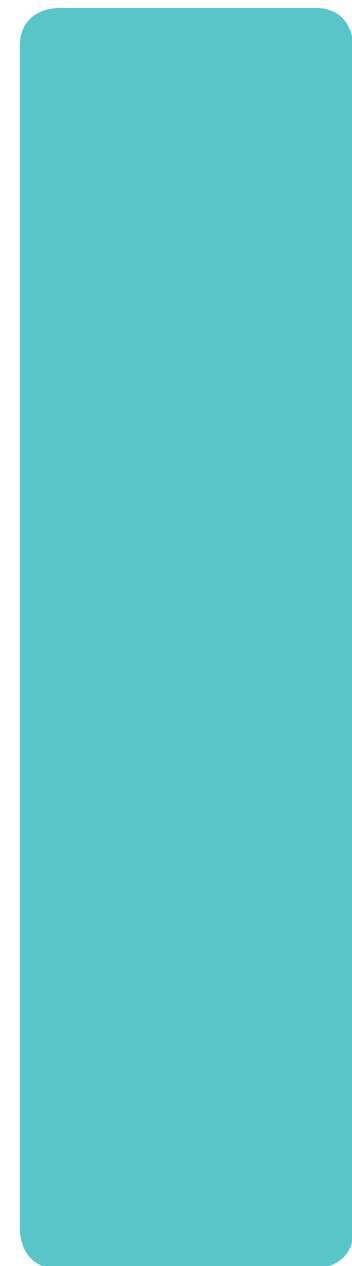
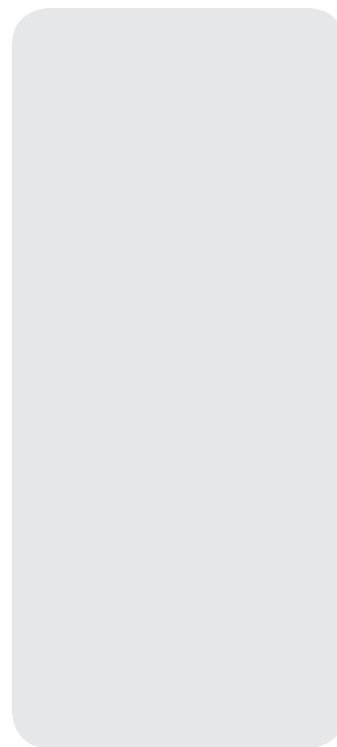




GERRIT&WILLEM



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p.2	Urban Context
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Vision

For us, the Rietveld Academy's Basic Year sums up much of what makes the school's studying experience so rich. You get introduced to working with a variety of materials and techniques, draw your inspiration from the full range of disciplines within the school and work with people from all over the world. This Basic Year creates an ideal base from which to grow: it begins to shape your ideas as an artist or designer and introduces you to all the possibilities of the school. On a social level you make friends that become friends for life.

After that Basic Year you move on to a specific department where you focus more on your chosen discipline. The cross-pollination of disciplines in the Basic Year is gone. Instead the departments function like isolated islands in a big ocean: swimming in the same sea, but otherwise unconnected, even when they share the same buildings.

Adding an extra building to the site has an effect on the existing buildings, both in the way they are used and also on the relationship between them. The new building forms a flowing, connecting space which links them all and contains a large amount of the shared studio space which we feel is so important to the working of the Academy. Within that flowing space are 'sheds' – closed rooms for department embassies, meeting rooms and project spaces.

In terms of the working of both the buildings and the Community that inhabits them we therefore strongly believe in a more collective academy. An academy with shared studio spaces, where it is easy, and even encouraged, to work alongside students from other departments, to collaborate and learn from each other. In practice this means that a second year Design Lab student might work next to a first year Fine Art student who is working together with a student from Graphic Design. This strong interconnection between departments helps to create the feeling that

you're not studying at a department, but at the Rietveld Academy or Sandberg Institute.

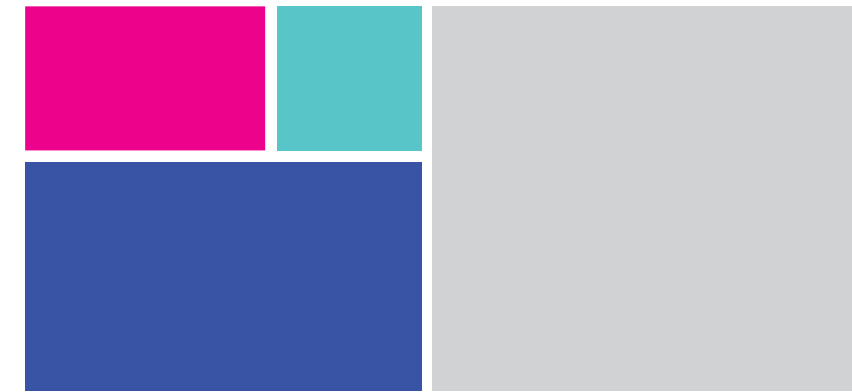
At the same time, we realise that the departments (and also the two individual schools) have their own distinct identities. To support this, every department will have an 'Embassy', a home base where students and teachers of the department can meet, where class meetings can be held and teaching and working can take place. The Embassies will be surrounded by shared studio space. While students may choose to work close to their Embassy, they can also choose a workplace elsewhere in the buildings, near friends and colleagues from other departments, or to find the most suitable workspace for the project they wish to work on.

OPENING UP INSIDE/OUTSIDE

Opening up within the Academy is important, but opening up to the outside world is also necessary. The academy is situated on the edge of the city, which can be an advantage, as well as a disadvantage. Not being in the middle of everything provides you with some of the detachment necessary to work freely, but it can also exclude you from what's going on in the world outside. We like to think we're open and approachable, but often people from outside our Community have no idea what we're up to. And the other way around.

To begin to tackle this we propose to connect with other cultural institutions in the city, places like De Appel, W139, the Stedelijk Museum, and many others, to exchange knowledge and art. This could lead to exhibitions in the Academy curated by one of these outside institutions. but also students exhibiting at De Appel or the Stedelijk Museum.

> Shared space and sheds



Current organisation

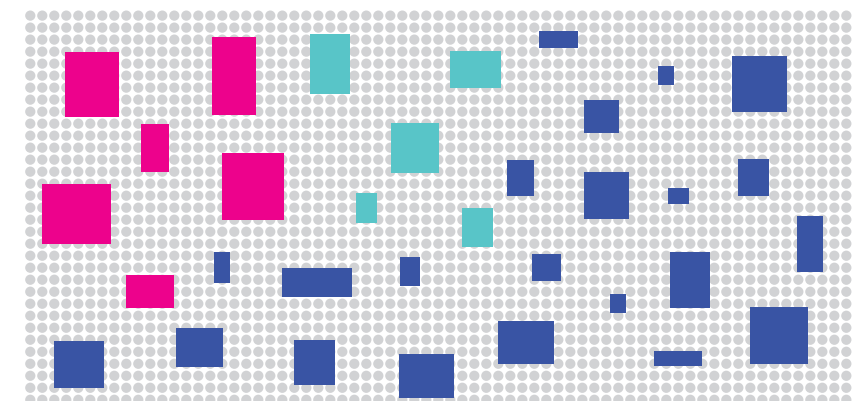
Expected numbers in 2016

General
2500 m2

Basic Year
580 students
720 m2

GRA Departments
700 students
4530 m2

Sandberg Institute
150 students
1875 m2



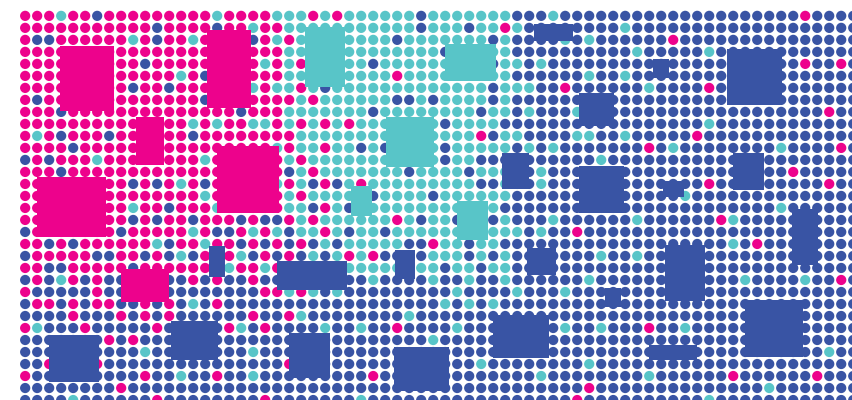
Embassies structure

General
6062.5 m2

Basic Year
580 students
360 m2

GRA Departments
700 students
2265 m2

Sandberg Institute
150 students
937.5 m2

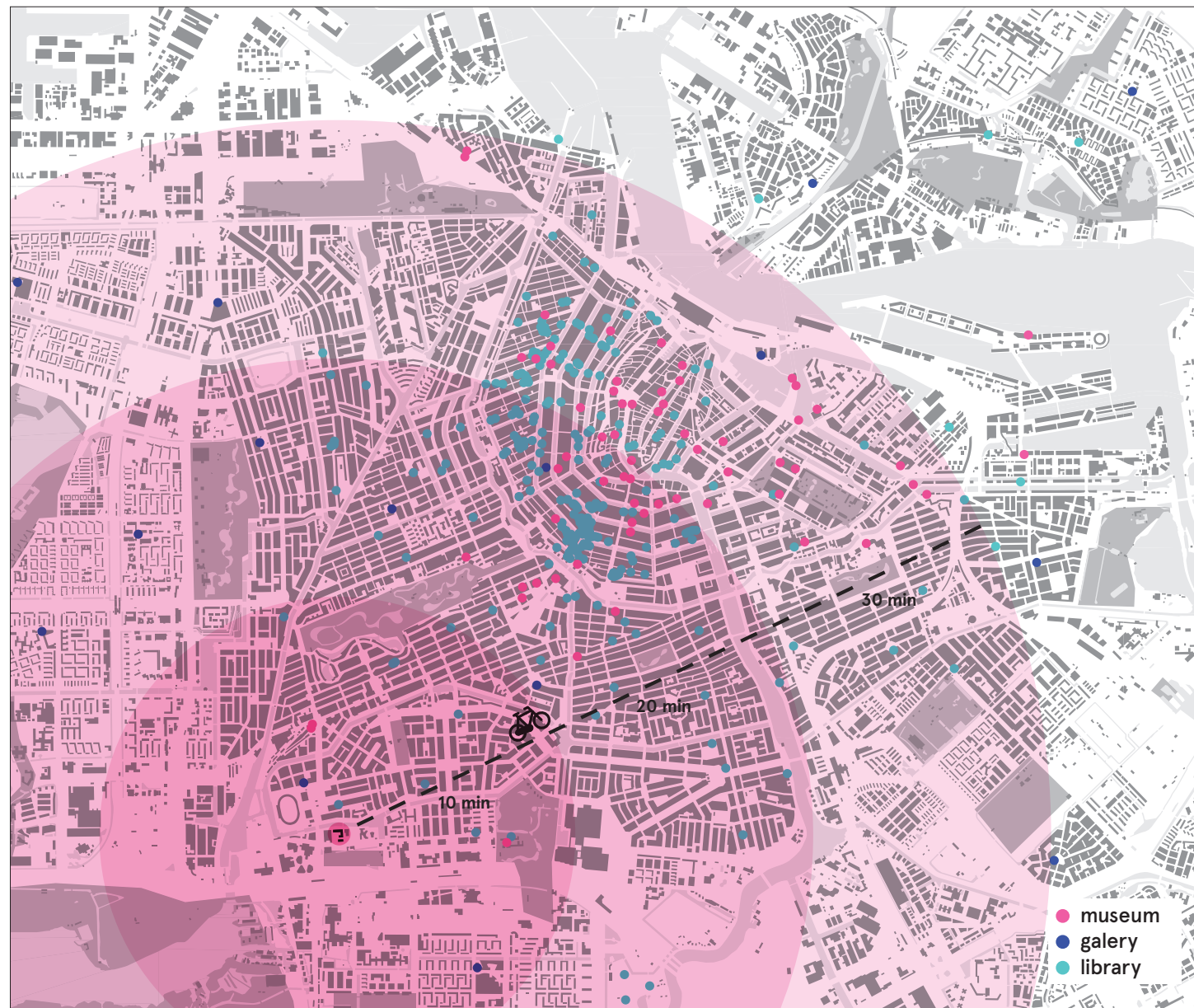


Inter-departmental cooperation

Urban Context

> The Academy & its relationship to the city of Amsterdam

While the Academy sometimes benefits from being isolated from the rest of the city, we feel that it is also important to make strong links with other arts and cultural institutions within Amsterdam.

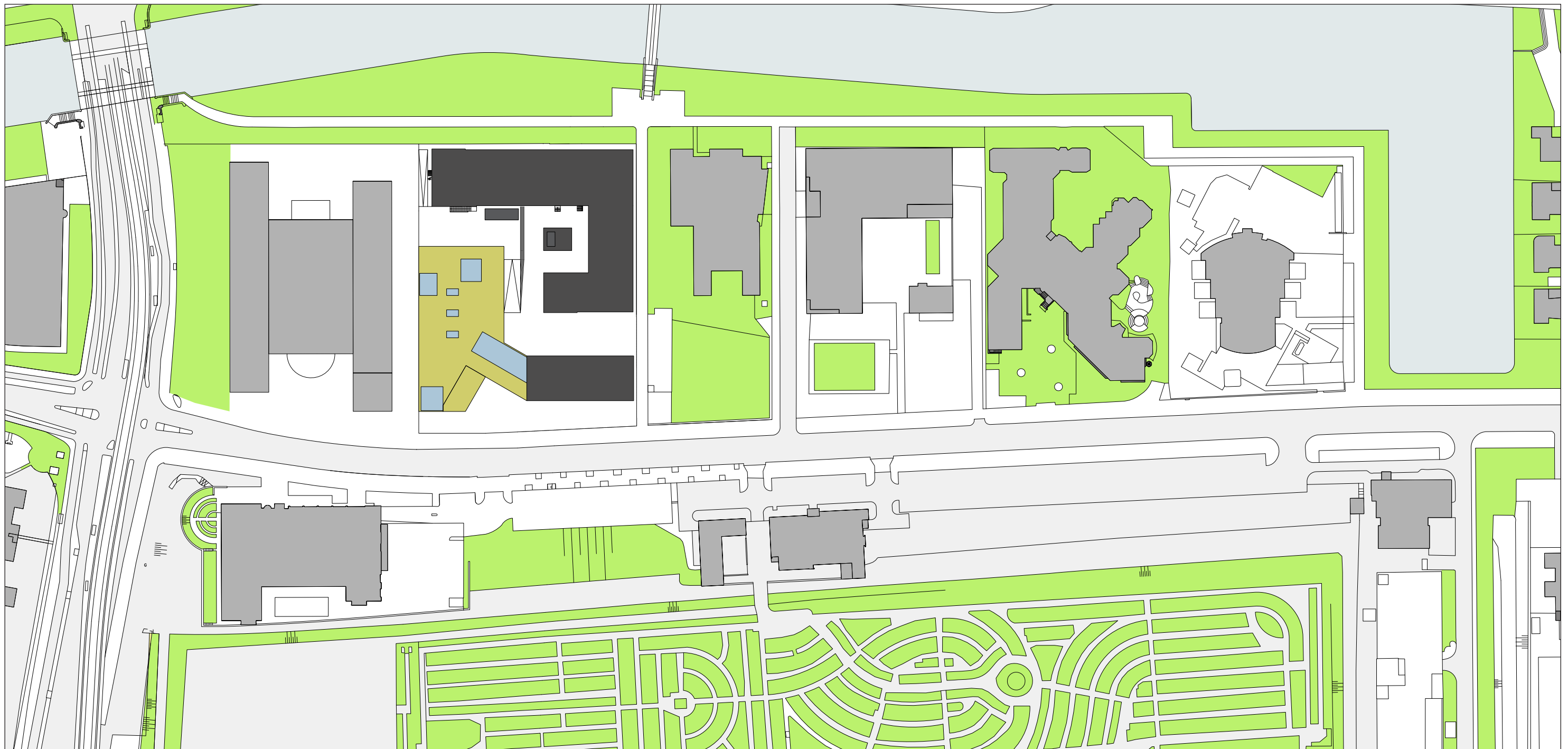


Cultural institutions in Amsterdam



Green spaces in Amsterdam

> The Academy & its relationship to the local neighbourhood

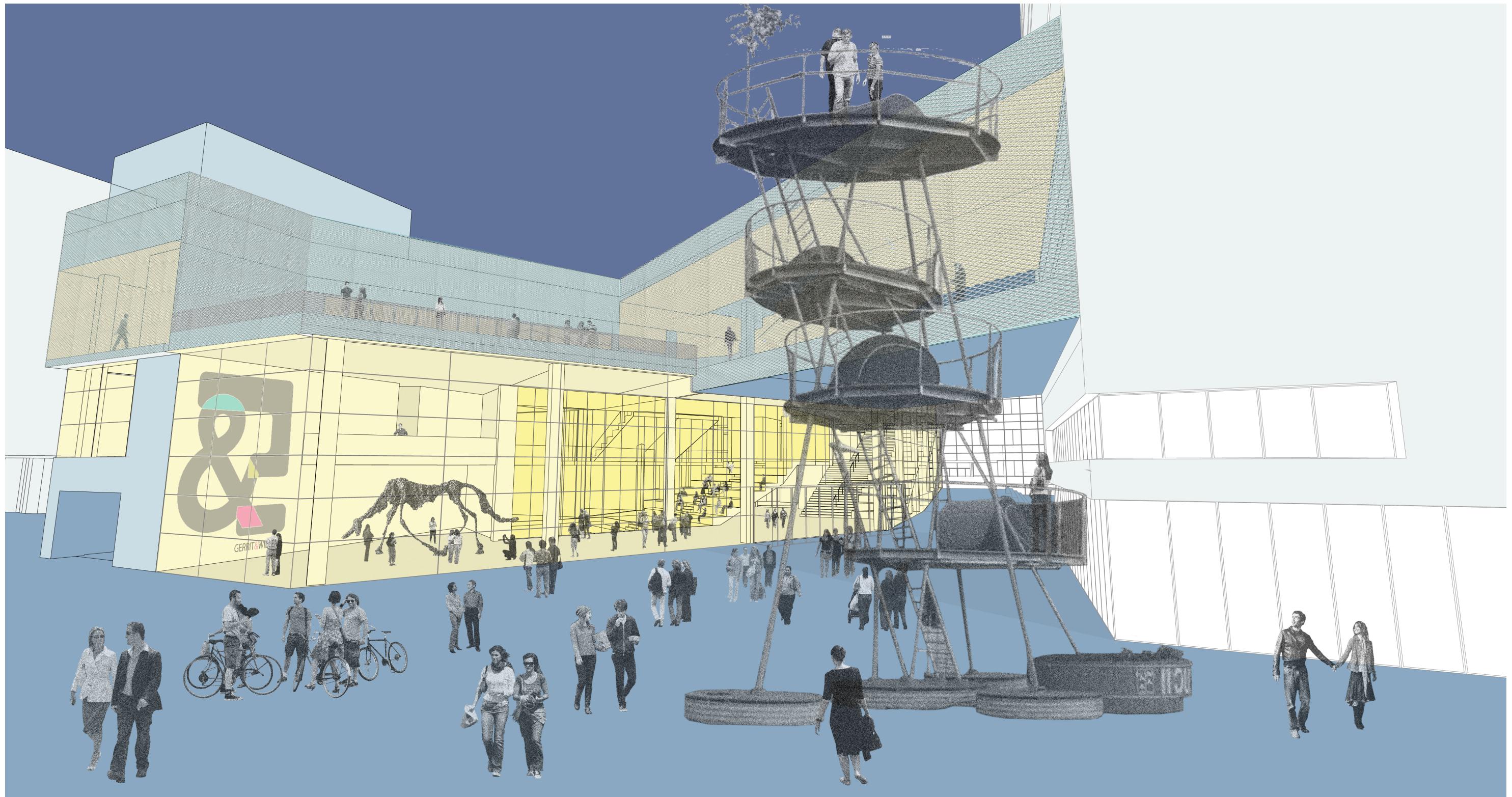


> Site plan, 1:1500

➤ The Academy & its relationship to the Fred. Roeskestraat



Design



> The new building seen from the Fred. Roeskestraat

> How to translate the vision into a building?

CONNECTION TO THE BENTHEM CROUWEL AND RIETVELD

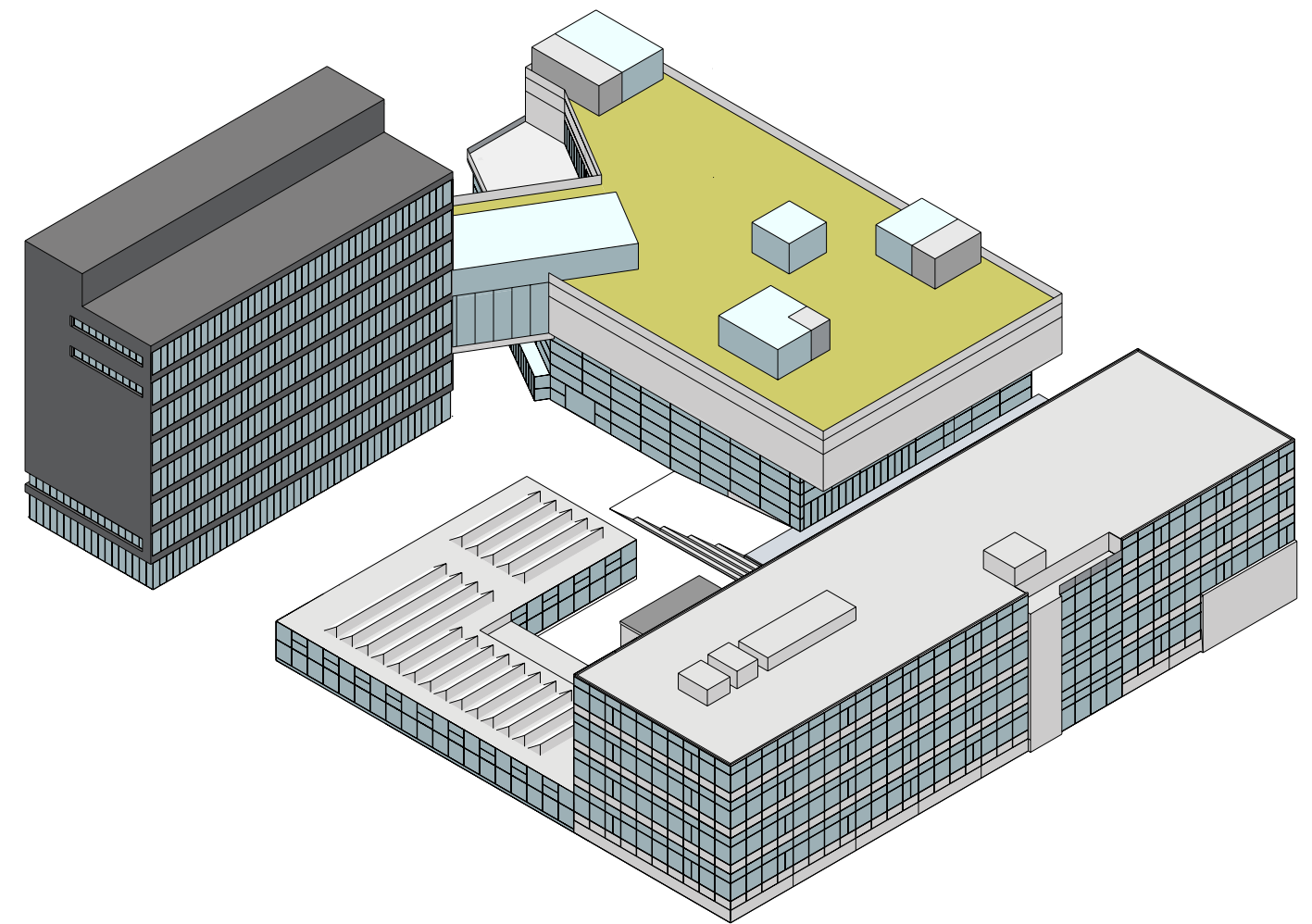
The new building connects to the existing buildings both literally and figuratively to create a new, improved, Academy. The new building aims to enhance the positive qualities of the existing buildings, while at the same time resolving a couple of niggling problems. Where is the main entrance to the school, for example? Where should the courier deliver that late night pizza? Can't the school give a bit more to the Fred Roeskestraat, in terms of life and activity? Maybe even the odd piece of artwork?

The new building will begin by addressing the way that the school relates to the street. The main reception for the school will be at ground floor in the new building, right on the Fred Roeskestraat. The exhibition space will front onto the street, showing off the work of the school to passers by and encouraging them to venture further, to see more of what the Rietveld and Sandberg have to offer. The auditorium is just behind the exhibition space, easily accessible for public events. Meanwhile the canteen moves to the ground floor of the Benthem Crouwel building, adding further activity to the public space and spilling out onto a south facing terrace on the street. In this way we also hope to tempt some of the Academy's neighbours to stop by and say hello.

Moving the canteen into the Benthem Crouwel is the first step in trying to rehabilitate a building, that to put it mildly, the school Community hasn't (yet) taken to its heart. The building has a series of very positive qualities, but at the moment these are overshadowed by the closed nature of the ground floor (where IS the entrance?) and the low floor to ceiling height, which severely limits the size of the work which can be produced.

The new building connects to the Benthem Crouwel on two floors: the second floor of the Benthem Crouwel connects to the second floor of the new building and the fourth floor of Benthem Crouwel connects to the new building's green roof-top. In this way, students in the Benthem Crouwel have direct access to the new building and to a wider range of working spaces, which they can easily move to, if necessary. This makes the existing spaces of the Benthem Crouwel more viable as work space for a wider variety of students. Direct access to the roof garden also adds real quality to the Benthem Crouwel for the students working there. Placing the library on the top floor makes this space, with its impressive views over Amsterdam, a space for the entire school Community, not just those who happen to have their classes there.

The new building also connects directly to the Rietveld building. The basement of the Rietveld will be connected to the -1 level of the parking garage of the new building, making it easy to move materials back and forth between the workshops and assembly hall, studios and exhibition space.



> Isometric projection

COURTYARDS

The open air, public space of the Academy is used poorly at the moment. It is dominated to a large extent by parking, the low planted areas are nice to look at, but little more, while the rest of the space has a 'left over' feel. Students gather near the Rietveld building's entrance to smoke and talk, showing the demand for open air public space for the school.

While the creation of a new building will obviously reduce the amount of square metres of open space at Rietveld, we feel that by carefully designing the open spaces of the site as a

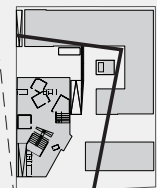
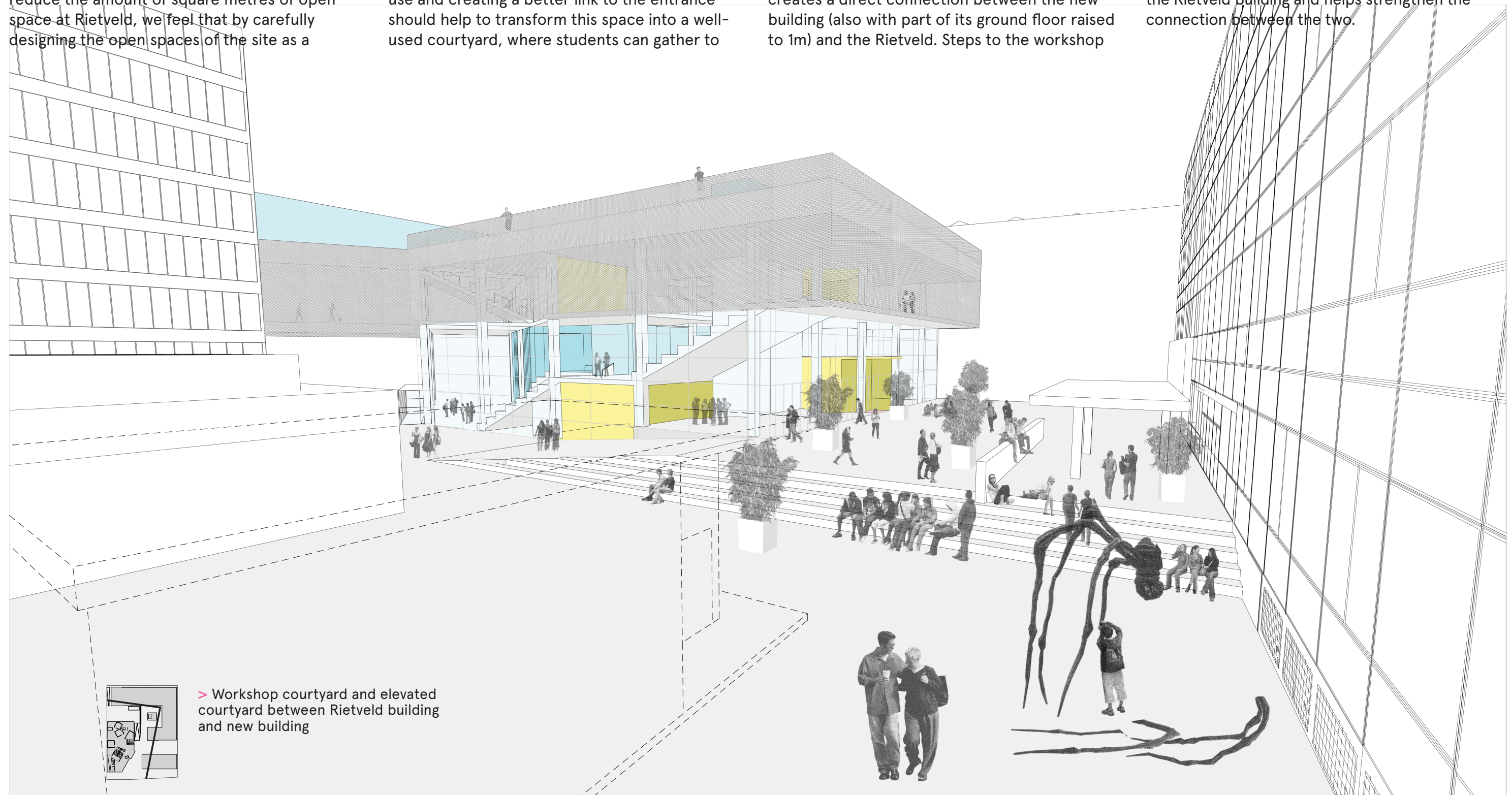
series of courtyards with strong relationships to the surrounding buildings, we can significantly improve their quality and usability. Our first move is to remove the existing ramp, as well as the wall alongside it, to improve the relationship between the Rietveld building entrance and the courtyard with the pavilion. Opening it up in this way should help it to become a real part of the Academy's public space. The pavilion becomes a place to get a really good coffee, while still providing space for projects and small exhibitions. Adding this use and creating a better link to the entrance should help to transform this space into a well-used courtyard, where students can gather to

take a break, perhaps after spending the morning working in the adjacent workshops.

The entrance of the Rietveld building is approximately one metre higher than Rietveld. The existing solution – the thin ramp – cuts the open space in two, breaking the connection. We propose instead to raise the level of the courtyard in front of the entrance by one metre, to the level of the ground floor of the Rietveld. A gentle slope leads up to this courtyard, which creates a direct connection between the new building (also with part of its ground floor raised to 1m) and the Rietveld. Steps to the workshop

courtyard link the two open spaces together and provide an extra summer seating space.

Doors open up the new building to the surrounding courtyards. An industrial sliding door allows access to the courtyard between the Benthem Crouwel and the workshops so that large items can be easily brought into the building, either for display in the exhibition space, or for further work in the studios. A series of rotating doors opens the new building to the courtyard it shares with the Rietveld building and helps strengthen the connection between the two.



> Workshop courtyard and elevated courtyard between Rietveld building and new building

> Courtyards



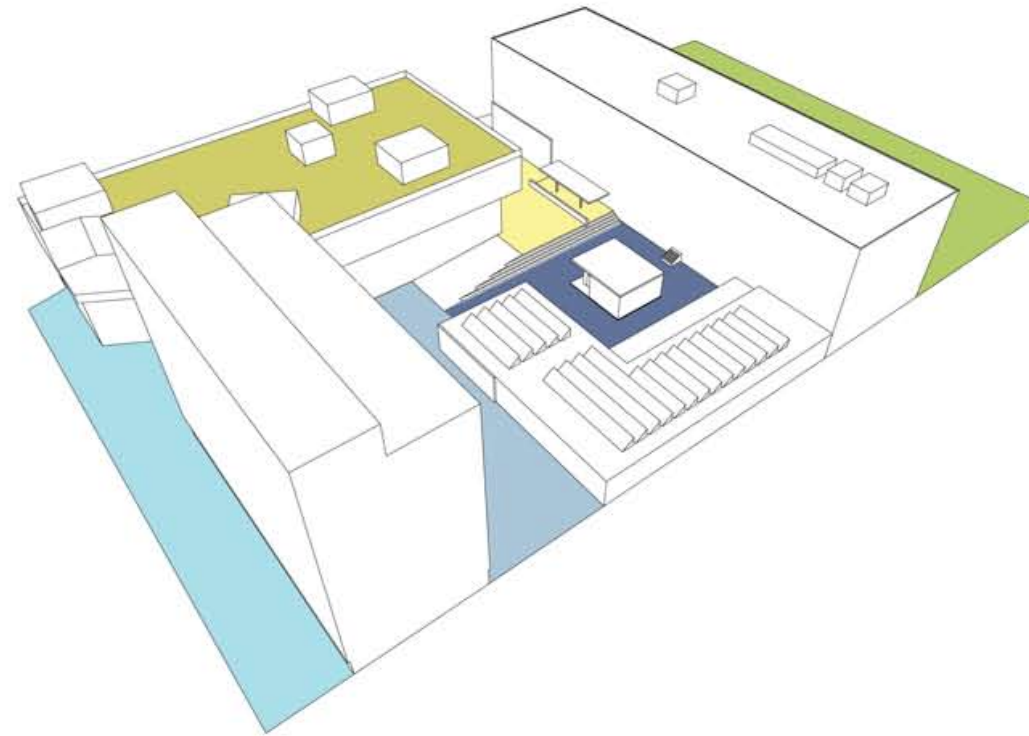
River bank



Elevated courtyard



Roof garden



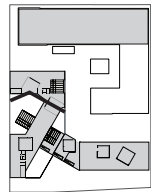
Workshop courtyard



Side, 'tradesman's' entrance



Main, public entrance



> View from the second floor studios towards the stairs leading to Benthem Crouwel and the roof

SHEDS

Within the flowing, connecting space of the new building are the 'sheds' – closed rooms which are used as department embassies, meeting rooms and project spaces. There is a series of shed typologies: department embassies, gathering spaces, parasites and glass houses. All are non-structural, which means that sheds can be added, moved, or replaced as necessary. We do not imagine this happening too regularly, but it is possible to change as the school changes and grows in the future. The walls of the sheds are either opaque, transparent or translucent, to give a mixture of views, light, privacy and presentation or display space.



FLEXIBILITY

The new building is intended to be flexible in use, so that future changes can be easily accommodated. The sheds are arranged so that the negative spaces between them can be easily closed off with curtains or sliding doors, to become classrooms or presentation spaces, for example.

The parking garage at -1 level also has this element of flexibility. It has a floor to ceiling height of 3.5m so that it can also be used for purposes other than parking – for the end of year exhibition, for example. The auditorium connects this floor to both the ground and first floors, so that there is a 'proper' connection,

suitable for connecting the different floors of a series of exhibition spaces. We imagine that this is how the building would function for the end of year exhibition, for example. A connection to the -1 level limited to the fire escape stairs which typically link a parking garage to the ground floor would limit the uses to which the basement could be put.

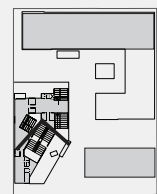
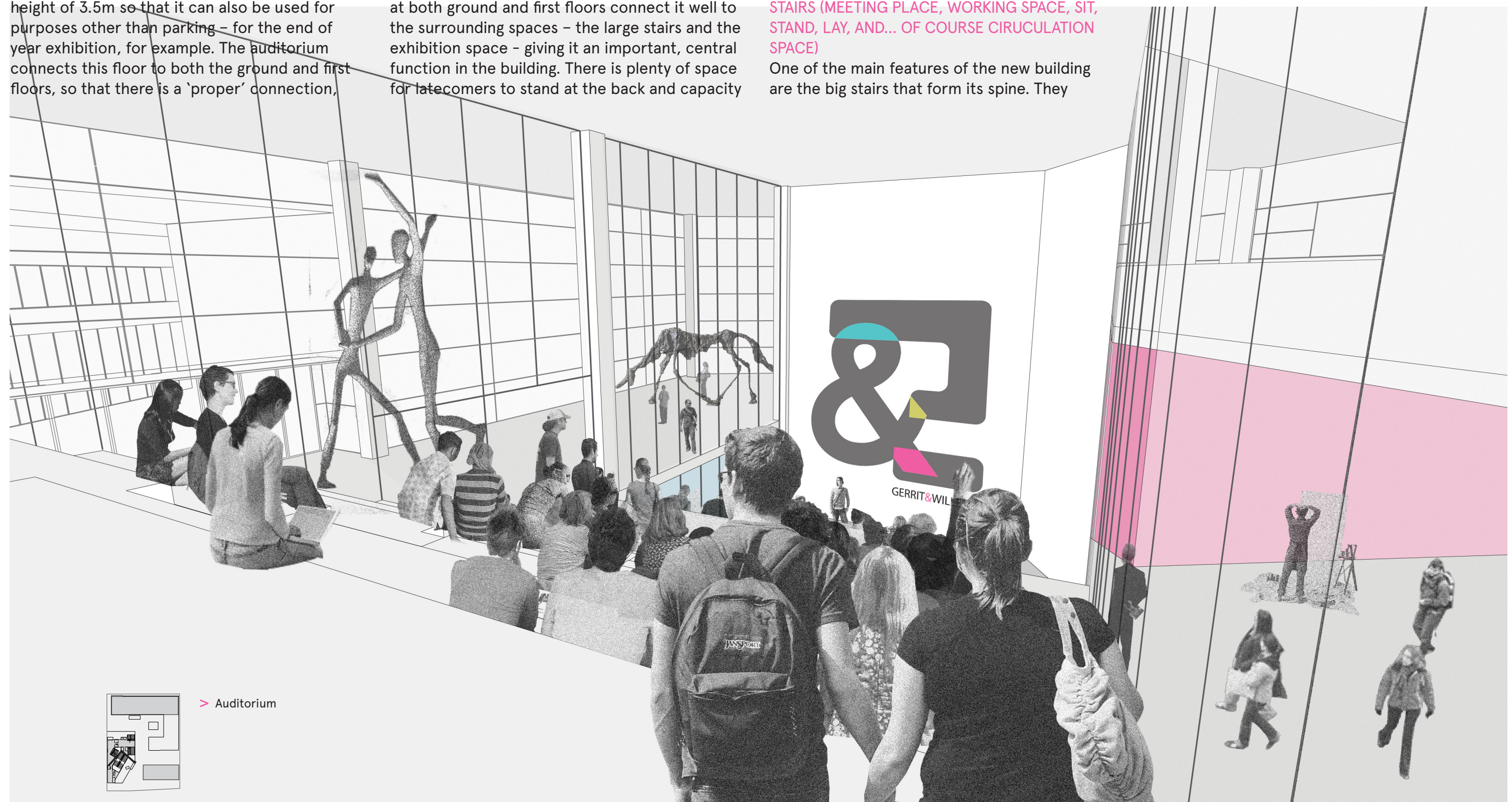
The auditorium itself can be used as a lecture theatre, but also as a project space. Entrances at both ground and first floors connect it well to the surrounding spaces – the large stairs and the exhibition space – giving it an important, central function in the building. There is plenty of space for latecomers to stand at the back and capacity

can be increased, for the Studium Generale for example, by opening the doors and windows into the auditorium at ground floor. These allow people to stand in the exhibition space and look over the balustrade to see and hear what is happening in the auditorium. Glass walls create a visual connection to the exhibition space and studios, but the auditorium can also be made more private, by drawing the curtains across its glass walls.

STAIRS (MEETING PLACE, WORKING SPACE, SIT, STAND, LAY, AND... OF COURSE CIRUCULATION SPACE)

One of the main features of the new building are the big stairs that form its spine. They

connect the floors and are part of the primary circulation route through the building, but their oversized width allows them to be used in far more ways. They are an important social space in the building. On these stairs you can work, sit and meet friends, study, there is room for art installations, parts of the stairs can be closed off by curtains to create a presentation room. The stairs visually connect the courtyard, Rietveld and the Benthem Crouwel building.



> Auditorium

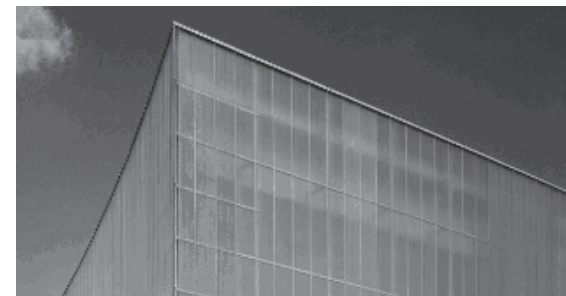
> Materials

MATERIALS FOR THE BUILDING

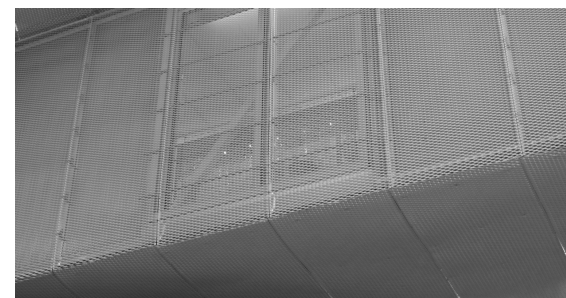
The building uses a palette of industrial materials – a stripped back aesthetic which relies on the students of the Academy to bring life, colour and add some softness. We use exposed concrete for the structure and the floor slabs. The facade is in glass at ground and first floor level to allow light in and views both in and out. A translucent facade at second floor, made of metal mesh and polycarbonate panels allows light to the studios, but leaves them with more privacy, sometimes necessary in the introspective process of making art pieces.

Balustrades would use chain link fencing – a material that is easily appropriated (in place, of course) for art projects and displays. Netting and curtains that are commonly used in sports halls are used to close off spaces and give privacy where necessary.

These materials have a very strong aesthetic, but are also very robust – tough enough to withstand anything that art students might subject them to. In addition, they are relatively cheap, so that where we spend on structure and creating volumes and spaces for the building, we save on materials. We also plan to work well with the materials we have – designing windows to standard sizes, basing the sizes of the sheds on the standard panel sizes for the sheet material we use, to minimise both labour and waste. Designing like this, we hope to make a little go a long way.



polycarbonate panels



expanded metal



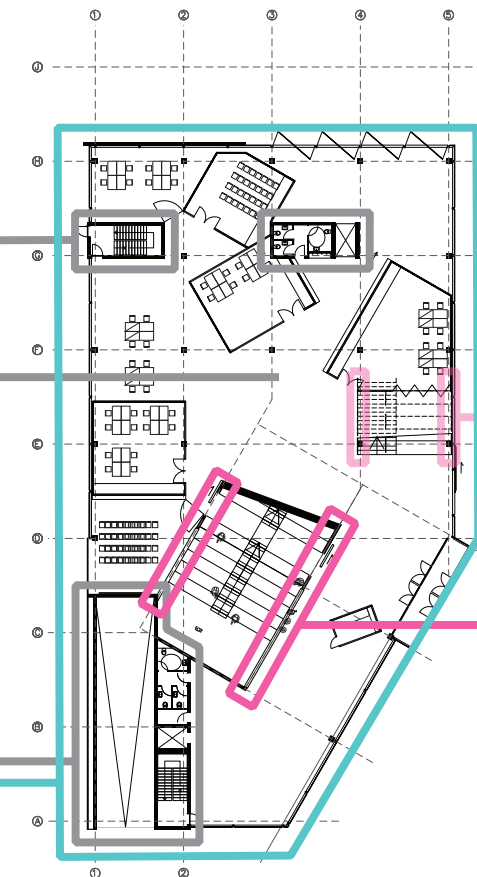
concrete



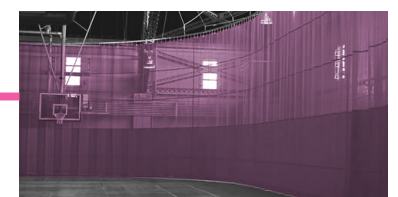
glass



green roof



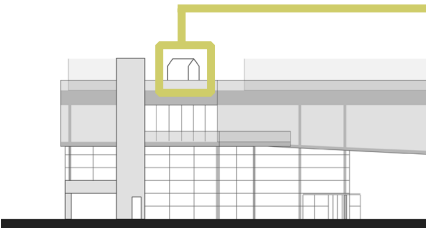
chain link fencing



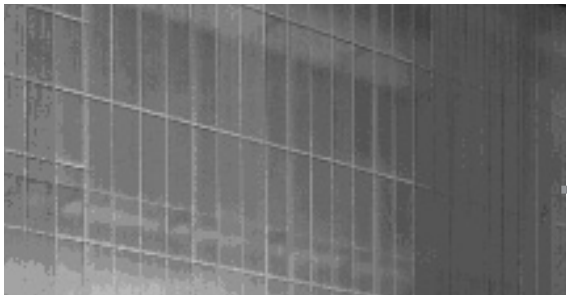
fabric

MATERIALS FOR THE SHEDS

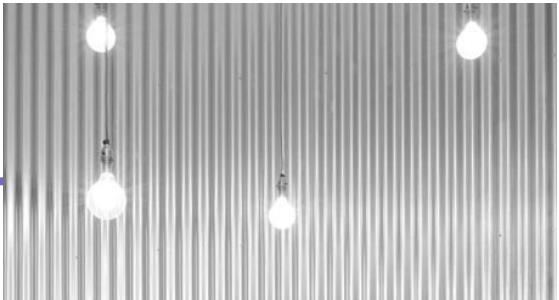
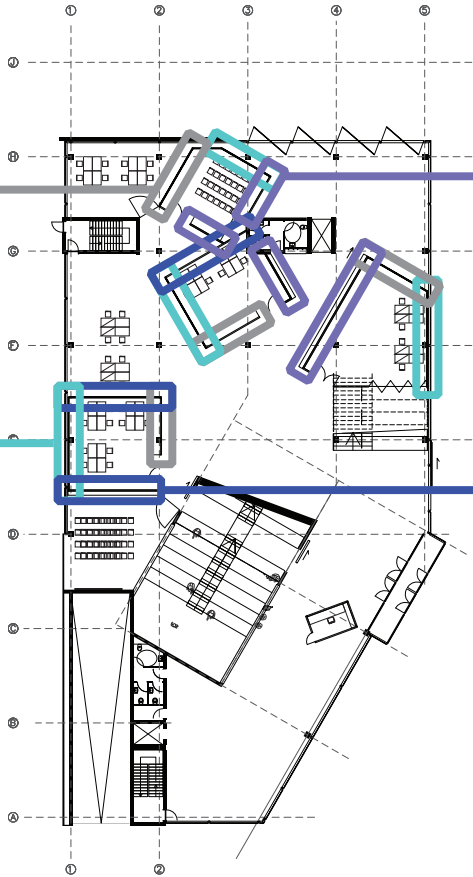
For the sheds inside the building we imagine plasterboard walls for pin ups and presentation, corrugated steel, polycarbonate (perhaps coloured) for translucency and corrugated plastic for near-transparency.



greenhouses



polycarbonate panels



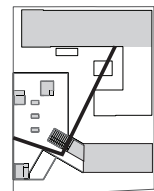
corrugated metal panels



corrugated plastic panels



blackboard



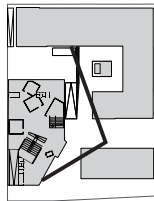
> Green rooftop garden with sheds and greenhouses

SUSTAINABILITY

We think building a sustainable building for the future of the Academy is important. We view sustainability along two lines: the physical (hardware) and the social (software). The hardware consists of measures in the new building, but also in the existing ones, which we outline in the section on sustainability.

The social measures involve the Community: making students, teachers and staff aware of their responsibilities towards sustainable issues within the school and giving them the possibility to actually implement them. Think of providing a shop where reusable materials can be taken to use in projects, not using plastic cups and cutlery in the canteen, but also involving students through making sustainability a real part of the curriculum by giving them assignments to improve the sustainability.



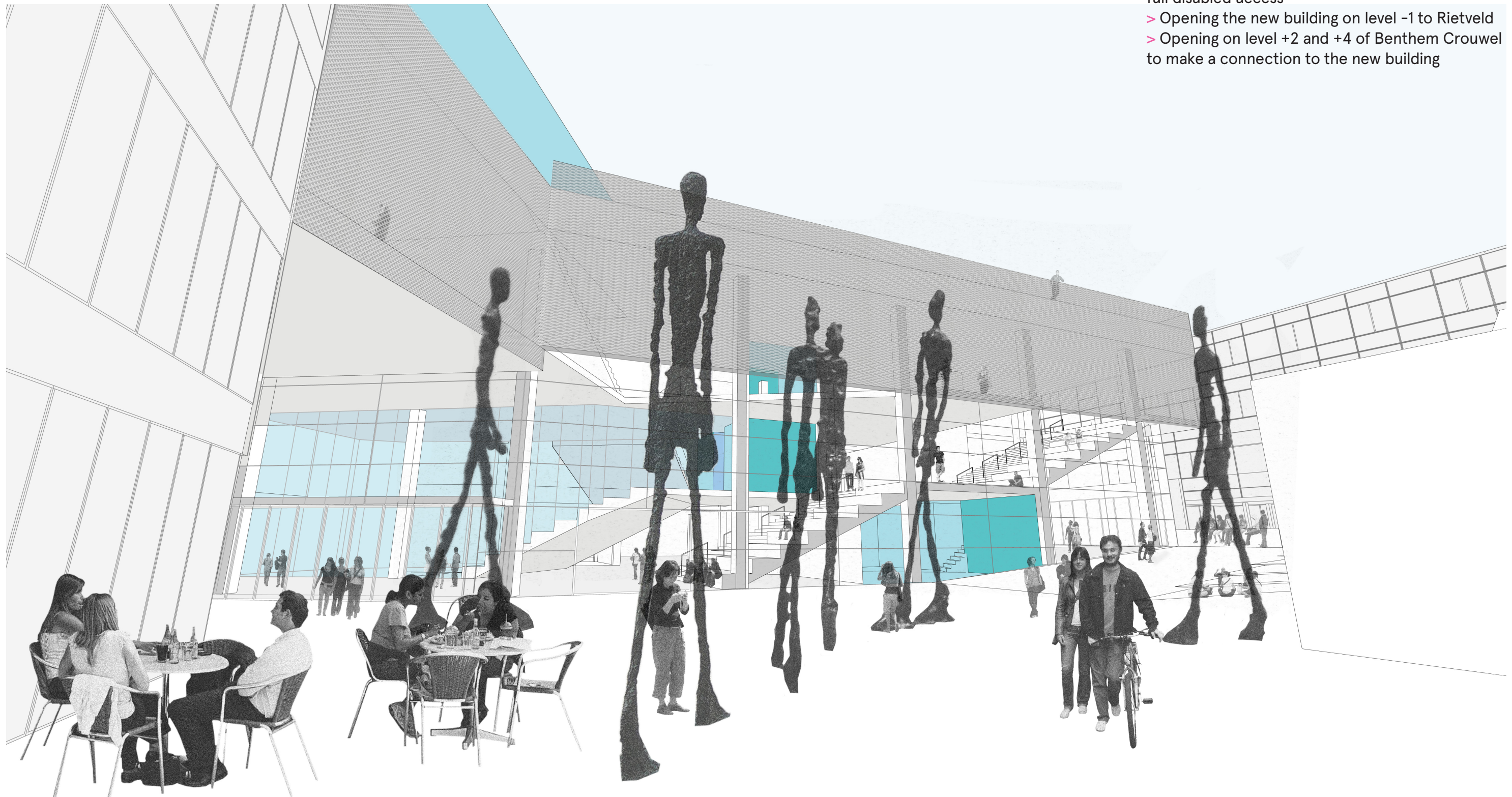


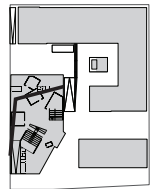
> The new building from the courtyard between the Benthem Crouwel and the workshops

CHANGES IN THE EXISTING BUILDINGS

Adding a new building to the two existing ones means reshuffling the programme of the three of them. This means that a few changes also have to be made to the allocation of the programme within Rietveld and the Benthem Crouwel buildings. We think these changes will improve the quality of the Academy as a whole.

- > Courtyard (+1m/removing the existing ramp/removing existing wall)
- > Bigger elevator in the Rietveld building to allow full disabled access
- > Opening the new building on level -1 to Rietveld
- > Opening on level +2 and +4 of Benthem Crouwel to make a connection to the new building





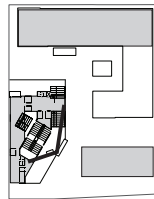
> Students working in one of the open studio spaces

INVOLVING THE COMMUNITY

The Community has a lot of creativity and knowledge that should be put to use to make the new building. In this way, it will be well adapted to the needs of the Community and will also be a shared project, allowing everyone to leave behind a small mark on the school.

We propose to involve all the departments in the creation of the new building, over a series of phases, beginning now, carrying on through the construction of the new building, but continuing on after the Rietveldnd opening, making it an ongoing process.

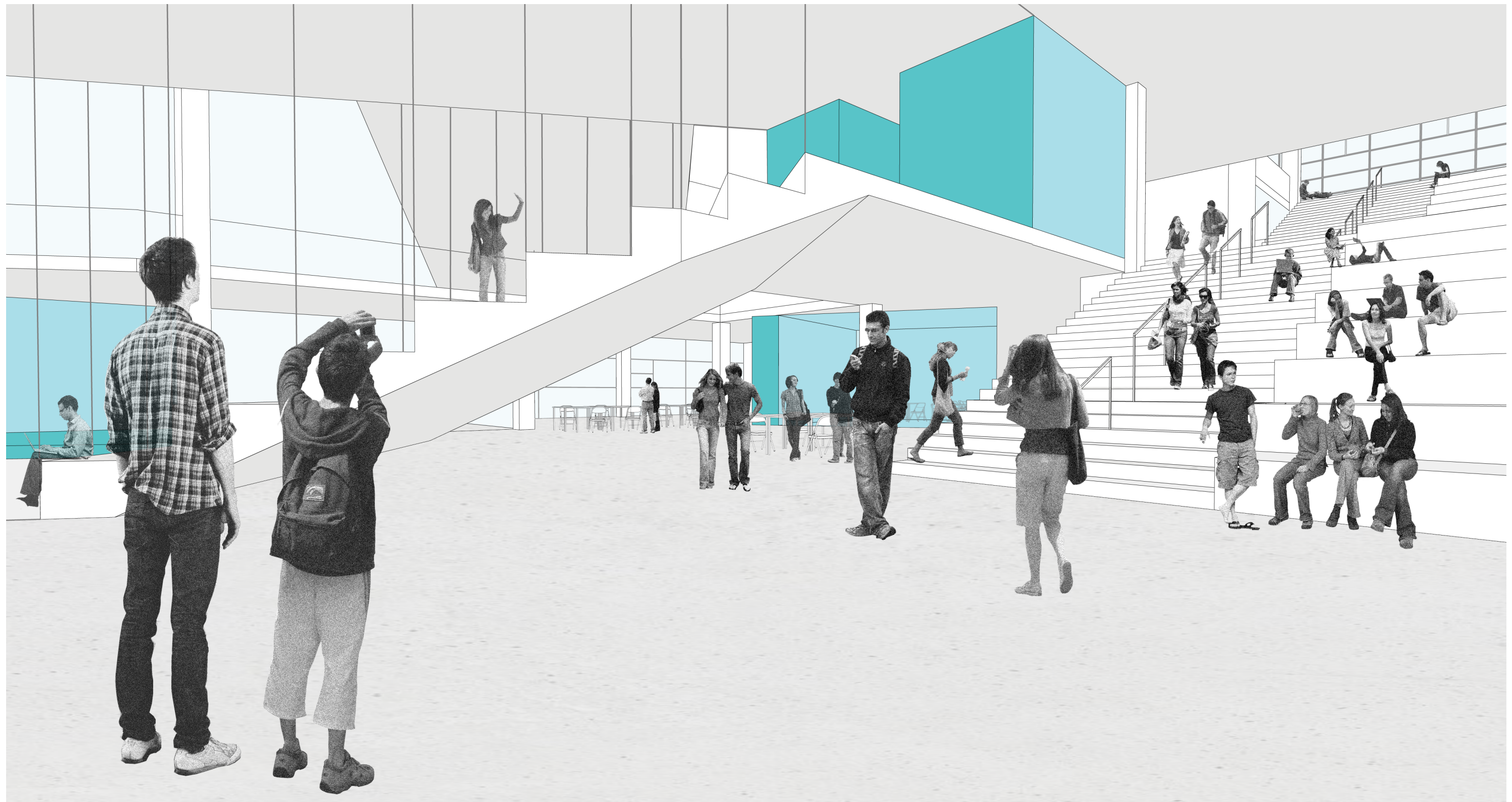




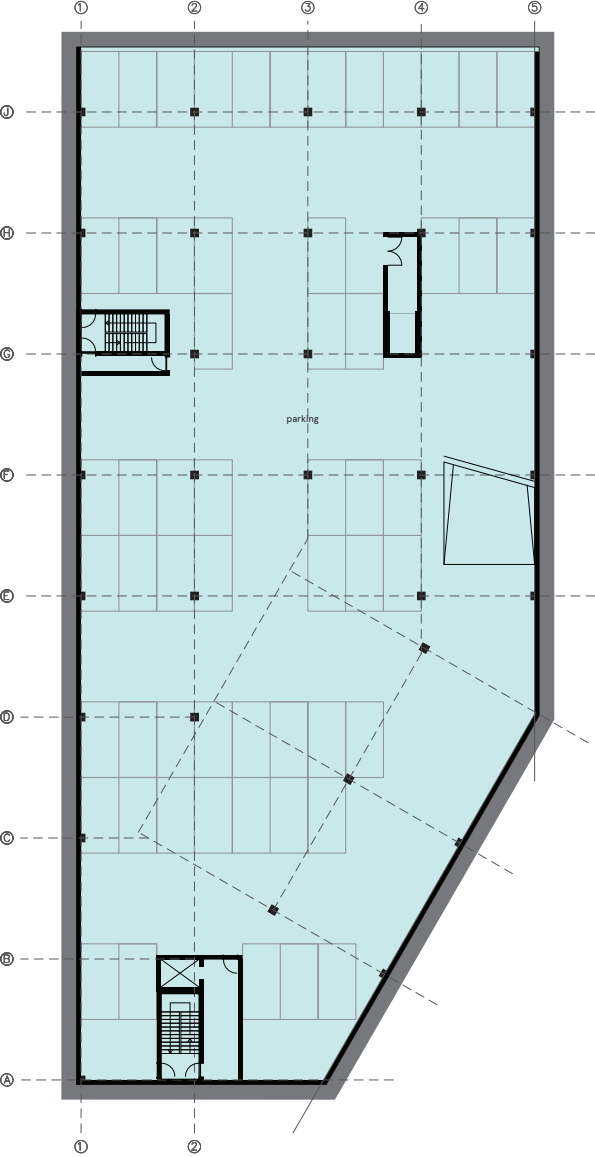
> Entrance hall of the new building, looking towards the auditorium and the big stairs

&

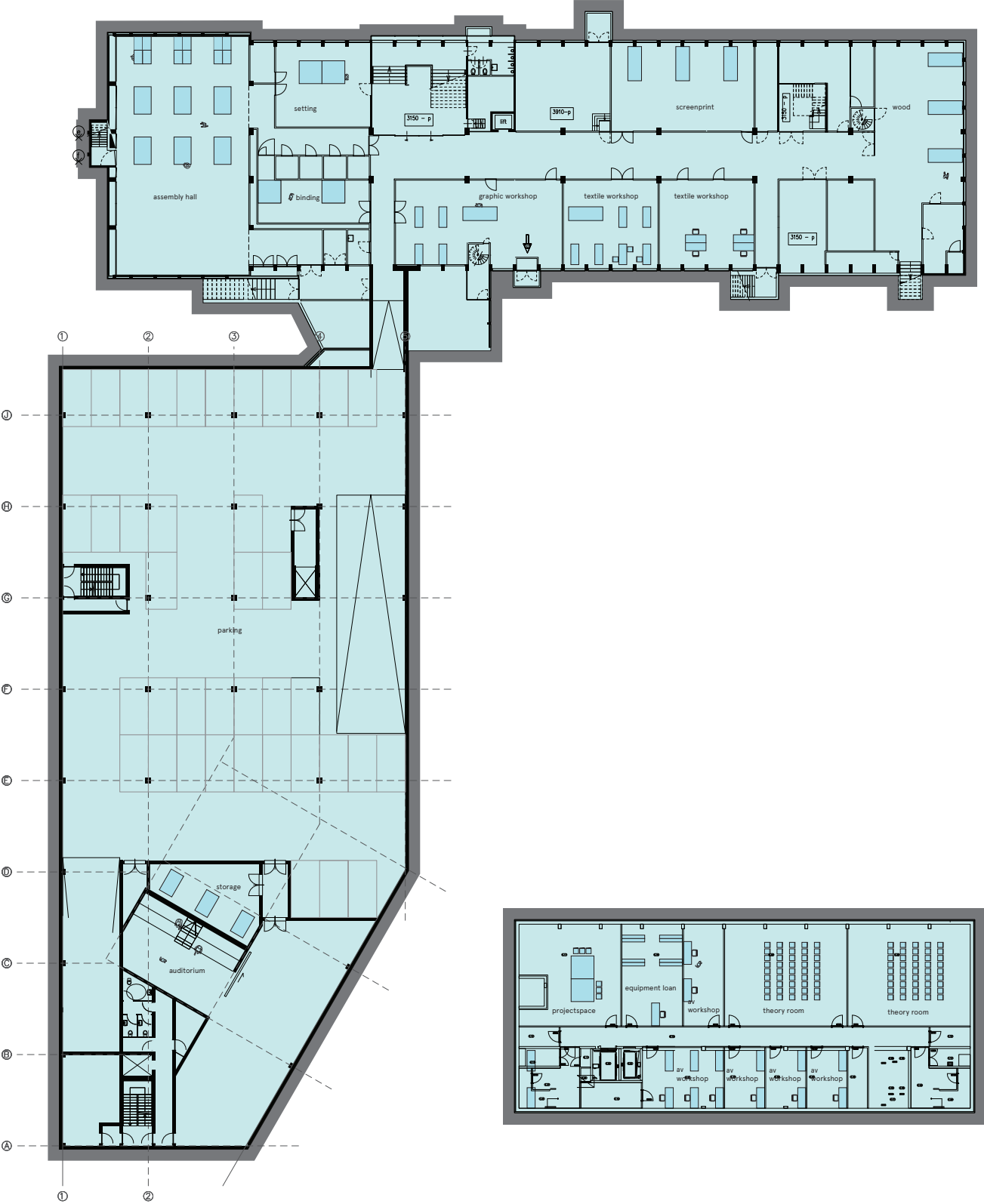
Following the stairs in the new building from ground floor to the rooftop garden you will notice the flowing route and the visual and physical connections to both the Rietveld and the Benthem Crouwel buildings. This route shapes the symbol &, that stands for the connection between the three buildings: 'Gerrit & Willem'



> Plans



> Basement -2, 1:500



> Basement -1, 1:500



> Ground floor, 1:500



> First floor, 1:500

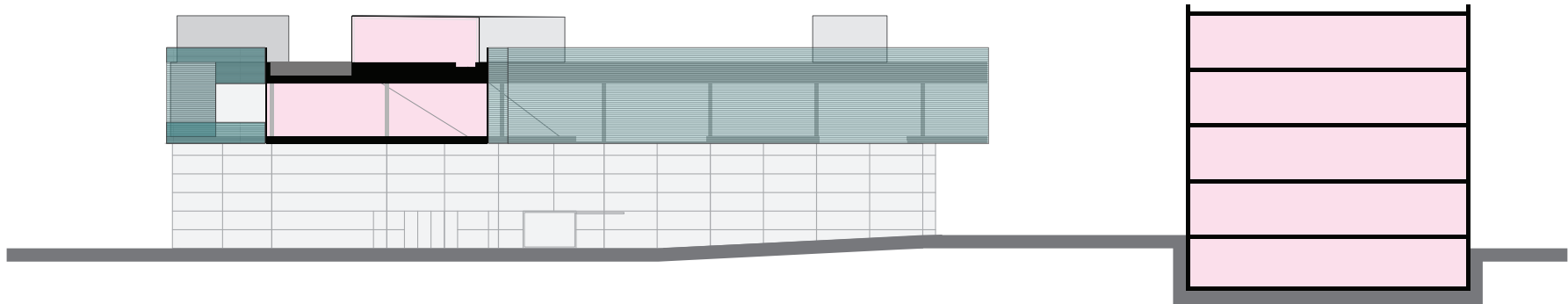


> Second floor, 1:500

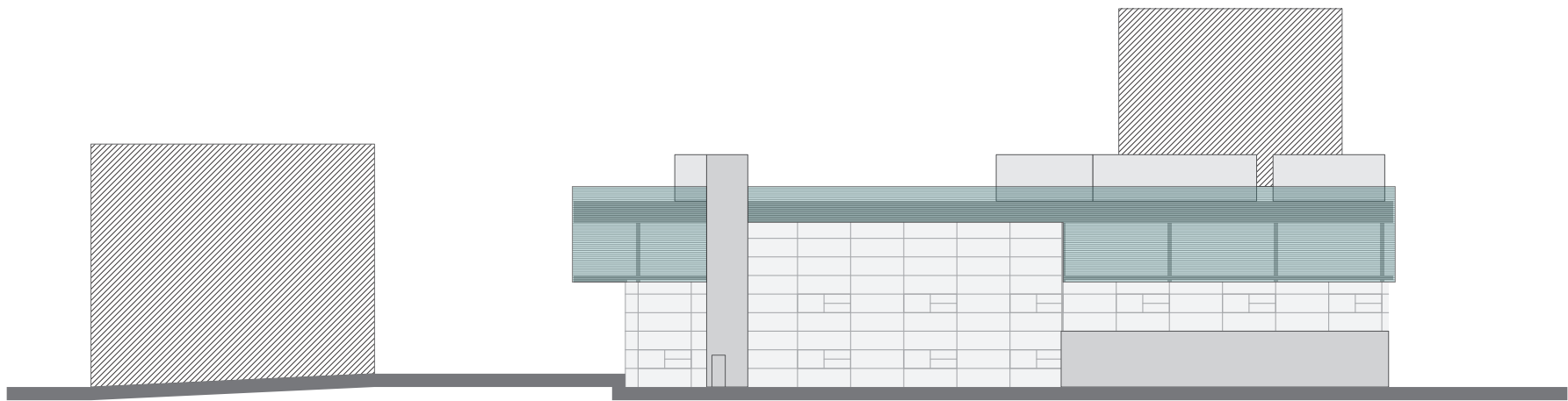


> Roof, 1:500

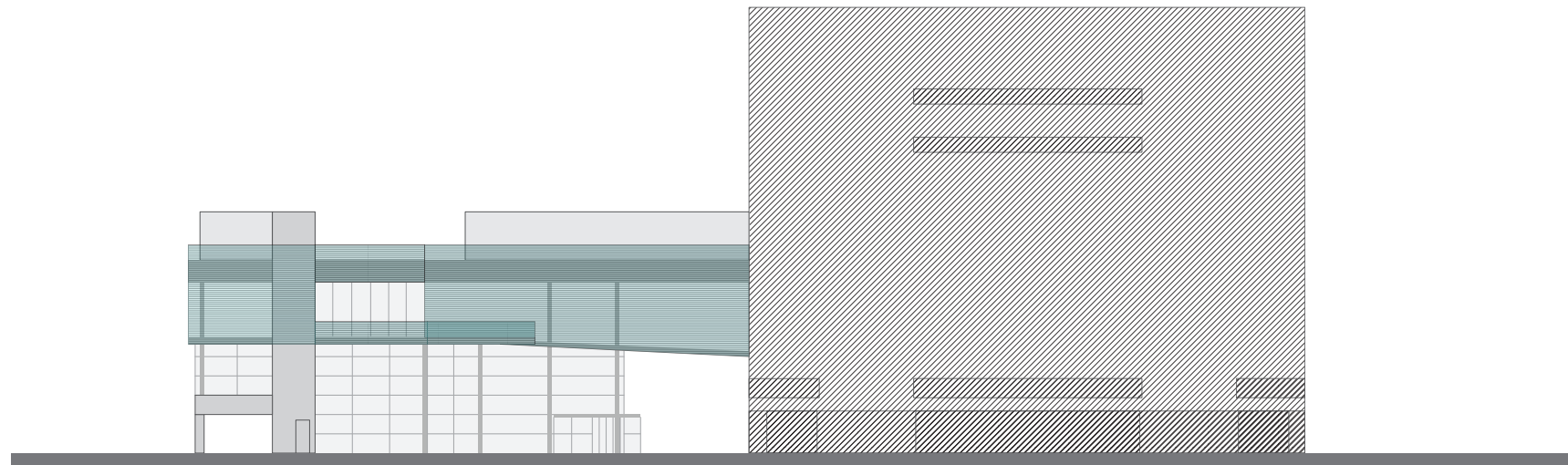
> Elevations



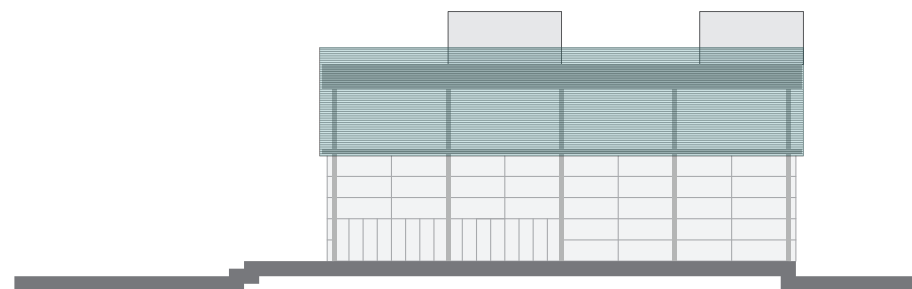
> Elevation, East, 1:500



> Elevation, West, 1:500

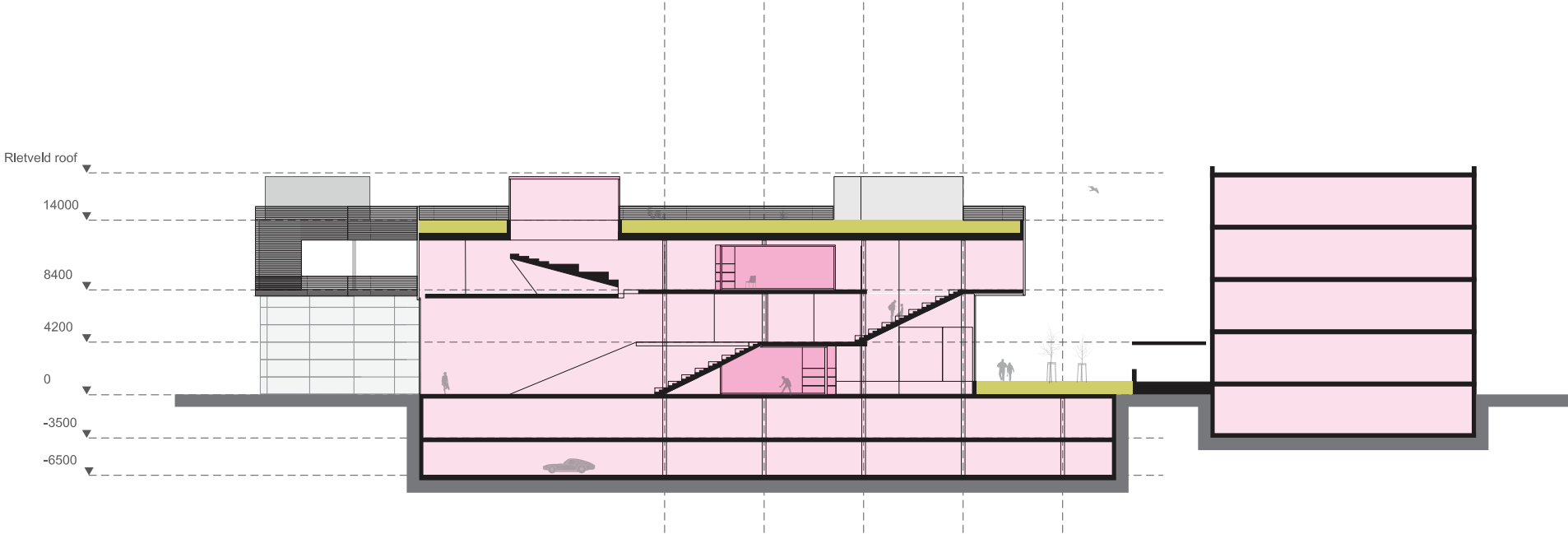
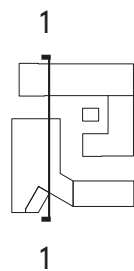


> Elevation, North, 1:500

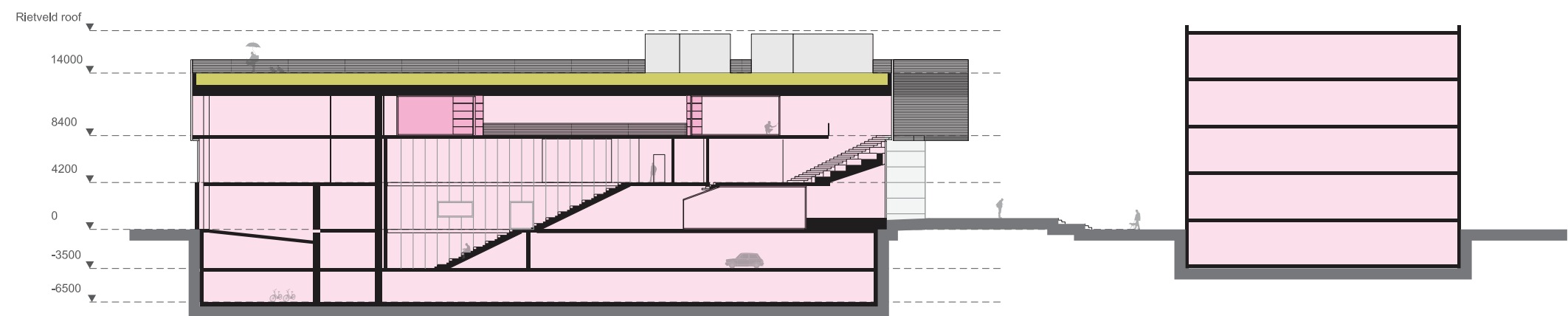
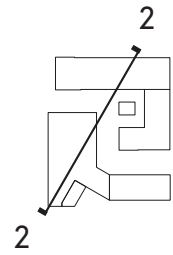


> Elevation, South, 1:500

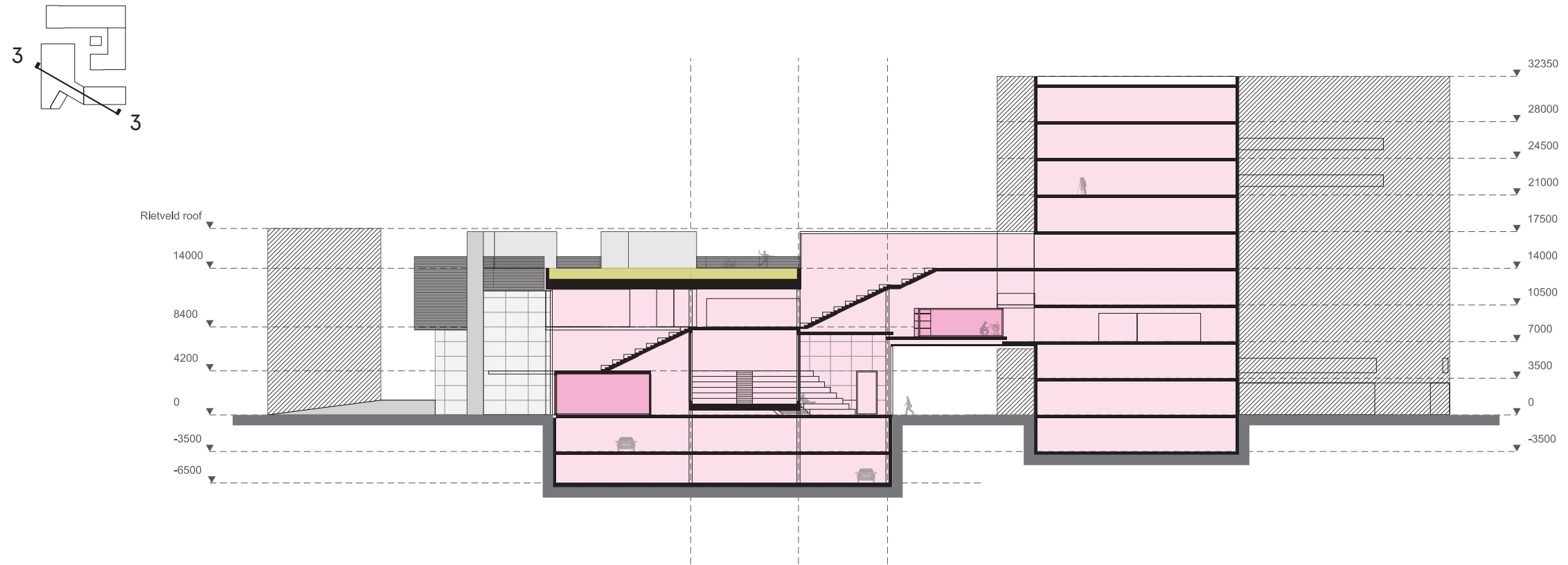
> Sections



> Section 1-1, 1:500



> Section 2-2, 1:500



> Section 3-3, 1:500

> Stairs

The stairs are not only circulation space. They are also a place to meet friends, discuss projects, check email, exhibit art work, give presentations. They link the different parts of the school.



Ground floor



First floor



Second floor



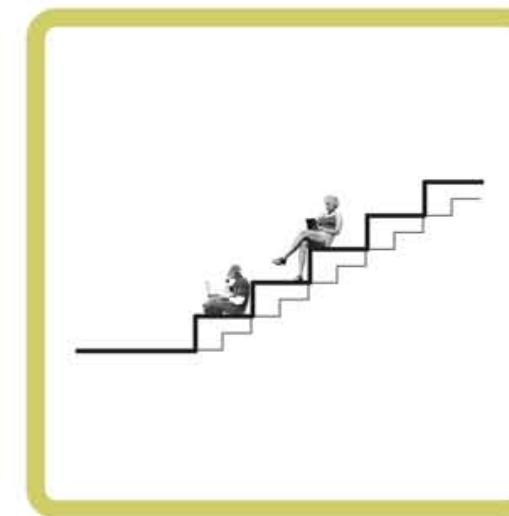
Presentation



Circulation



Gathering

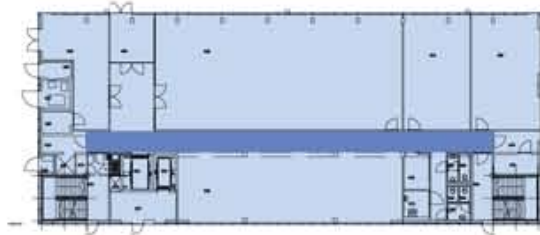
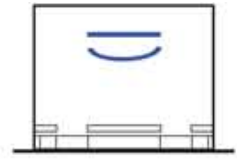


Working

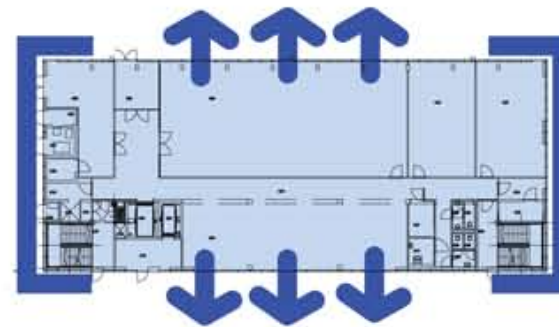


Exhibition

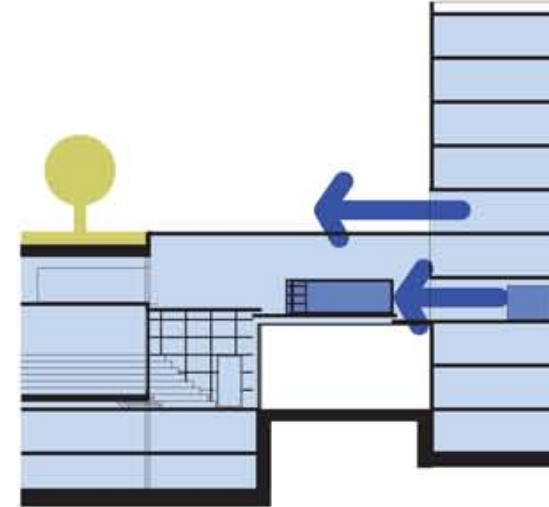
> Learning to love the Benthem Crouwel building



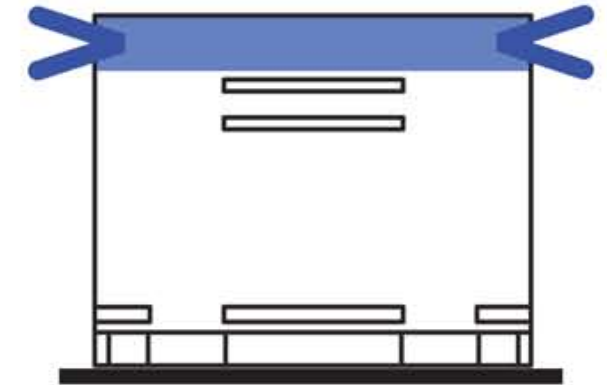
The Benthem Crouwel building isn't very popular – the closed facade, low ceiling heights and lack of communal space make it difficult to love.



We open it up at ground floor level by putting a public function there – the canteen – which will draw the whole Community in. In summer, tables can spill out onto the courtyard and even the south facing terrace on the Fred. Roeskestraat, to activate these spaces.



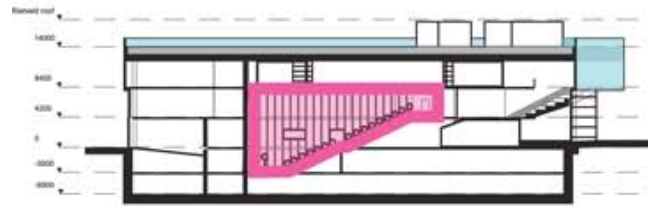
Connecting the new building at 2nd and 4th floor levels gives students working in the Benthem Crouwel direct access to a greater range of potential work spaces, as well as to the new rooftop garden.



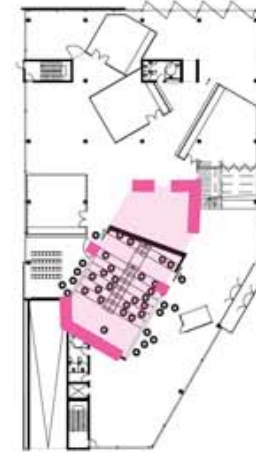
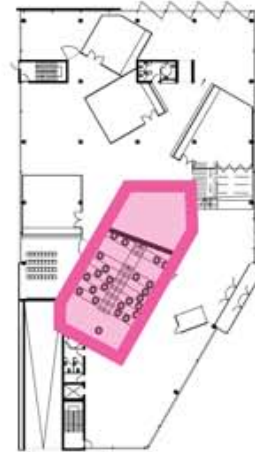
The top floors of the building have an amazing view over the city of Amsterdam. We put the library here, so the whole Community can enjoy working in this space.



> Auditorium



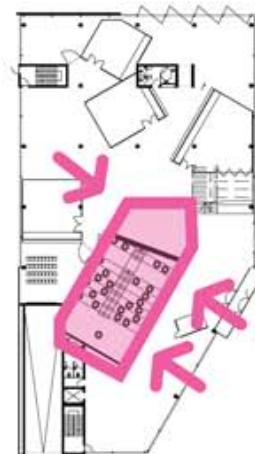
Lecture hall



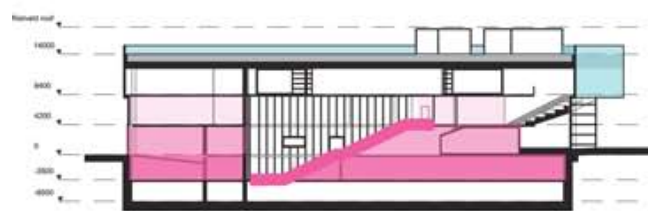
The auditorium has glass walls, which can be closed off with curtains. For a larger audience, perhaps during the Studium Generale, the auditorium can be opened up at ground floor level, with large sliding doors and windows from the exhibition space, to accommodate more people.



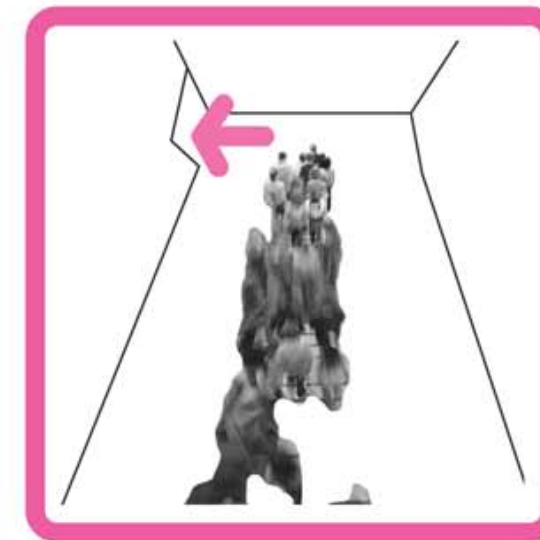
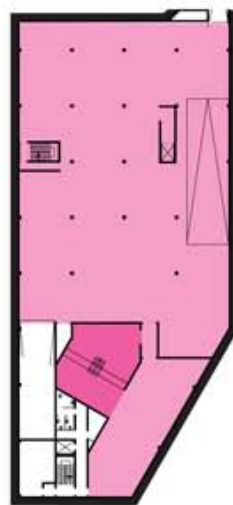
Central hang-out



When not being used for lectures and presentations, the auditorium can be used in the same way as the other big staircases – for gathering, working, exhibiting, as project space.



Linking the basement to the rest of the building (properly)



The auditorium is partly sunk down to the -1 basement level. This level has a floor to ceiling height of 3.5m so that it can be more than just a parking garage – it can be used for the end of year exhibition, for example. An exhibition space needs a good connection to the rest of the building, not just fire escape stairs. We propose using the auditorium.

> So do you want to make a really big sculpture?



Ground floor

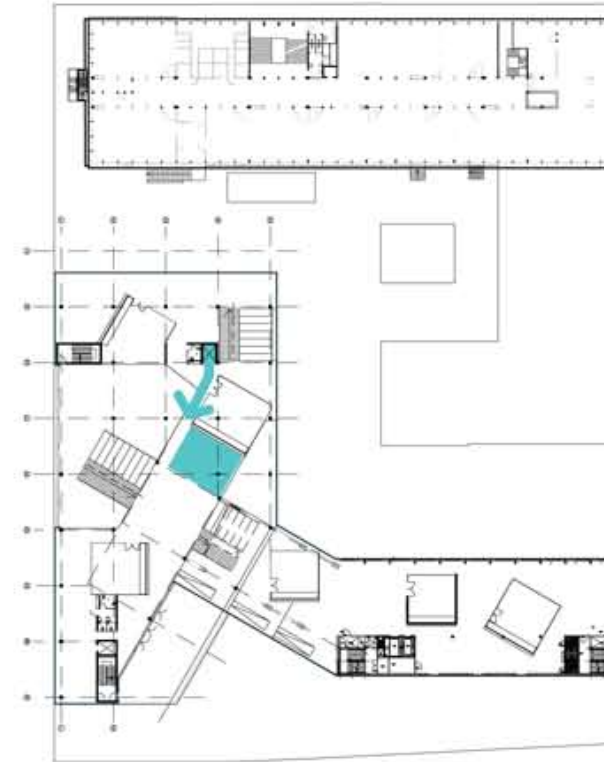
First to the metal workshop to make the pieces for the sculpture.



Basement

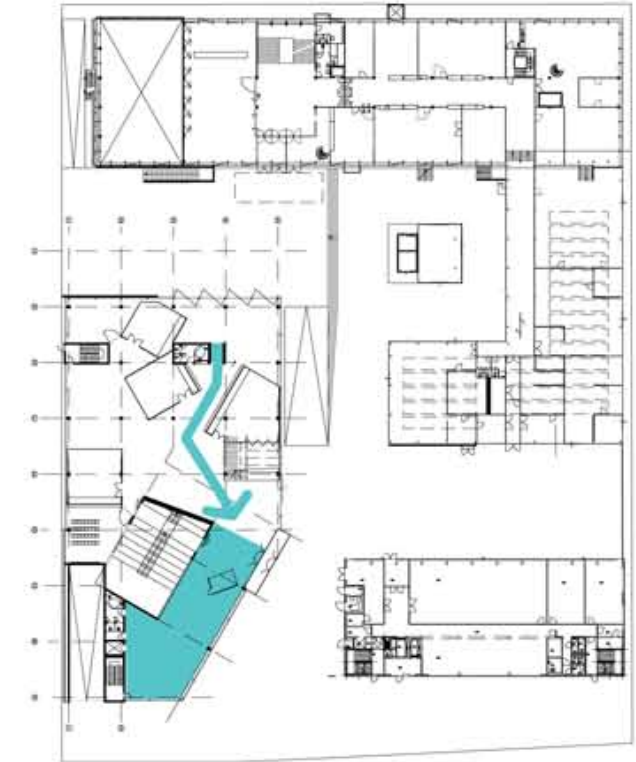
Then putting it together in the assembly hall.

Next it is taken to the goods lift in the car park...



Second floor

...to move it to the studio to put the finishing touches to the piece. Then back to the goods lift, to take it to...



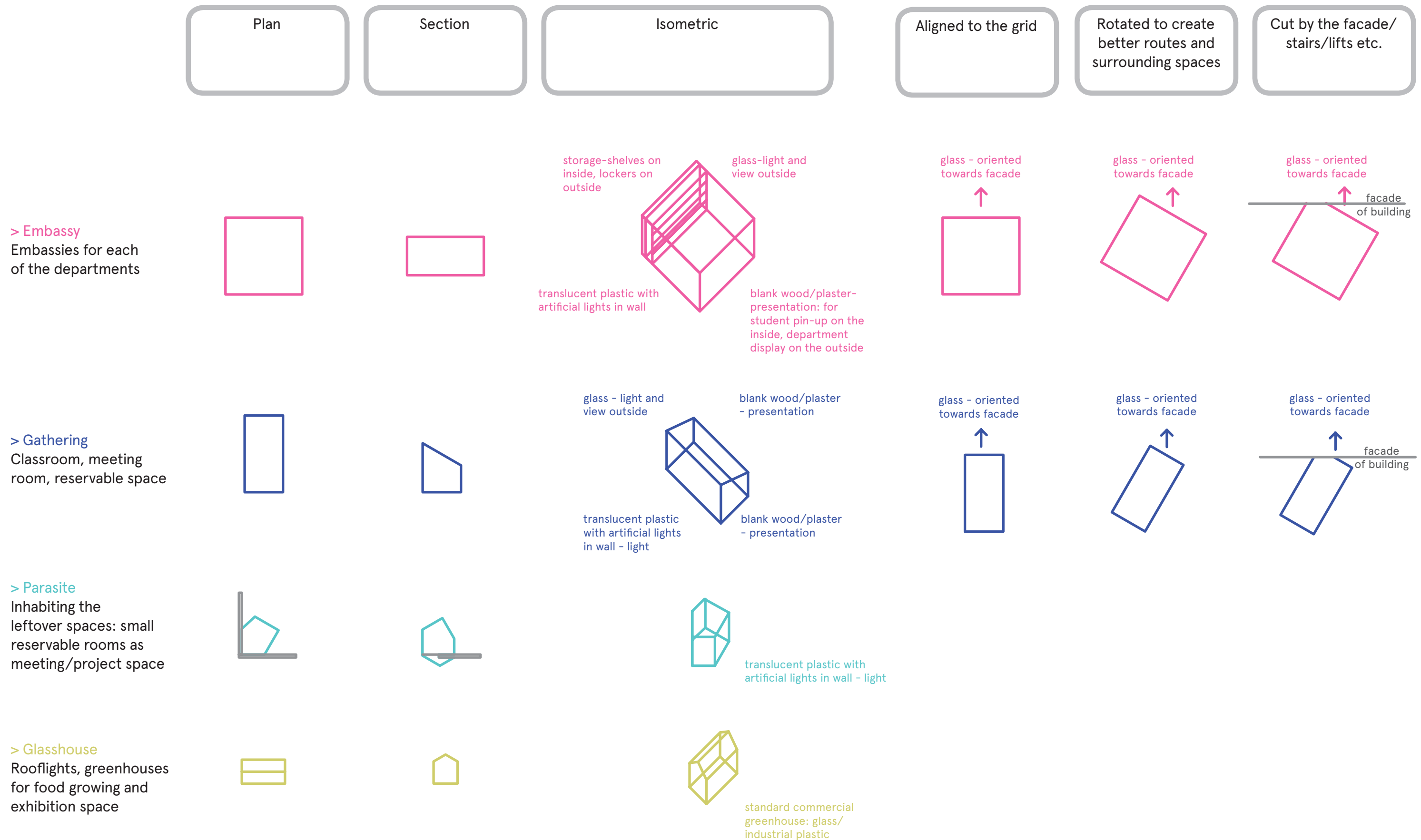
Ground floor

...the public exhibition space next to the entrance and right next to the Fred. Roeskestraat.

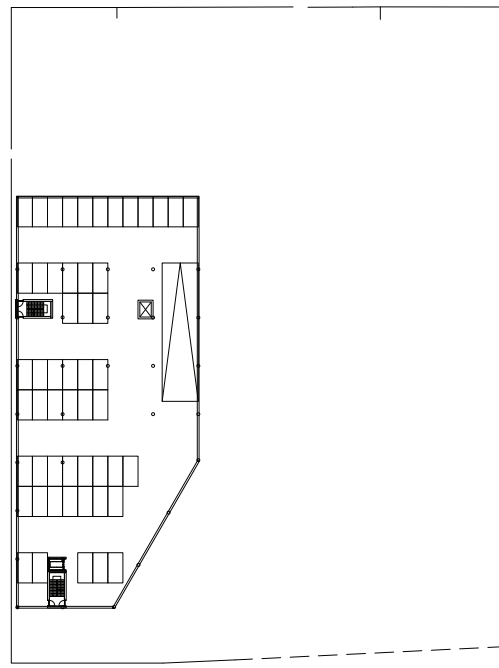


> Typology of the sheds in the building

> Placing the sheds in the building



> Programme allocation



-2



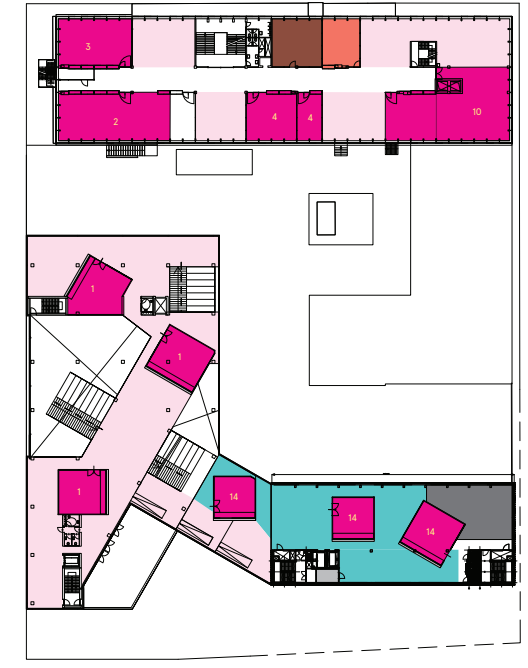
-1



0



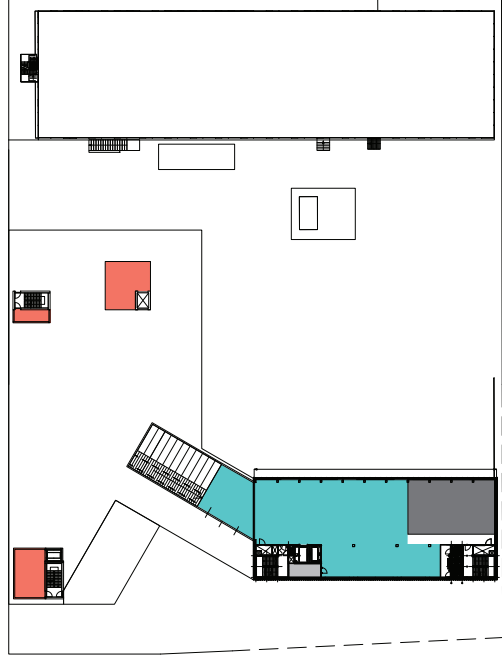
+1



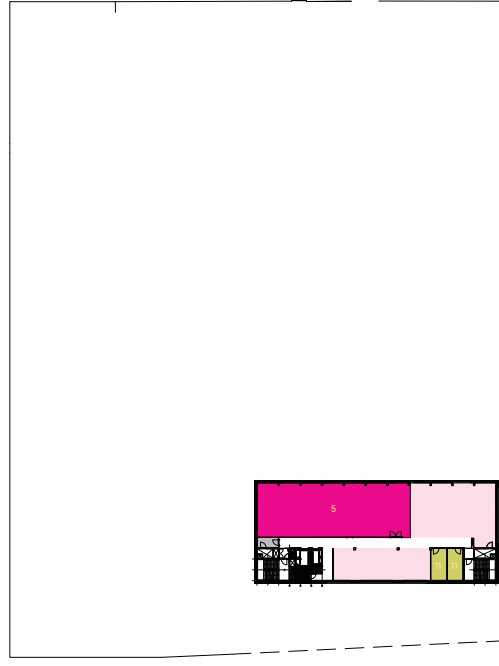
+2



+3



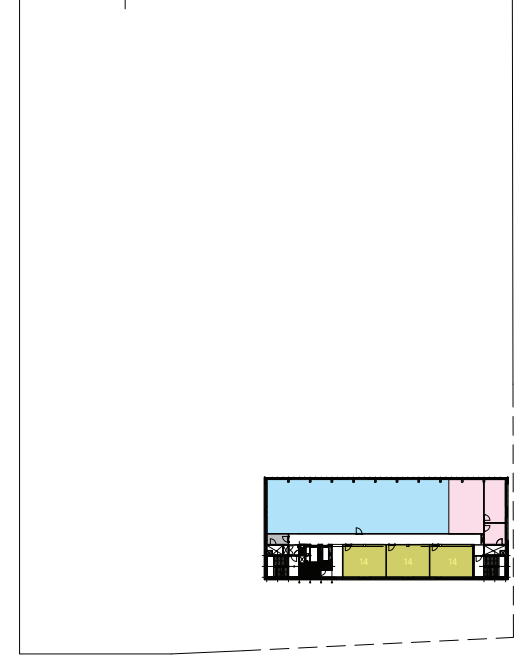
+4



+5



+6



+7

- Embassies (gra&si):
- 1 BK
- 2 Graphic design
- 3 Architectural design
- 4 Textile
- 5 VAV
- 6 Fashion
- 7 Jewellery
- 8 Image and language
- 9 Photography
- 10 Dogtime

- 11 Design lab
- 12 Glass
- 13 Ceramics
- 14 Sandberg

- GRA basic year
- Sandberg
- Open studios

- Shared:
- Project space

- Theory
- Meeting
- Drawing

- Central functions:
- Library

- 1 Canteen
- 2 Coffee

- Shop&Lobby
- 1 Lobby
- 2 Shop
- 3 Recycle Shop

- Expo
- Auditorium

- Staff
- 1 Buro Rietveld

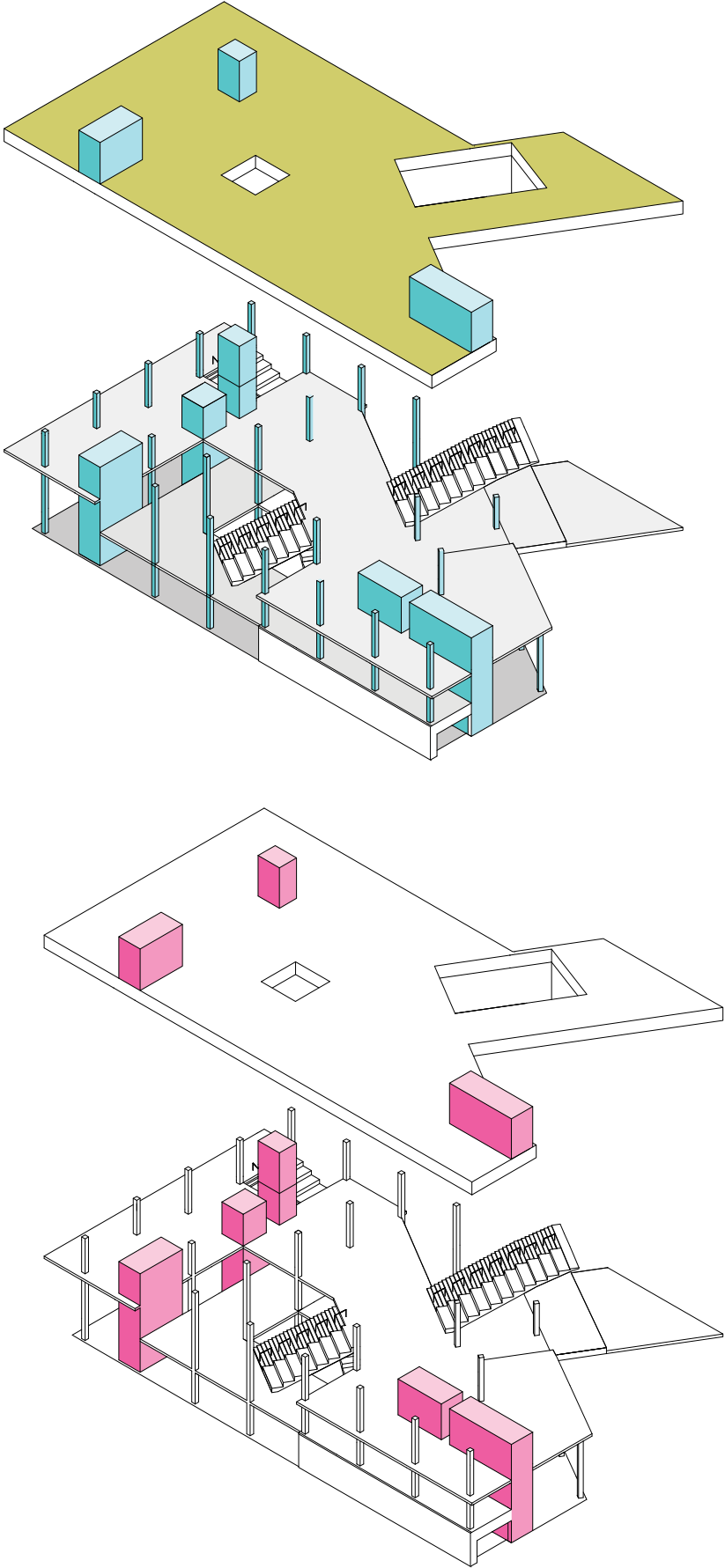
- General Storage

- Workshop Shared
- 1 Assembly hall
- 2 Graphic workshop
- 3 Setting
- 4 Zeefdruk
- 5 Textile workshop
- 6 Binding
- 7 Cadcam
- 8 Wood

- 9 Metal
- 10 Equipment loan
- 11 AV (editing, etc)
- 12 Glass
- 13 Ceramics
- 14 ICT

> Structure

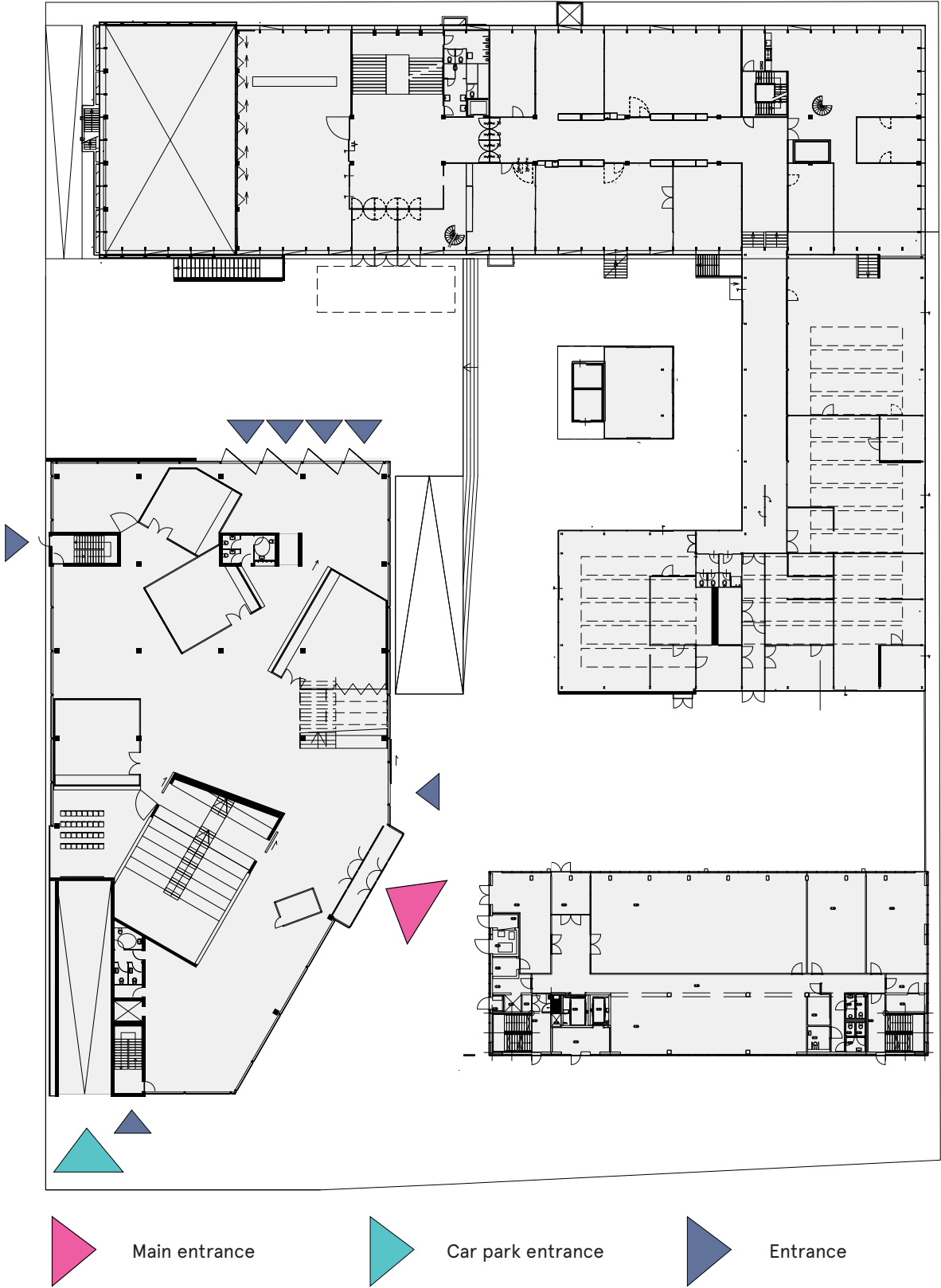
The structure of the building is made from reinforced concrete. Solid cores provide extra stability.



> Services

Risers are located together with escape stairs and lifts.

> Entrances



Sustainability

Our ambition for the sustainability of the Rietveld and Sandberg – low energy and resource use and a school which is seen as a valued part of both the neighbourhood and city it is part of. Some of the pre-conditions for this will be established in the buildings themselves and the physical environment we create, but we recognise that much sustainability comes from the ways in which people themselves choose to act. By harnessing the creativity and energy of the Rietveld and Sandberg communities we want to reduce resource use year on year and develop the most appropriate and effective strategy for the school. We therefore have a two part sustainability strategy: the first part is to do with the design of the physical environment of the school; the second is about the Community.

MAKING BETTER USE OF MATERIALS

We use a huge amount of material in the course of making our art work, often producing a lot of waste, as well as throwing out unused material at the end of the course because there is no way to store it and pass it on to other students. There should be space for storing materials and a system for re-using unwanted material to make full use of the materials that are brought into the school. The school could also start a system of bulk-buying commonly used materials to sell on to students in small, usable quantities. Recycling bins/bins for the division of waste should be placed throughout the school. Disposable cups/plates/cutlery in the canteen should be phased out, instead developing a system of deposits for re-usable and returnable cups etc.

GREEN ROOF

The intensive (planted as a garden) green roof is an important part of the new building, providing an outdoor space for the whole Community which serves a number of functions:

- > firstly it is a gathering space
- > the roof provides good insulation for the building, reducing energy use and heating costs
- > it is able to absorb a lot of rainwater and reduce surface runoff (which reduces the risk of flooding in the neighbourhood)
- > it provides a place to grow some of the herbs

and vegetables for the canteen, so that the local sourcing of food begins at home.

THE HEATING SYSTEM/VENTILATION STRATEGY/SOLAR STRATEGY ETC, ETC

There are a lot of built/technical things for this building that can have an impact on the resource use, but for several of these things we feel it is too early to select the most appropriate systems. For now we have concentrated on the large scale measures which flow directly from our concept for the building. Further suitable strategies for the building will be developed in the next phase, when we will begin to develop the design and have the opportunity to work more closely with structural, mechanical and electrical engineers to design an integrated strategy together.

USE OF RECYCLED MATERIALS IN THE BUILDING

It is not always appropriate to use recycled materials and they can be very difficult to use because of problems of ensuring quality and sourcing, amongst other things. However, the sheds could provide an opportunity to build with these sorts of materials. As many of them are within the main building and don't need to deal with rain and cold, there is more freedom to experiment with new materials, which don't need to perform to the standard expected of a normal construction material. Further sheds will be built in the future. These offer the Community the chance to experiment with alternative building materials, learning to build in a new way.

DATA AND INFORMATION ON RIETVELD/SANDBERG SUSTAINABILITY

If we really want to improve the sustainability of the school, we need good information about how things are used, what resources we need and how much of them we use. This information can be hard to get, especially when the models for analysing buildings which do exist are mainly for residential or commercial buildings – programmes that work very differently from an art school.

We therefore propose to draw on the Community to help us build a good picture of how the

Rietveld and Sandberg work. We hope that with their intimate knowledge of the school and their creativity, they will be able to find more appropriate ways to investigate how the school works. How much waste do we produce? Where does it come from? Where does it go? These questions and many others studying how the school works could be put to the departments of the school as commissions related to the building process.

The data and information that comes out of this process would be made public by displaying it in the team's shed (the one which will be used to give information on the building process). This analysis could begin almost immediately, looking at the existing buildings and school organisation. The Academy may require specialist help to produce something which is rigorous enough to be genuinely useful – we propose partnering with a university and also finding partners in industry, such as an engineering consultancy firm in order to do this.

CROWDSOURCING A SUSTAINABILITY STRATEGY

The Community need to be involved for several reasons:

- > the success of any strategy depends on the people involved and how they choose to act
- > the Community has a good understanding of how the school works and why and therefore what sustainability measures would be most likely to be adopted and to have the desired effect
- > a sustainability strategy covers so many different aspects of life that it becomes a huge job. It is therefore necessary to involve a lot of people in doing the work of developing ideas and implementing them
- > a sustainability strategy is inherently about the future and we would like to see the strategy continue to develop so that the school, for example, progressively uses fewer and fewer resources and less energy year on year. Things will change and the strategy itself will need to adapt. The team which will build the new building will disband once the new building is complete and then the work of making the building more sustainable will have to be taken over by the Community.

Some tasks should be given to individual departments to investigate and develop strategies.

- > Explaining the data on how the building is

used could go to graphic design, VAV could develop a sustainability awareness campaign, architecture could work on a waste management strategy for the school.

This would be an ongoing process. Developing the sustainability strategy together with the Community would form part of the crowdsourcing process for the new building, which is described elsewhere in this report. Once the new building is complete, the strategy would be overseen by Buro Rietveld, together with the management team of the school.

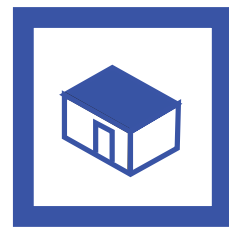
ANNUAL SUSTAINABILITY COMPETITION

In addition to the main crowdsourced strategy, there should be a sustainability competition each year, for all the students in the school. Projects suitable for this competition could cover both analyses of the workings of the school (waste streams, energy consumption, travel patterns, for example) and proposals for improving these things. The best ideas generated each year would be put into action.

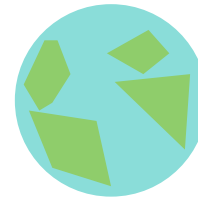
The first competition would take place in 2012–13, looking at how the existing buildings work and the processes of the existing school. The first two competitions would be overseen by the team, with Buro Rietveld taking over once the new building is complete.

THE RIETVELD AND SANDBERG WELL INTEGRATED IN THE ZUIDAS AND IN AMSTERDAM

The long term sustainability of the Rietveld and Sandberg relies on them being seen as valuable parts of the neighbourhood and of the city. We have already proposed a system of cultural exchange with city cultural institutions, providing art pieces and pavilions for the Zuidas. These links should also be used to promote the school's innovative approach to sustainability and the ideas generated by the Community. Some of these ideas might also be relevant to our neighbours in the surrounding area, providing an additional way in which the school can contribute to the wider Community and ways in which we can work with a wider group of people and organisations in the future.

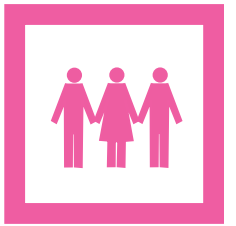


Physical environment



We have a two part sustainability strategy: the first part is to do with the design of the physical environment of the school; the second is about the Community.

Community



space for waste/
recycling/ storage of left
over materials

sheds - the team's
project shed and
the Zuidas sheds

awareness of potential sustainability
strategies - a vital precondition for
putting them into place

connecting to a wider
Community - the Zuidas and
the city of Amsterdam

use of recycled
materials in the
building

making better
use of materials

using Community's creativity and insider
knowledge to properly investigate how
resources are used in the school - given
to departments as commissions

good bicycle
parking space

lower energy use
in transport

a transport strategy
for the school

green roof
- an outdoor gathering space for
the whole Community
- good insulation for the building
- absorbing rainwater and reducing
surface runoff
- a place to grow some of the
herbs and vegetables for the
canteen

water retention and
reducing surface
runoff

annual sustainability design
competition, with the best
ideas put into practice

food sourced
locally

every year
resource use
further reduced

educating people about
the best ways to use the
building

heating system? ventilation? solar strategy?
it's possible to imagine a lot of built/technical
things for this building that would help to make it
more sustainable. For now we have concentrated
on the large scale measures which flow directly
from our concept for the building. Further
suitable strategies for the building will be
developed in the next phase.

lower resource use
- water and energy

Sourcing the Community

In our proposal of October 2011 we embraced the principle of involving the Rietveld Community in the design of the new building, and suggested two areas in which crowd sourcing could be effective and feasible – determining the needs and wishes of various departments, and designing elements of the new building. Since then we have chosen the designing of elements within the new building as the primary focus, and have decided to work through the departments in order to engage the entire Rietveld Community in working on this.

An important feature of our plan is that the practice of crowd sourcing, which will be developed and introduced in connection with the design of the new building, will continue to be used in future situations of change and development, and so become a standard instrument for planning and decision making within the Rietveld Community. With this in mind, we envision crowd sourcing activities taking place over three consecutive phases of the development of the new building – before, during, and after construction.

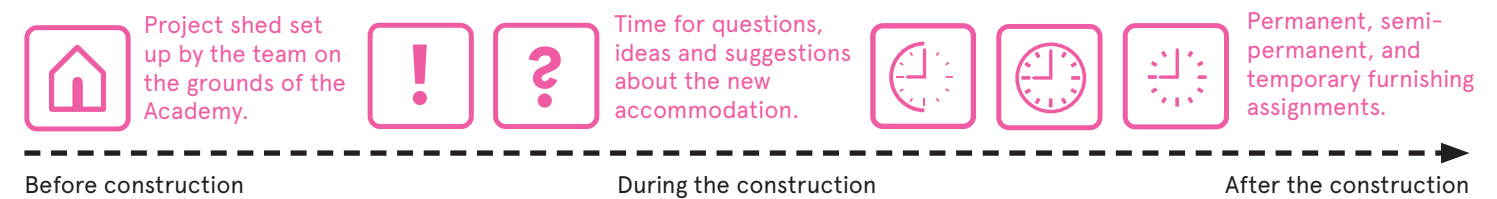
THE TEAM SHED

We will set up a temporary shed on the grounds of the Rietveld, as a visible sign, drawing attention to the coming renovation and making Community members curious about the new building. The exterior of the shed will be used as a notice board showing the development of the building plans and the building in progress. The shed will serve as a centre where members' curiosity about the building project can be satisfied and their questions answered with up to date information on what is happening. This centre is also the place where Community members can put forward their ideas and suggestions about the new accommodation to the team.

ASSIGNMENTS

For the designing of elements for the new building, all departments of the Rietveld and Sandberg will be asked to reserve curriculum time in their second year programme for an assignment in the sphere of furnishing, which will be addressed to the specific capacities and resources of each department. In each department, teachers will be asked to help give a final shape to these assignments. The idea is that second year students carry out the assignment individually or in small groups, with teachers serving as counsellors and guides. Alumni of the Rietveld, irrespective of their department, will be invited to do an assignment specifically intended for alumni. In each department, the results will be adjudicated to select a winning entry. Juries will be made up of a second year teacher, a student in another year of the department, an employee of the Rietveld who will be involved with the putting the proposed design into practice, and a member of our team. A jury may ask the winner of this contest to make adjustments to his or her proposal. All results will be exhibited in the team's shed.

Below we present a tentative list of assignments in the sphere of furnishing. The furnishings to be designed may be either permanent, semi-permanent, or temporary. Replacements may become necessary because of wear and tear, the changed function of part of the building, or to enable later users of the building to refurnish elements according to their own taste. In the case of replacements new assignments will be given out. In this way, the design and construction the new building will become an ongoing process, to which each new generation of students will be able to contribute.



THE ROLES

As to role division, the team determines which assignments will be handed out, and under which conditions. A member of the team takes part in all juries, and ensures the cohesion and continuity of the overall process.

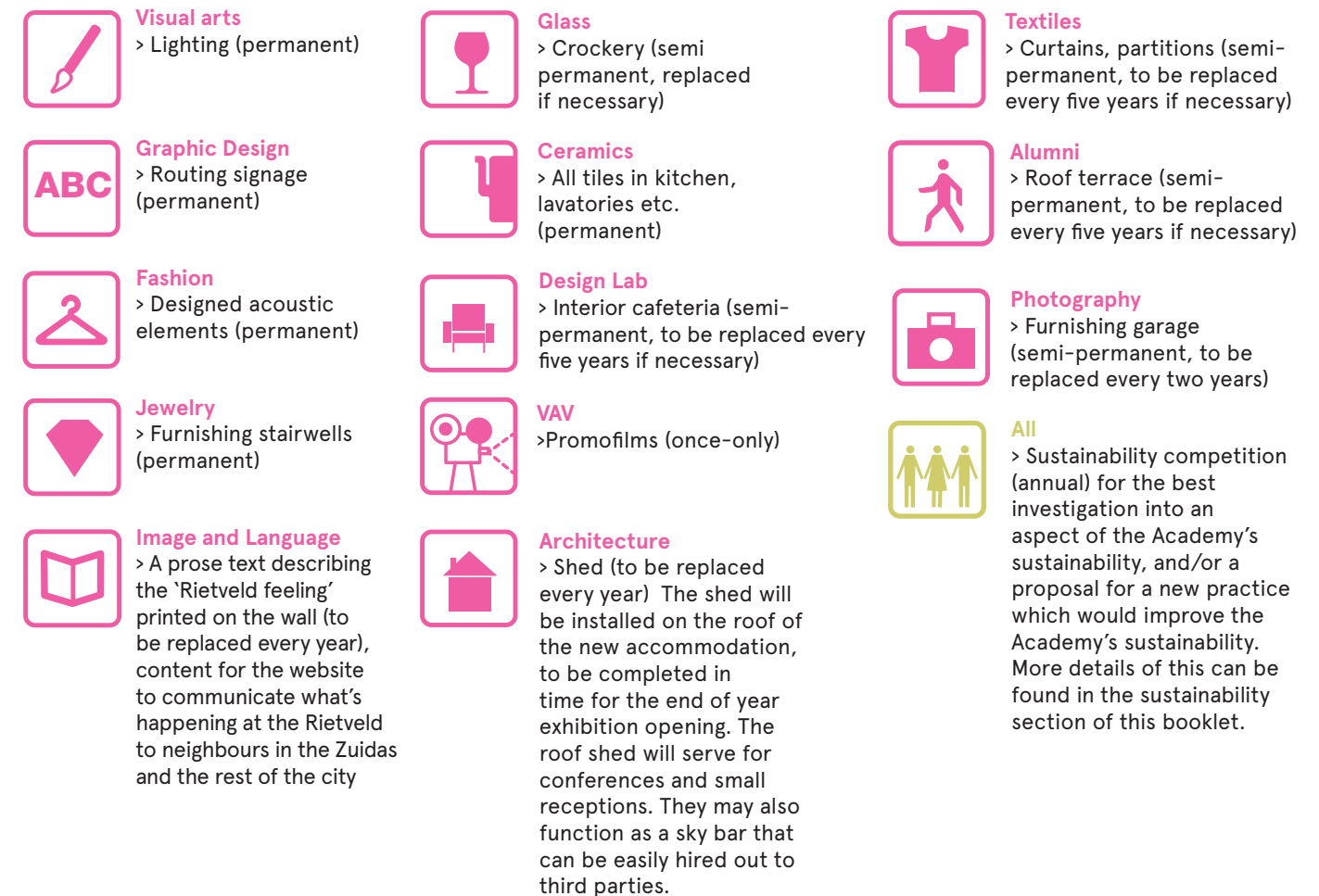
Teachers are involved in the shaping of assignments, giving guidance to students in working on assignments, and take part in juries. Teachers provide expertise within the Rietveld structure and aim at bringing out students' qualities to best advantage.

Non-teaching employees may become jury-members for designs that are directly or indirectly associated with their sphere of work or expertise. They function as testers.

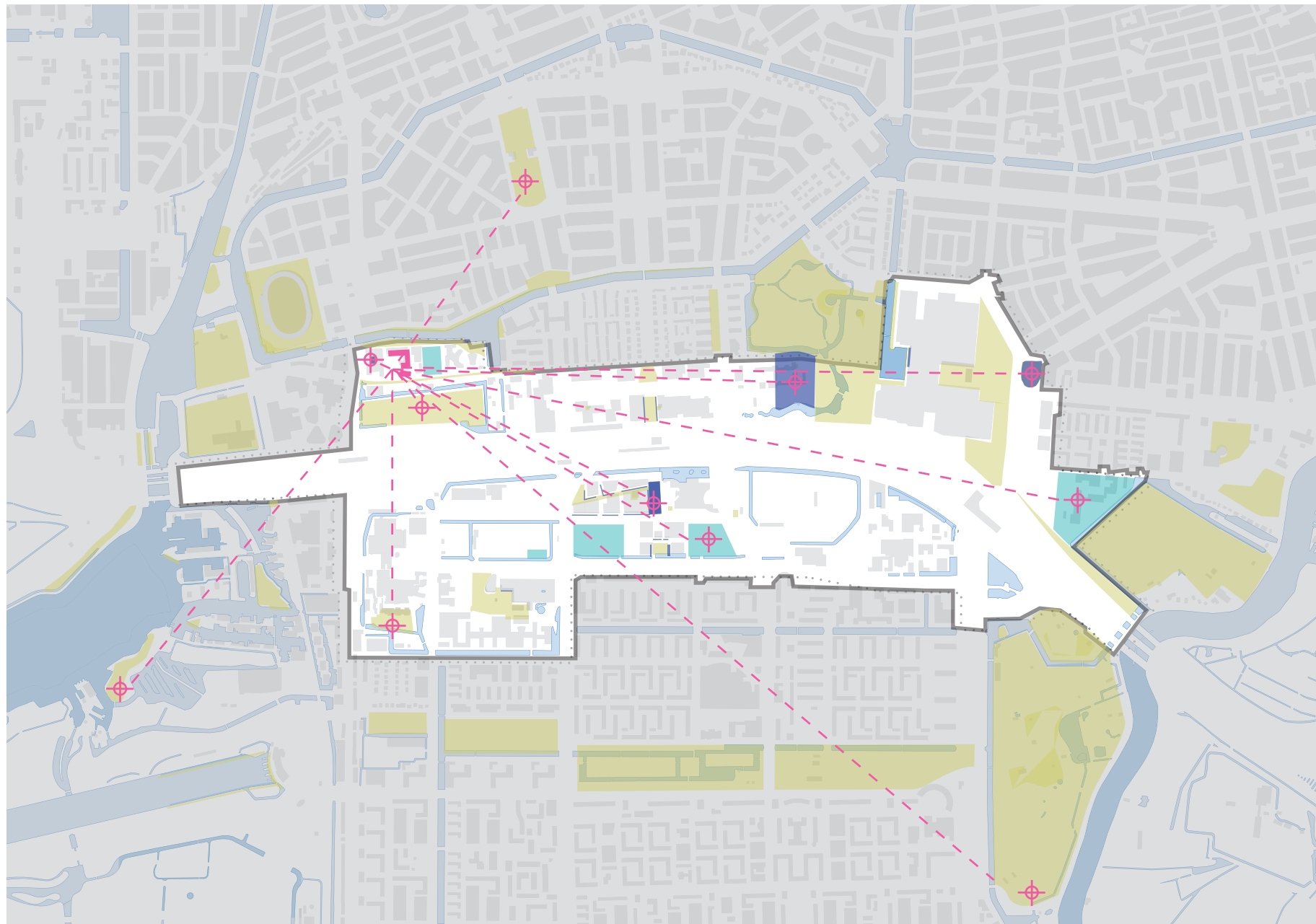
Students can take part in the design contests organised in their department. They may also serve in the juries of these contests.

Alumni may take part in contests specifically organised for them, as well as be jury-members in these contests.

As soon as the building is realised, the Buro Rietveld will take over the tasks of the team. In future the Buro Rietveld will facilitate and supervise temporary and semi-permanent assignments.



Gerrit, Willem & Zuidas



> The Academy will connect to its surroundings by placing sheds in the Zuidas area. As mentioned in the Crowd Sourcing section of this report, every year a new shed will be designed for the End Exam Expo. That shed will function at the Academy for a whole year, after which it will move to specific locations in the Zuidas. Depending on the location, the shed can be placed temporarily or permanently.

> The sheds are interventions in public and semi-public space that will contribute to a sense of completeness of the Zuidas throughout the various phases of its development. In this way, Gerrit & Willem will present themselves to the outside world, and also the Zuidas will benefit from a larger amount of cultural activity.

- Zuidas
- 📍 Gerrit & Willem
- temporary public space
- public space reserved for exhibitions and cultural activities
- permanent public space
- possible (temporary) exhibition space

As a team, we have really enjoyed working on the design for a new building for the Academy. We believe we have delivered a robust concept and consistent design that meets the needs of the Community.

We hope to have the chance to take our design further, to develop this Sketch Design into a full Preliminary Design. Our design team consists of six people from different backgrounds, who complement each other well, a mix of architects whose strength is buildings, an artist who has driven forward the Community crowd-sourcing strategy and a graphic designer, who has led in communicating the project. In the concept and Sketch Design for the new building we have demonstrated that we are able to work together as a cohesive team, which is able to deliver to a high standard. Alison Killing, an architect, joined our team for the sketch design, an addition that turned out to be very valuable and we have enjoyed working together. In the next phase we would like to go on working in the same way.

If our team were to continue to work on the new building project in the following phase, we envisage the process as follows:

We would like to work on the premises at the Academy. This will enable us to be in closer contact with the Community, to communicate more easily with staff and students and allow us to implement the crowd sourcing strategy right from the beginning.

At the start of the next phase we would like to run a workshop with representatives of the Community to get feedback on our proposal. This will run alongside discussions with the Management Team, Department coordinators, Academy staff and students to refine the brief and develop a full schedule of requirements. We would like to establish a small 'design review committee', perhaps comprising members of the Management Team, members of staff and students, whom we

could meet with regularly to discuss the progress of the design. This would complement the wider crowd sourcing process.

To ensure that the design is cohesive from the beginning, we would like to propose that we start with a design workshop for the entire design team – our team, together with structural engineers, services engineers, cost and sustainability consultants, as well as Academy representatives. This would help to ensure that everyone begins the design process with the same assumptions, so that the design team together is able to produce a design which smoothly integrates all elements of the building's brief. A second workshop should take place at a mid-point in the design phase. This would be additional to the weekly, or perhaps fortnightly, meetings between the team and the other design consultants.

The progress of the design, drawings, images and models, would be displayed in the team's shed on site.

We are very much looking forward to the next phase!

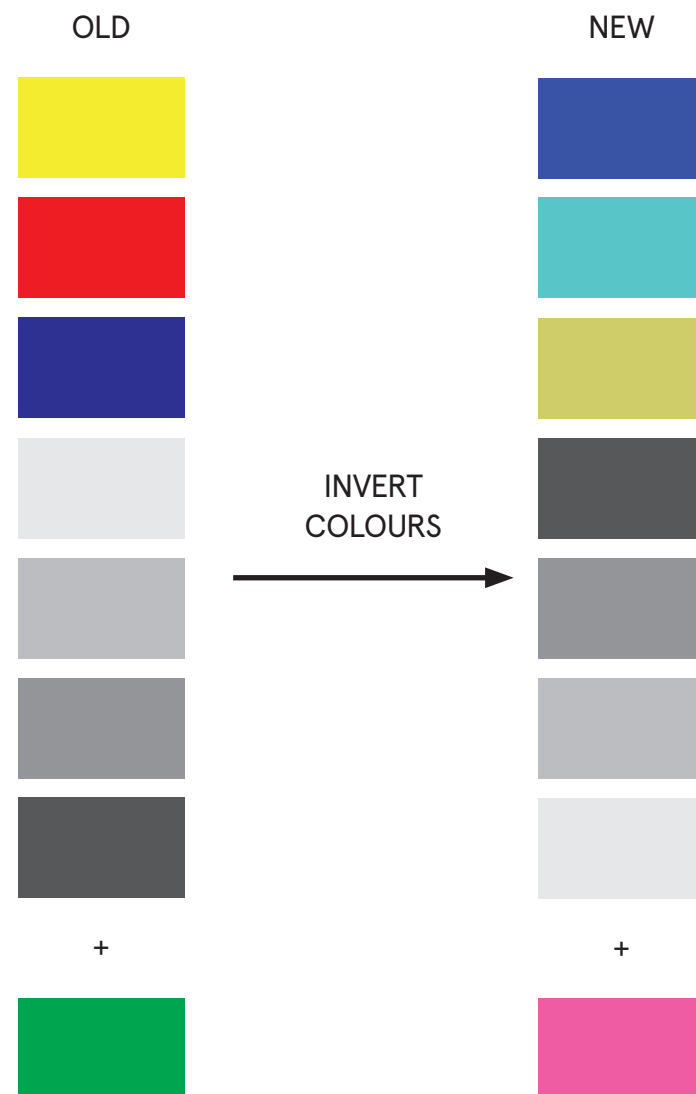
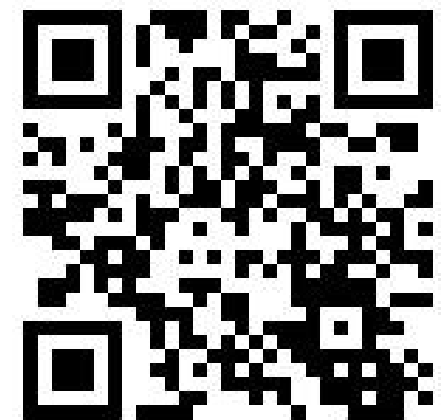
Colophon

The &building was designed as part of the Gerrit & Willem Do It Yourself competition organized by the Gerrit Rietveld Academy

Design team: Beatrix Zingerle, Ivo Clason, Jelte Eikenaar, Barbara Iwanicka, Marcin Przybyla and Charlotte Vermaning

We like to say a big thank you to **Alison Killing**, who was cooperating architect in our team and whom we learned a great deal of; **Peter van Huizen**, for reading and understanding; **Martin Blankendaal**, for the parking trouble; **Diana Brandt**, for campaigning; **Marina Savochkina** for her contribution in the first phase; and **Het Depot** for being so patient with us while we practically took over the studio.

January 2012



This booklet is printed on Biotop paper, 120grs and 160grs for the cover. The font used is Apercu. The colours used in this book are directly derived from the colour scheme Gerrit Rietveld used in the Rietveld Academy.