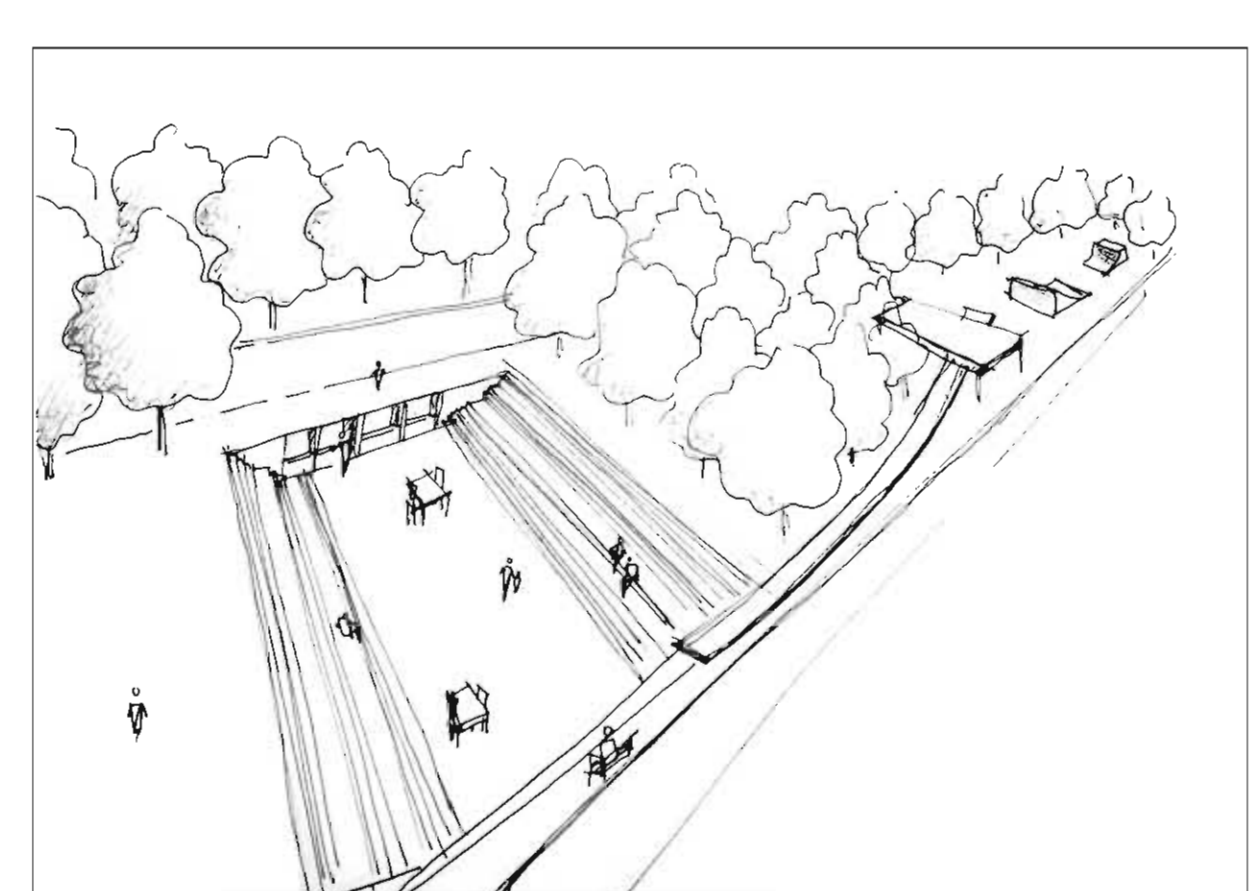
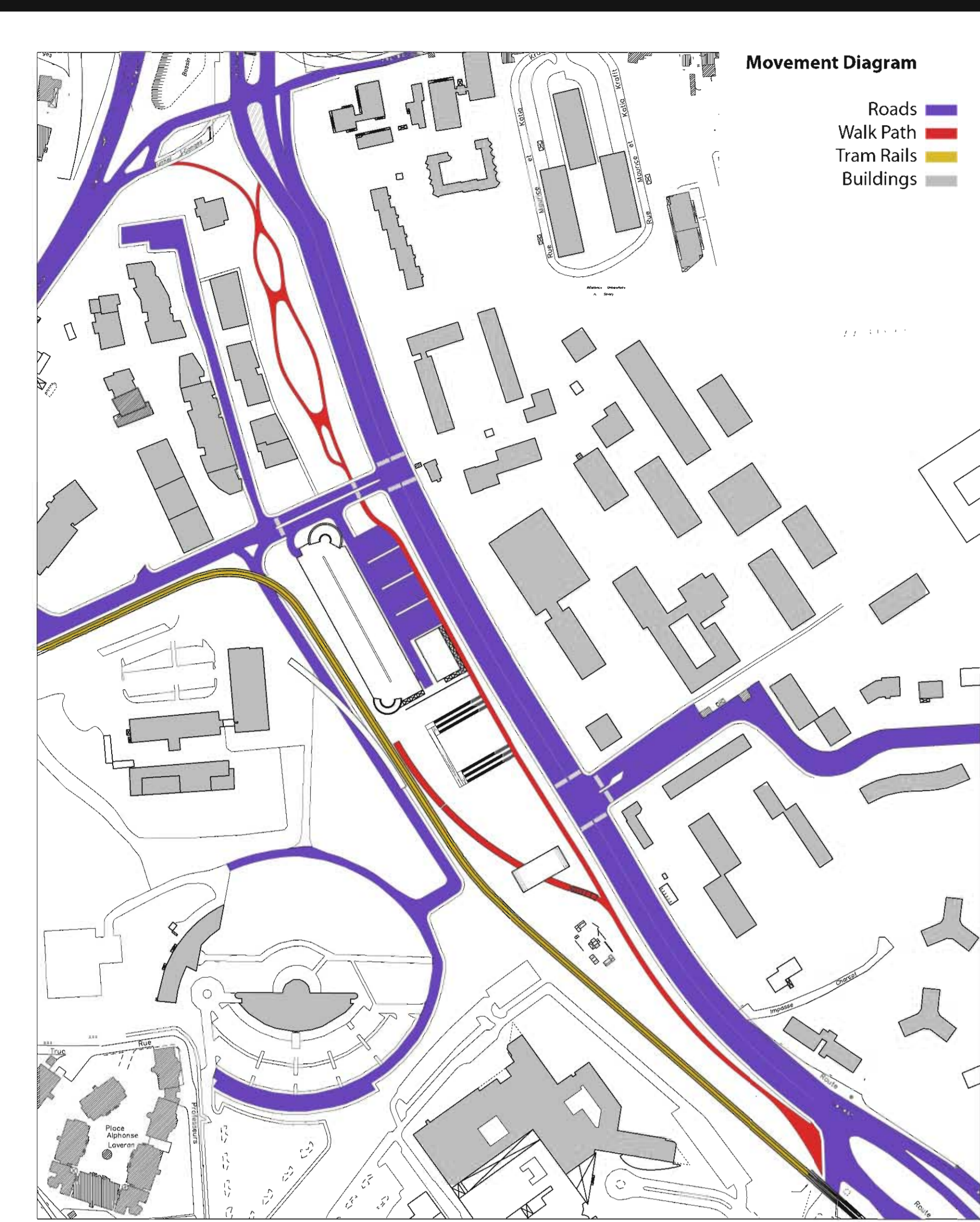
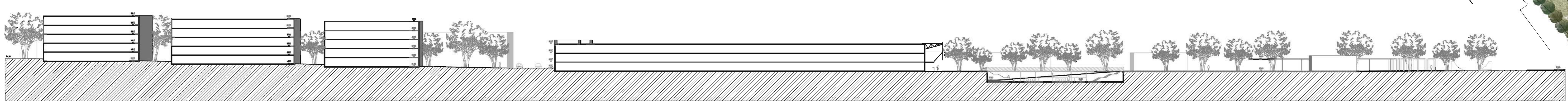
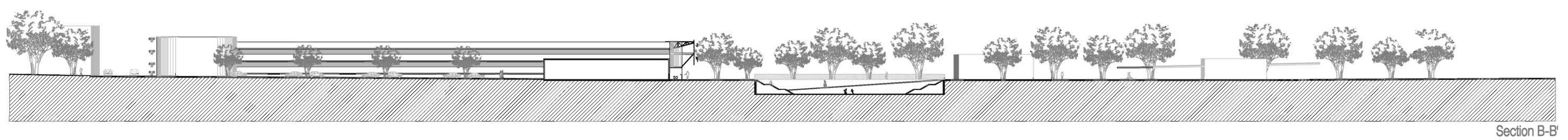
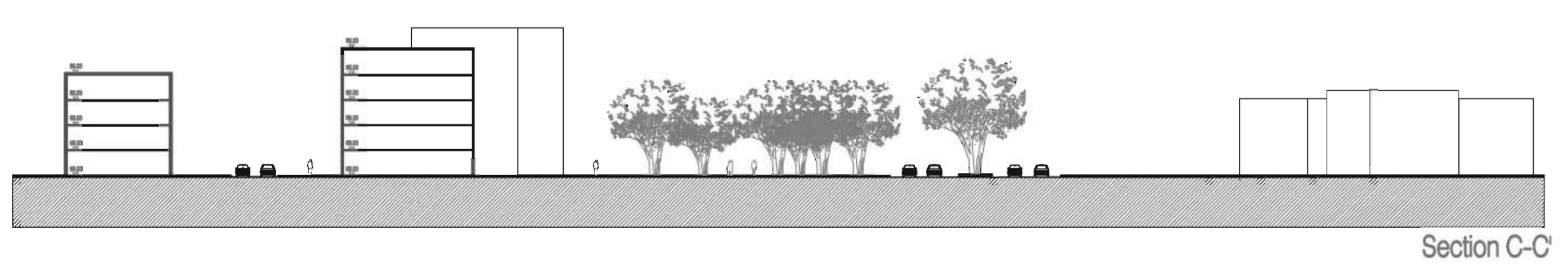


>> GROUP 4 : EBESSAM abowl farah, NES morgado, AKRIL georgoudi, ELA spanoudi, FANOS katsaris



MAIN IDEA - ArchiTHEQUE_Giving ID to a Public Space

- Reveal the isolated architecture school to the public.**
- host the expositions of the architecture student's work (with cultural announcements of art, architecture and festivals) in the main plaza and along the circulation paths.
 - dispose a large area in the east side of our area to ENSAM, where there can be experiments of architecture students in scale 1:1.
- Join the divided small green unused spaces in order to create a coherent space that can accommodate several uses.**
- move the middle interrupting road by widening the one on the east.
 - create a green area between the road and our intervention area, in order to have a visual and acoustical filter.
- Create a common plaza in order to help the mixing of the different population dynamic of the area (students, families, employees of health institutions, elderly people). not zoning the area by the needs of different populations but in timetables.**
- dividing the area into:
 - spaces devoted for quick uses, with the most basic needs such as fast food, cafes
 - repairing shops "come & go".
 - spaces where you are intend to spend more time such as green areas, recreation and skate parks, restaurants...
 - Providing the local population basic needs that are lacking from the area , such as nutrition, sports, social activities, resting rooms with services of internet and leisure.
 - Our interventions don't interrupt the main character of the site that is a place of transportation a set of arrival and departures of fast come and go.
 - Staying on the ground level in order to make a more gentle visual intervention,
 - Mixing different kinds of circulation (vehicles, pedestrians, bikes, skate and easier circulation of people with reduced mobility capacities).



section' s scale 1_500

scale 1_1000

ARCHITHEQUE





