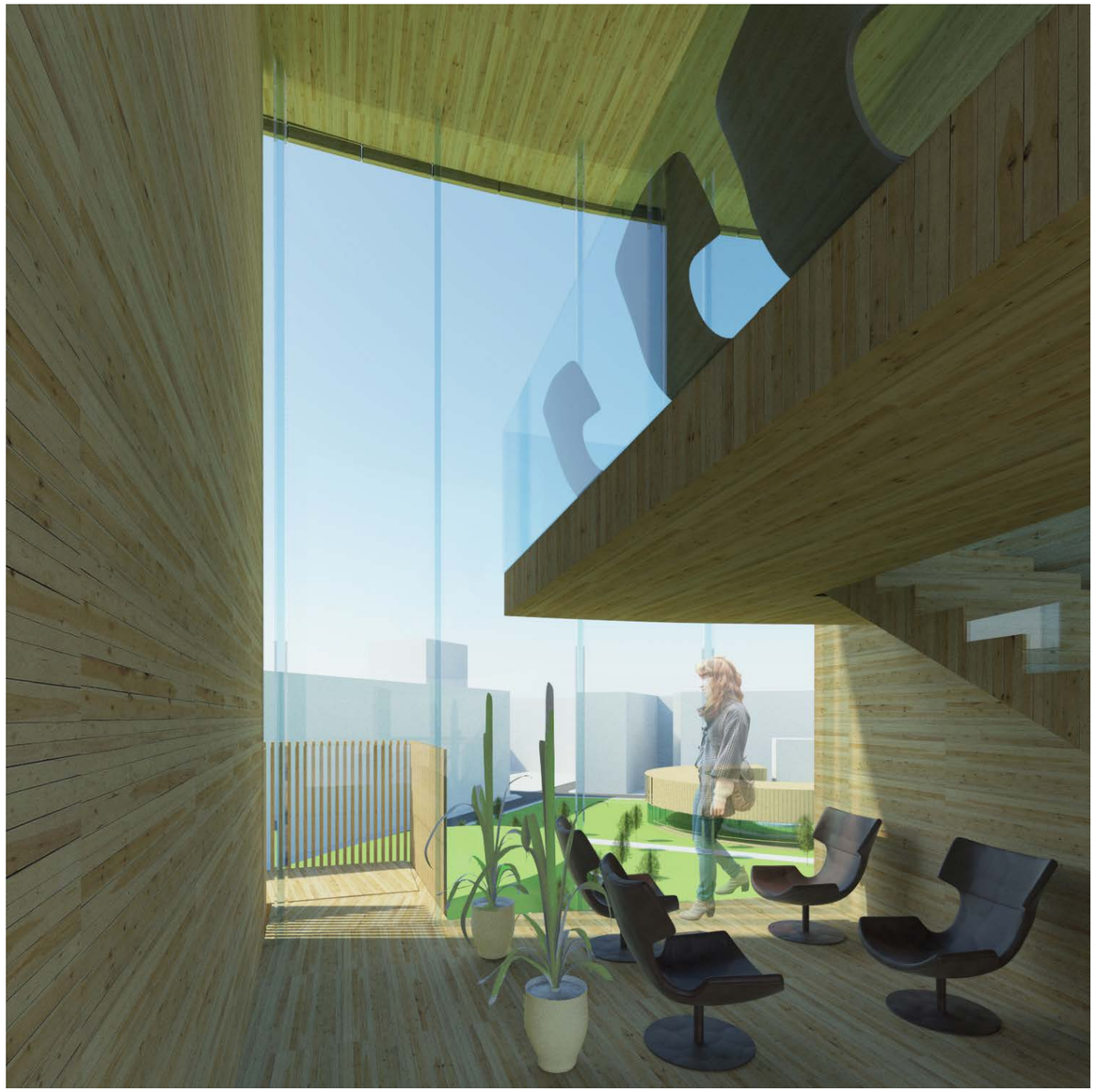


Secondary Classroom









Ground Floor

Entries

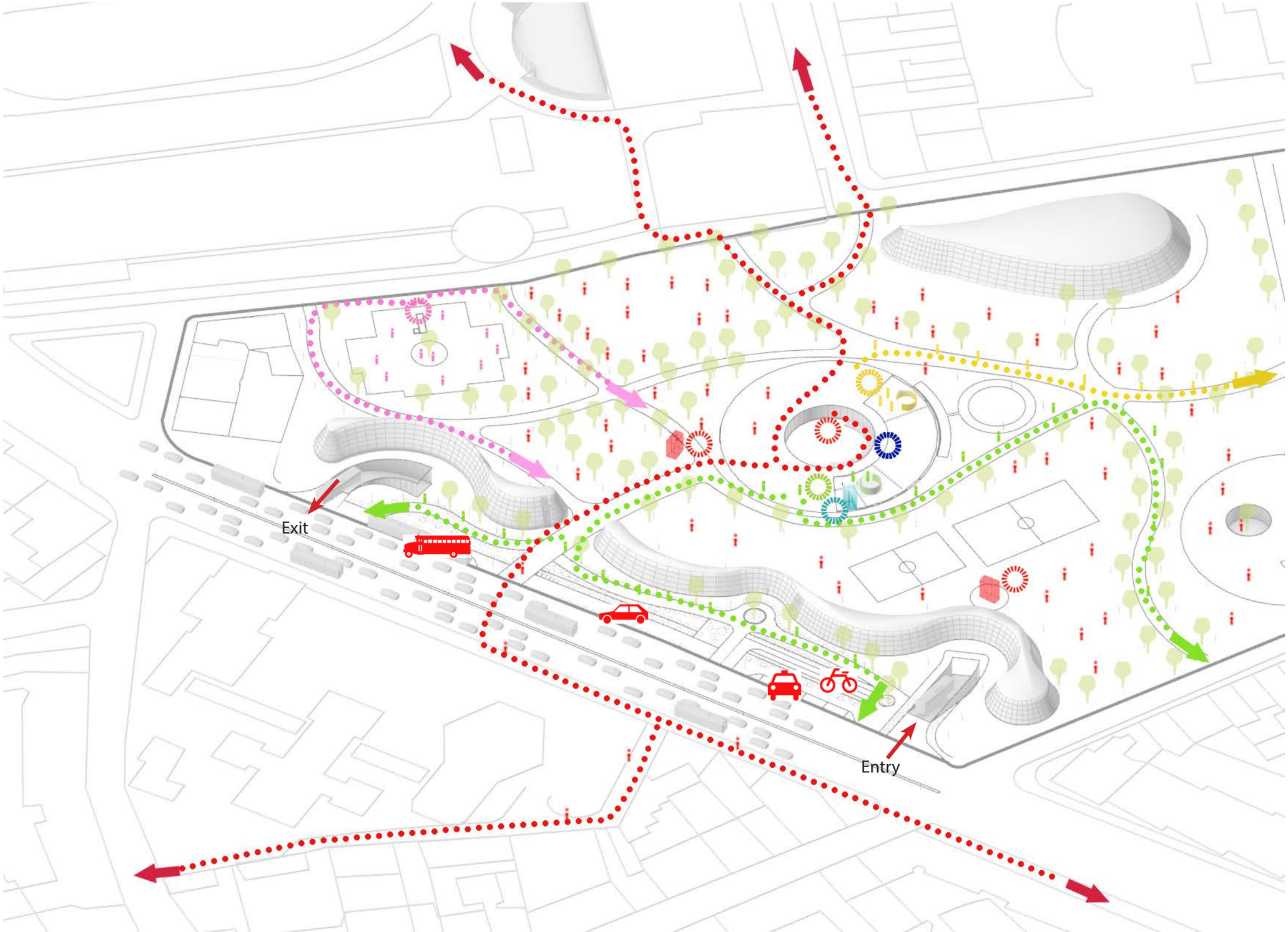
This level adopt a car free pedestrian scheme, relevant entries are directly accessible from this level.

- Public
- Elementary School
- Secondary School
- Teachers
- Management
- Kindergarten

Pedestrian Route:

- Public
- Elementary School
- Secondary School
- Kindergarten

Facts:
Bike Parking places : 180.
Bus Drop off : 2.
Taxi Drop off: 4 .
Car Drop off: 4.



First Basement

Entries

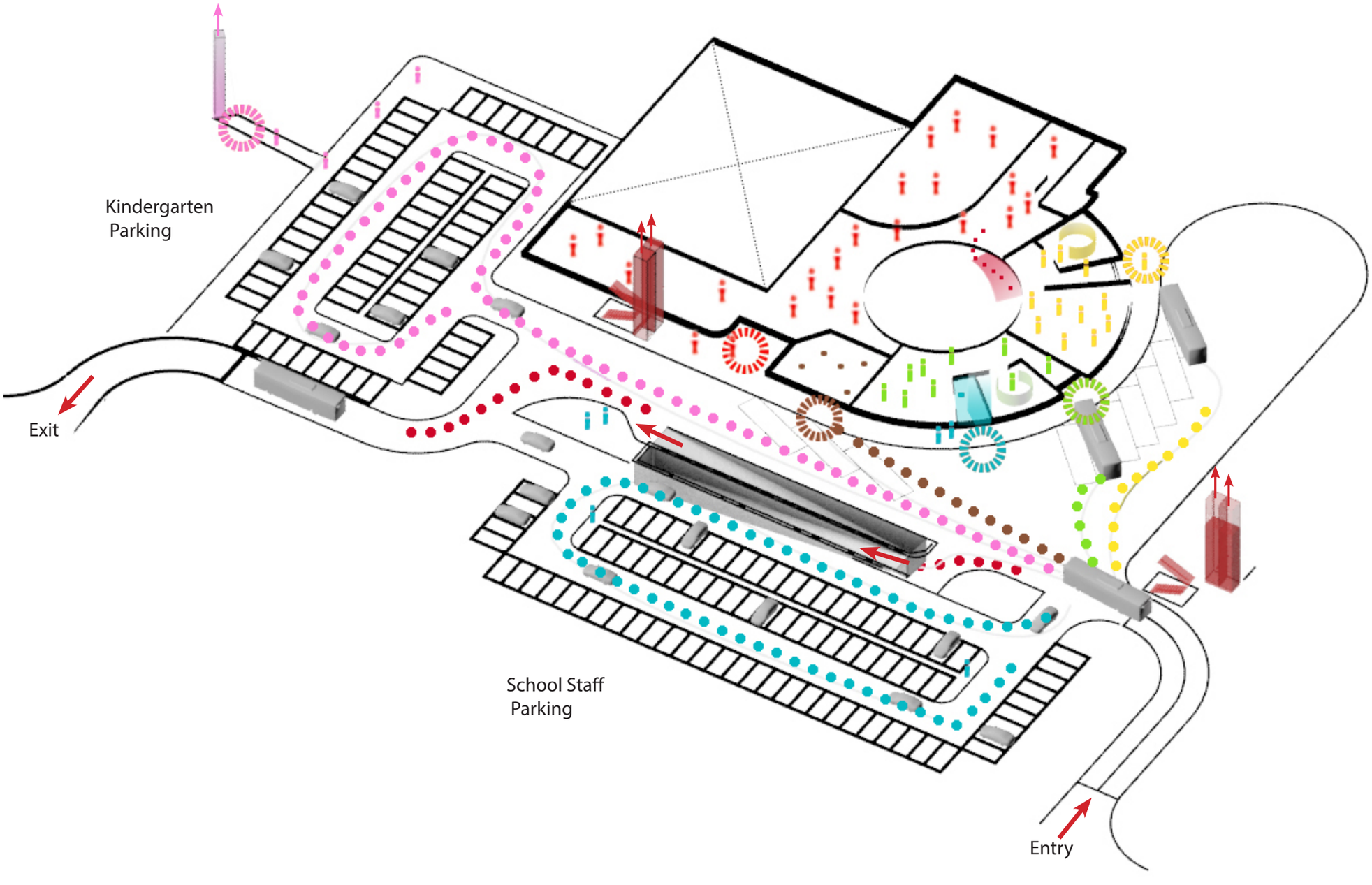
- Public
- Elementary School
- Secondary School
- Teachers
- Inventory
- Kindergarten

Car Route:

- Public
- Elementary School
- Secondary School
- Kindergarten
- Inventory

Facts:
Kindergarten Parking places : 62.
Teachers Parking places : 83.

This floor is dedicated for the organization of Traffic, relevant Entries & Staff parking are accessible from this level, there are multiple connection cores leading to the park ground level.



Second Basement

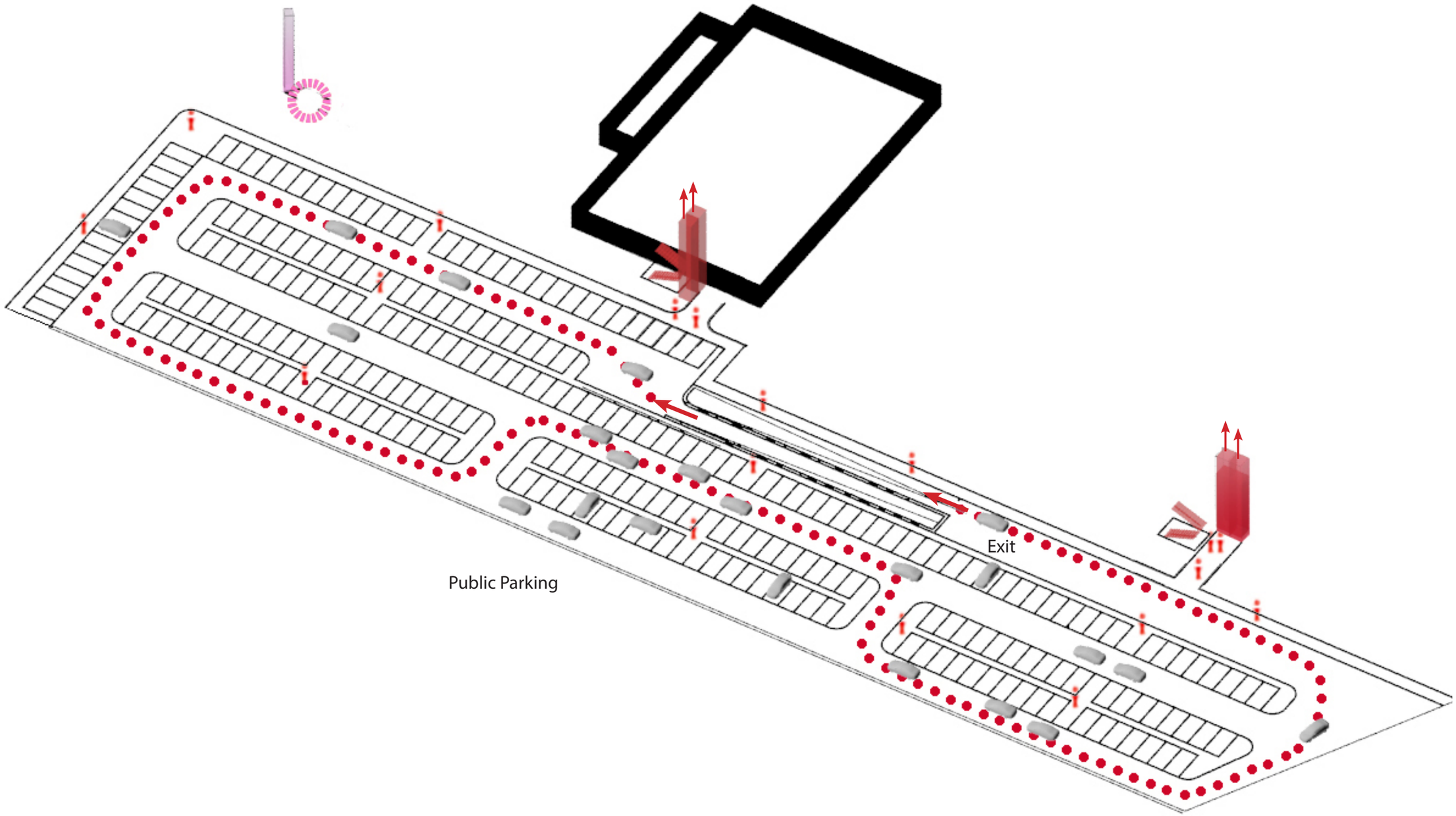
Car Route:

This floor is dedicated for the Public Parking, No Access to the building at this level, there are Multiple connection cores leading to the upper levels.

Kindergarten

Public

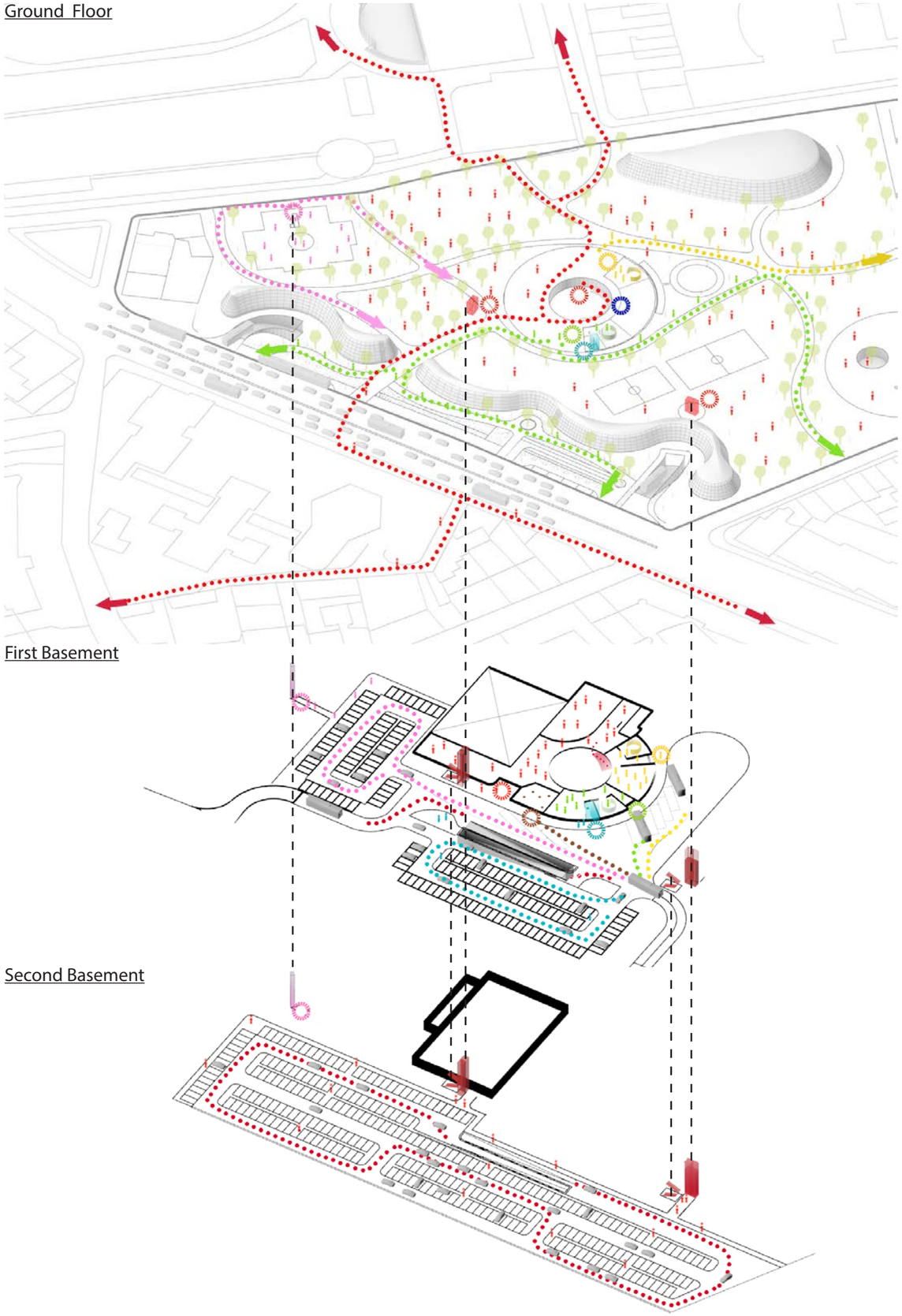
Facts: Car Parking places : 241.

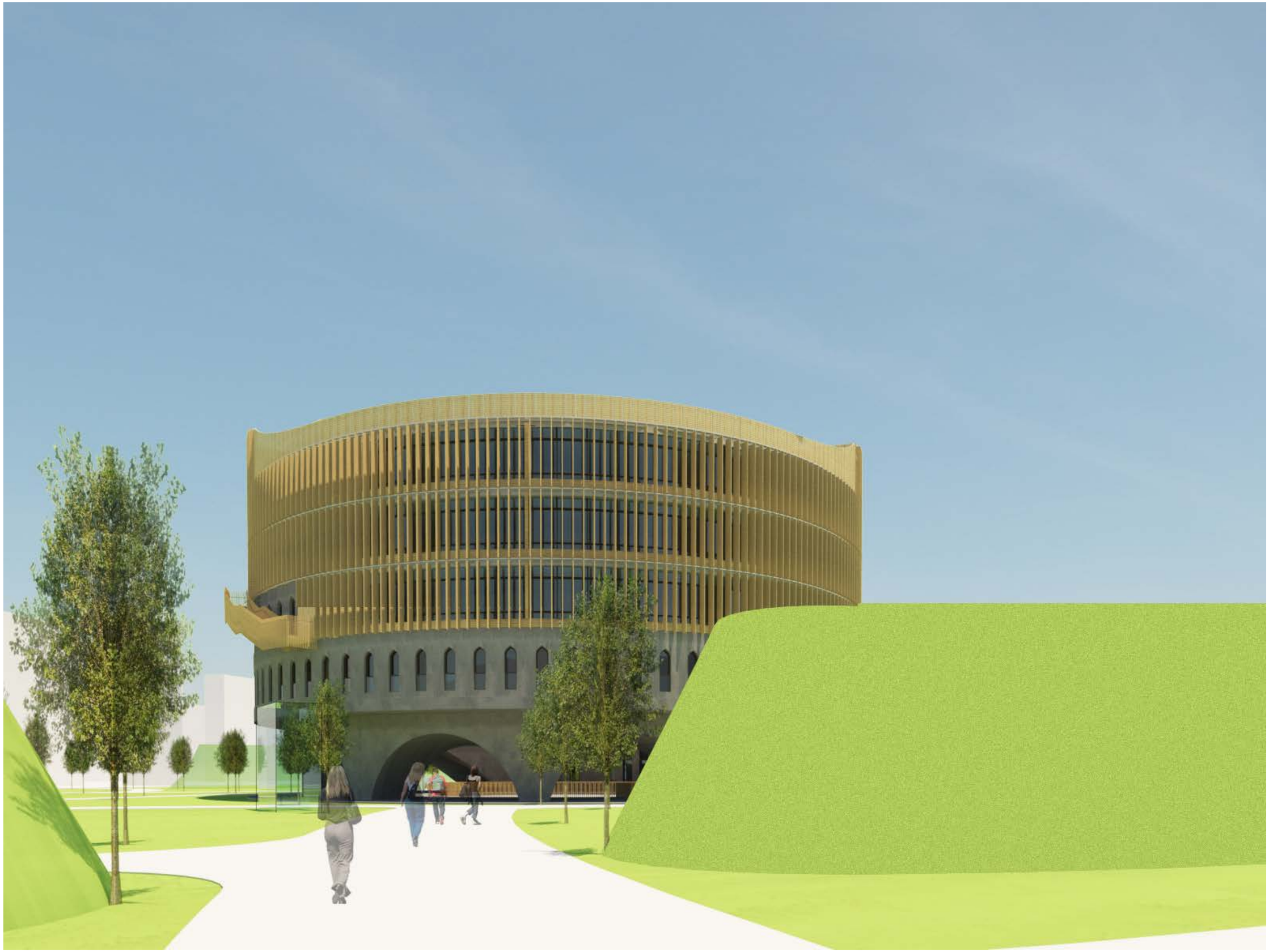


Ground Floor

First Basement

Second Basement





2nd Basement

Facts:

Sports hall: area of 1000 m2.

Sports hall Storage : 119 m2.

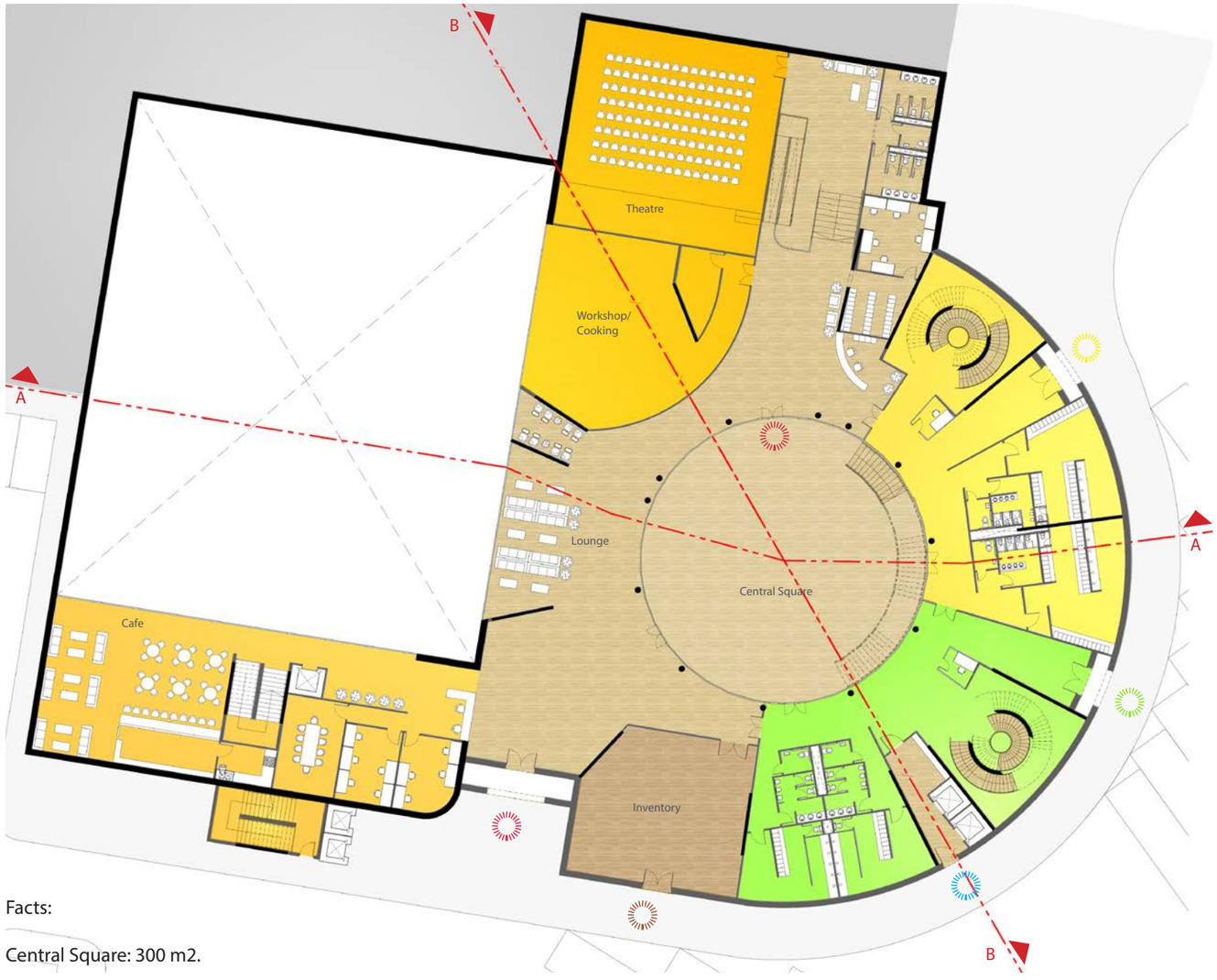
Gym :129 m2.

Ladies Changing room : 38 m2.

Men's Changing room : 38 m2.

Total Floor area : 1530 m2.

1st Basement



Facts:

Central Square: 300 m2.

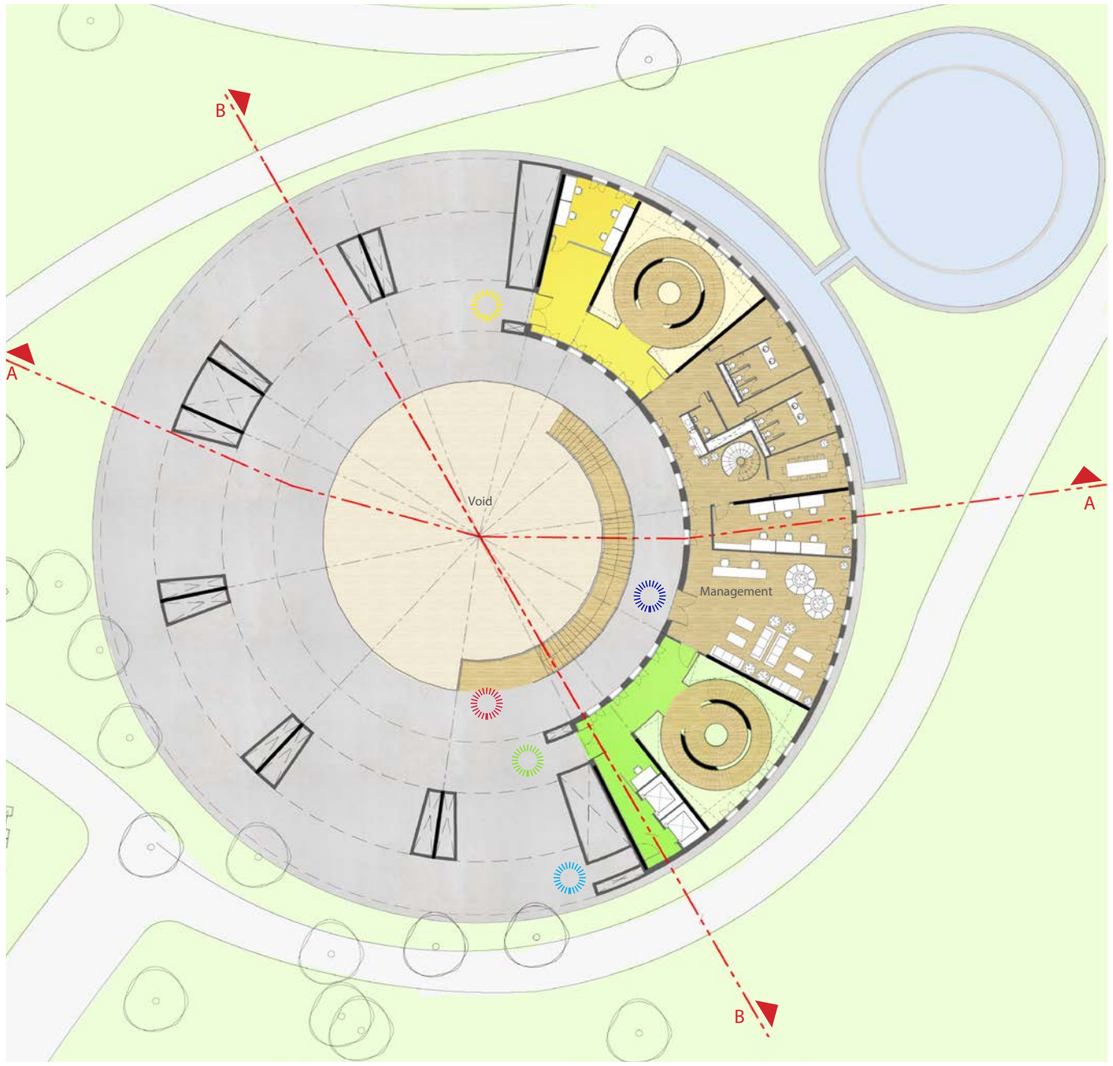
Workshop/Cooking : 160 m2.

Theatre: 200 m2.

Inventory 117 m2.

Total Floor area : 2150 m2.

Ground Floor

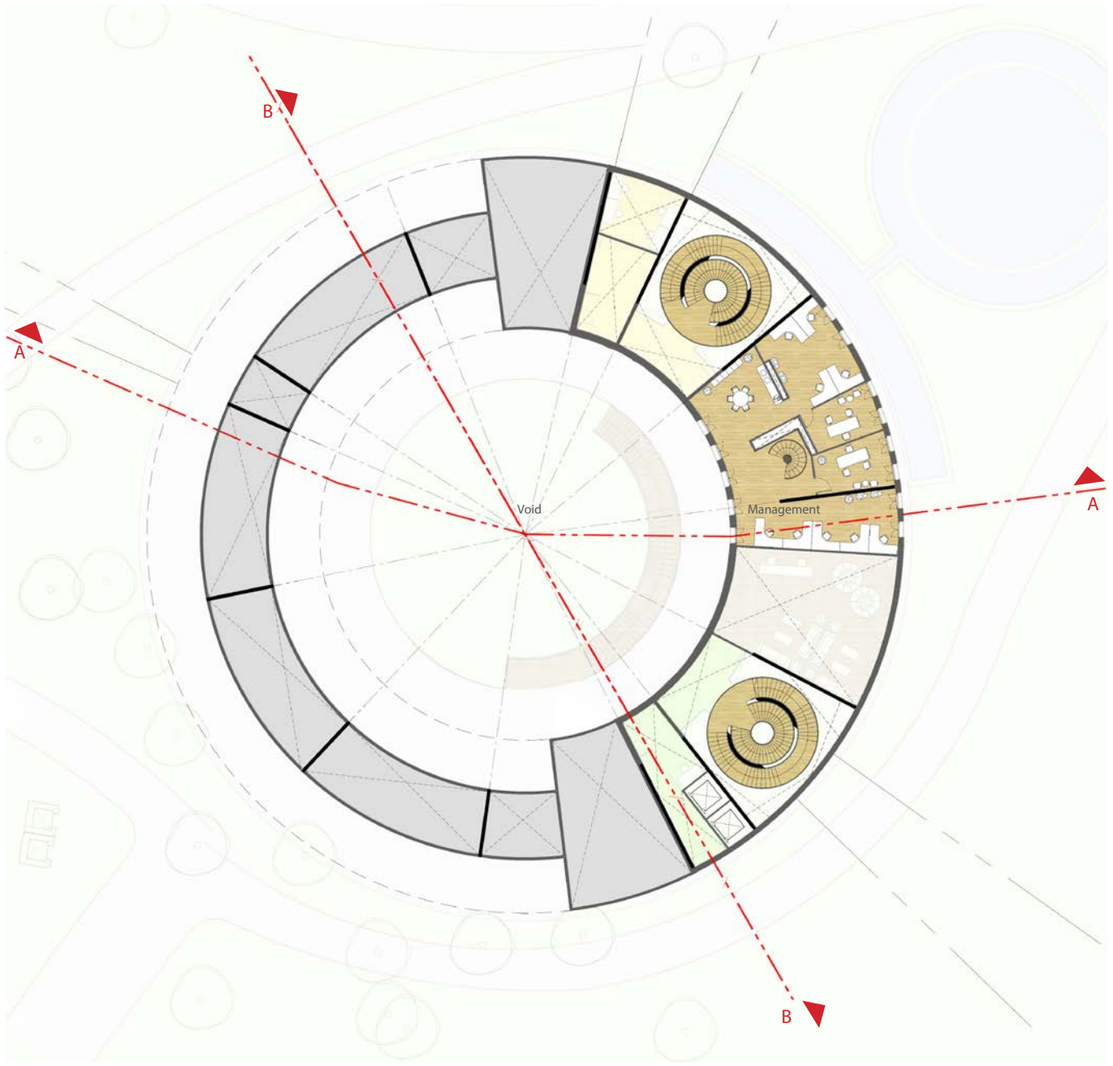


Facts:

Management area : 220 m2.

Total Floor area : 490 m2.

Mezzanine Floor

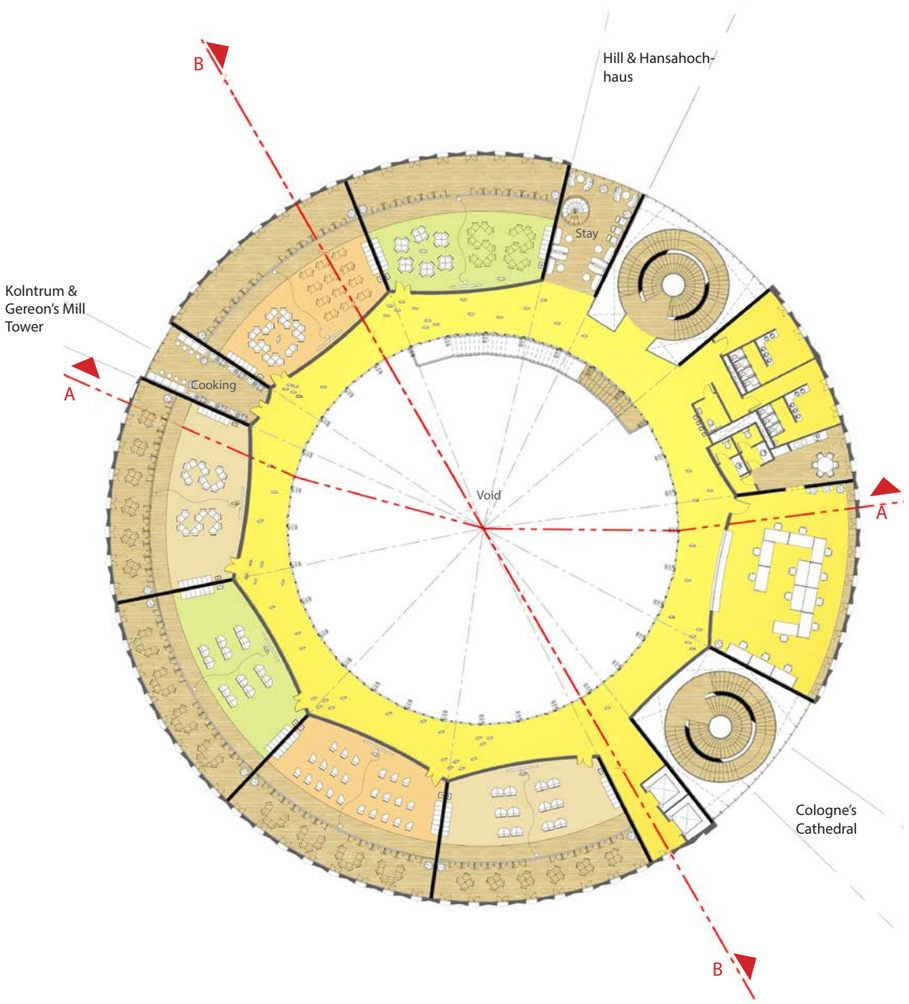


Facts:

Management area : 140 m2.

Total Floor area : 140 m2.

First Floor



Facts:

Each elementary classroom is about
Classroom area: 60 m2
Terrace area 33 m2.

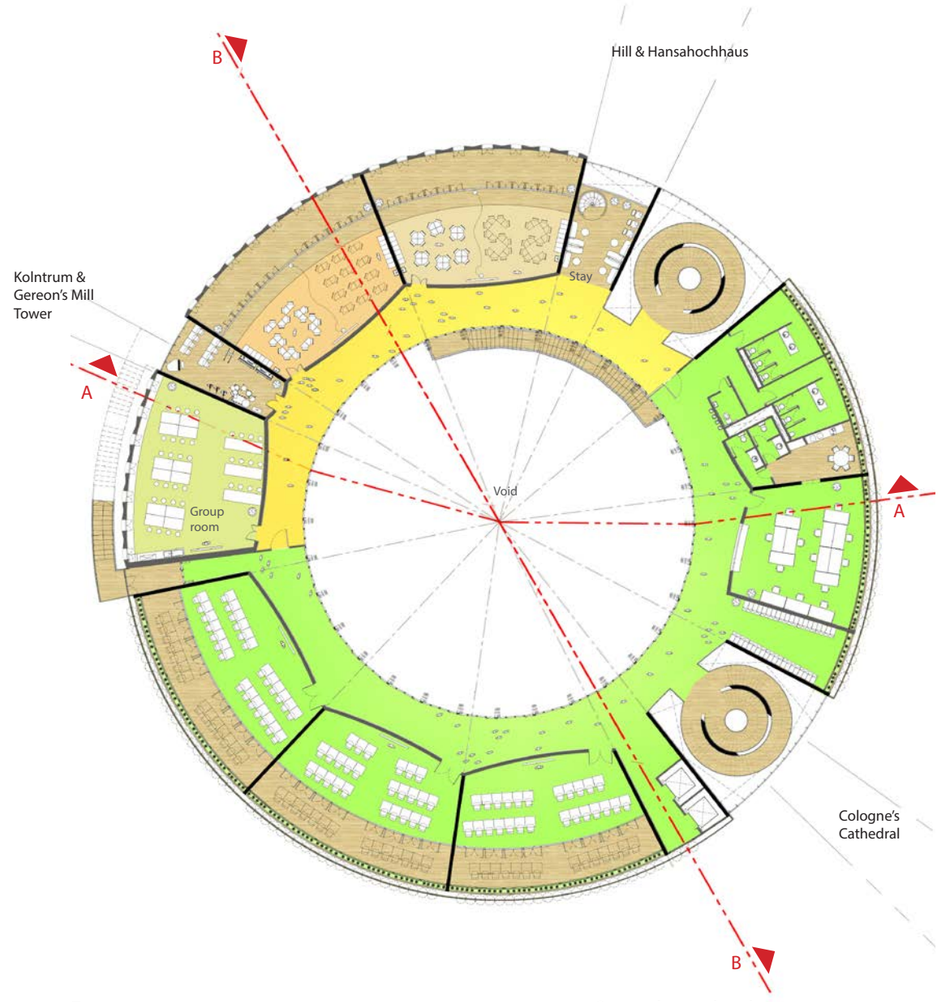
Stay area :30m2.

Kids cooking:25m2

Teachers area : 130m2.

Total Floor area : 1260 m2.

Second Floor



Facts:

<u>Elementary school :</u>
Each elementary classroom is about
Classroom area: 60 m2
Terrace area 33 m2.

Stay area :30m2.

Musical room :25m2.

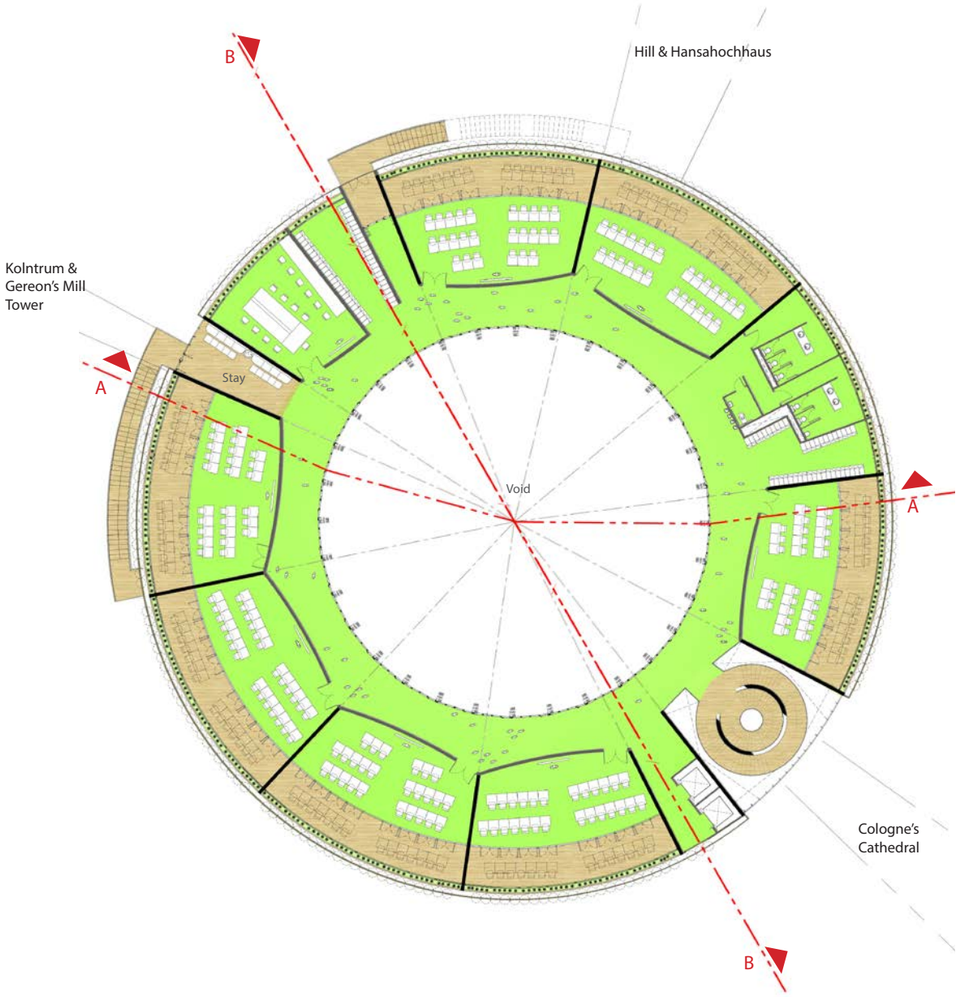
Group Room 90m2.

Secondary school :
Each Secondary classroom is about
Classroom area: 60 m2
Terrace area: 29 m2.

Teachers area : 100m2.

Total Floor area : 1260 m2.

Third Floor



Facts:

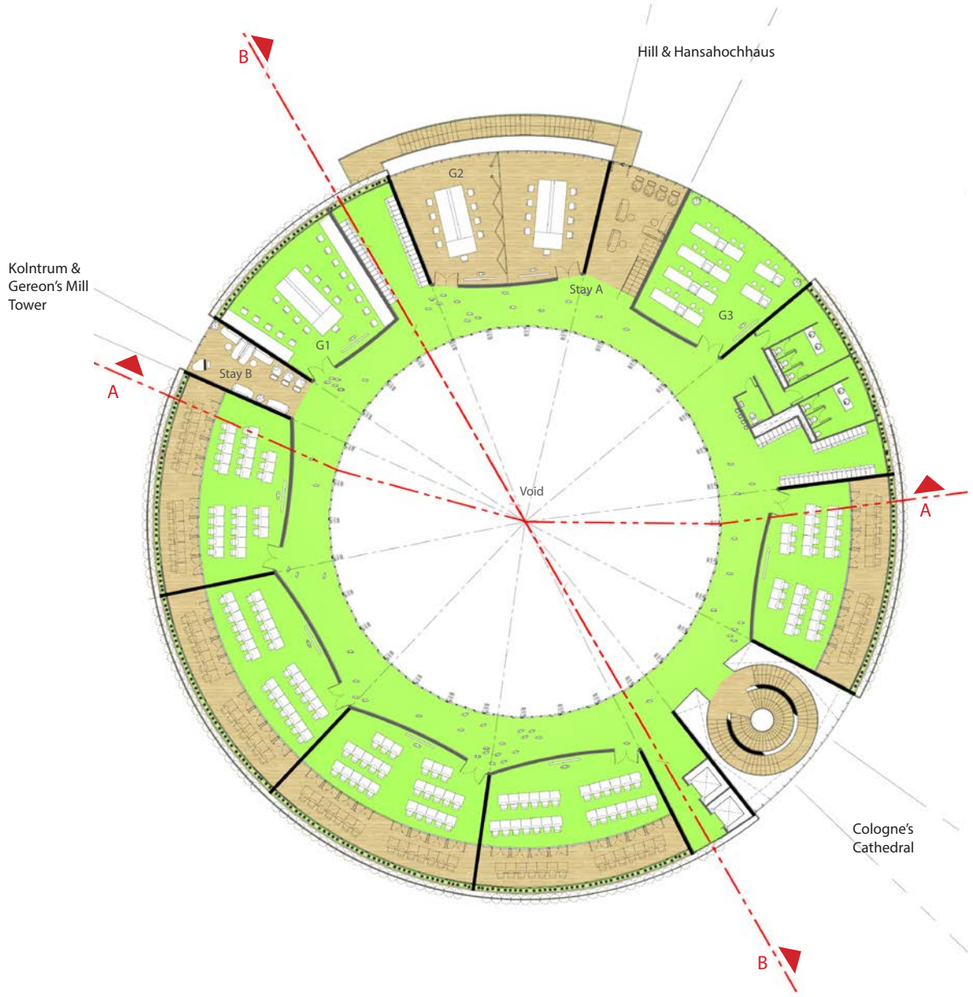
Each Secondary classroom is about
Classroom area: 60 m2
Terrace area: 29 m2.

Stay area : 25 m2.

Group room: 50m2

Total Floor area : 1260 m2.

Fourth Floor



Facts:

Secondary school :
Each Secondary classroom is about
Classroom area: 60 m2
Terrace area: 29 m2.

Group room G2: 100 m2.

Stay area A :30m2.

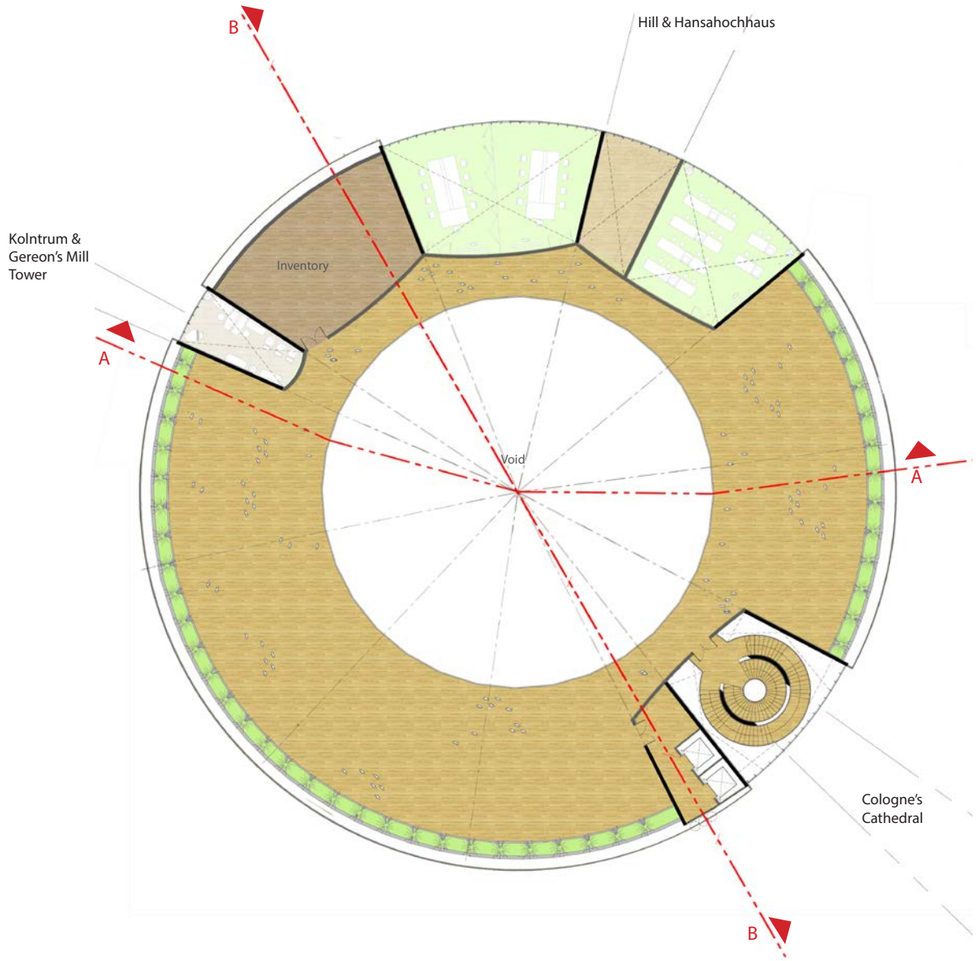
Group room G3: 70 m2.

Stay room B :25m2.

Group room G1: 70 m2.

Total Floor area : 1260 m2.

Roof Top

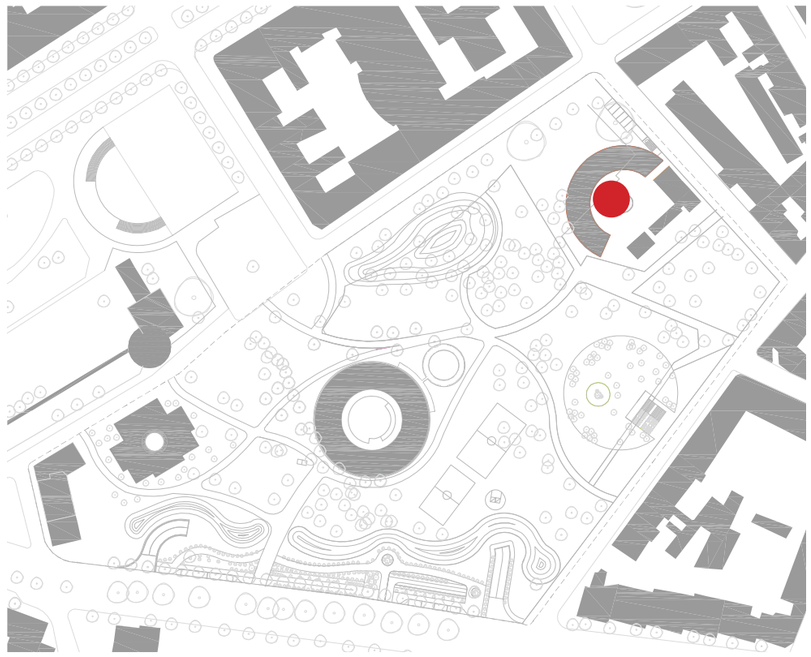


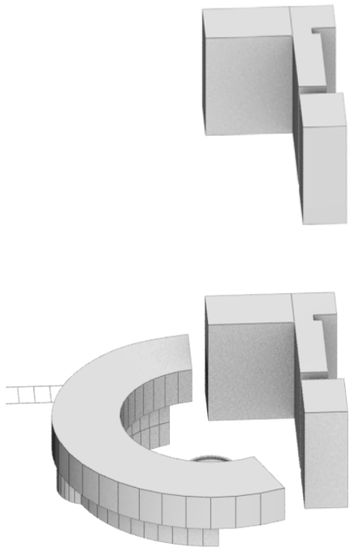
Facts:

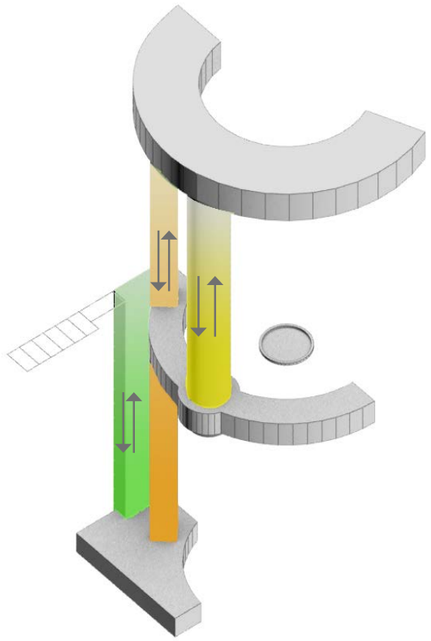
Inventory area : 100 m2.

Total Floor area : 130 m2.

CANTEEN “WELL 02”





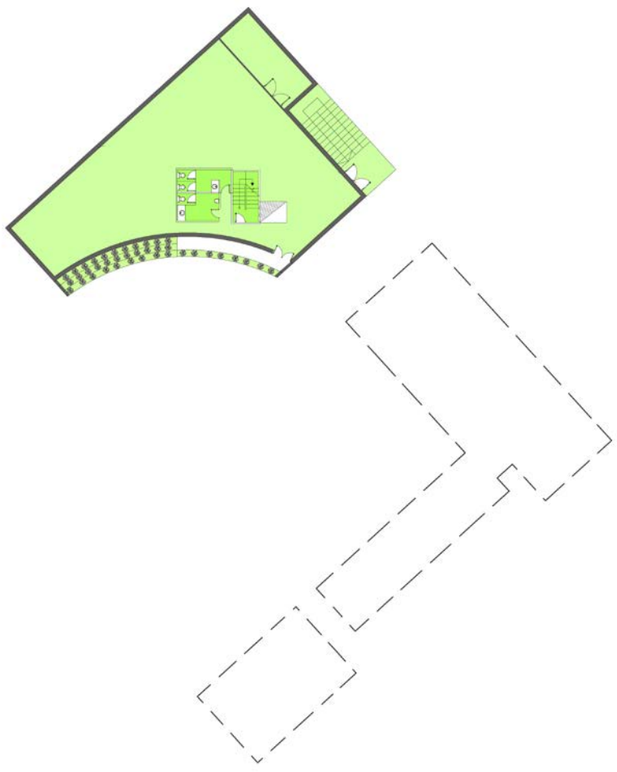


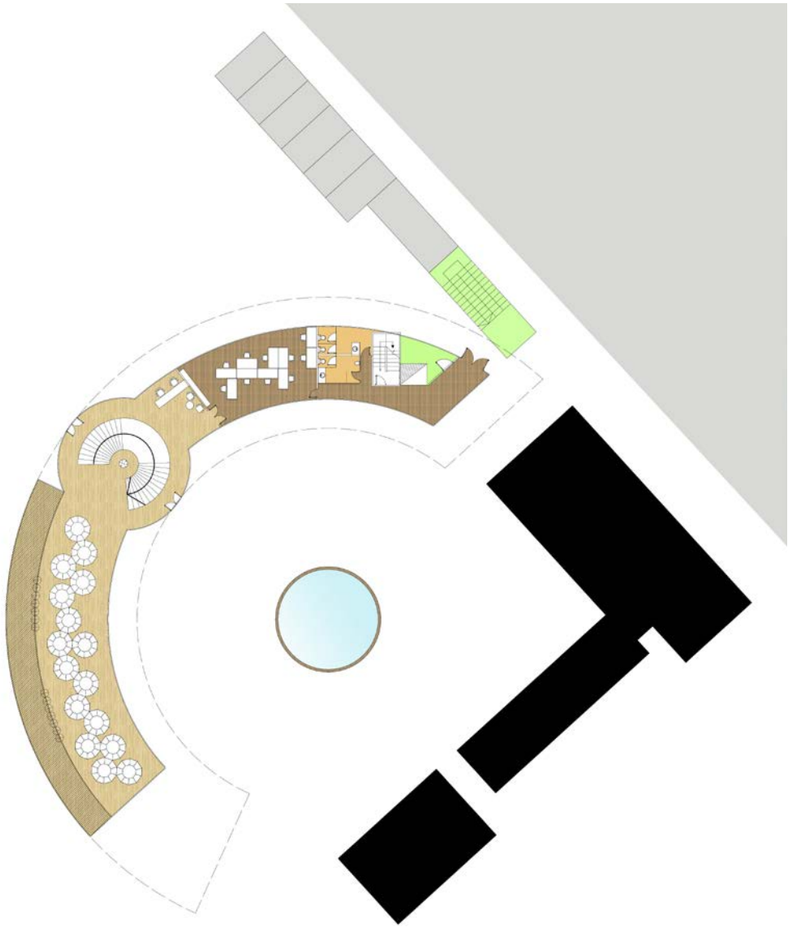
Students
Management
Service

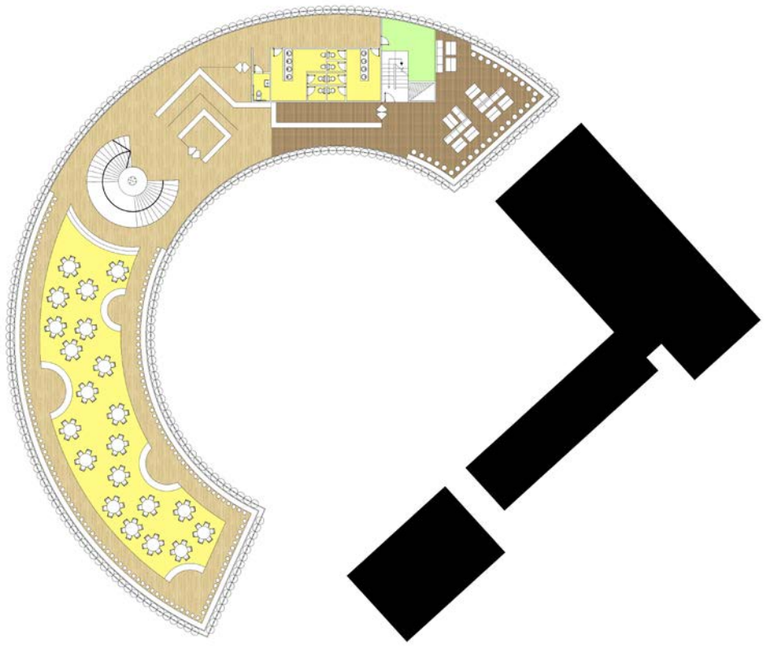
14.2.1 First Basement Floor

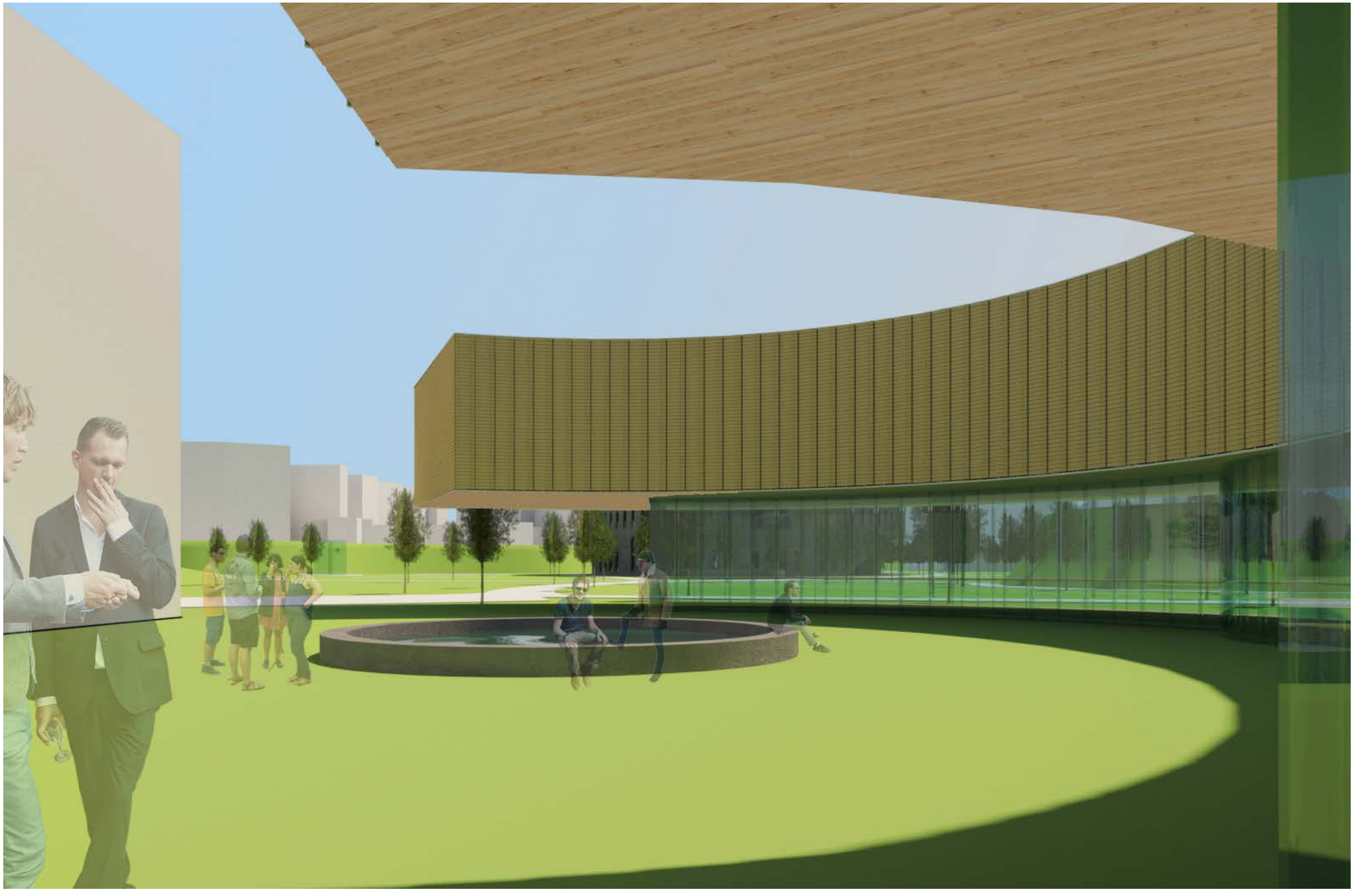
14.2.2 Ground Floor

14.2.3 First Floor

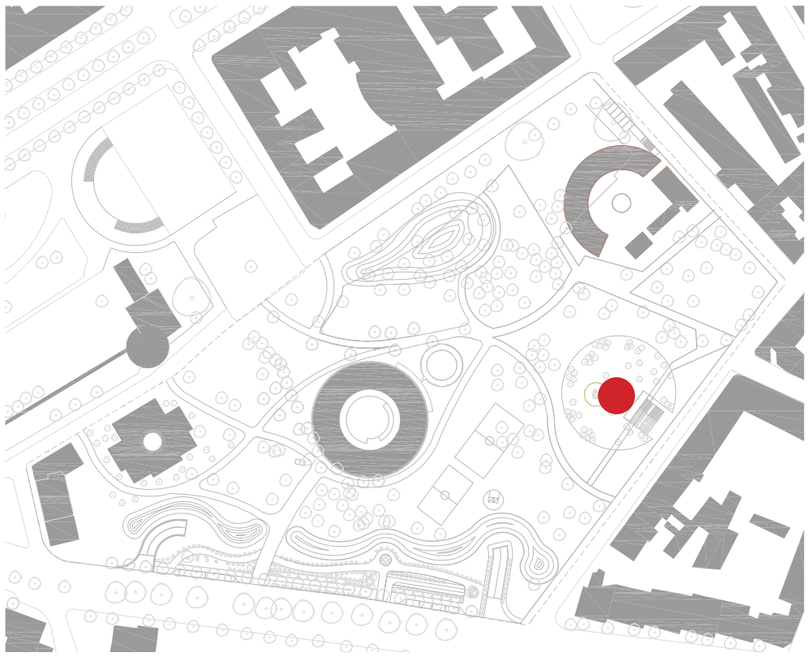


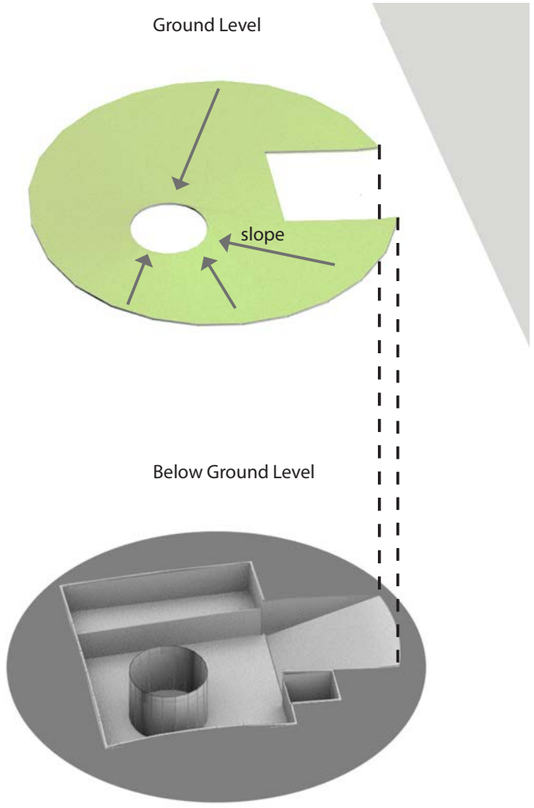


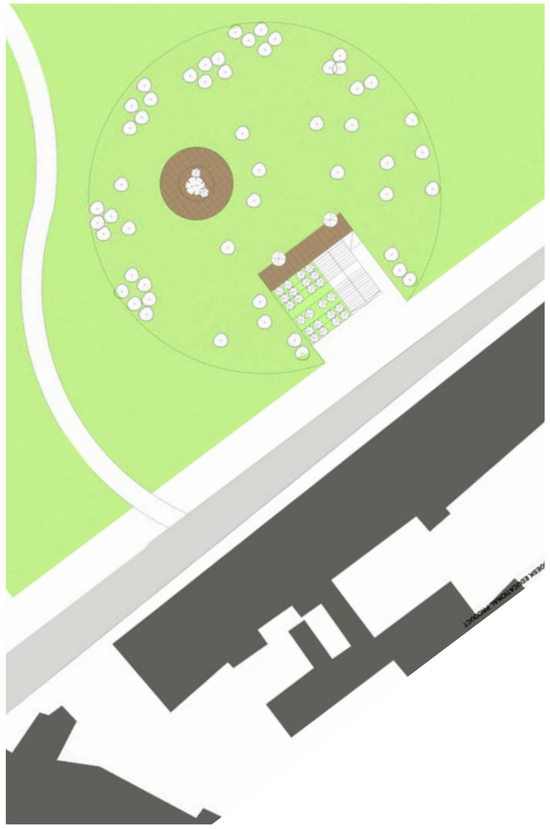


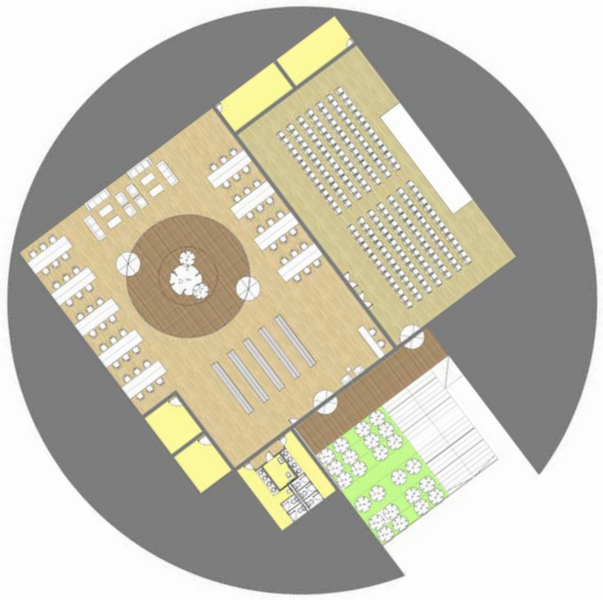


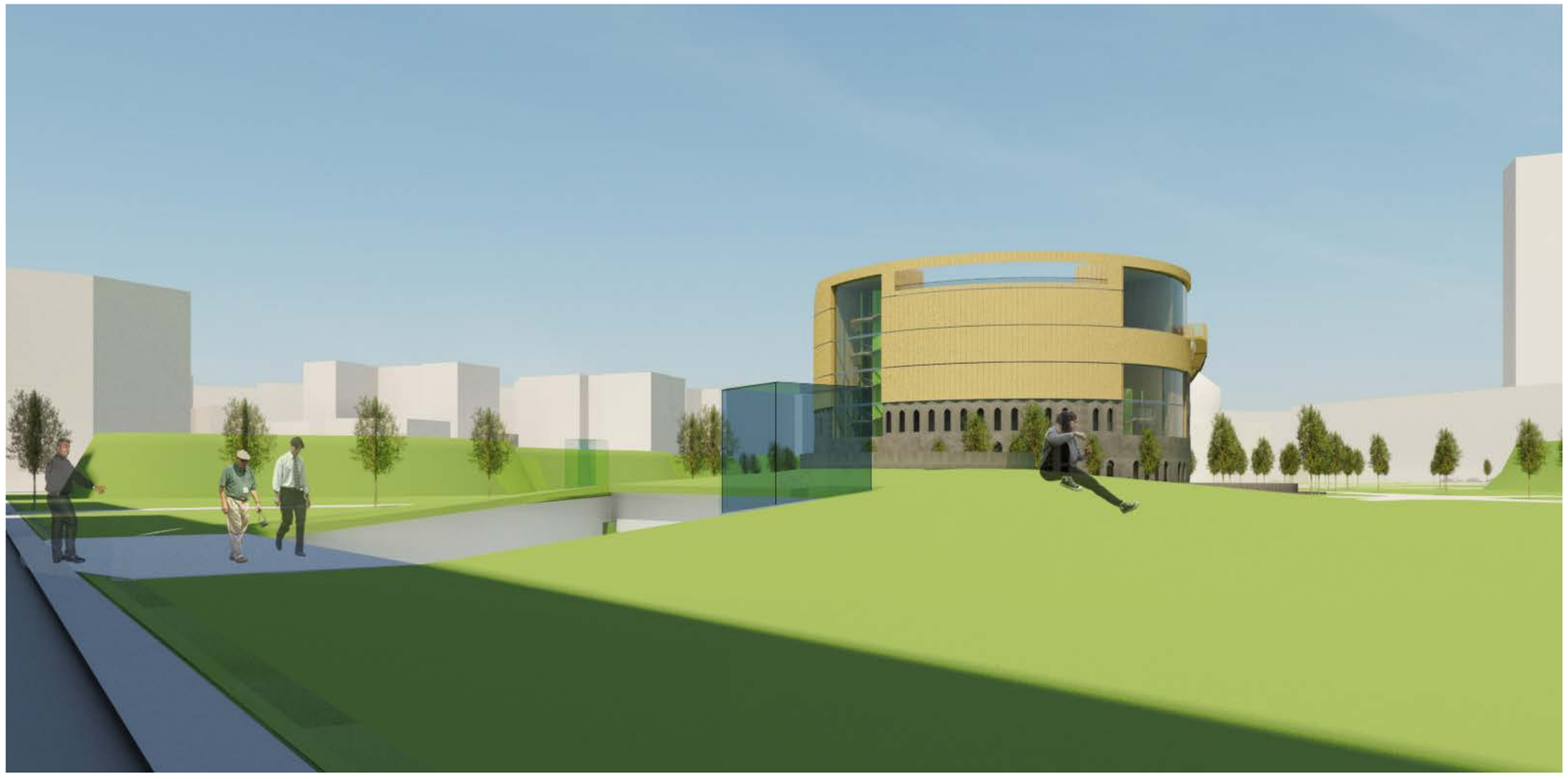
LIBRARY”WELL03”



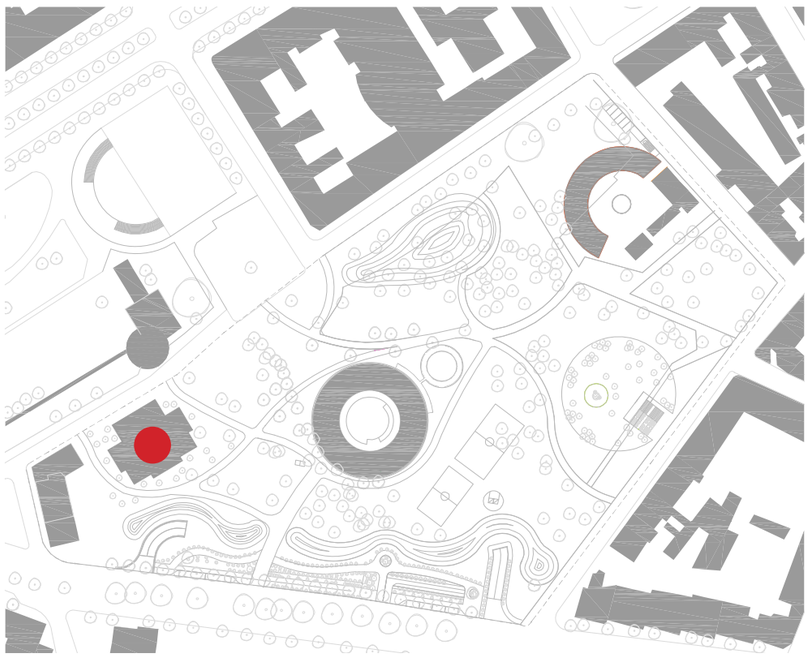

Ground Level
slope
Below Ground Level







KINDERGARTEN “WELL04”



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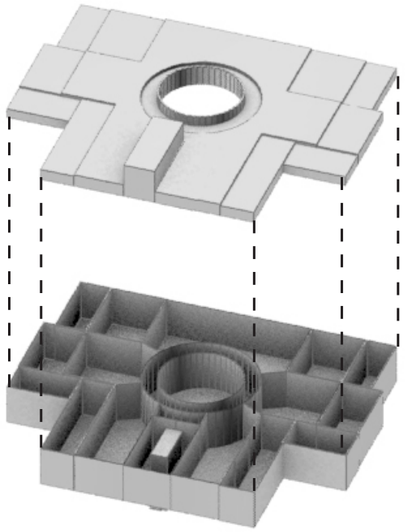

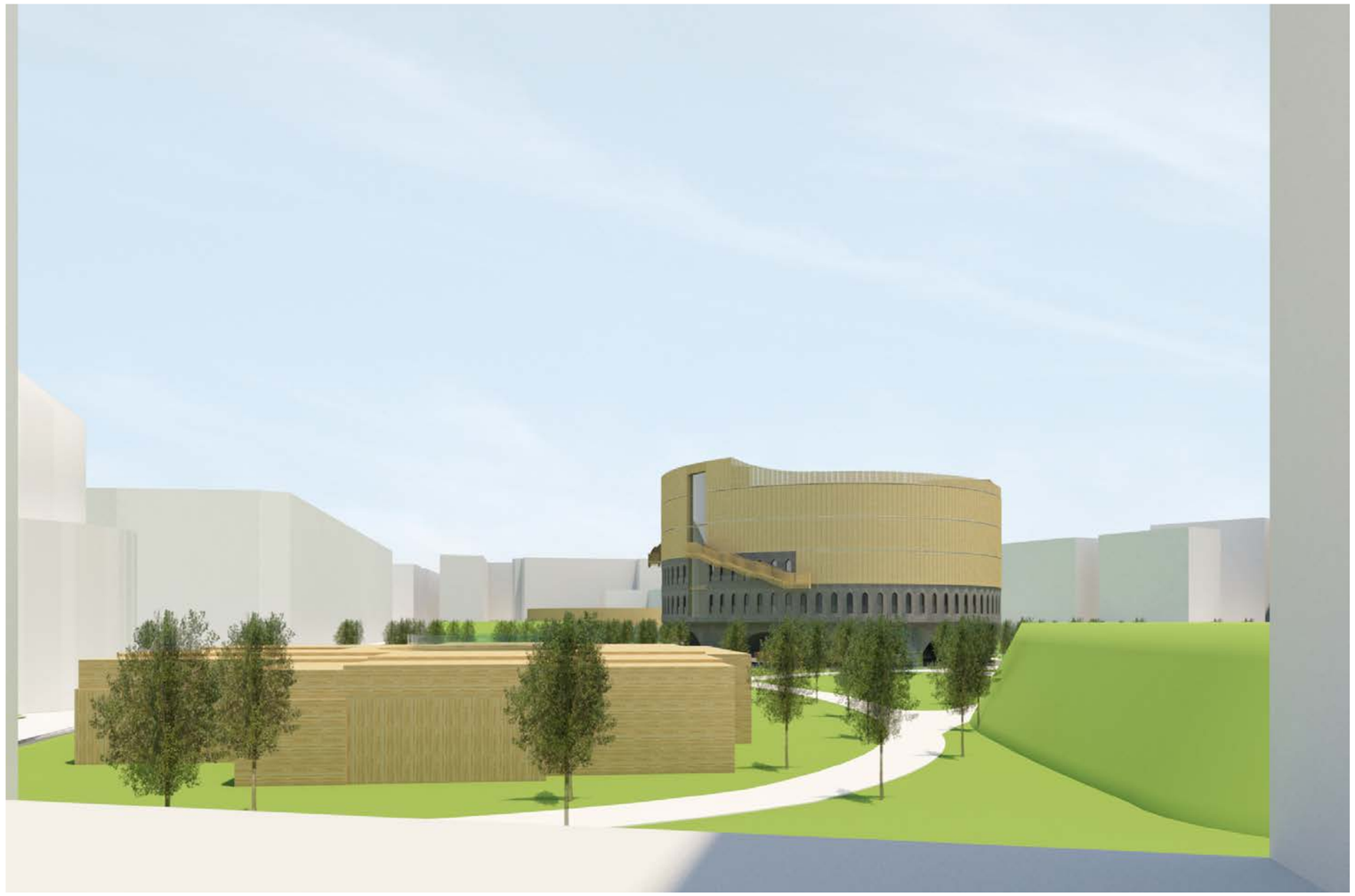

Towards a more Green City

Didascalo concludes, “And so, to set matters straight, I ask only this: by all means treasure the rationality that you proclaim, but at the same time respect the freedom of architectural creation that sustains it”

THANK YOU

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