Since the site has a large three story void as the main atrium, it was important to explore the nature of solid/void relationships. The top model explored how many faces created the appearance of solid or void. The drawing expresses the same exploration in two dimensions.
The rhythms of the day, the seasons and life are an important in Waldorf education. These two models explored the nature of that rhythm. The top model expressed the rhythms as a very regular and scheduled occurrence, which in Waldorf philosophy does not agree with. The second model more closely expresses the nature of the undulating, natural occurrence Waldorf describes.
The sketches on this page were the transition point between the original thoughts of daily rhythms to the final concept statement. Using the four main rhythms found in the educational environment: play, work, and quiet, the diagrams describe how each of these are manifested in the environment. Each rhythm has been broken down into component parts and diagrammed as how they are interrelated.
The creation of an urban educational environment that recognizes the rhythms of the day: work, play, contemplation

The rhythms of the day shape the Waldorf curriculum, interconnecting and conjoining to create a functional educational environment. In Seven Times the Sun, Shea Darian defines these different rhythms: Morning, Meals, Play, Work, Quiet, Healing, and Evening.

The rhythms found in the educational environment pertain to three major activities: Play, Work and Quiet/Contemplation. In defining and exploring these different aspects the following rhythms result:

- exploration: the investigation of unknown factors
- creation: an original product of the mind
- contemplation: thoughtful observation
- interaction: the transfer of ideas within a community
- outcome: a conclusion reached through investigation

In Waldorf schools the ebb and flow of energy surrounding these activities, general and specific to the classroom, is incredibly important. The design reflects the respect for these changing rhythms, as well as the need for a physical connection with the outdoors. In a Waldorf School, the day is not only defined by instruction, but also by the quality of light in the day, season, or year.
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The configuration of the first floor is based on its relationship with the main atrium on the South West side of the building. From this beginning, the reception, admissions, Eurythmy hall and elevator are central to the first floor organization. The main entry leads into reception and then branches into either admissions offices or to the Eurythmy hall and parent lounge. This space can be combined and double as a large gathering area for festivals. The faculty area is more secluded and is accessible from both the northern, southwestern and eastern entrances. The school store has a main entrance on Broad Street to allow for store hours outside the schools operational times.
The community of Waldorf is very strong and is reinforced through the community spaces. Daily, monthly and seasonal activities are held within the school and are an integral part to the educational experience.

In most Waldorf schools the main gathering hall is used for all these activities, however in this case the large space with direct street access is to be used for festivities involving the outside community and the upstairs gathering area become gathering areas for the students.

It was important to establish natural lighting for each classroom and a slight separation of Kindergarten from the first through fifth classrooms because of the kindergarten’s need for quiet nap time.

In the original planning the rooms were based on strict adherence to the sites configuration, however this lead to a feeling of a long hallway and not a natural gathering space. A secondary walkway for the classroom area was created from the cubby space and was a factor in the revisions to the space plan.

Taking a second look at the plan, by using the natural circulation instead of a rectilinear one an informal gathering space is formed. By creating two distinct octagons the educational spaces link nicely with the main entrance/ gathering space; but do not have the problems that curvilinear walls present. The open space created by the entrances to the classrooms becomes a library and integrates into the daily rhythm.

The main rhythms of the day are established by the informal spaces created for work, play and contemplation. The entry gathering space finds the rhythms through group activities that happen throughout the year.
Axon showing layers of ceiling
Section of Second Floor
The atrium entrance, pictured left, leads into the first floor administrative area and to the main stairway to the second floor. The three-story tower allows the atrium to be both a formal transition space and a visual linkage to all three stories of the building.
Morning Gathering Area

Third Grade Instructional Area
When entering the second floor, students move through the southern octagon to the northern gathering space, pictured opposite page, above left, where they can greet the other students from different grades. Storage for lunches and other small items can be found in the cubbies under the seating in front of each classroom. Further storage for coats and rainy day gear is found in each room.

Morning in the Waldorf classroom is dedicated to instructional time, focusing on the learning blocks for each grade. In the third grade, pictured above right, the learning blocks encompass farming, cooking, mathematics, Hebrew Bible stories, and crochet.

Each student stores the materials for the lesson in his or her own personal storage unit. These units, pictured left, are built from several pieces that are combined as the student grows.
In the third grade, farming is an important component of lessons. The class keeps a plot in the roof garden for vegetables, herbs and flowers. The roof garden, pictured right, allows for both extra play space and a cooling environment for the building. Within the garden area, small plants and vegetables are grown and a bark mulch path allows for easy maintenance. A standard green roof is used in the mechanical and skylight area.

Once the students have had outdoor time to play and work in the garden, they take their “pickings” downstairs to cook an afternoon snack. The third grade room, pictured right, is equipped with its own kitchen for ease of cooking time. Through this hands-on learning, children experience math through cooking measurements and baking times. The active learning experience in the afternoon is often coupled with handwork, such as crochet, beeswax modeling or knitting.
The southern octagon, pictured left, is an informal gathering space in the afternoon. It also can function as a space for the many festivals in the Waldorf seasonal calendar. The walls of the octagon have murals of all eight points of the compass and the ceiling shows the night sky throughout the year.

The ceiling in the first through fourth grade classrooms have a drop ceiling feature that provides general lighting as well as signifies the four grades that compose the same curriculum.
Afternoon Gathering Area
1. Glass Separating Wall: Rudy Glass 02003
2. Kitchen Floor: Forbo Marmoleum Global 2 Dual, Sandstone 779
3. Main Area: Natural Cork, Lisbon TH09H0
5. Built-In Seating Textile: Maharam, Dart in Deluge
6. Transom Glass: Rudy Glass 02007
8. Built-In Seating: Walnut Stained Wood Veneer

Morning Gathering Area
7. Walls: Sherwin Williams, Ambitious Amber SW6366
8. Built-In Seating: Walnut Stained Wood Veneer
9. Flooring 1: Forbo Marmoleum Real in Henna
10. Flooring 2: Forbo Marmoleum Real in Umbra
11. Flooring 3: Forbo Marmoleum Fresco in Corn
12. Built-In Seating Textile: Maharam, Even in Claret

Third Grade Classroom
13. Classroom Door: Rudy Glass 02010
14. Lazure Painted Walls:
   Sherwin Williams, Hinoki SW7686
   Sherwin Williams, Classic Yellow SW2865
   Sherwin Williams, Classical Gold SW2831
   Sherwin Williams, Bakelite SW6368
15. Sample of Furniture Wood Veneer
17. Third Grade Seating Textile: Maharam, Even in Nasturtium
18. Flooring: Reclaimed Wood Floor in cherry stain
SITE: 1657 West Broad
the head, the heart, the hands
The Waldorf School was founded in 1919 in Stuttgart, Germany when Emil Molt asked Rudolf Steiner to create a school for his Waldorf Astoria Development Company. He established four main components to its creation; the school must be open to all children, be co-educational, and have a unified nine-year-old school, and the teachers have primary control. From these humble beginnings the Waldorf School has become one of the fastest growing private schools in the world. In North America alone there are one hundred forty-six schools and thirty schools in Virginia. The Waldorf curriculum offers children the opportunity for experienced based learning.
Waldorf schools emphasize the “awakening spirit of knowledge;” each lesson builds on the previous and uses the arts, both intellectual and physical, that have been taught previously.
Lessons are taught through a manner of seeing, speaking and creation. In first through fifth grade, the curriculum finds structure by using the natural rhythms of the day. In the morning a long lesson is taught and the children learn from a combination of instruction, movement, and interactive learning. In the afternoon, a learning activity is scheduled. Gymnastics, a form of movement, handwork, art or gym are afternoon activities.

PROGRAM: The Waldorf School

CONCEPT: Rhythms of the Day

the creation of an urban educational environment that recognizes the rhythms of the day: work, play, contemplation

The rhythms of the day shape the Waldorf curriculum, interconnecting and completing to create a functional educational environment. In Season Times the Sun,ạnh Võ Duy provides three different rhythms: Morning, Work, Play, Play, Work, Quiet, Healing, and Evening.
The rhythms found in the educational environment pertain to three major activities: Play, Work and Quiet/Contemplation. In defining and exploring these different aspects, the following rhythms result:

explanation: the investigation of unknown factors
creation: an original product of the mind’s contemplation: thoughtful observation
interaction: the transfer of ideas within a community outcome: a conclusion reached through investigation

In Waldorf schools, the work and flow of energy surrounding these activities, general and specific to the classroom, is incredibly important. The design reflects the respect for these changing rhythms, as well as the need for a physical connection with the outdoors. In a Waldorf School, the day is not only defined by instruction, but also by the quality of light in the day, seasons, or year.
SCHEMATIC DESIGN

The Waldorf School creates a unique environment that can be seen in Waldorf Schools around the world. When beginning the design, it was important to consider how one would enter and transition from the street to the environment of Waldorf. It was necessary that the main entrance be accessible to both foot and automobile traffic for parents’ drop off and pick up. Using the southward entrance as the main entrance allowed the first floor to be both welcoming and convenient. The school store needed a separate entrance for weekend hours and, therefore, utilized the northern entrance. The majority of the first floor is reserved for administrative and faculty use. The two large public gathering spaces, the parent room and the Eurythmy room can be used separately or combined for use in large community festivals.

The school community is an important factor in the educational experience of Waldorf. The second floor is organized into two octagons. Octagons were chosen based on their ability to create a central gathering space without using perimeter walls. The color of a classroom in a Waldorf school is dictated by the grade. Colors painted a system relating color to the transition from emotional to intellectual learning. The colors begin with a peach pink in Kindergarten, move through the spectrum, changing to cool colors in the fourth grade, symbolizing the shift to intellectual learning.
The atrium entrance, pictured above left, leads into the first floor administrative area and to the main stairway to the second floor. The three-story tower allows the atrium to be both a formal transition space and a visual linkage to all three stories of the building.

When entering the second floor, students move through the southern octagon to the northern gathering space, pictured above center, where they can greet the other students from different grades. Storage for lunches and other small items can be found in the cubbies under the seating in front of each classroom. Further storage for coats and rainy day gear is found in each room.

Morning in the Waldorf classroom is dedicated to instructional time, focusing on the learning blocks for each grade. In the third grade, pictured above right, the learning blocks encompass farming, cooking, mathematics, Hebrew Bible stories, and crochet. Each student stores the materials for the season in his or her own personal storage unit. These units, pictured right, are built from several pieces that are combined as the student grows.
In the third grade, farming is an important component of lessons. The class has a plot in the roof garden for vegetables, herbs and flowers. The roof garden, pictured above left, allows for both extra play space and a cooling environment for the building. Within the garden area, small plants and vegetables are grown and a bark mulch path allows for easy maintenance. A standard green roof is used in the mechanical and storage area.

Once the students have had outdoor time to play and work in the garden, they take their "walking" classroom to cool an afternoon snack. The third grade room, pictured above right, is equipped with its own kitchen for ease of eating time. Through this hands-on learning, children experience math through cooking measurements and packaging times. The active learning experience in the afternoon is often occupied with handicrafts, such as crocheting, beading or knitting.

The southern octagon, pictured above right, is an informal gathering space in the afternoon. It also can function as a space for the many festivals in the Valdosta seasonal calendar. The walls of the octagon have murals of all eight points of the compass and the ceiling shows the night sky throughout the year.
Anderson Gallery Presentation

Materials Board, Concept Models and Manifesto
Caroline was born in Baltimore in 1977. Her love of the Waldorf school began when her mother had the wonderful insight to send her to Waldorf from kindergarten through third grade. When her family relocated to Raleigh, North Carolina she could not continue at a Waldorf school but kept her love of knitting, the arts and language throughout her years in public school. After graduating from W.G. Enloe High School in 1996, she began her undergraduate degree at North Carolina State University where she found her second home at Stewart Theatre, NCSU’s touring theater. In 1998 she transferred to University of North Carolina- Chapel Hill, to continue her studies in Asian Studies. She graduated from UNC-CH in 2000, upon completing her study abroad in Tokyo, Japan.

After graduation she moved to Richmond, VA to work at TheatreVirginia as the Assistant Master Electrician. After the unfortunate closing of TheatreVirginia she worked in many of the local theaters around Richmond. She began her Masters’ studies in 2005 at Savannah College of Art and Design, transferring after her first year to Virginia Commonwealth University. She was lucky enough to be granted a graduate teaching assistant and has enjoyed the opportunity to teach undergraduate classes along side her studies. She is extremely excited to be graduating after three years of hard work and is ready to get her hands dirty!