

THE CHANGING SEQUENCES OF PUBLIC SPACES
 focusing on institutions, education, culture, entertainment

SCHOOL

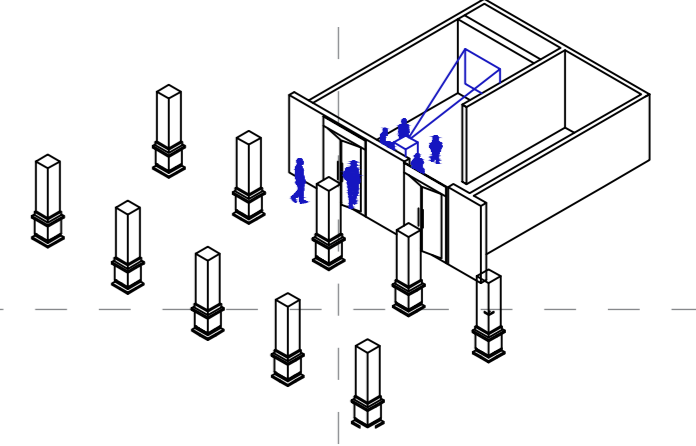
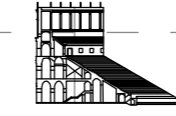
THEATRE

CINEMA

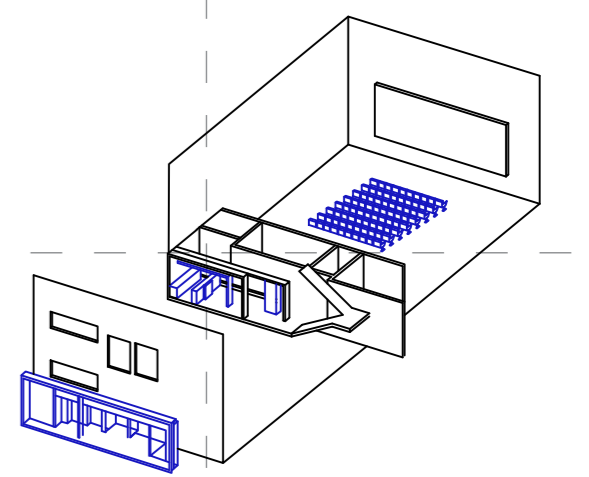
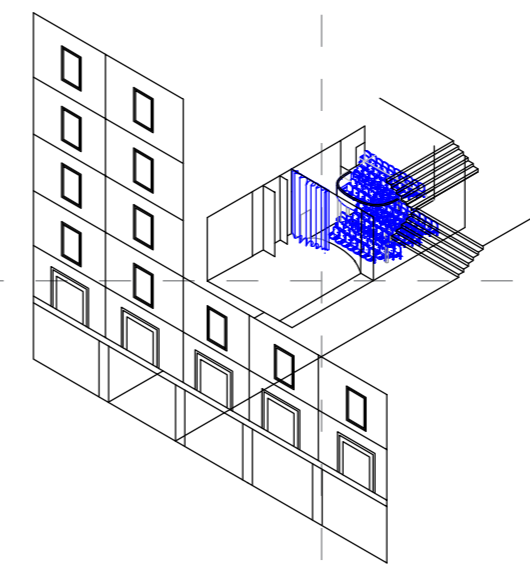
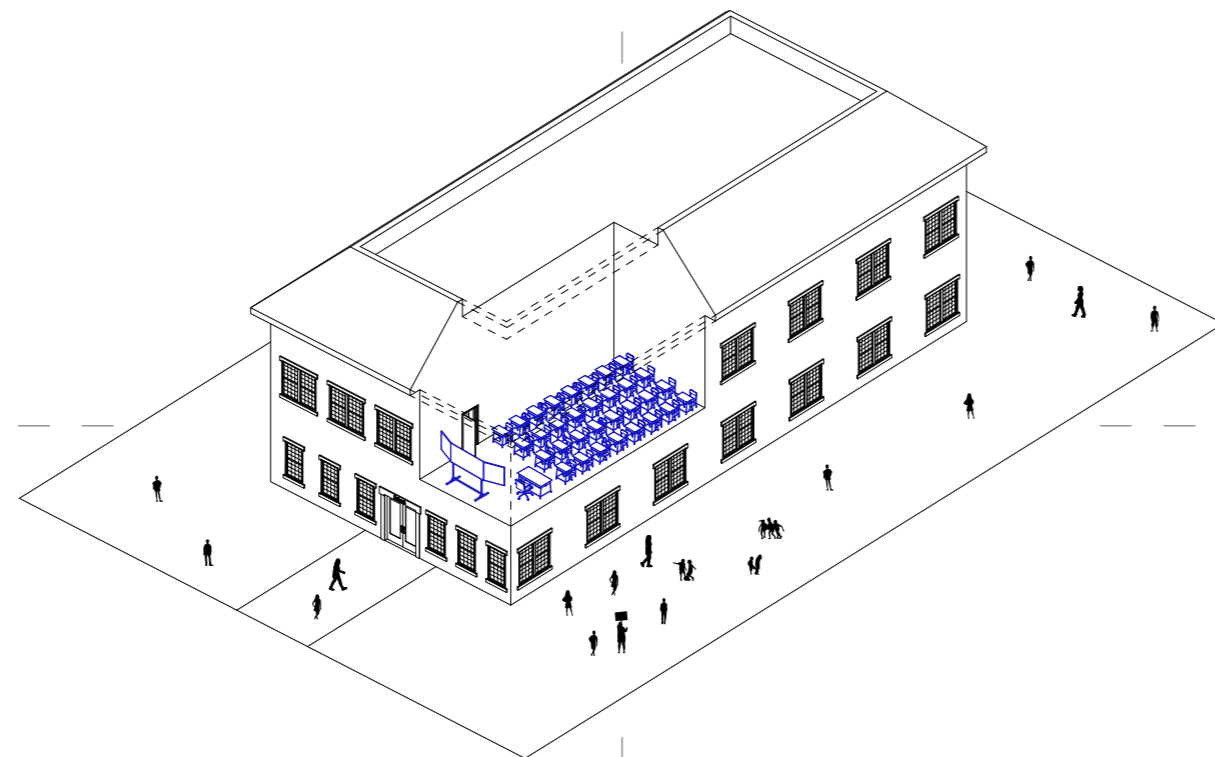
TYPE



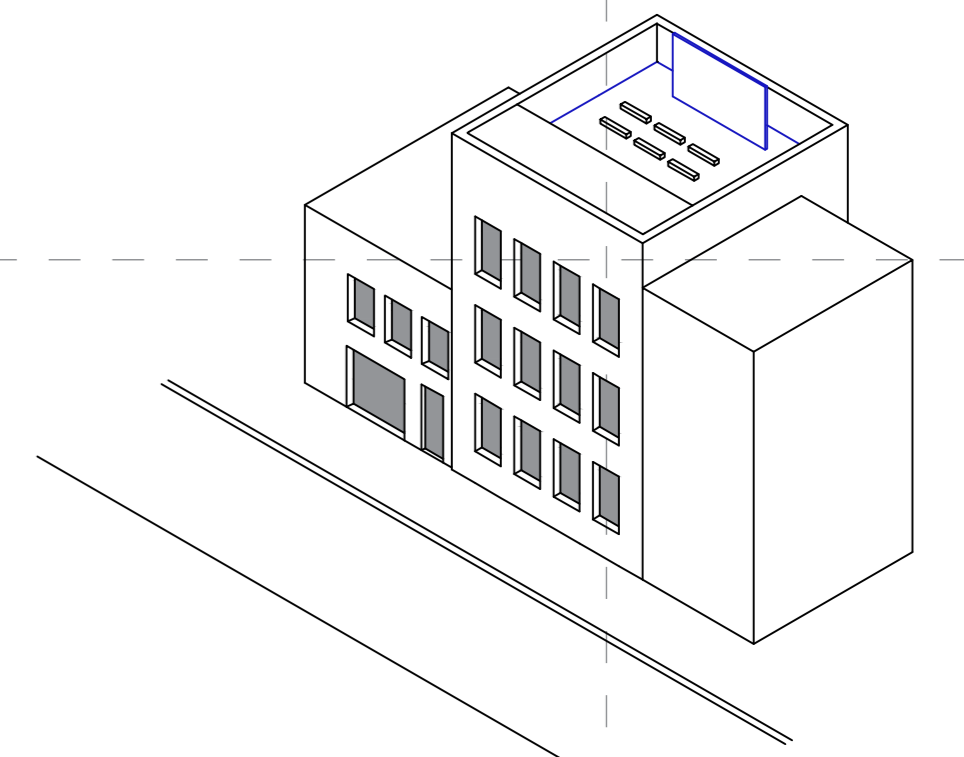
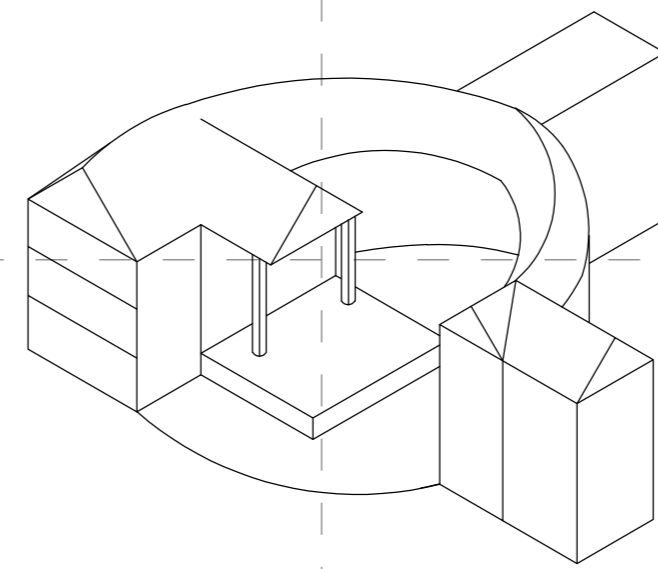
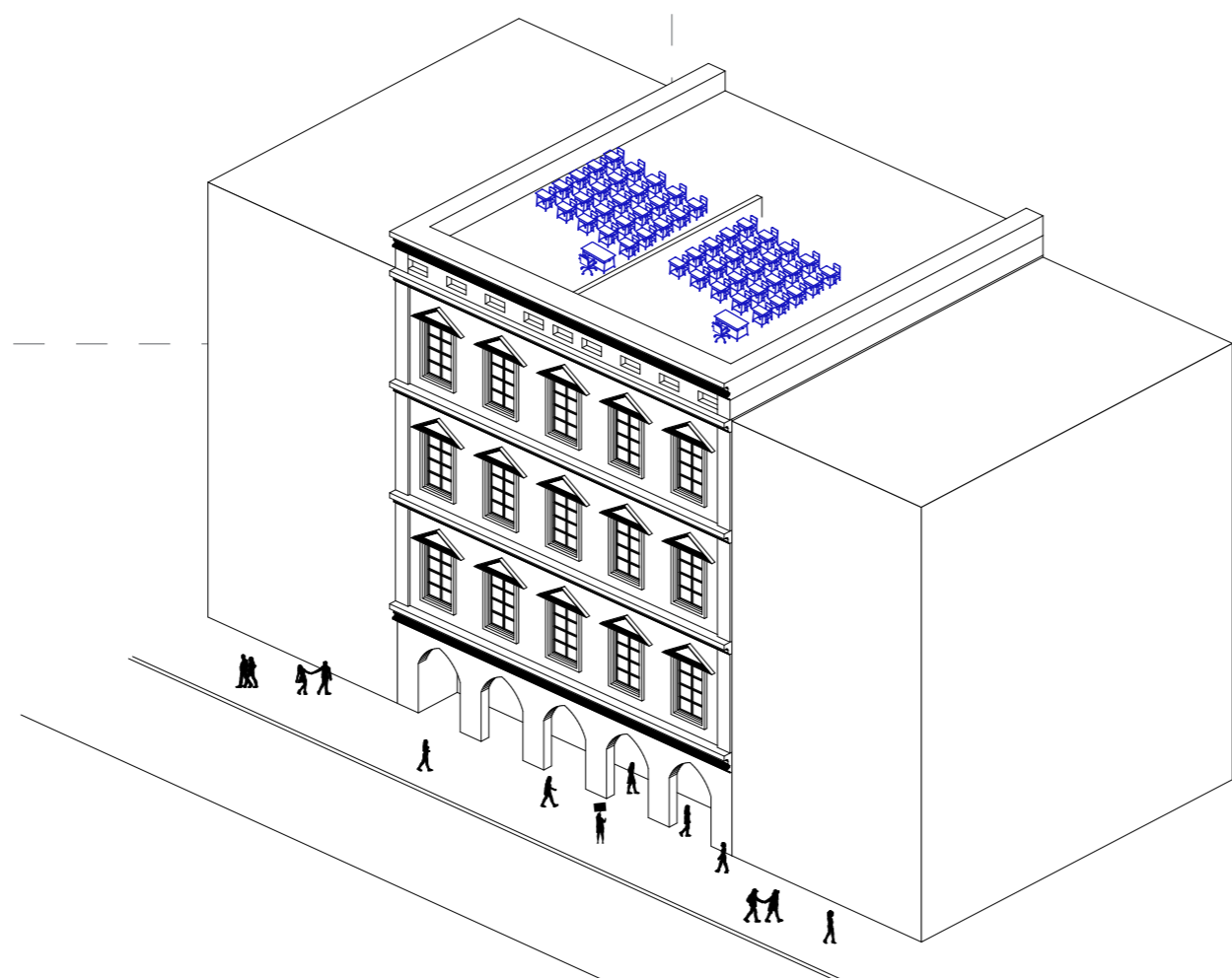
FUNCTION
PRE-INSTITUTION



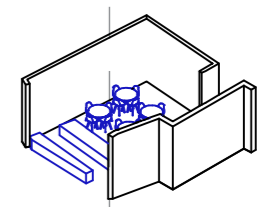
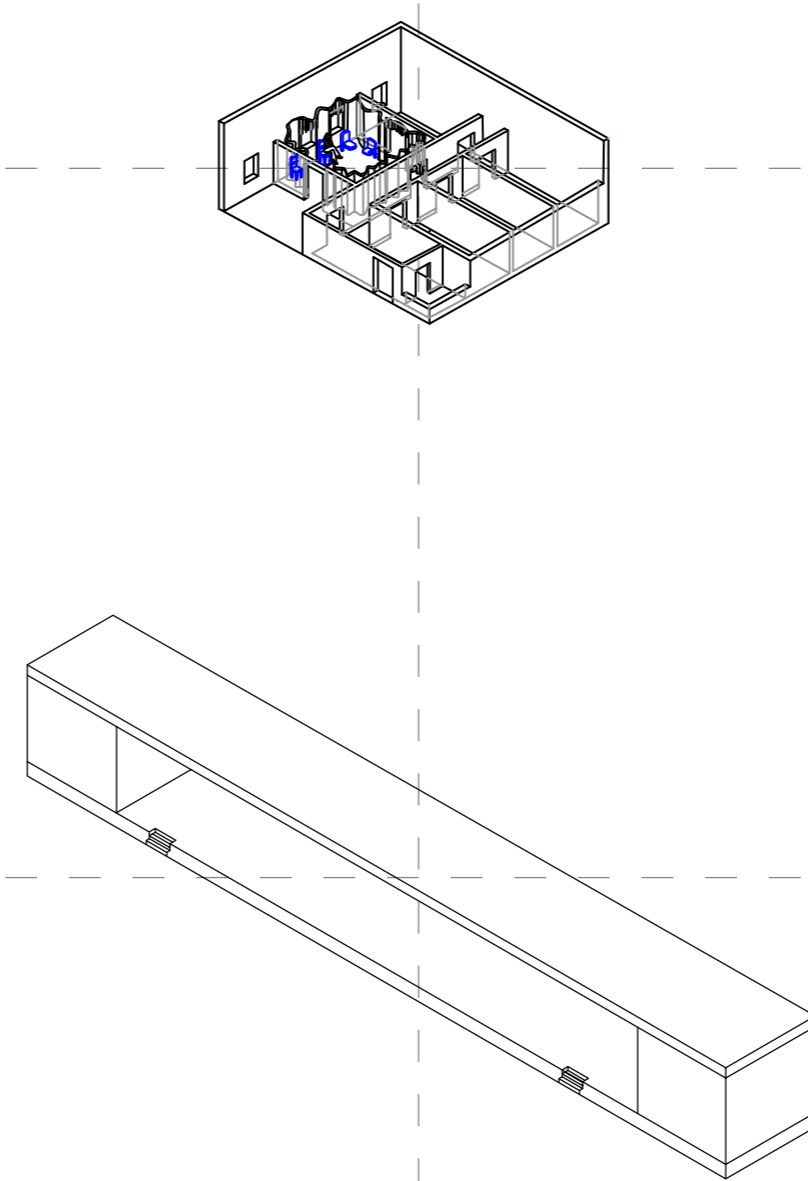
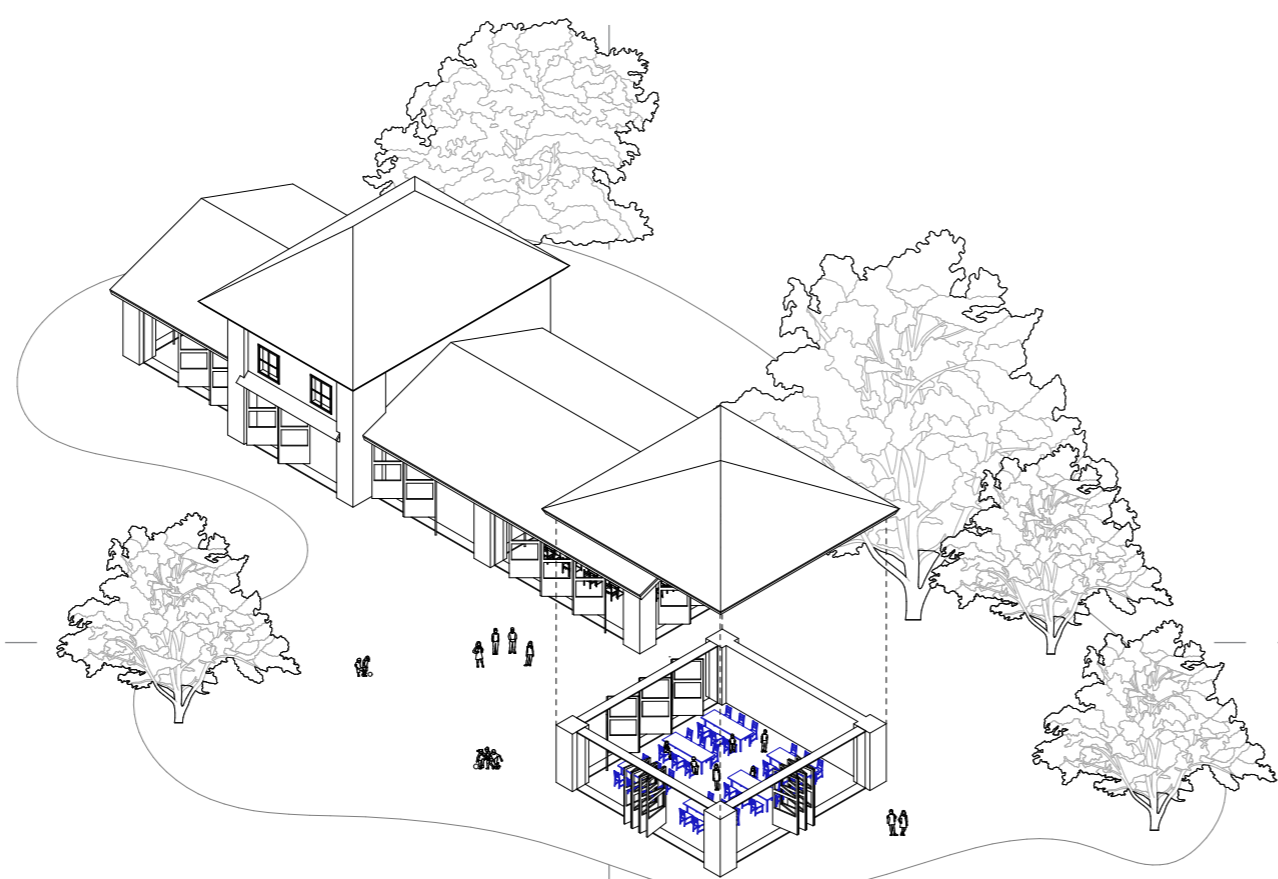
INSTITUTION
TRADITIONAL TYPOLOGY



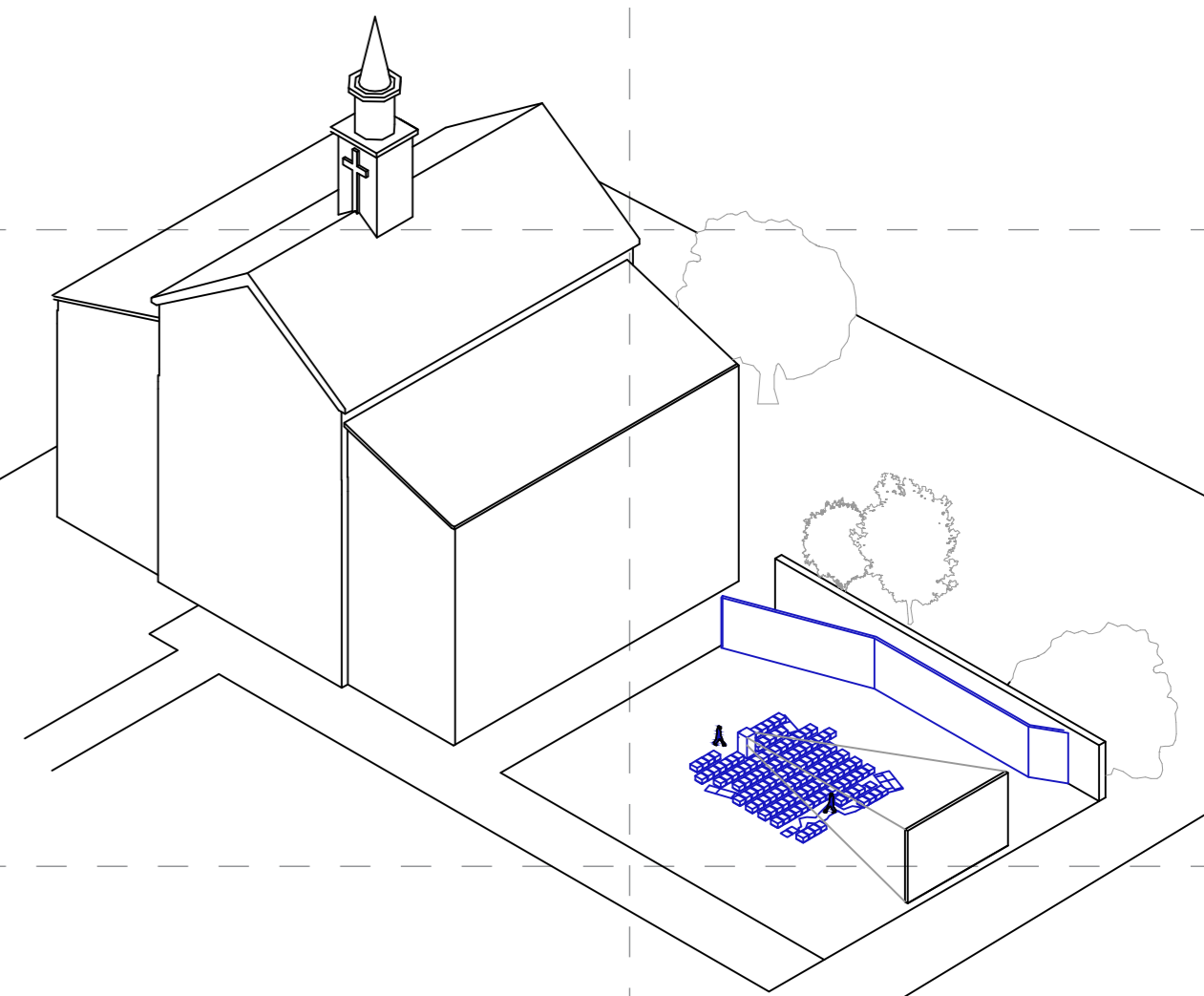
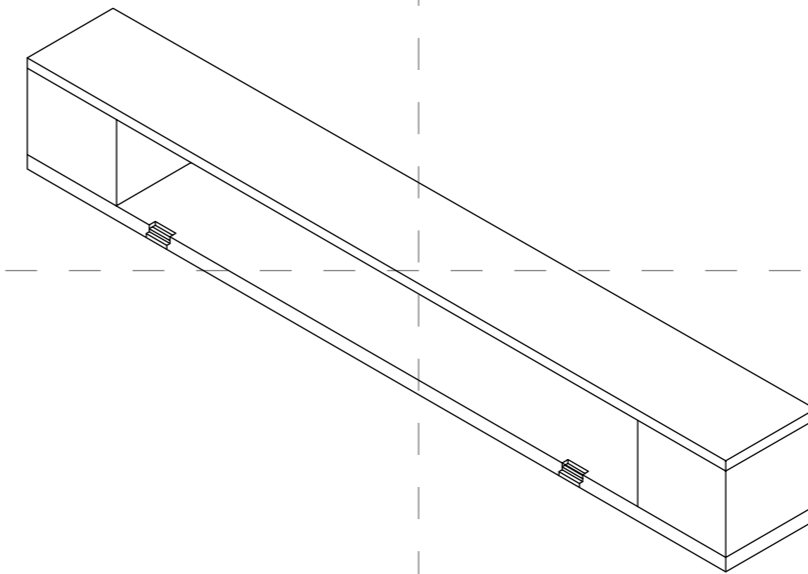
VERTICAL OPENING
ROOFTOP, BUILDING SEQUENCES



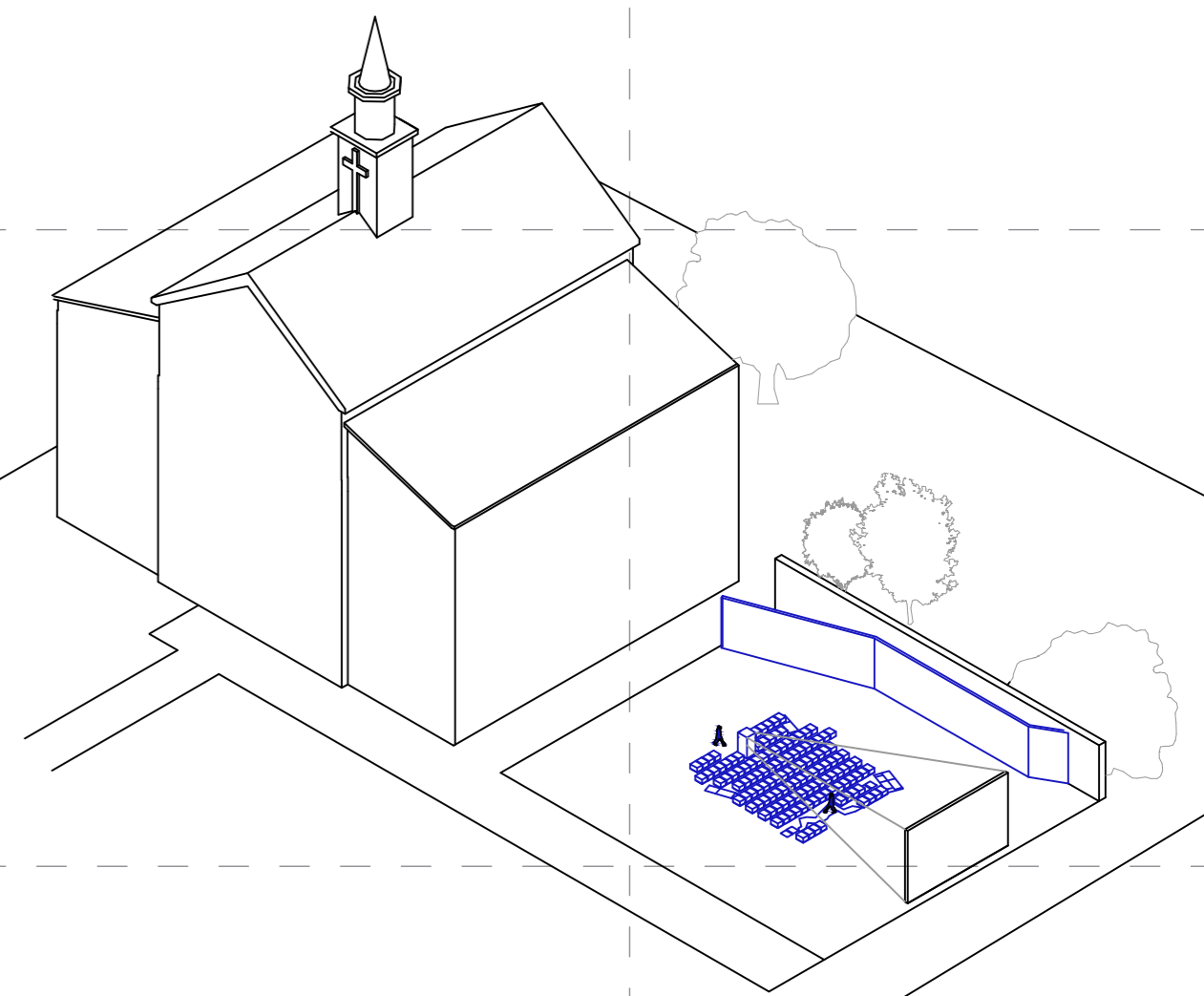
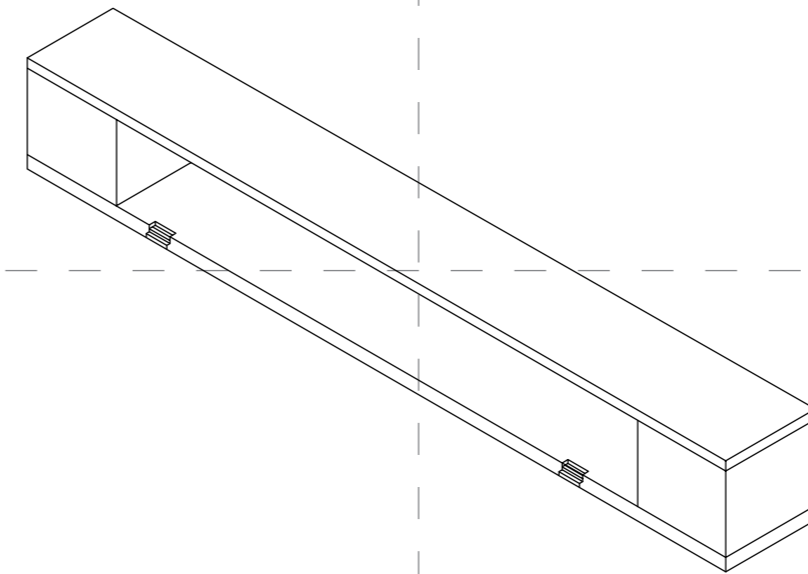
RE-FORM
CONSTRAIN SOLUTION,
EXTERNAL PRESSURE



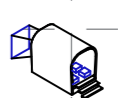
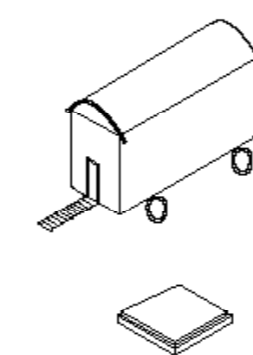
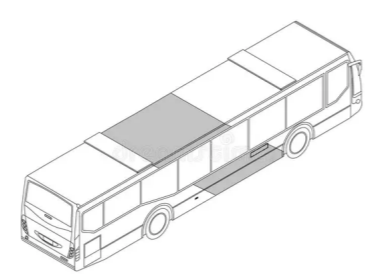
REMOVING WALLS
BUT
KEEPING THE CLASSICAL ALIGNMENT



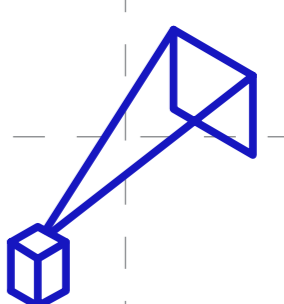
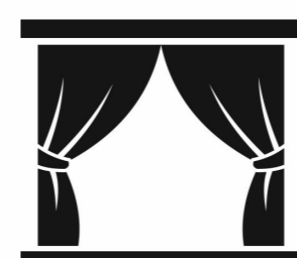
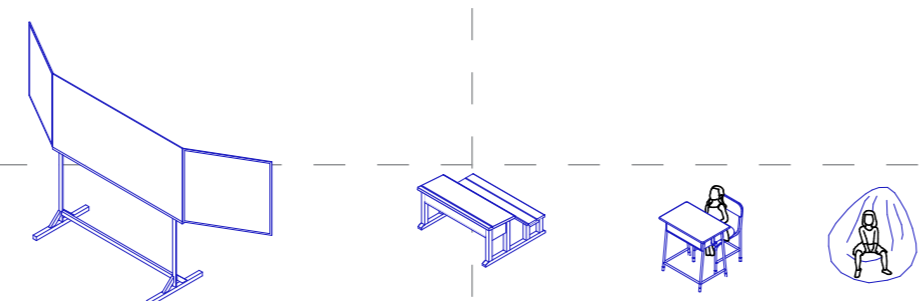
BREAKING THE FACADE
CHANGING SEQUENCES



OUTSTITUTION
ALTERNATIVE, EXPERIMENTAL



TOOLBOX
TO CREATE



ACT

The first school bus

USING THE BUS AS A CLASSROOM



In the beginning the students used foldable tables and other improvised tables to work inside the bus

Redesigned school bus

WORKSPACE INSIDE THE BUS



Anatole stripped apart the bus and redesigned it with built in desks

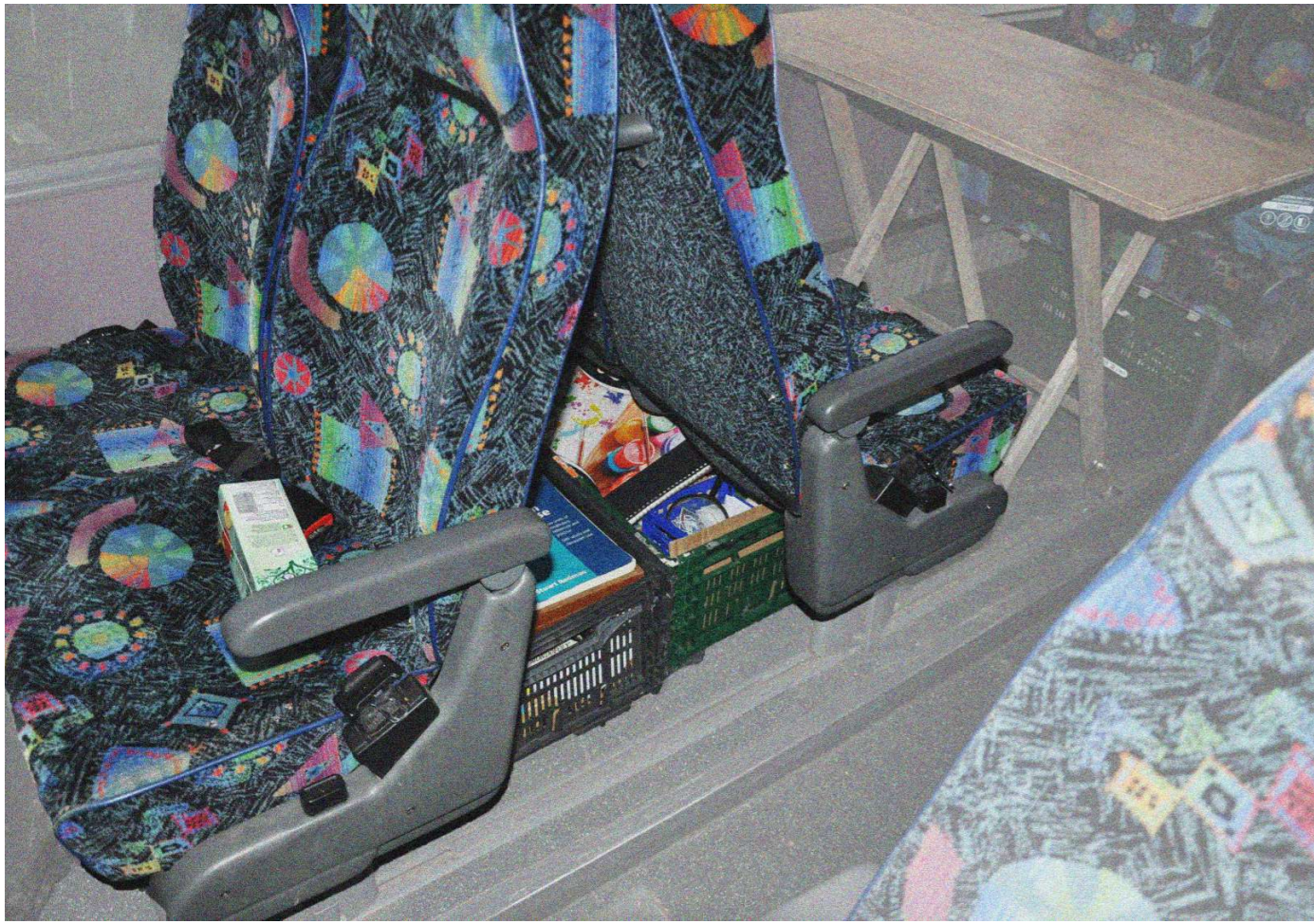
"Safe place"

FINDING A CLASSROOM



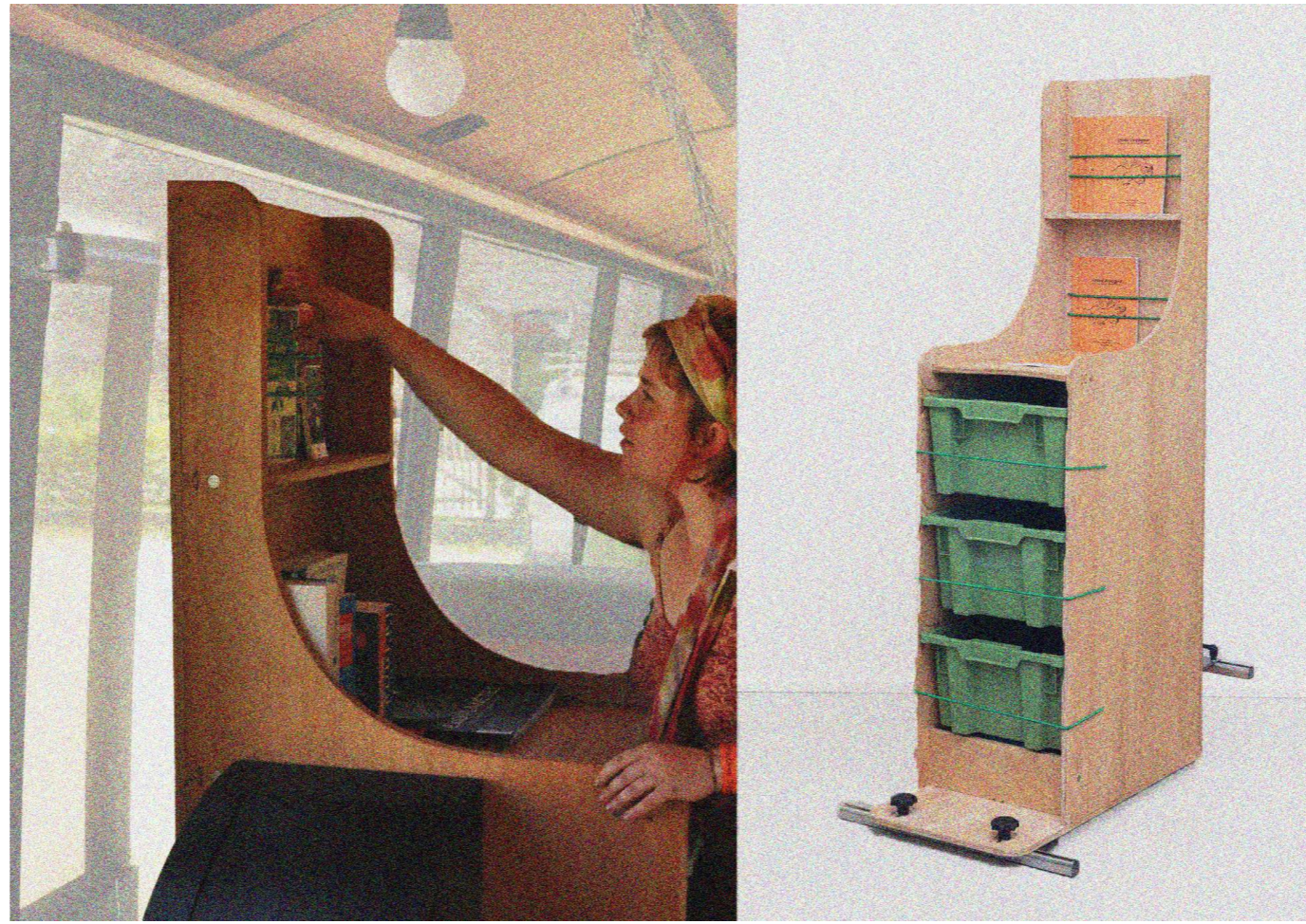
Working inside the bus wasn't the best solution, so Marie looked for "classrooms"

STORAGE IN THE BUS



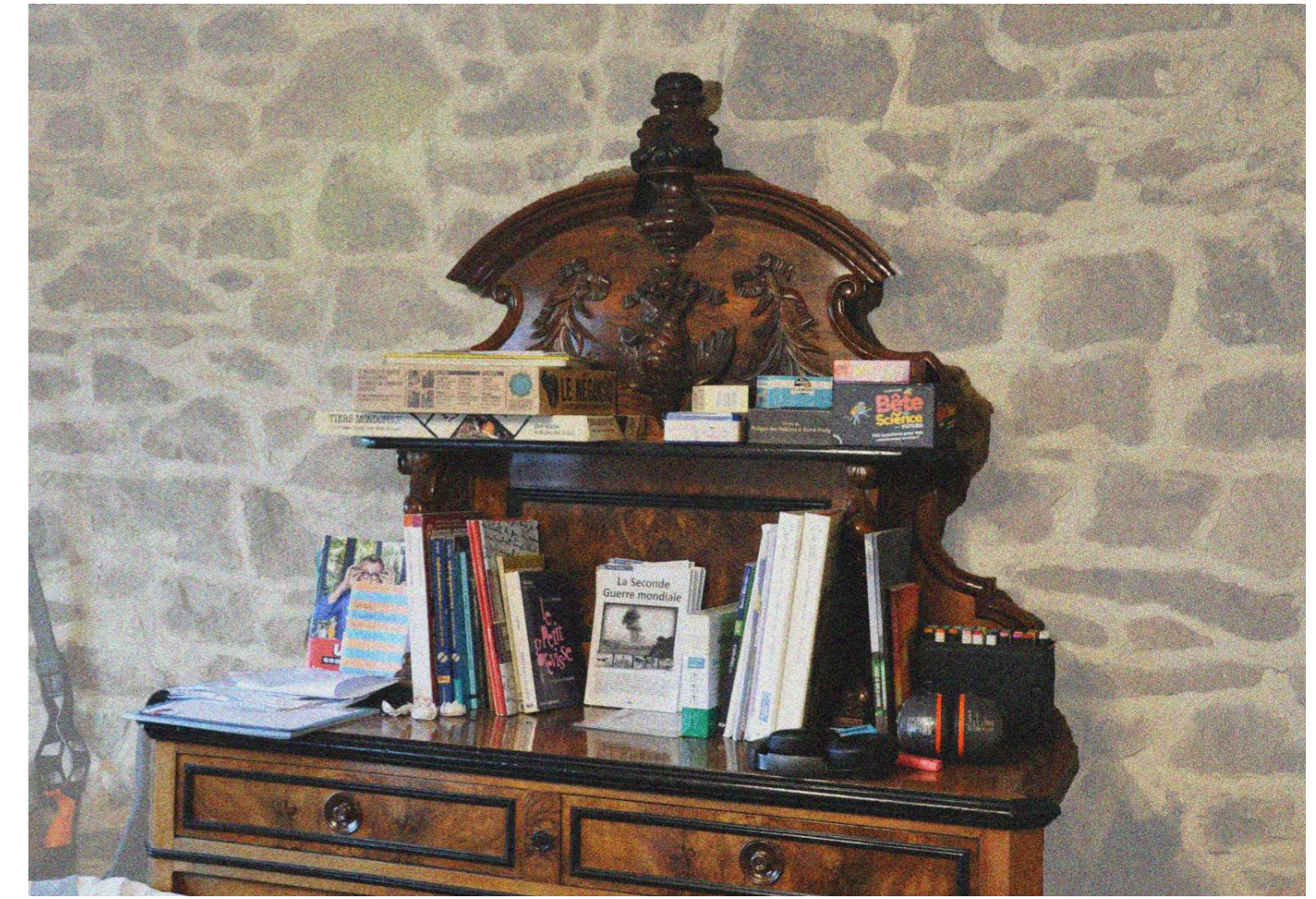
Storage was also a problem, because it was done random inside the bus

NEW STORAGE IN THE BUS



Anatole kept the idea of crates, and built modular furniture inside the bus to make it easier to load and unload when on the go

STORAGE IN TEMPORARY CLASSROOM



When on the go, students look for furniture to store their goods

BUSINESS AS USUAL



The food and other items was stored initially in crates in the bus' trunk

ORGANIZING THE STORAGE



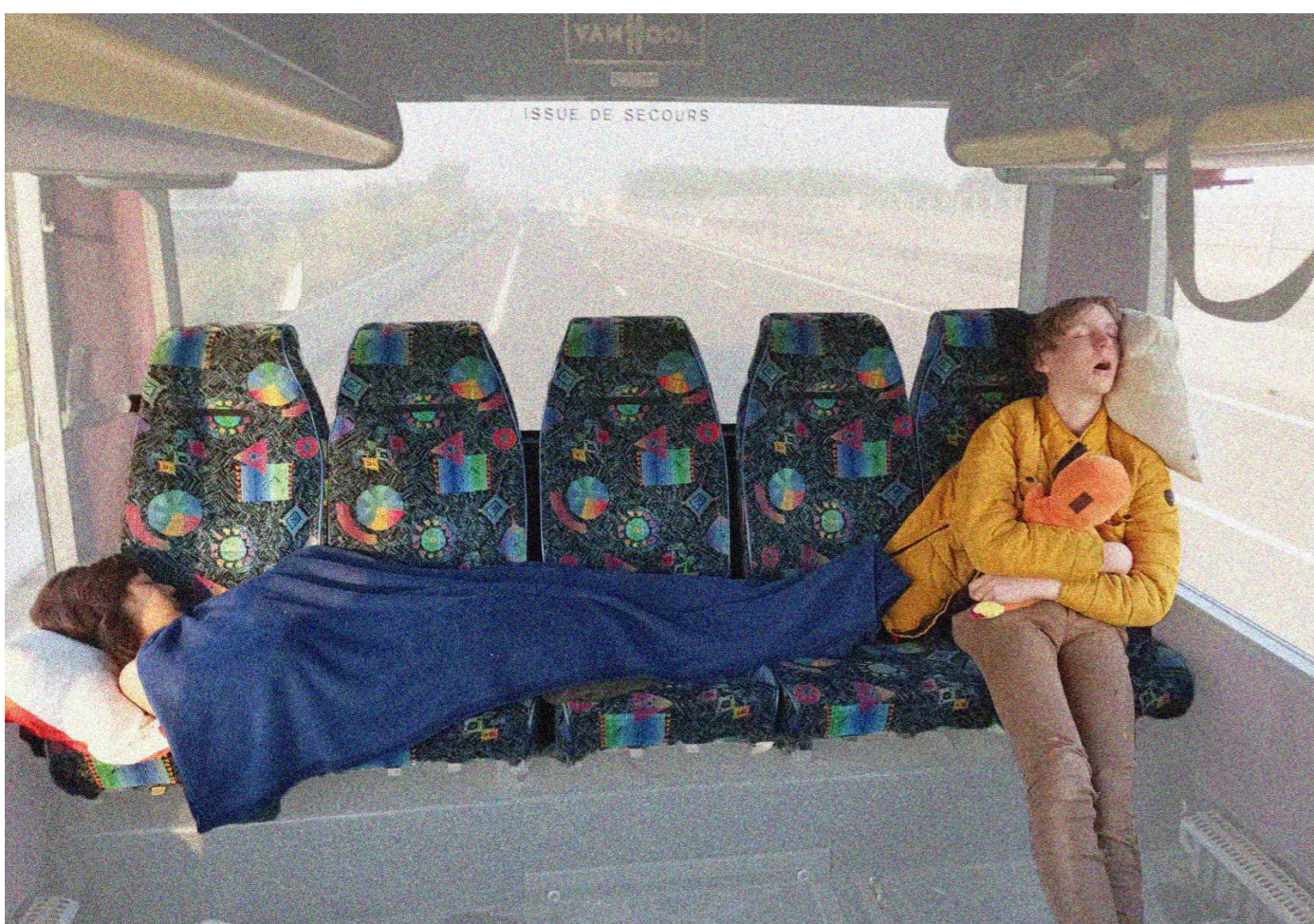
Anatole thought of a way to make it more organized by making a sliding system

STORAGE IN A RUSH



The problem of storage when looking for a classroom

SLEEPING ON THE BACKSEATS



Being nomadic means you sleep where you can, even on the bus seats

FOLDABLE BEDS INSIDE THE BUS



Anatole redesigned the bus' seats to fold and create beds

SHARING A BED



When on the go, students don't mind sleeping together, they love sleeping on the floor

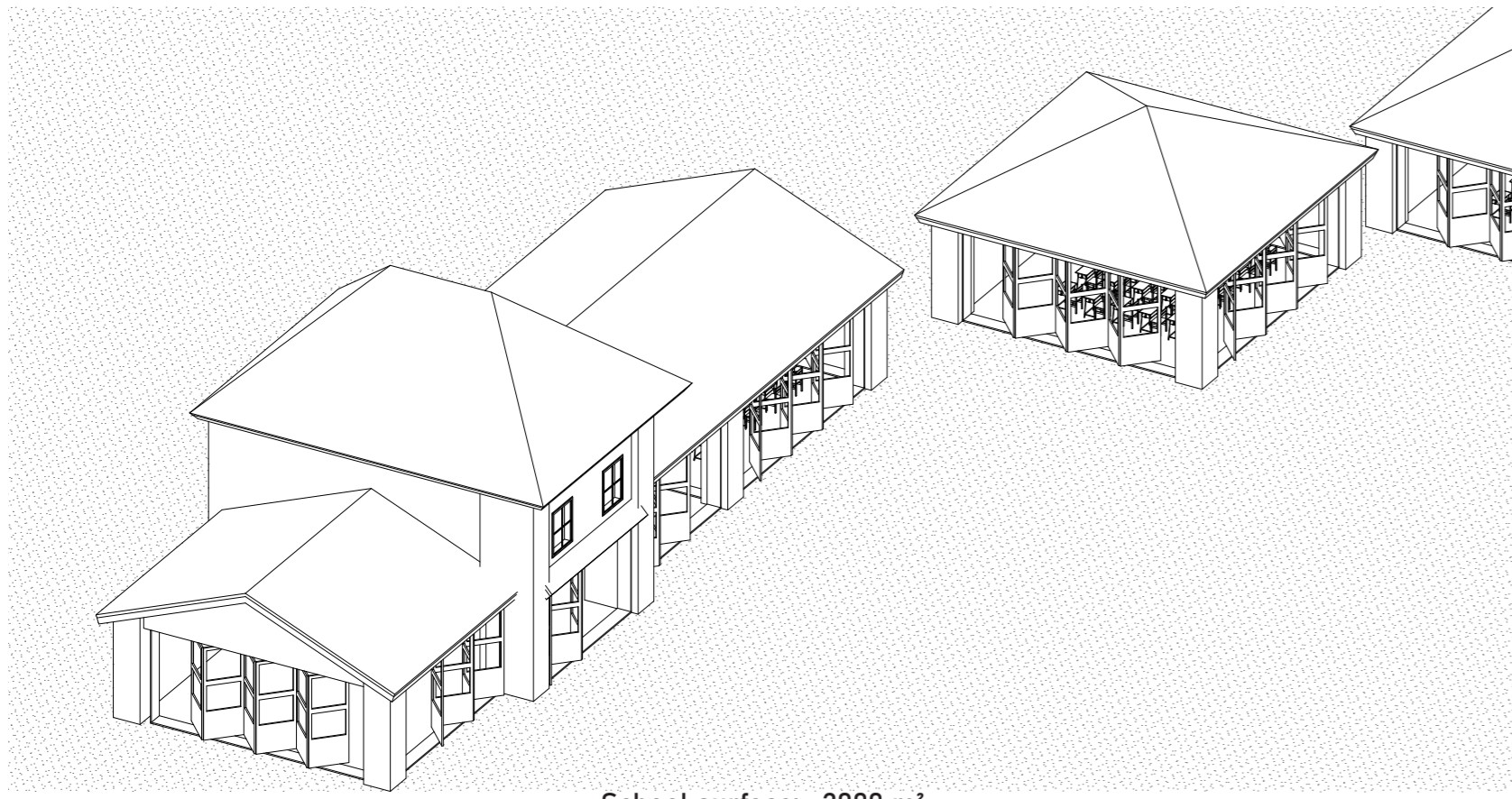
Lessons from Le Lycée Voyageur

Catalogue of fieldwork

Marian TATAR

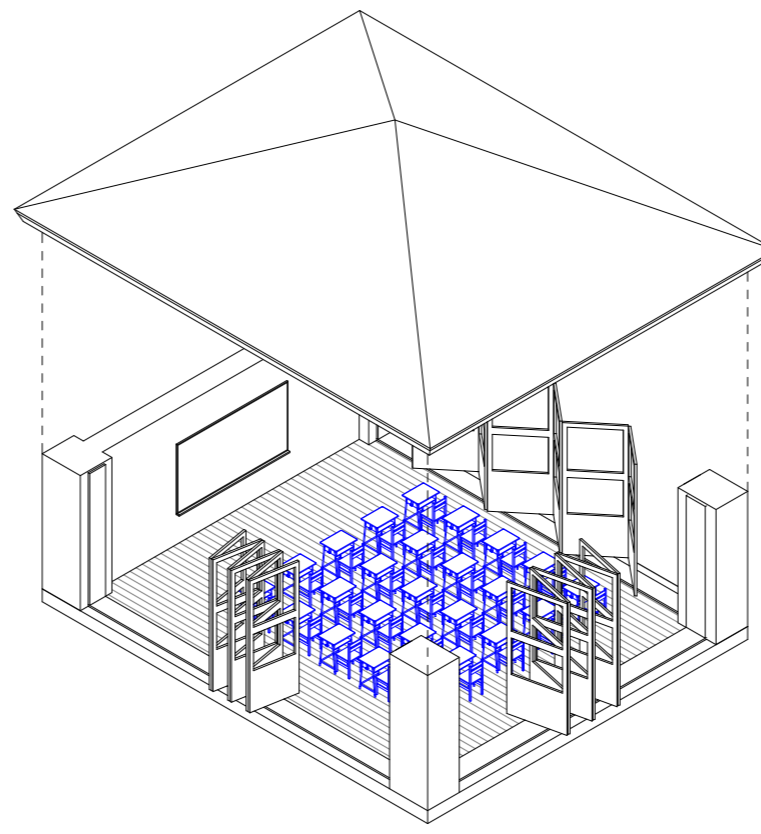
UCLouvain, Faculté d'architecture, d'ingénierie architecturale, d'urbanisme (Site de Bruxelles)

Community of classes in the open



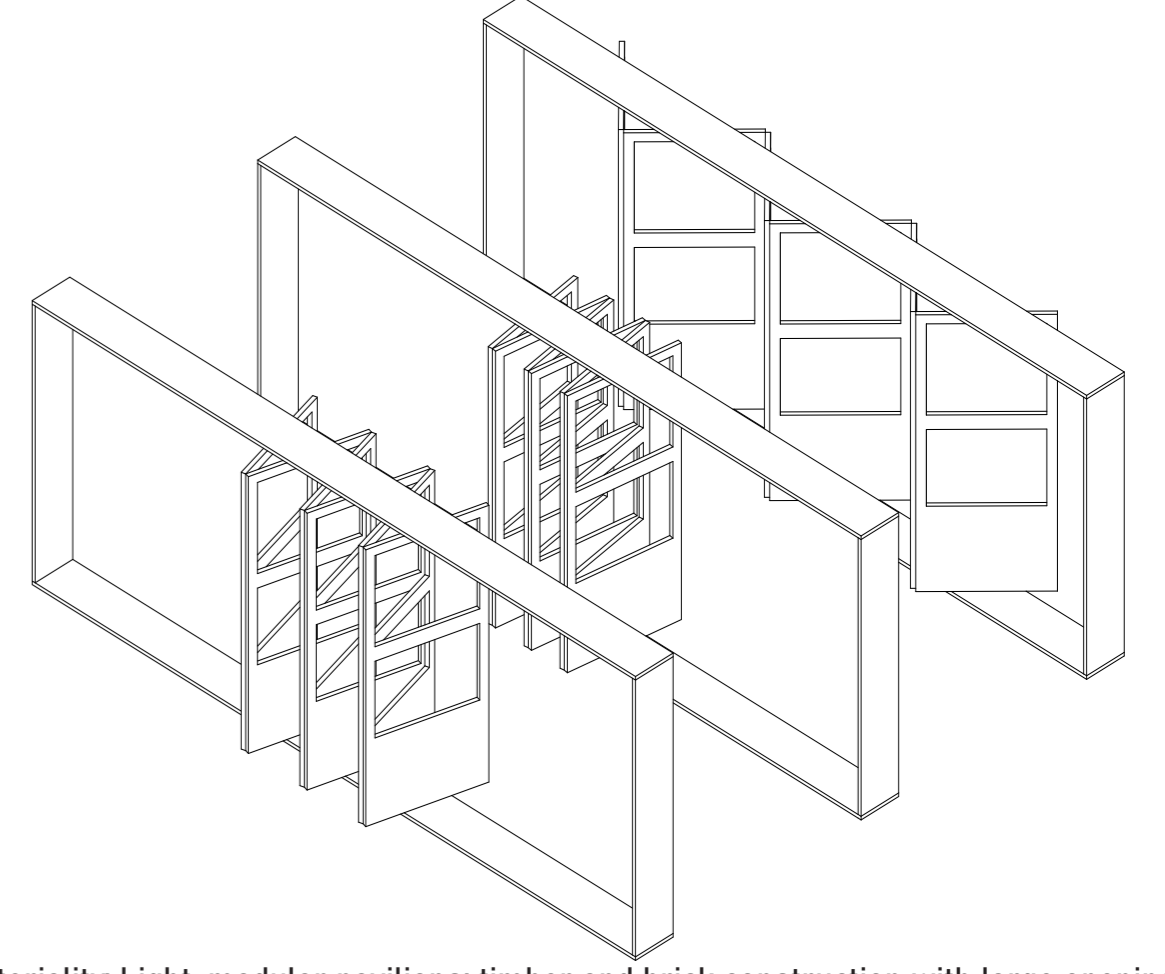
School surface: ~2000 m²
 Outdoor surface: ~5000 m²
 Particularity: Pavilion-like layout, dispersed in a park
 Pedagogical Philosophy: Health-driven pedagogy aimed at preventing tuberculosis

Open-air class
 Open-air school Uffculme, Birmingham, Great Britain. 1911



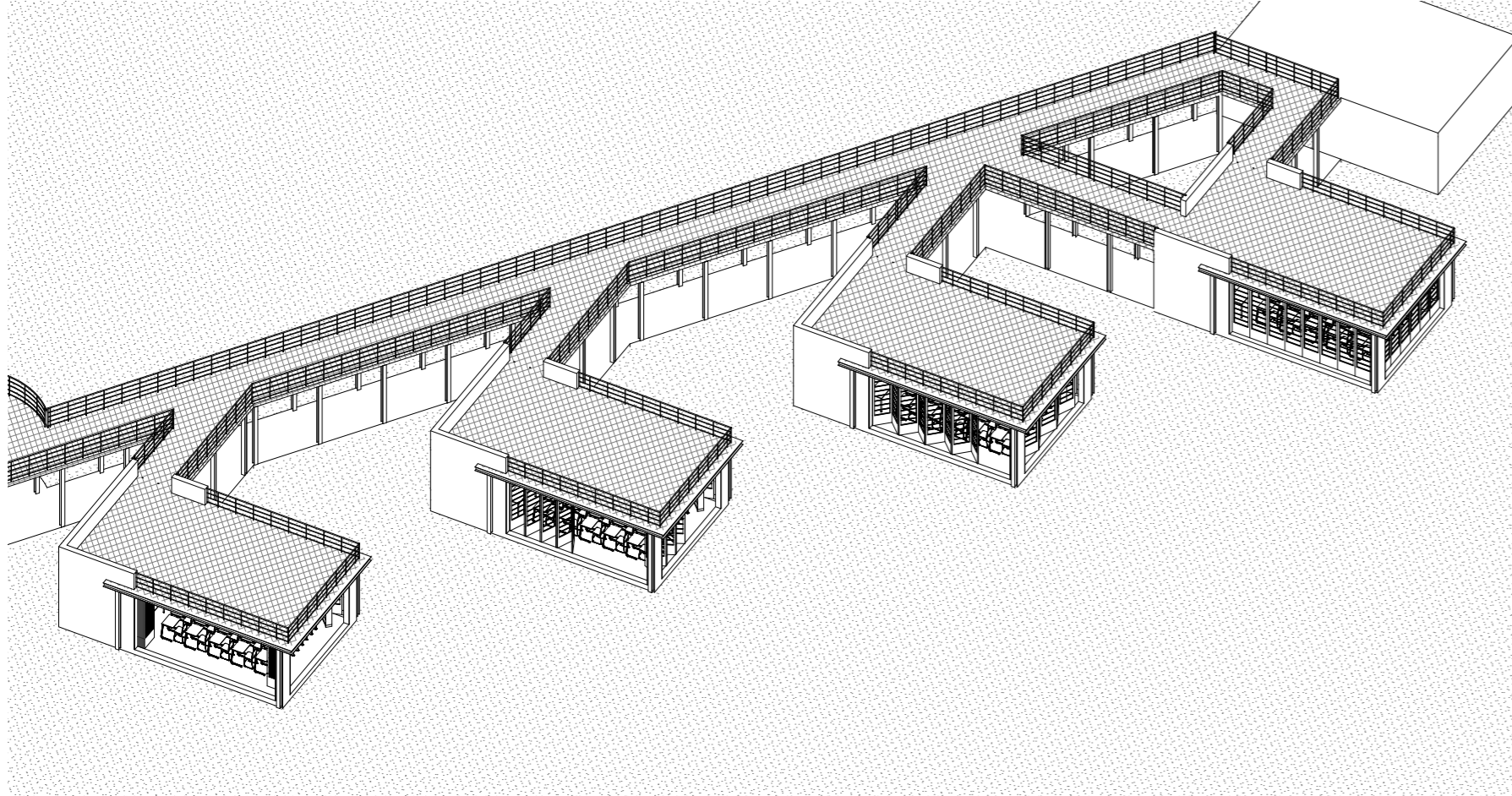
Openness% (Wall surface): ~70% (open walls + large windows)
 Classroom surface: ~40 m²
 Students per class: 20-25
 Tables: 25

Elements giving particularity

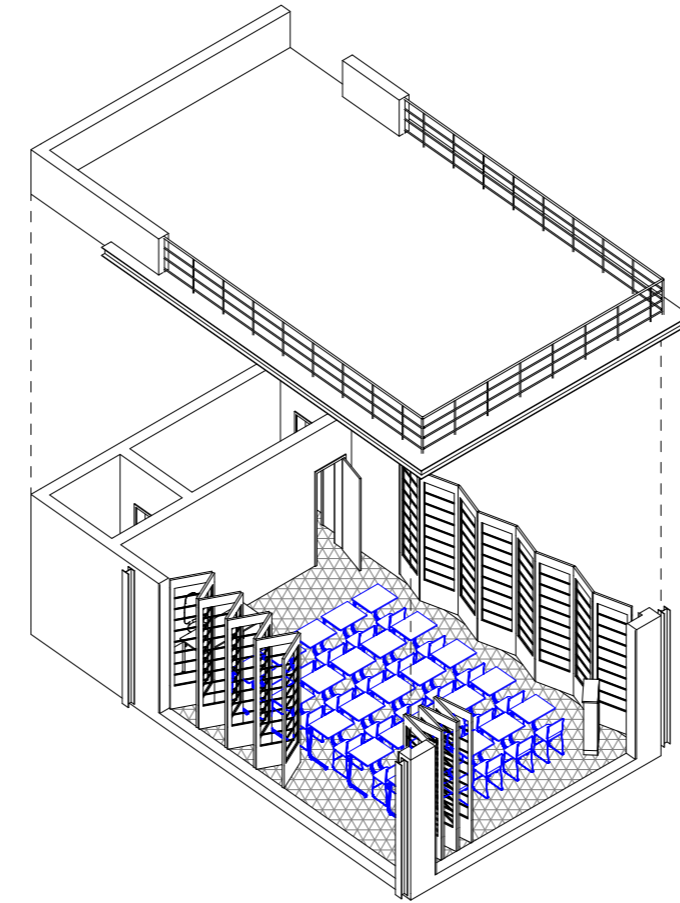


Materiality: Light, modular pavilions; timber and brick construction with large openings.
 Furniture Flexibility / Spatial Adaptability: Furniture fixed but classrooms open entirely to the outside; each classroom stands alone like a small cabin.

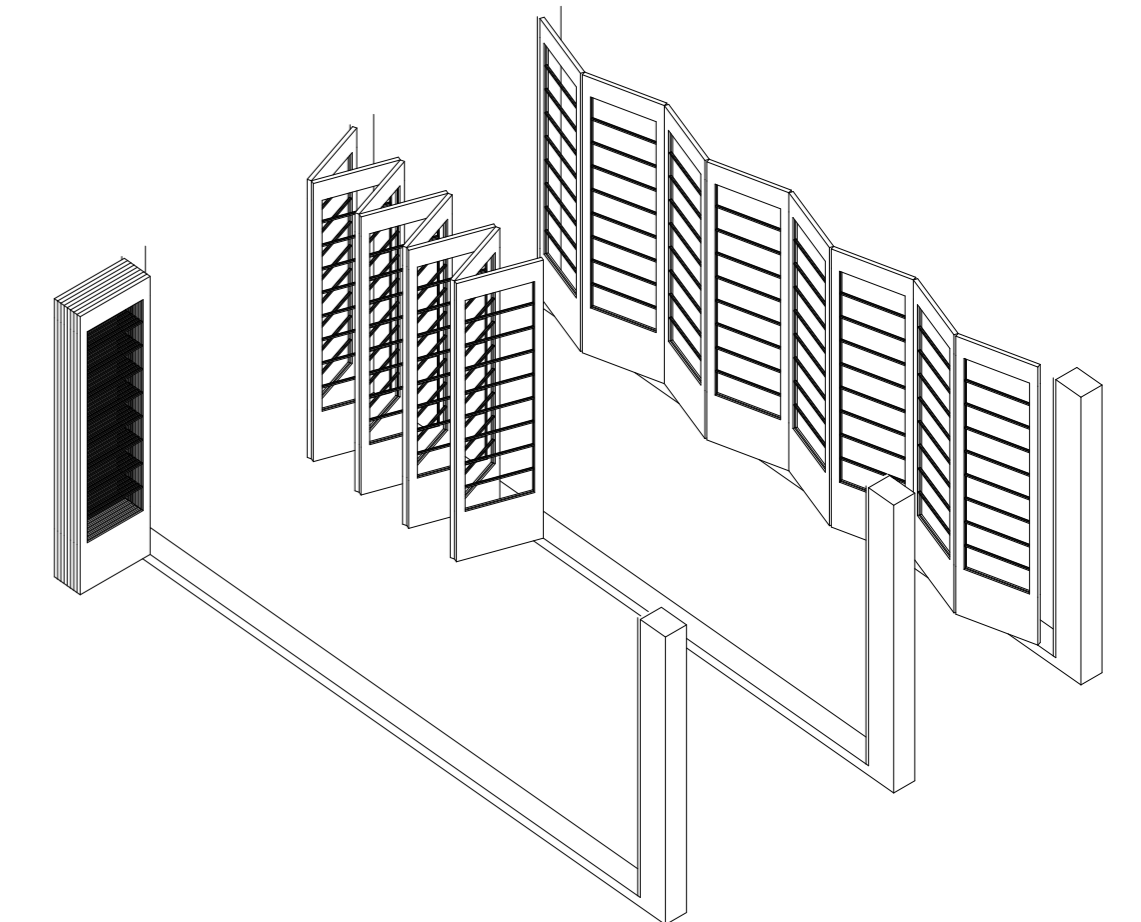
Open-air school Suresnes, Paris, France. 1931



School surface: ~3500 m²
 Outdoor surface: ~6000 m²
 Particularity: Terraced building with sliding glass walls, integrated into sloped site
 Pedagogical Philosophy: Influenced by Freinet/Montessori; autonomy and movement in learning.

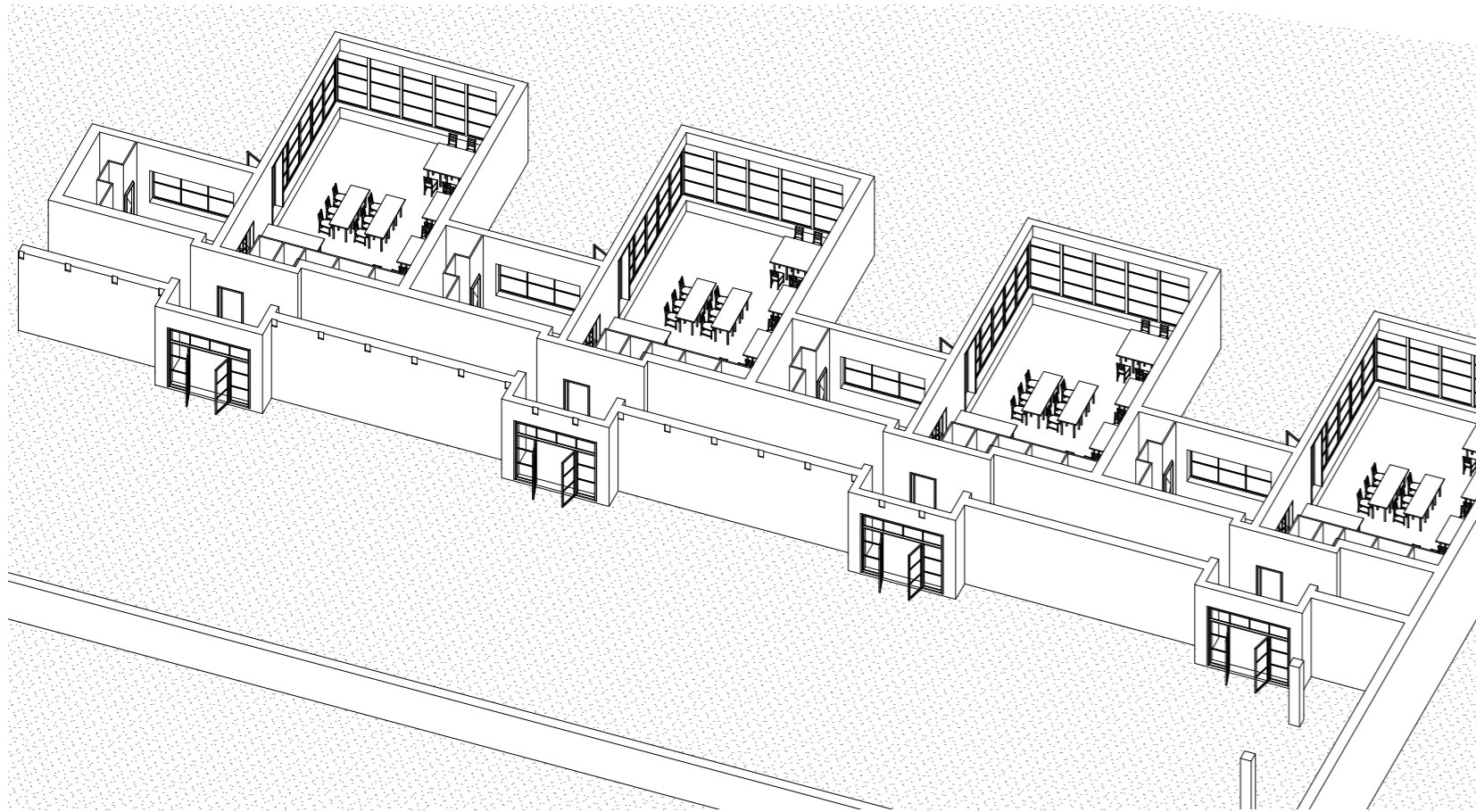


Openness% (Wall surface): ~65% (folding doors)
 Classroom surface: ~50 m²
 Students per class: 25
 Tables: 25

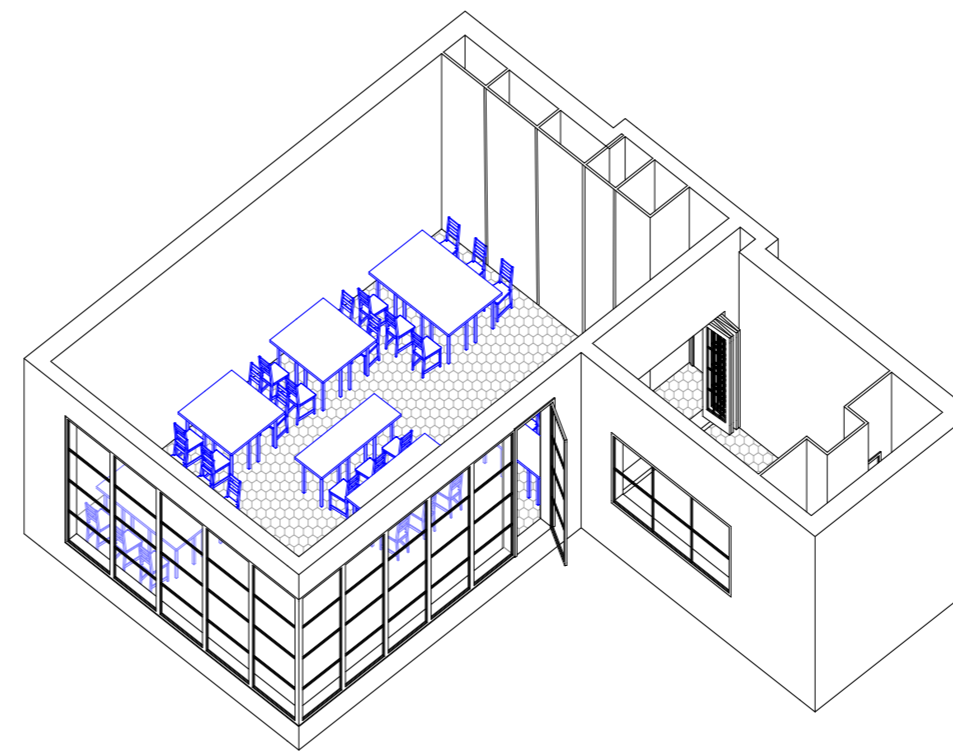


Materiality: Concrete and steel; generous glazed openings onto terraces.
 Furniture Flexibility / Spatial Adaptability: Sliding doors allow classrooms to open fully; flexible arrangement of furniture indoors and on terraces.

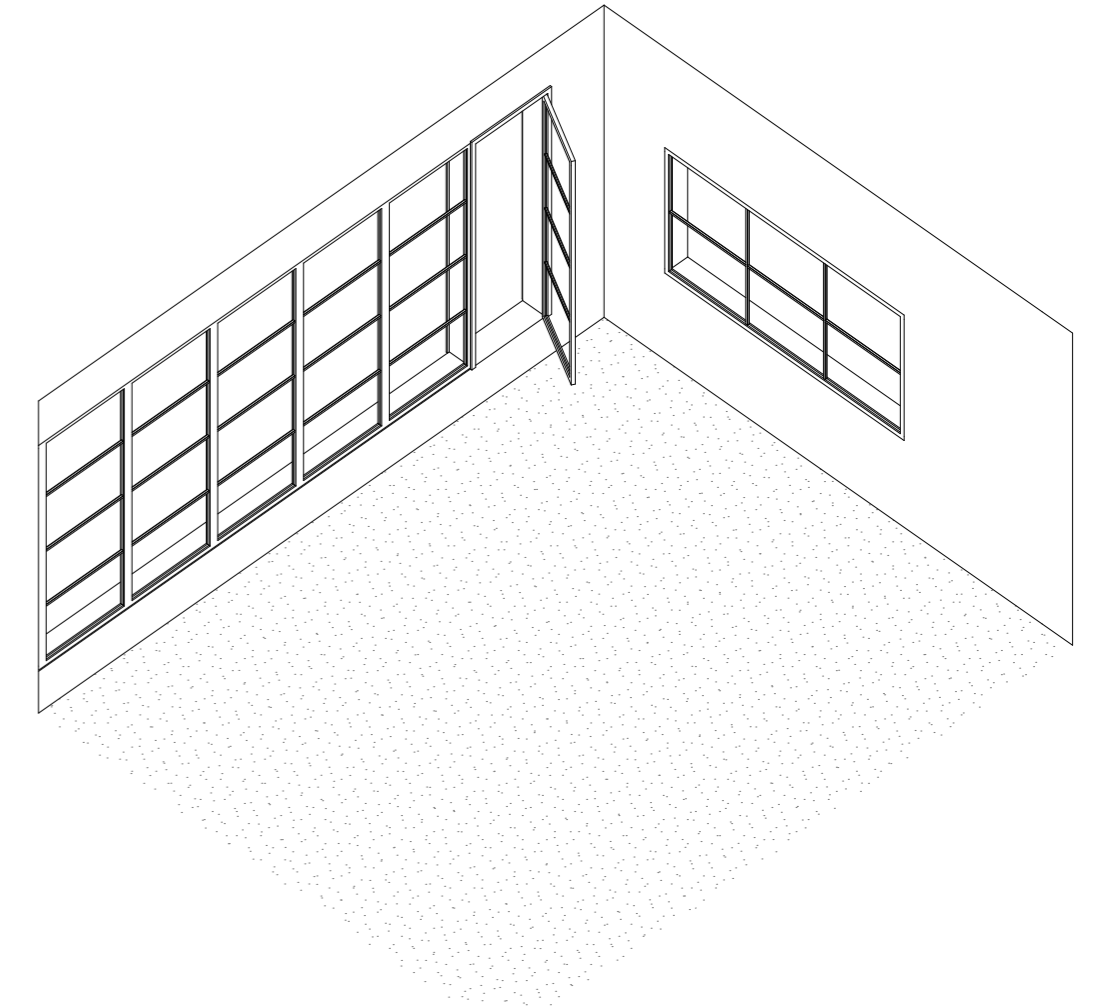
Crow Island School, Illinois, USA. 1940



School surface: ~4000 m²
 Outdoor surface: ~3000 m² (courtyard)
 Particularity: Horizontal layout, classroom + workshop, each with its own courtyard
 Pedagogical Philosophy: Progressive, child-centered pedagogy; project-based learning

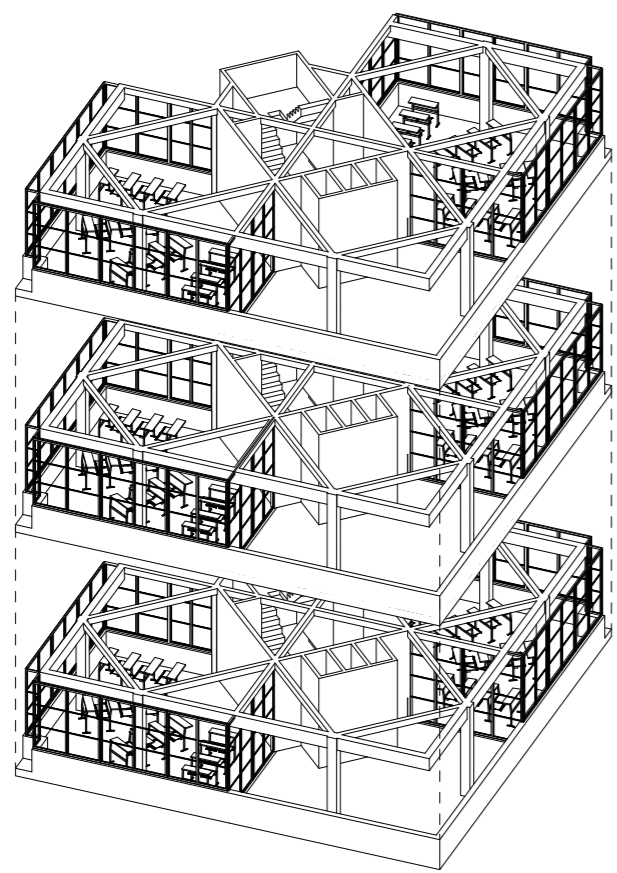


Openness% (Wall surface): ~50% (folding walls + courtyard exits)
 Classroom surface: ~45 m²
 Students per class: 20
 Tables: 10

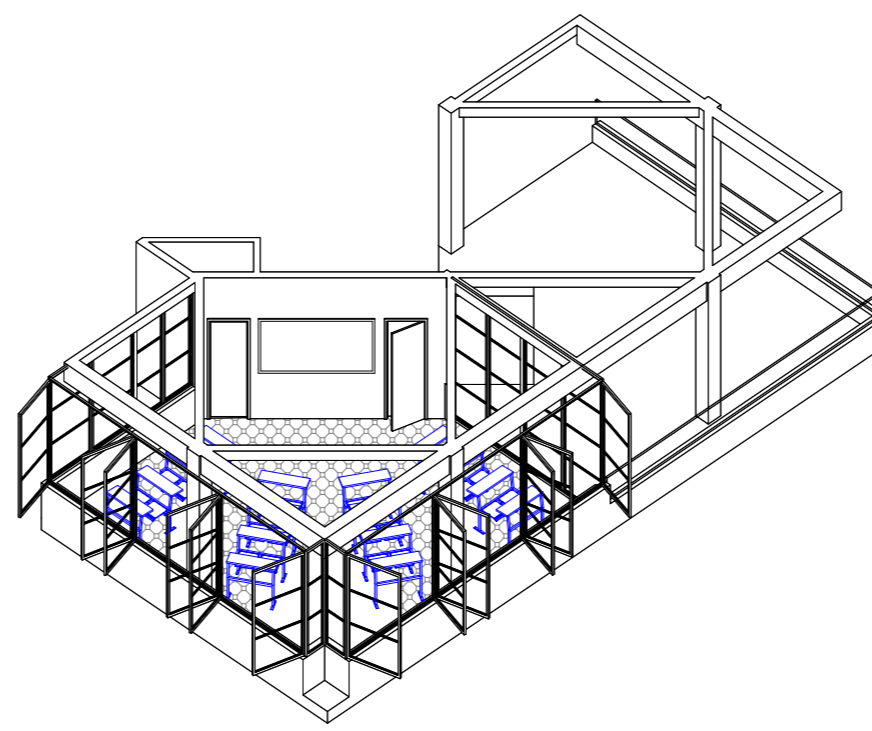


Materiality: Brick and wood; human-scale spaces; natural finishes.
 Furniture Flexibility / Spatial Adaptability: Folding walls between classroom and workshop; movable desks; courtyard used as extension of learning space

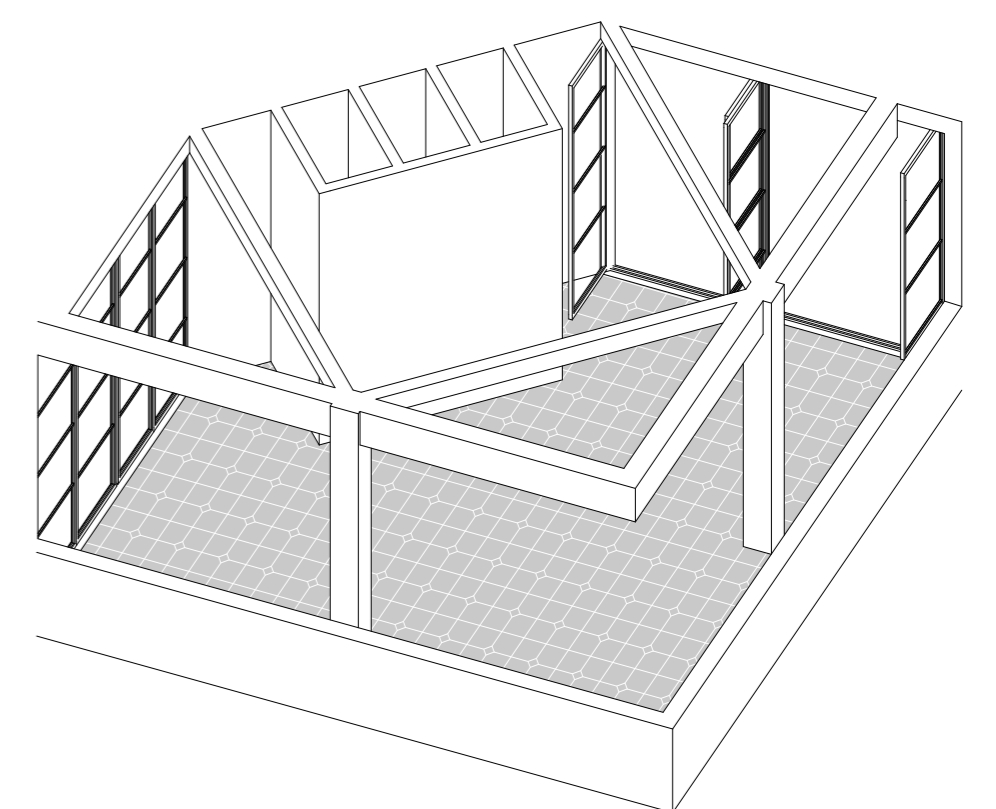
Open-air school Amsterdam, Netherlands. 1930



School surface: ~3000 m²
 Outdoor surface: ~1200 m² (balconies)
 Particularity: Vertical typology with balconies, 2 classrooms per floor
 Pedagogical Philosophy: Modernist health-based model; transparency, air, and light as educational tools.

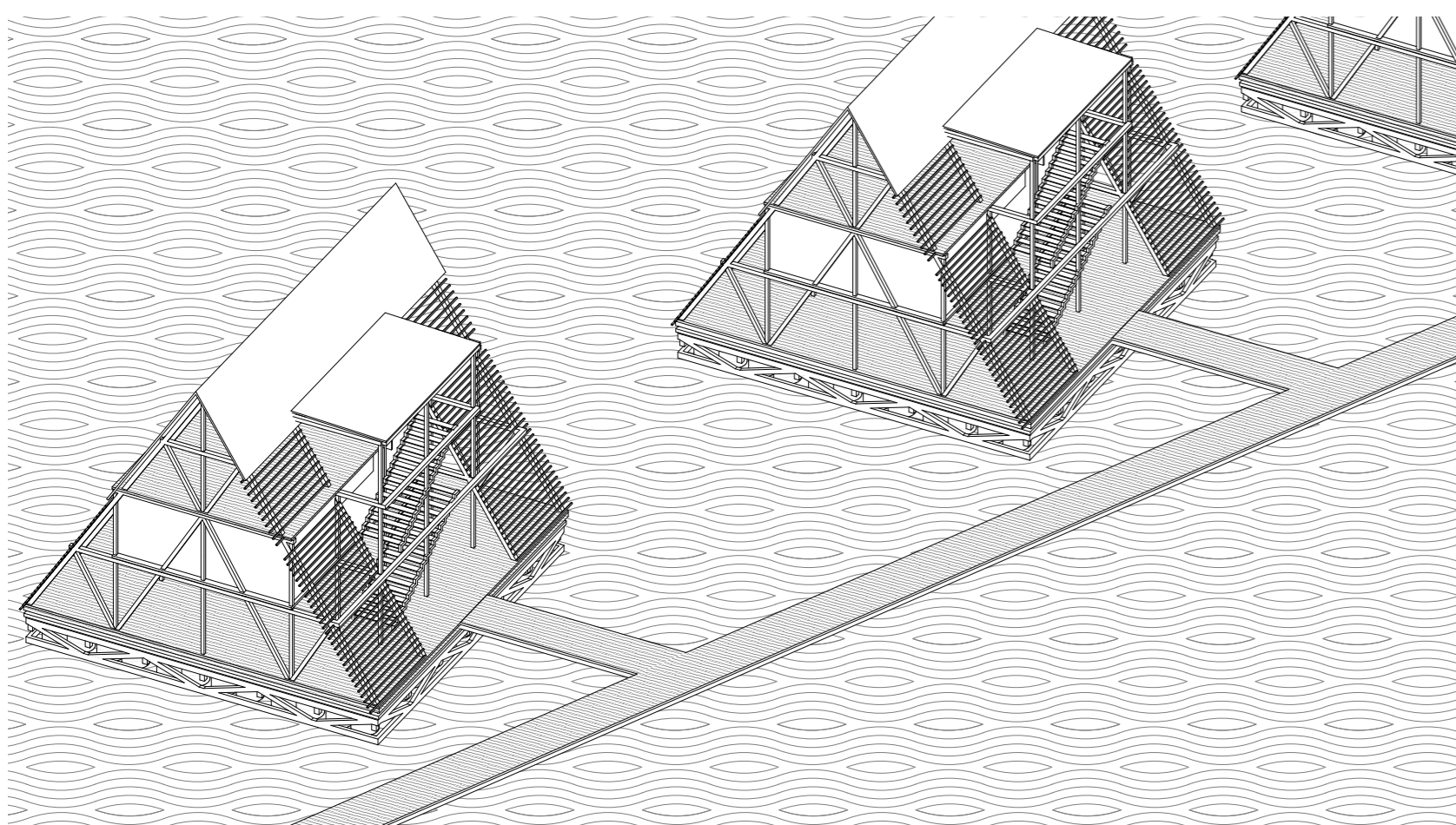


Openness% (Wall surface): ~85% (360° glass walls)
 Classroom surface: ~35 m²
 Students per class: 15-20
 Tables: 12-16

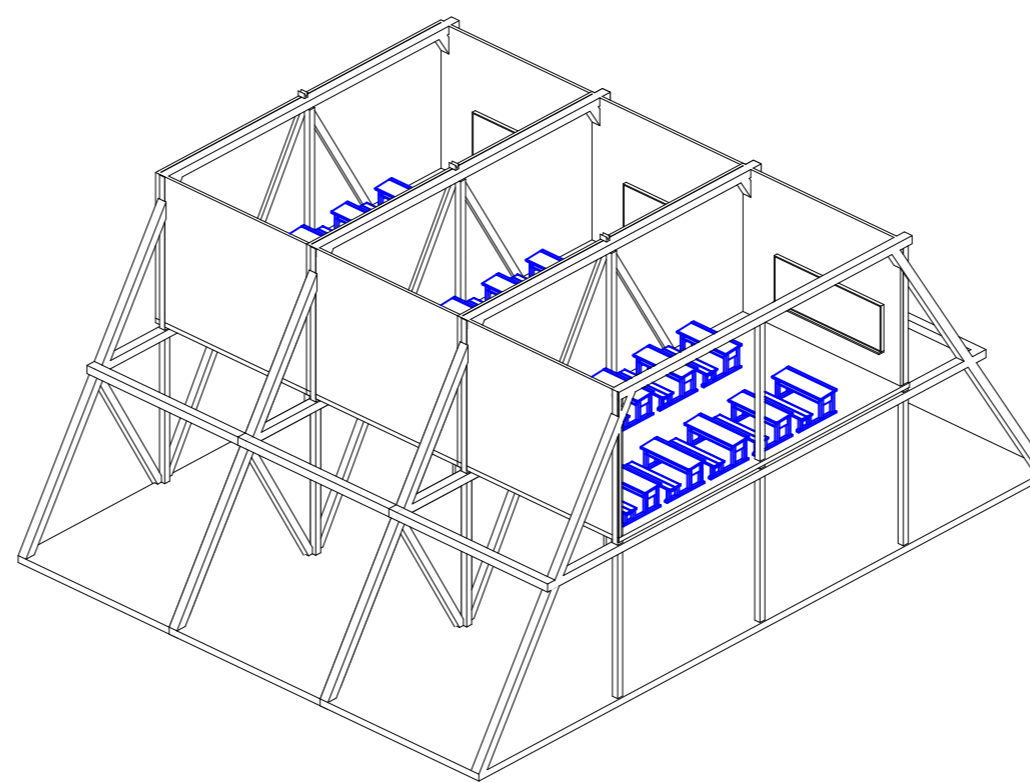


Materiality: Concrete frame with glass curtain walls; balconies in steel and wood.
 Furniture Flexibility / Spatial Adaptability: Classrooms are visually and physically open; balconies offer flexible zones for classes or breaks.

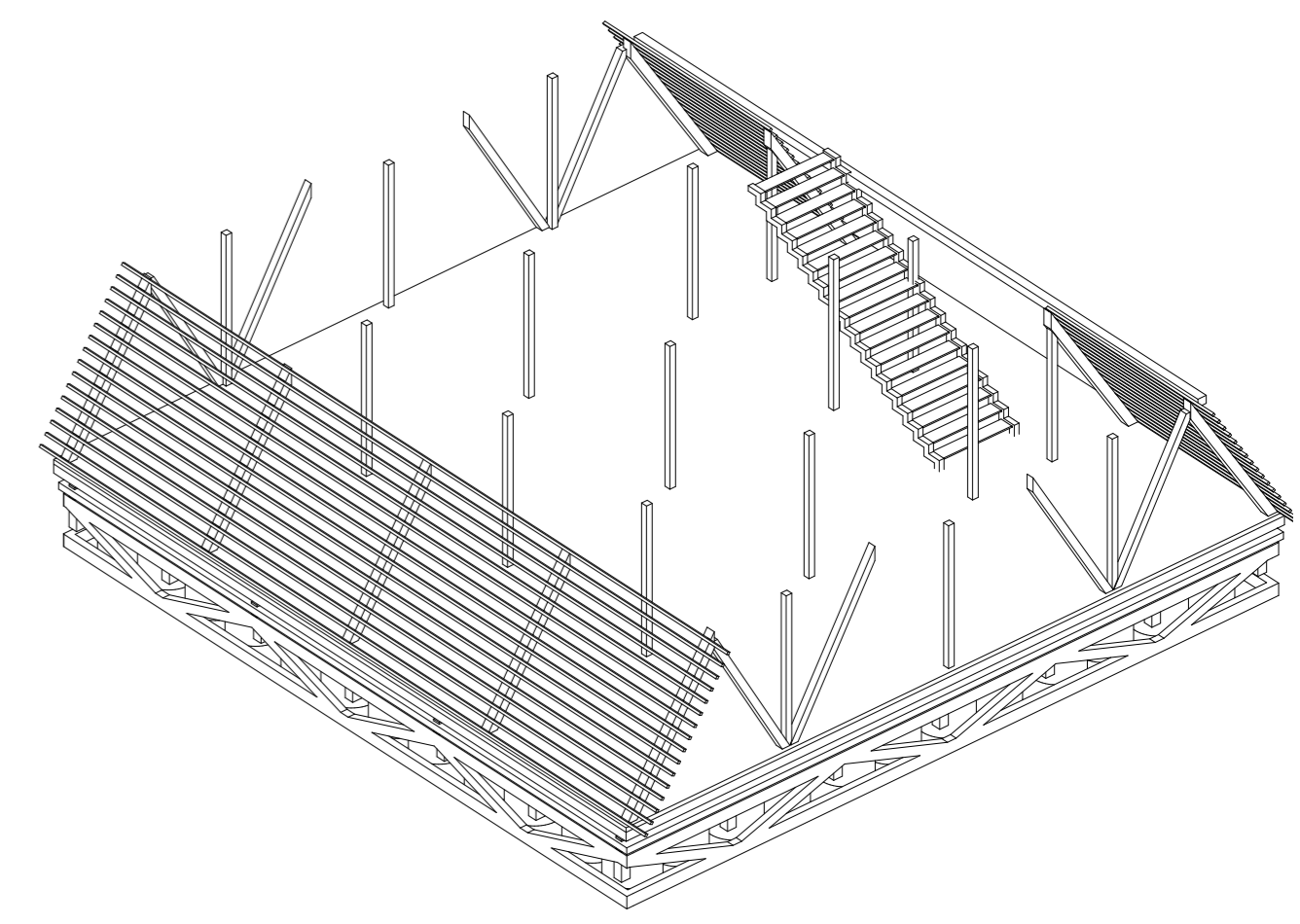
Makoko floating school, Lagos, Nigeria. 2011



School surface: ~250 m²
 Outdoor surface: ~500 m² (platform & surroundings)
 Particularity: Floating structure on barrels, adaptable to tides
 Pedagogical Philosophy: Community-based, responsive pedagogy; learning integrated with everyday life.



Openness% (Wall surface): ~40% (wooden shutters)
 Classroom surface: ~30 m²
 Students per class: 15
 Tables: 6-8



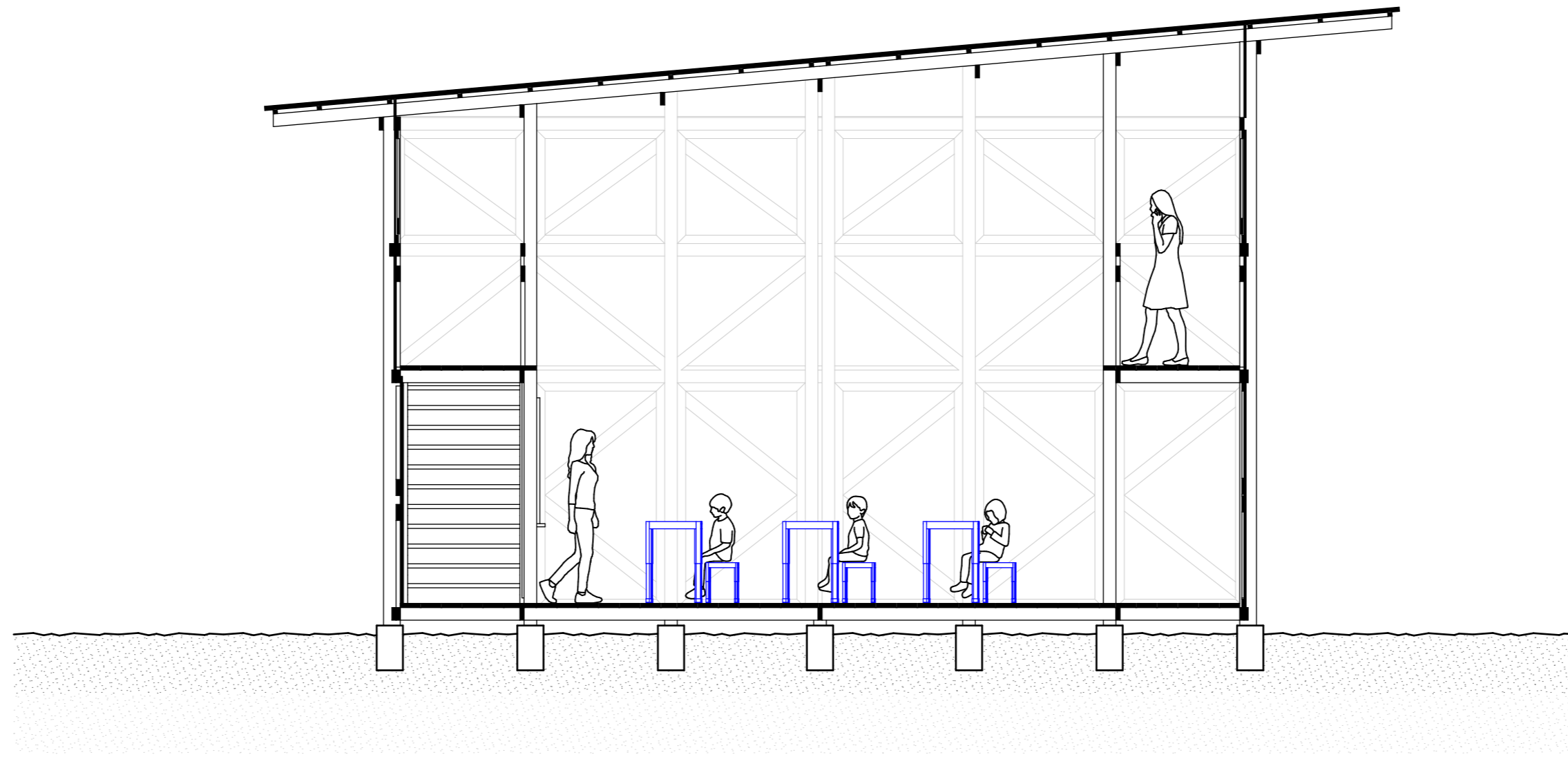
Materiality: Recycled wood, bamboo, and barrels; built for buoyancy and resilience.
 Furniture Flexibility / Spatial Adaptability: Open platforms used for multiple functions—play, teaching, group gathering; minimal fixed furniture.

Catalogue of elements

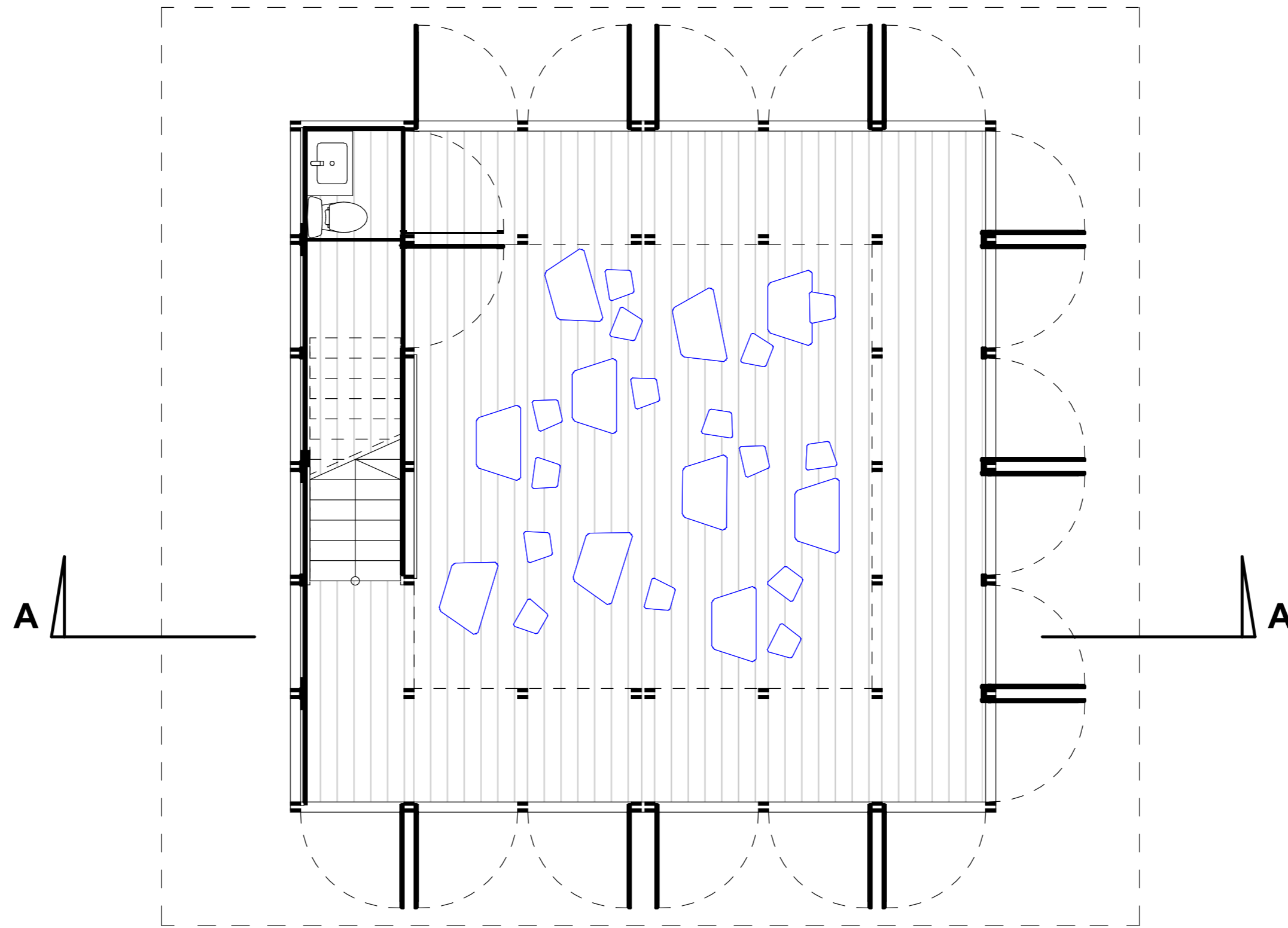
Open-air schools

Marian TATAR

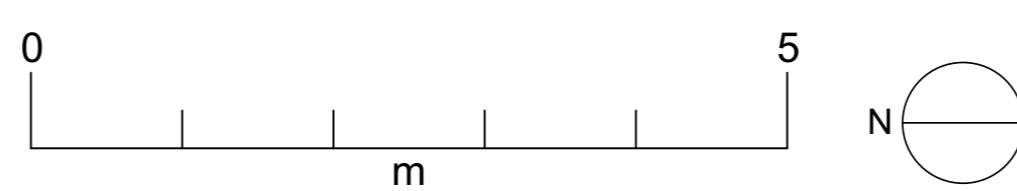
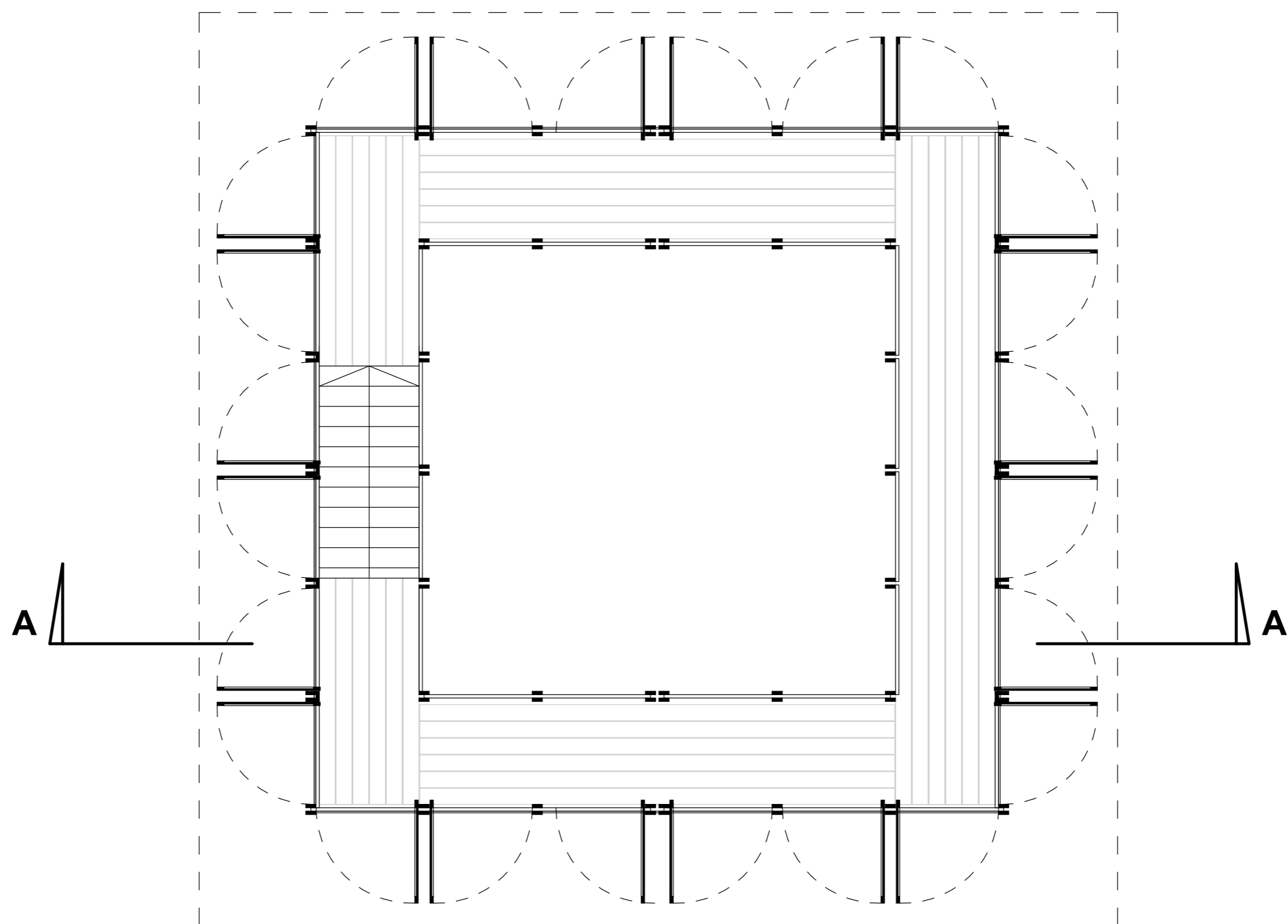
Section A-A



Ground floor plan



First floor plan

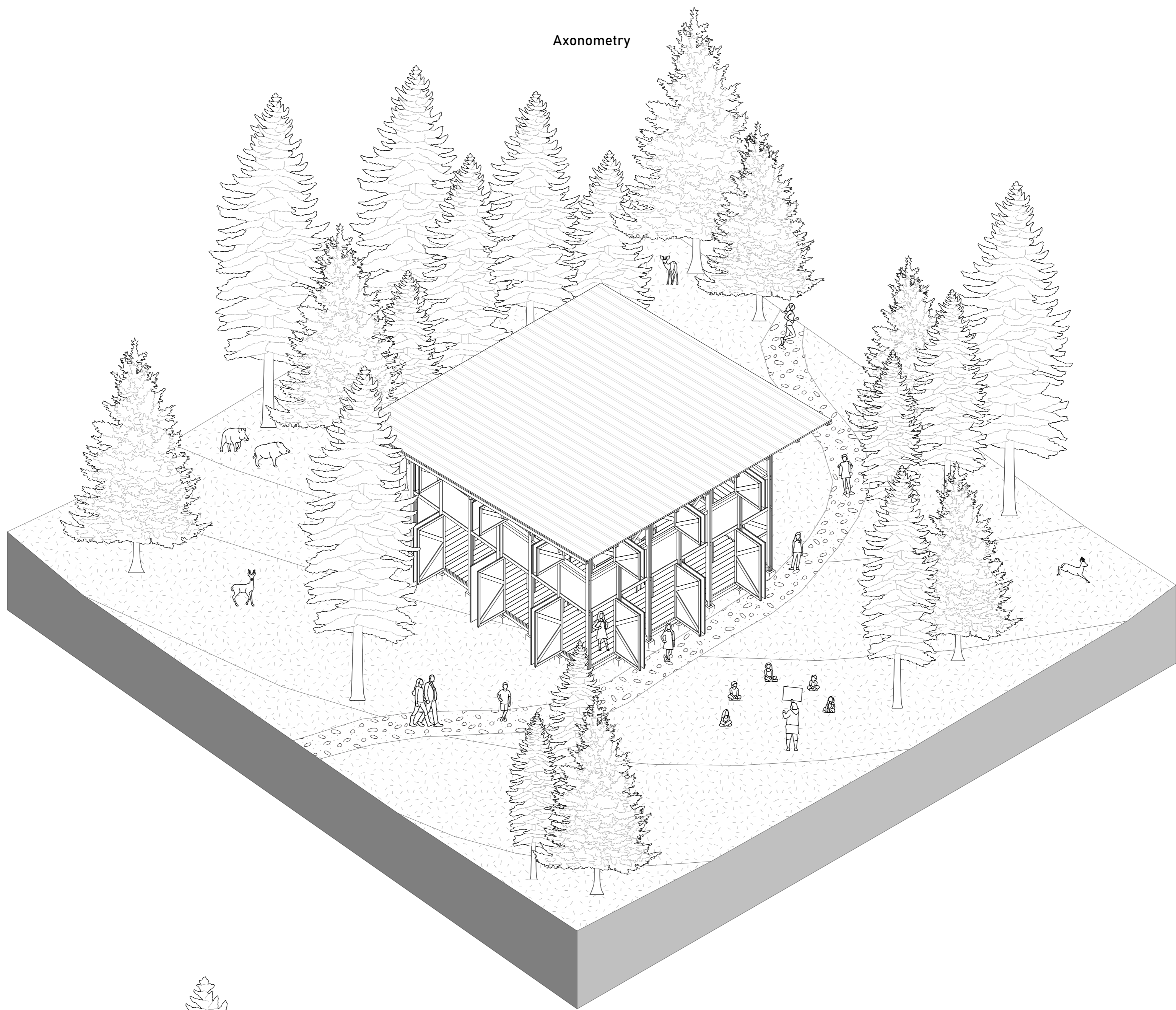


Classroom in the forest - learning in the woods
Technical board

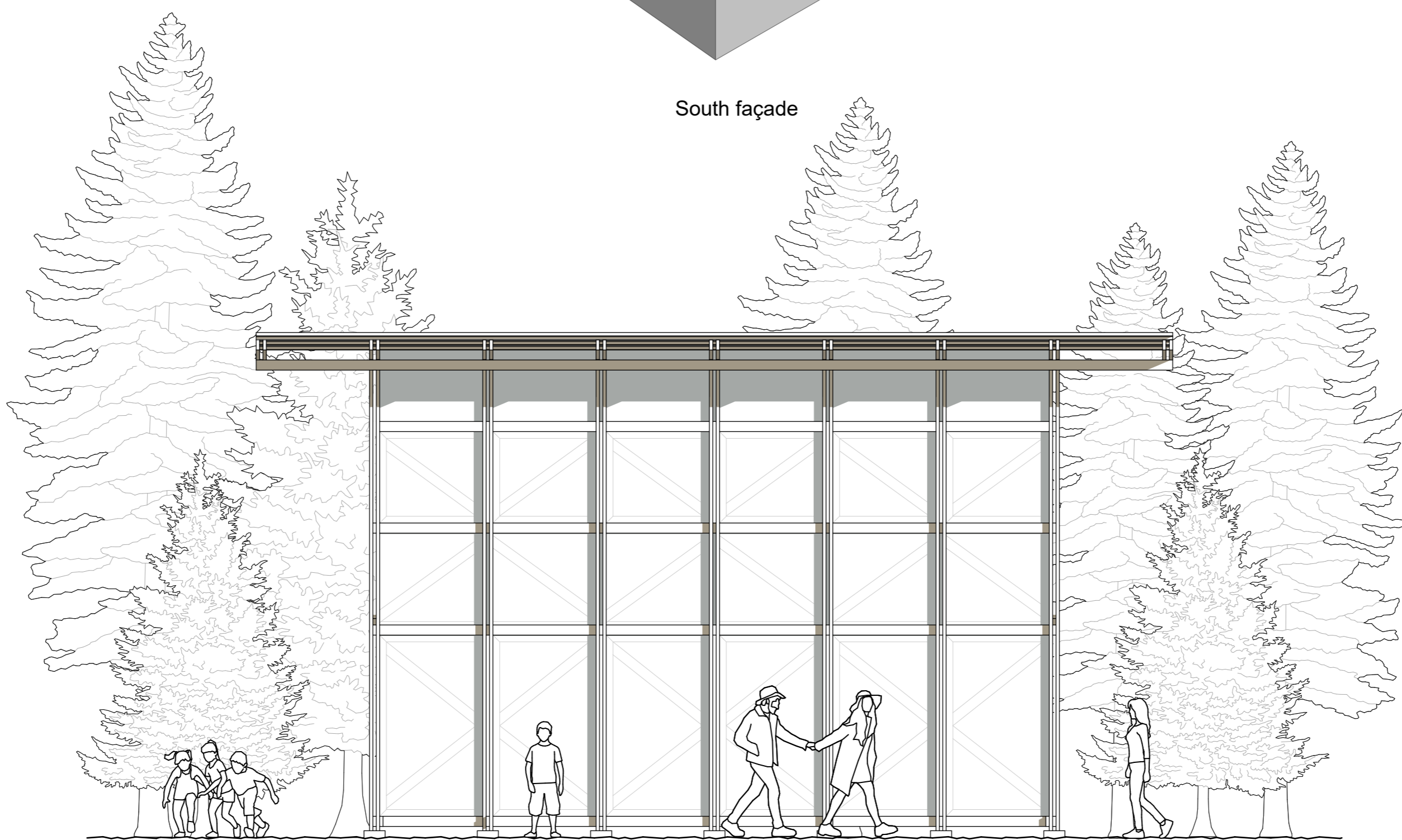
scale 1:50

Marian TATAR
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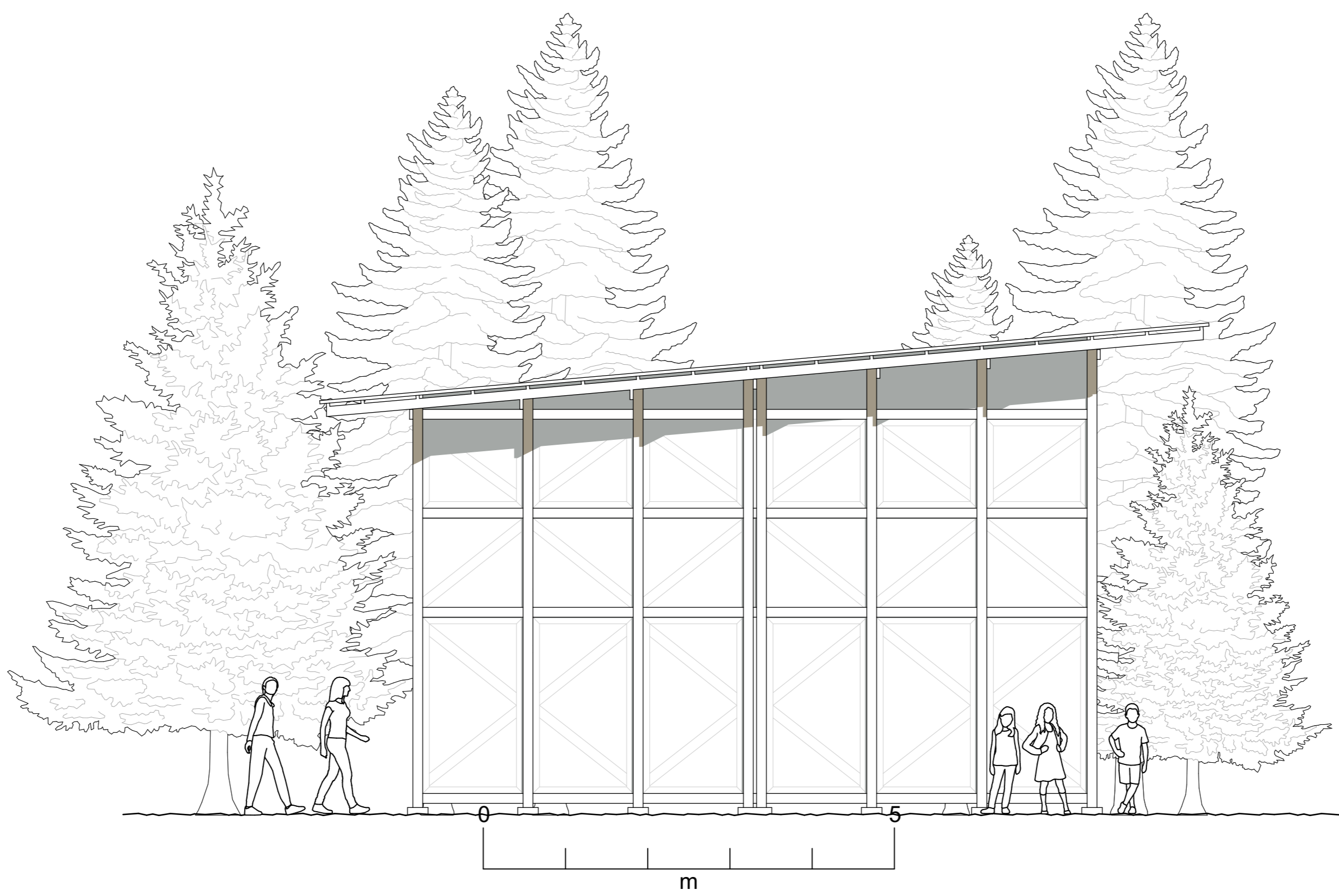
Axonometry



South façade



West façade



Classroom in the forest - learning in the woods
Context

scale 1:50



Historic Reference: Waldschule, Germany (1904)

In the early 20th century, as urban overcrowding and tuberculosis spread across Europe, German educators pioneered the concept of the Waldschule, forest schools designed to promote health through direct contact with nature. Children spent most of their day outdoors, seated beneath pine trees or under open shelters, breathing fresh air and learning through sensory experience. These schools viewed the forest not as a backdrop, but as a living classroom.

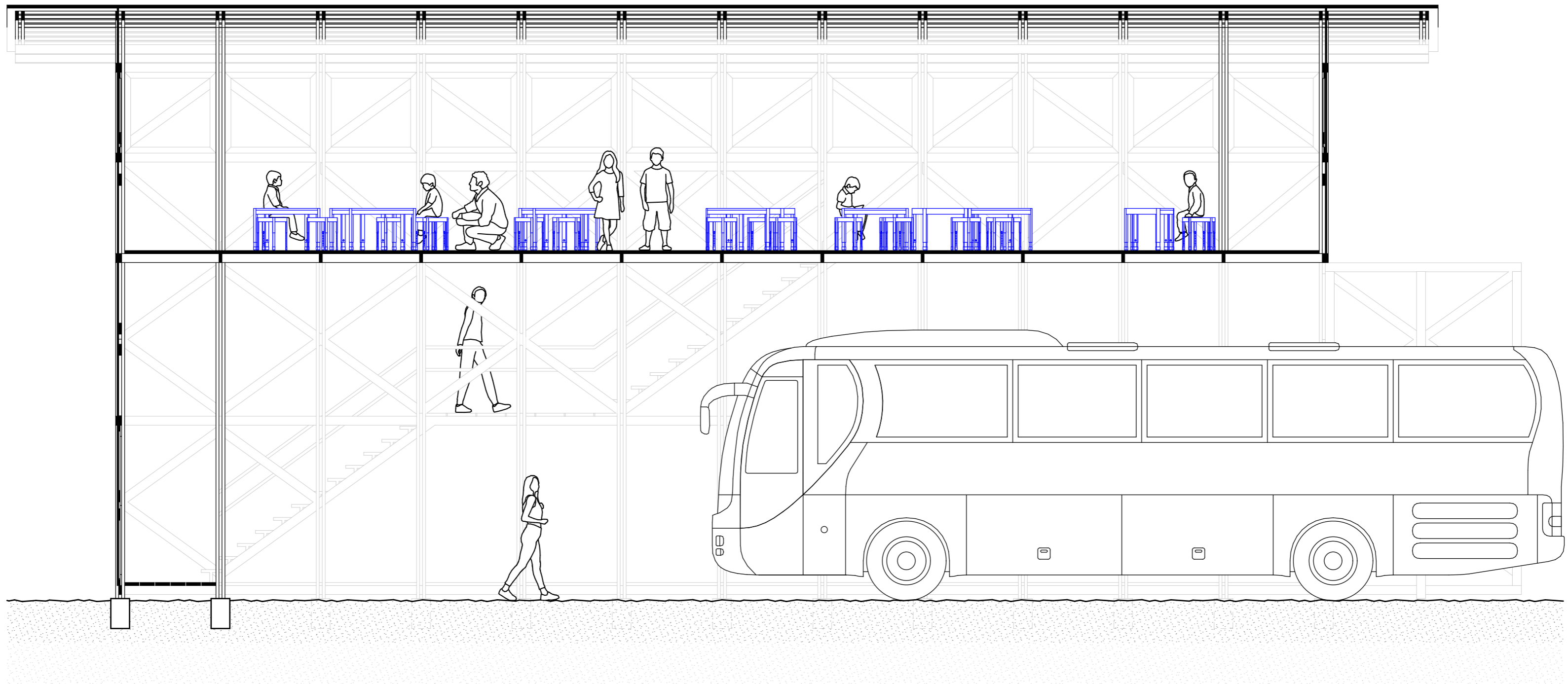
This scenario builds on that legacy. Set within the Bois de la Houssière, the forest classroom embraces the landscape as both setting and curriculum. A light wooden structure offers shelter when needed, while the rest of the program unfolds across trails, clearings, and streams. Students learn about ecosystems by being immersed in them—gathering leaves, tracking footprints, and constructing observation towers with local materials. The forest becomes a place not only for knowledge, but for curiosity, calm, and connection.



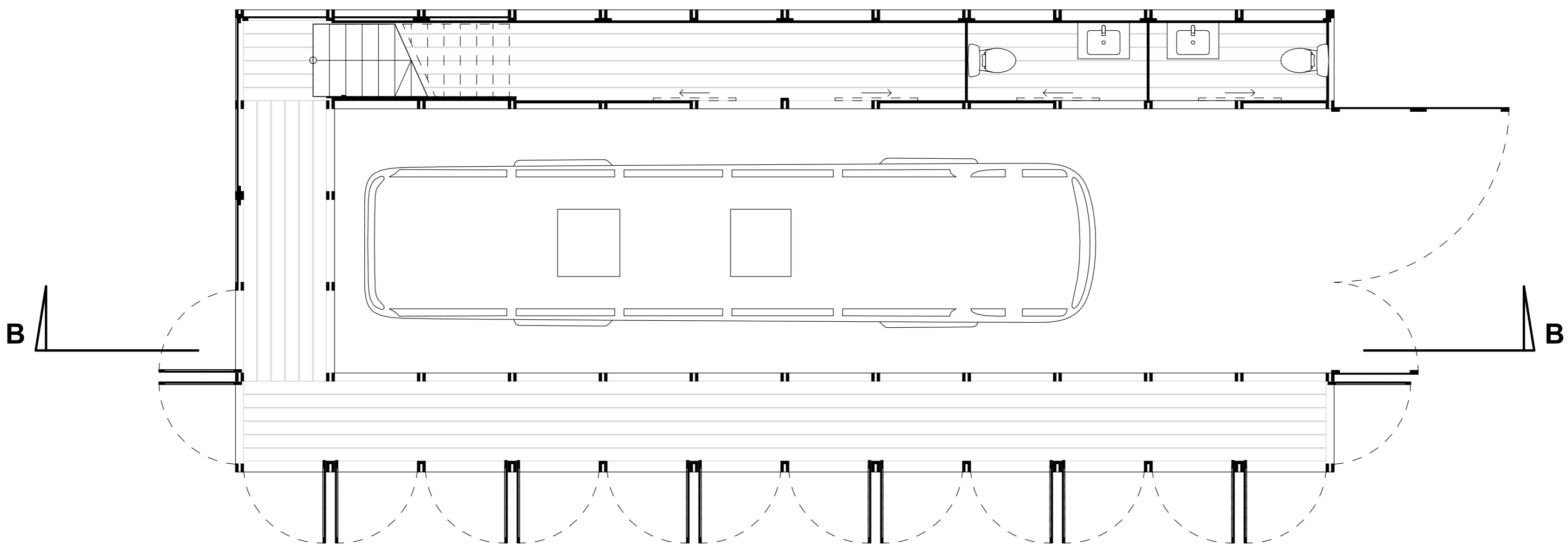
Source: Zentral- und Landesbibliothek Berlin, Berliner Leben – Zeitschrift für Schönheit & Kunst, Heft VIII, Jahrgang VII, August 1904. digital.zlb.de

Classroom in the forest - learning in the woods
Open-air school perspective

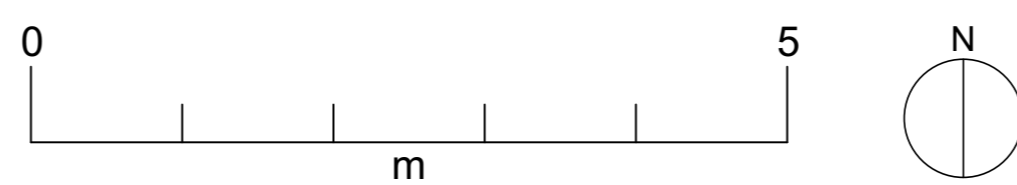
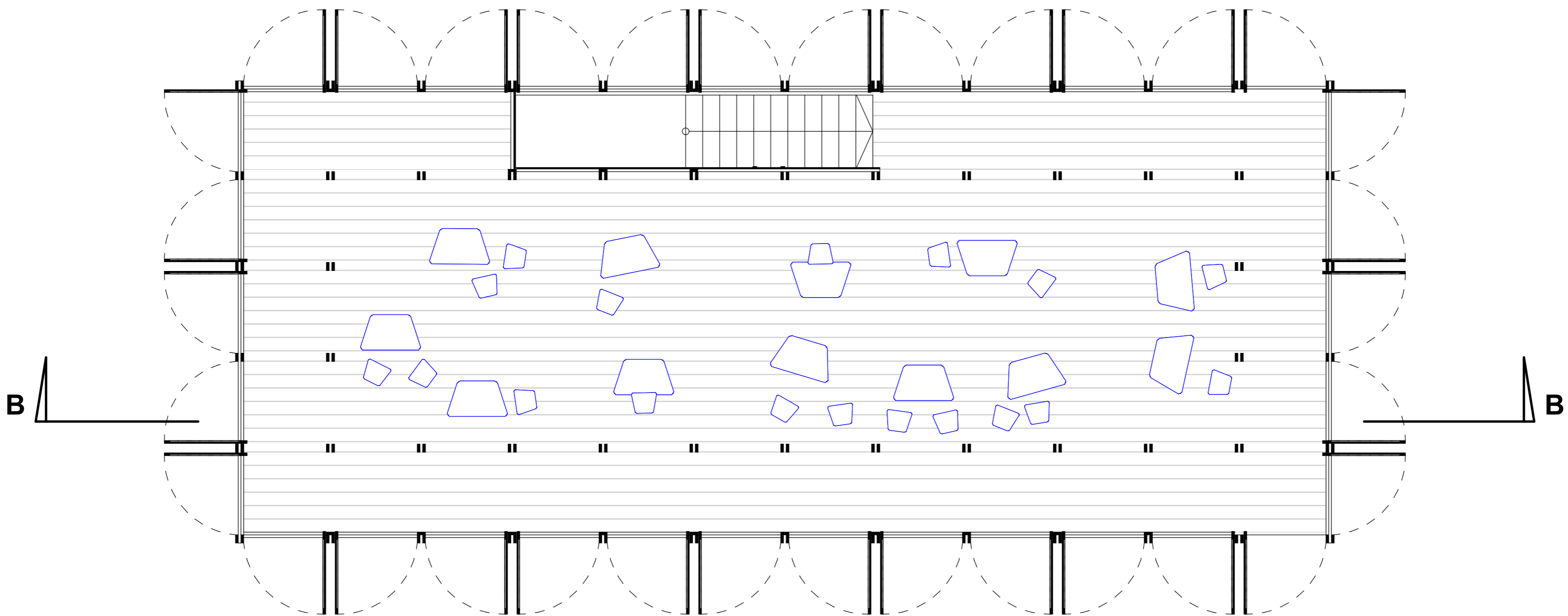
Section B-B



Ground floor plan



First floor plan

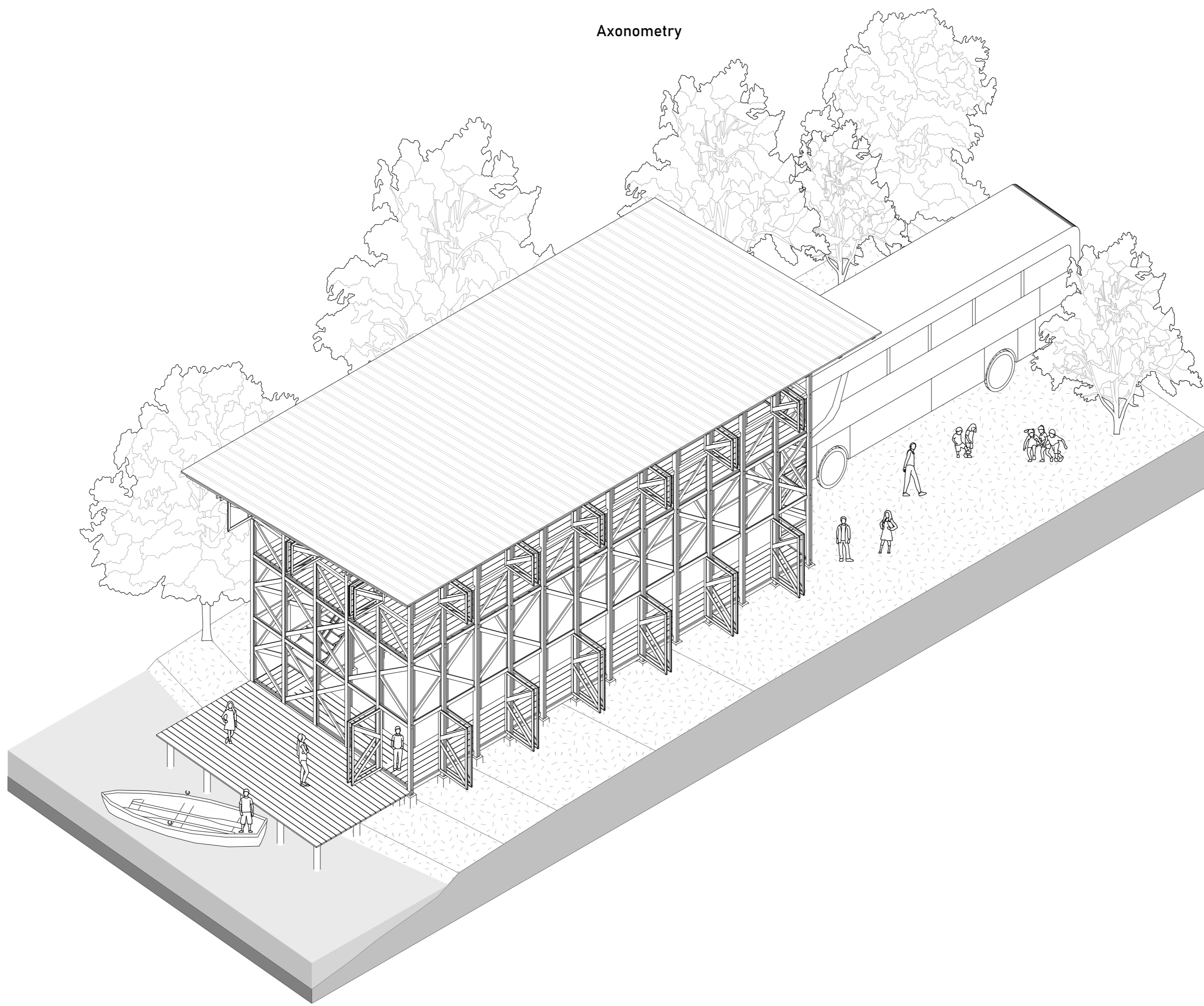


Classroom by the river - between land and water
Technical board

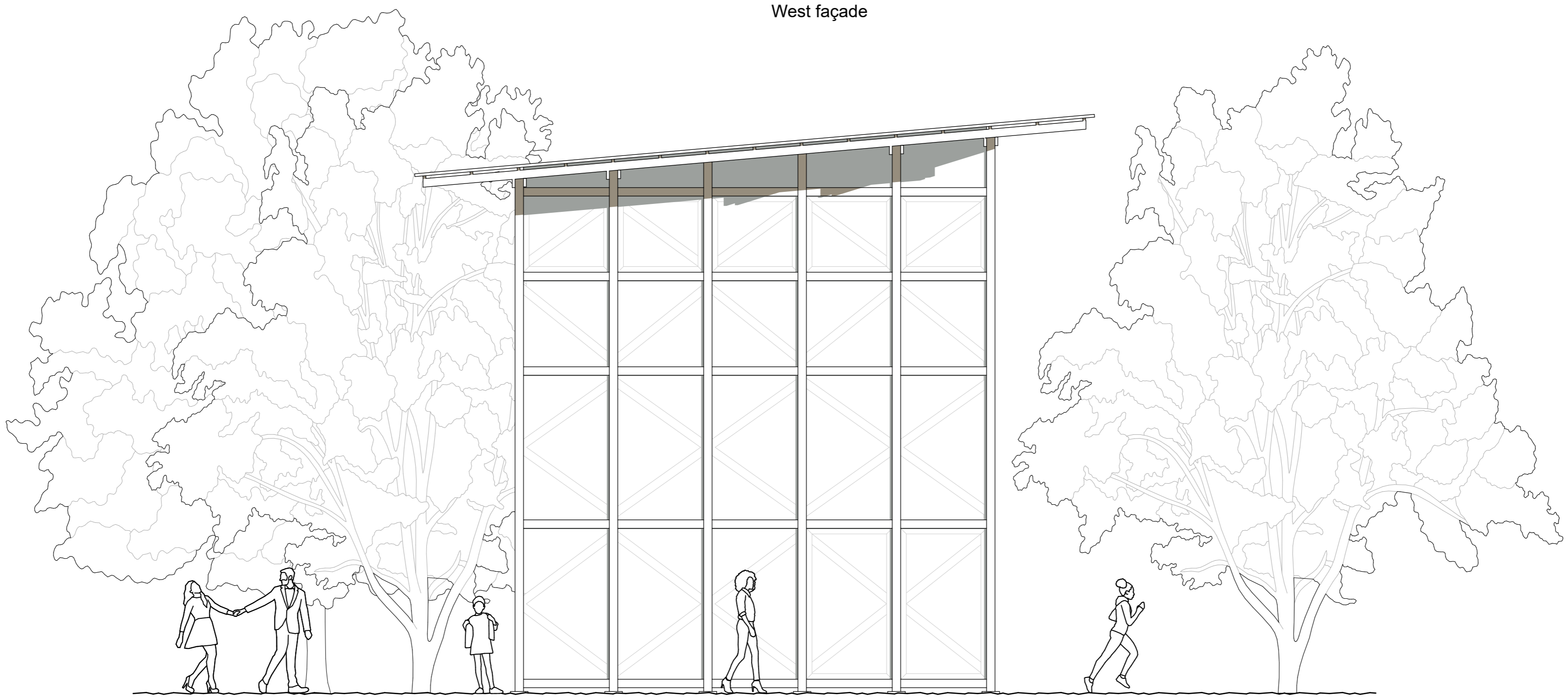
scale 1:50

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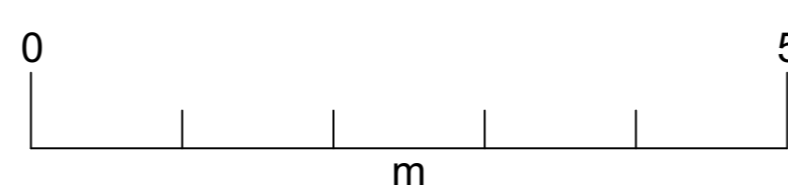
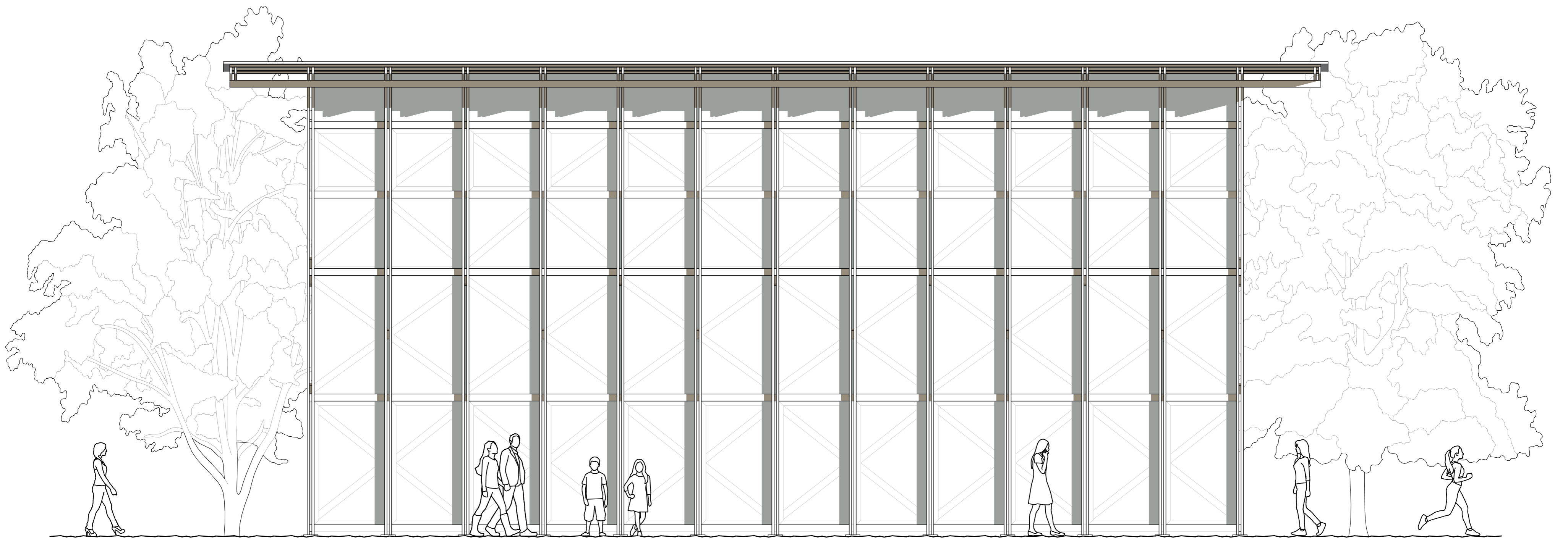
Axonometry



West façade



South façade



Classroom by the river - between land and water
Context

scale 1:50

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Historic Reference: Open-Air School, Amsterdam (1930)

Designed by Jan Duiker and Bernard Bijvoet in the 1930s, the Openluchtschool in Amsterdam reimagined the open-air school within the dense fabric of the city. Unable to spread out horizontally, the architects stacked the classrooms vertically, linking each pair to a shared terrace. Surrounded by glass and air, the building functioned like a "glass cabinet"—a controlled yet porous space where children could learn in sunlight and fresh air.

Inspired by this vertical openness, the classroom by the river uses the canal edge as its learning axis. Built on a repurposed quay, the structure opens completely toward the water, allowing lessons to spill onto the dock. The space adapts to seasons and needs—serving as a classroom, kitchen, or gathering area. Above, a glazed studio space recalls the Amsterdam precedent, with 360° visibility and foldable furniture. The adjacent canal invites movement and reflection, connecting the students not just to place, but to the flow of the landscape.



Source: Het Nieuwe Instituut - Architecture Collection.

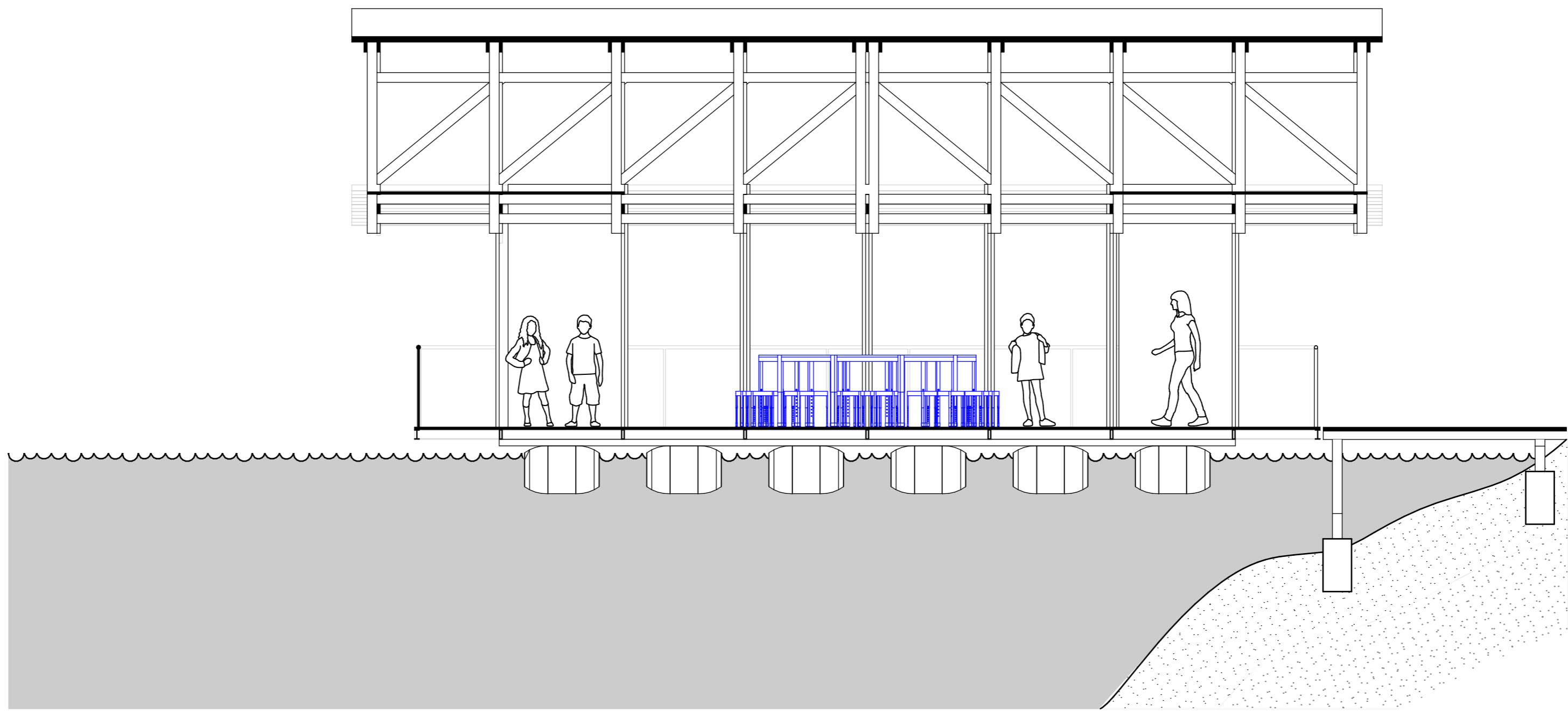
Classroom by the river - between land and water
Open-air school perspective

scale 1:50

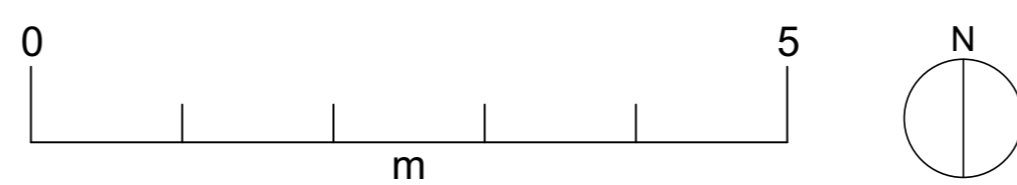
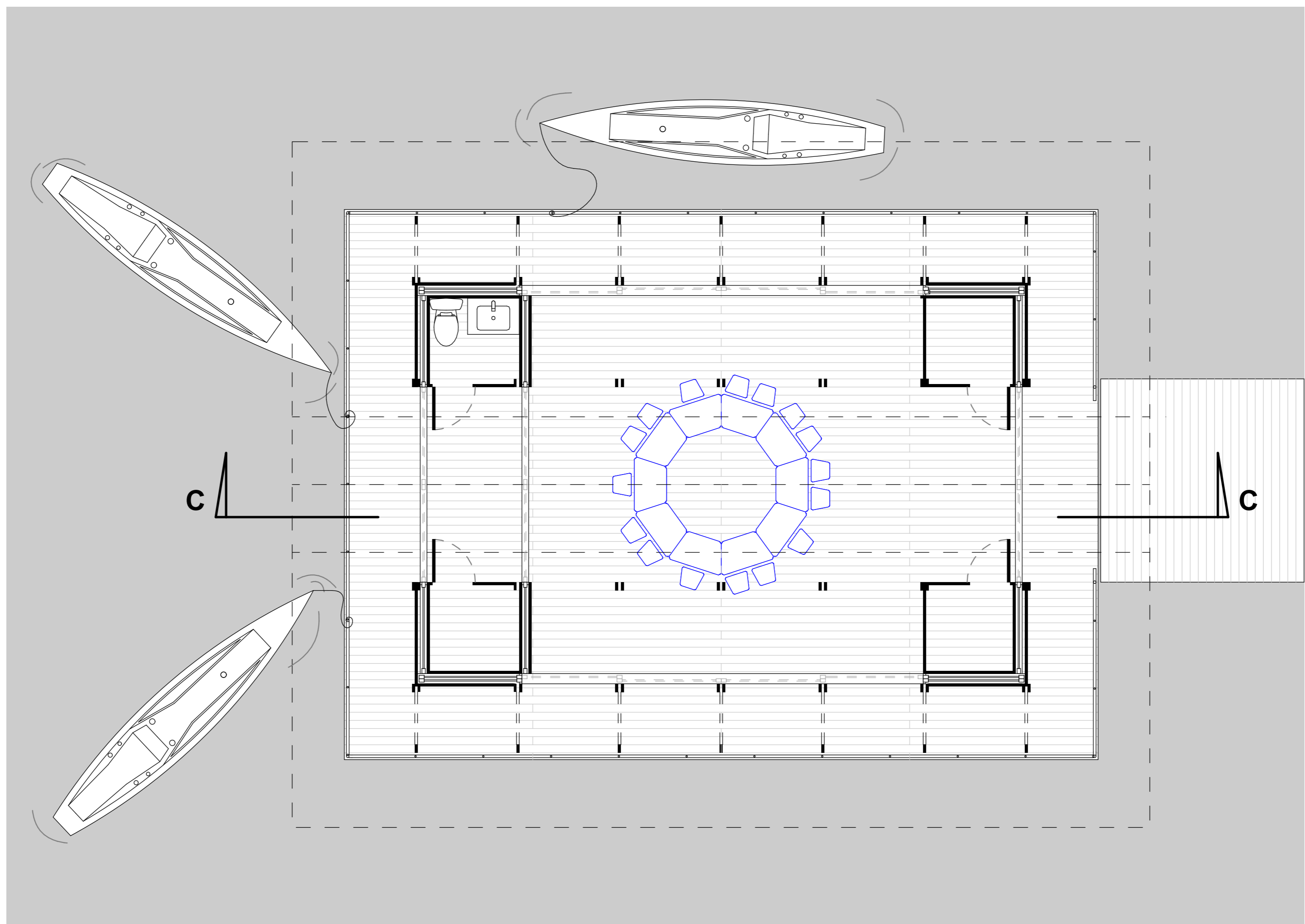
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Section C-C



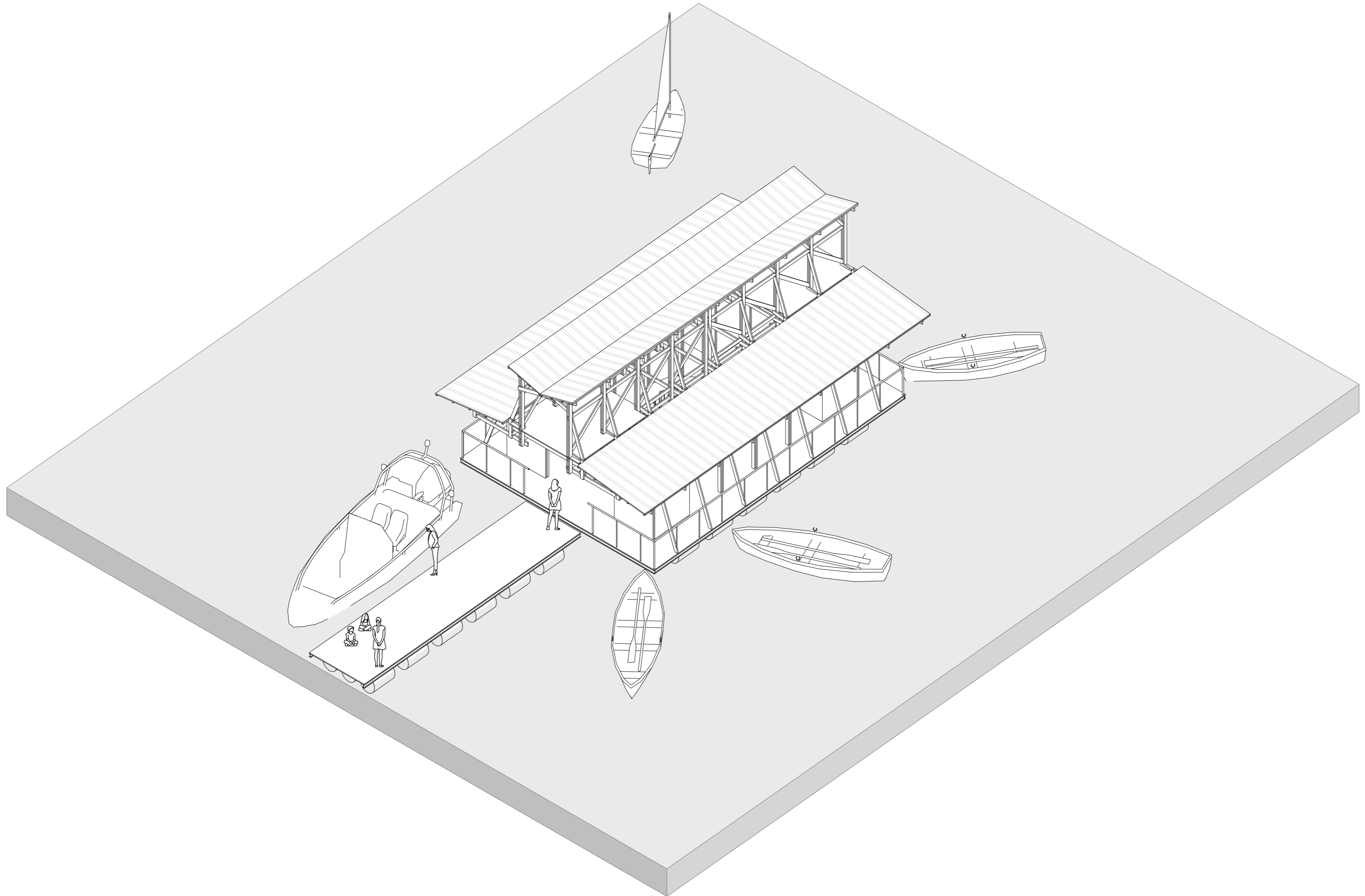
Floor plan



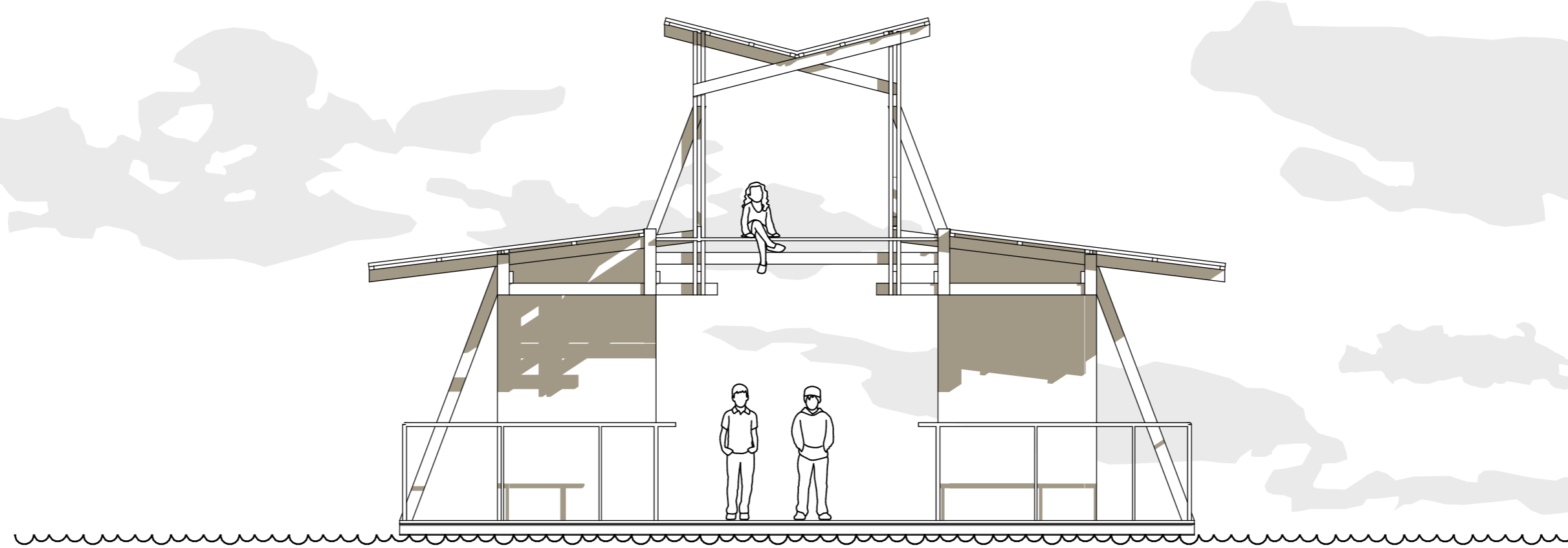
Floating classroom - mobility and shelter
Technical board

scale 1:50

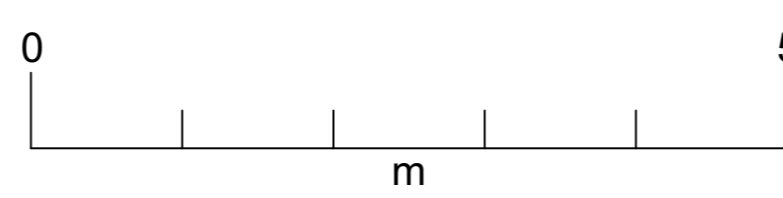
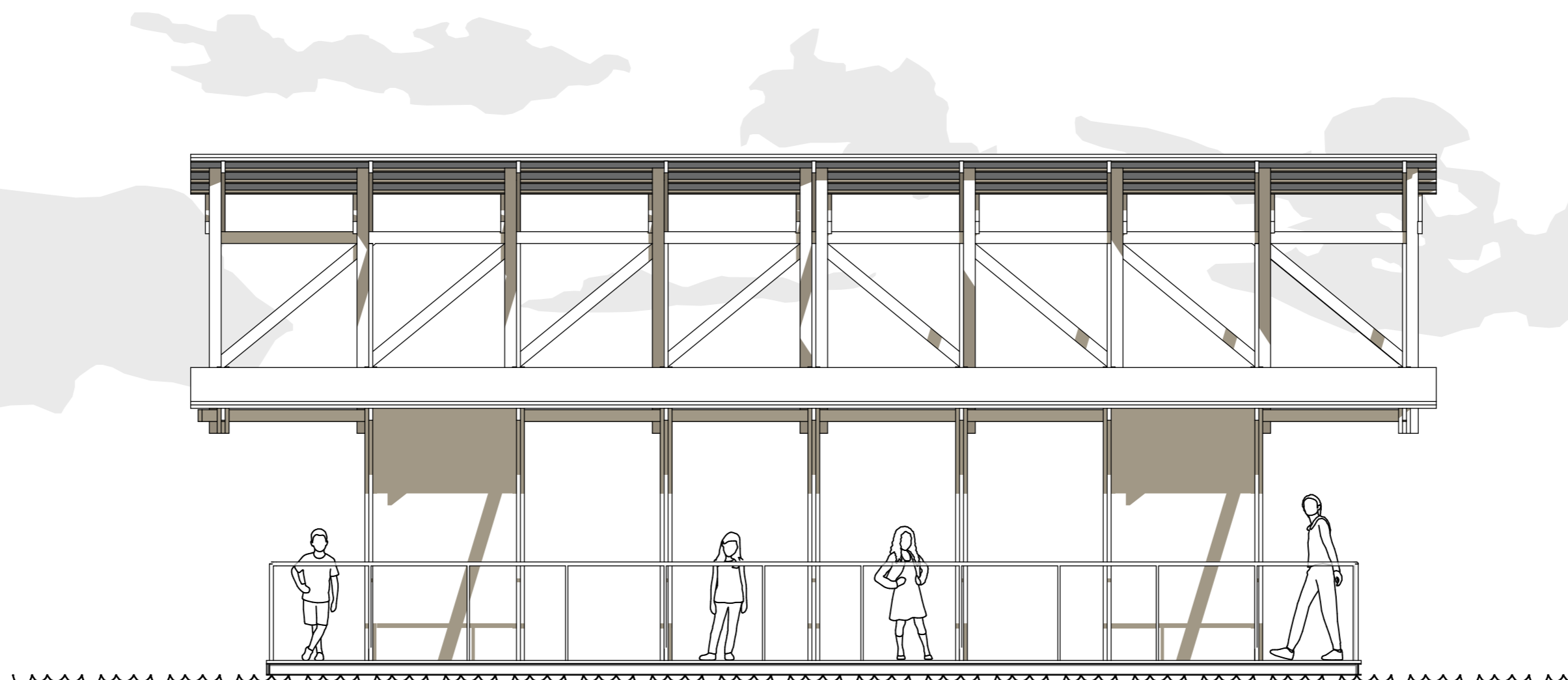
Axonometry



East façade

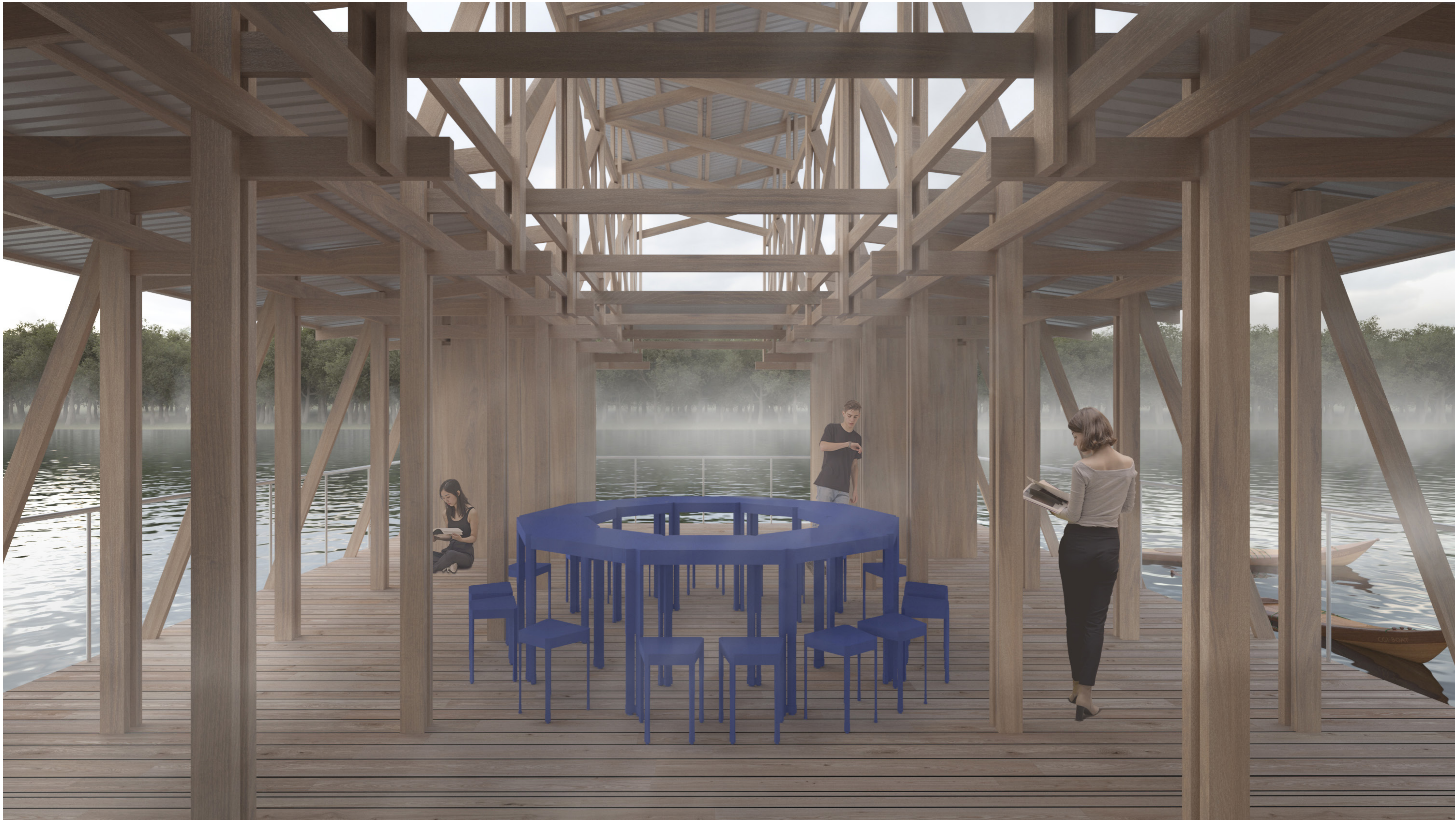


South façade



Floating classroom - mobility and shelter
Context

scale 1:50



Historic Reference: École de plein air de Suresnes, Paris (1935)

The open-air school of Suresnes, designed by Beaudouin and Lods, was a masterpiece of lightness and adaptability. Built on a hillside outside Paris, its pavilions opened entirely to the landscape through sliding glass walls. Students moved freely between interior and exterior, and desks could be wheeled under trees for lessons in the open. It was a space that treated air and light as pedagogical tools.

The floating classroom revives this ethos—translating the principles of Suresnes onto water. With sliding walls, transformable decks, and a rooftop observation platform, this structure is not only mobile, but open-ended. It travels between sites, docks, and learning contexts, adapting each time. When docked, it unfolds into a full learning environment; when in motion, it becomes a platform for exploration. Like Suresnes, it asks: what if architecture breathed with its users? What if the classroom itself could move, transform, and evolve?



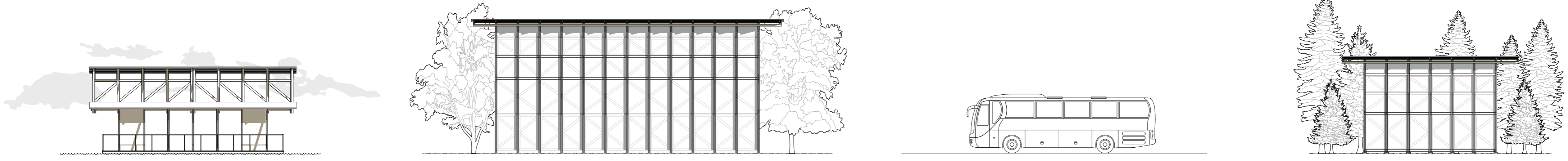
Source: Cartorum.fr (<https://cartorum.fr>), postcard archive.

Floating classroom - mobility and shelter
Open-air school perspective

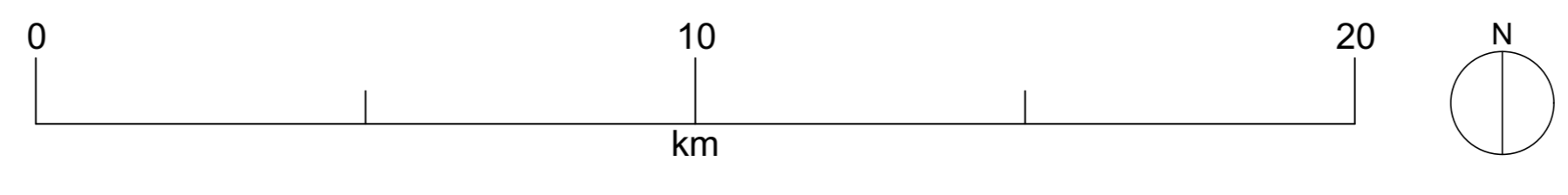
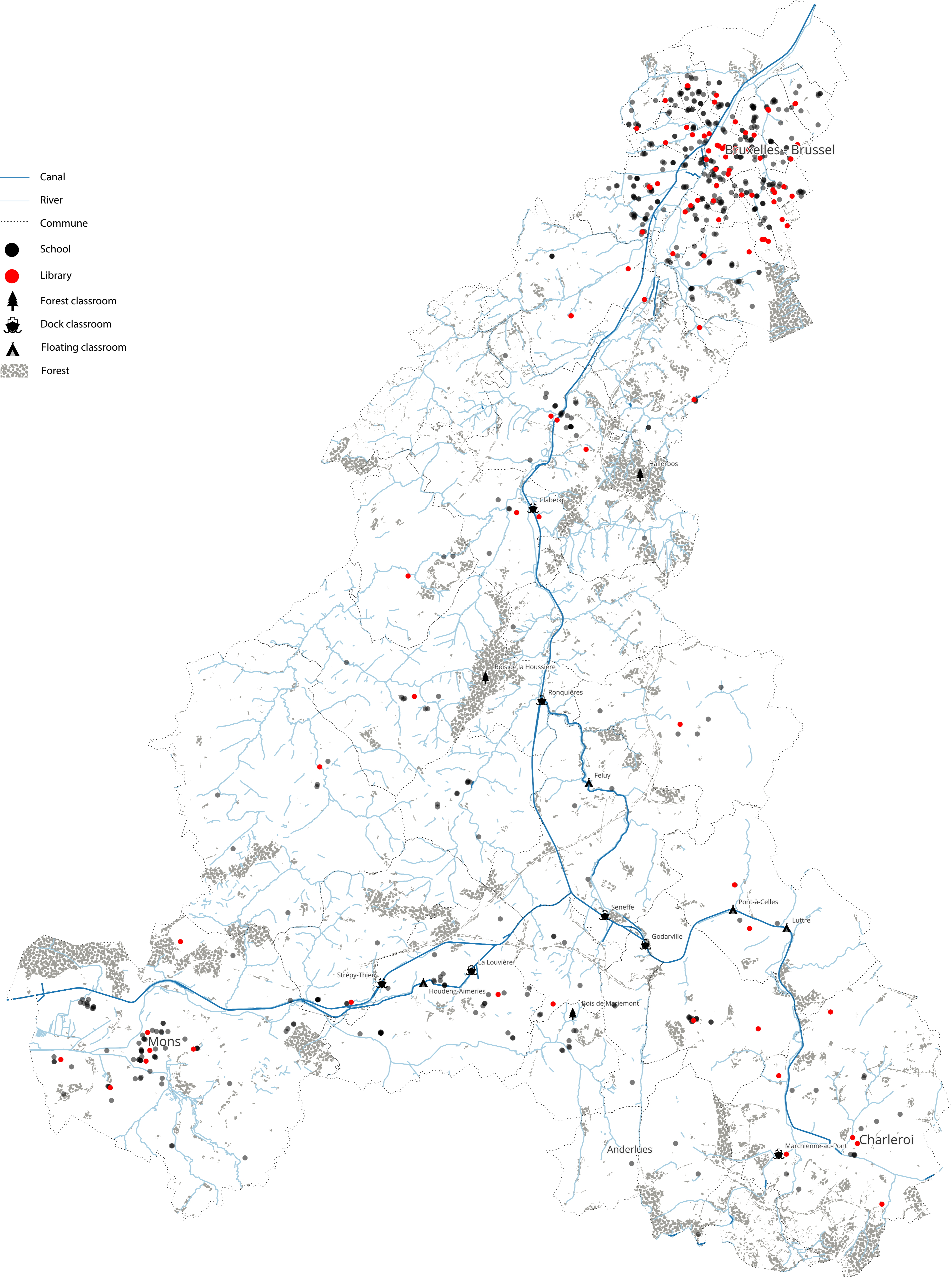
scale 1:50

Marian TATAR

UCLouvain. Faculté d'architecture, d'ingénierie architecturale, d'urbanisme (Site de Bruxelles)



- Canal
- River
- Commune
- School
- Library
- Forest classroom
- Dock classroom
- Floating classroom
- Forest



A network of outdoor schools
Study area

scale 1:140000