

Level 2

- Level 2 - 1:100
- By Department Legend
- Studios and teaching space
- Circulation
- Ancillary
- Plant
- Staff open spaces



Level 1

- Level 0 - Mezzanine - 1:100
- By Department Legend
- Break-out
- Studios and teaching space
- Circulation
- Ancillary
- Plant
- Fitness and physio
- Technical



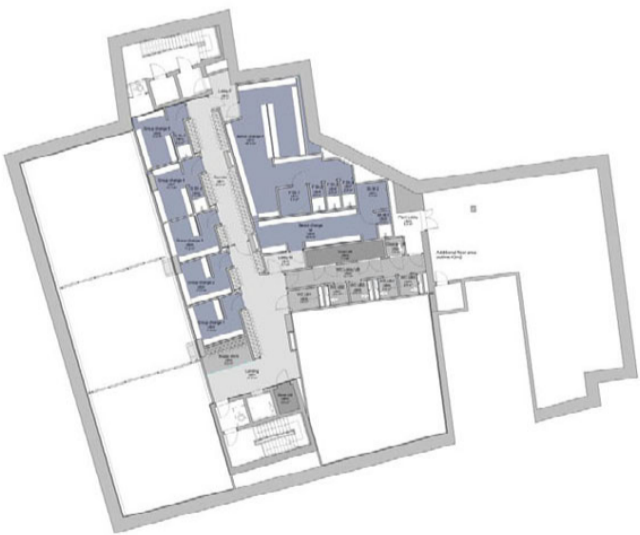
Ground Level

- Level 0 - Ground - 1:100
- By Department Legend
- Break-out
- Changing
- Studios and teaching space
- Circulation
- Ancillary
- Plant
- Reception
- Technical



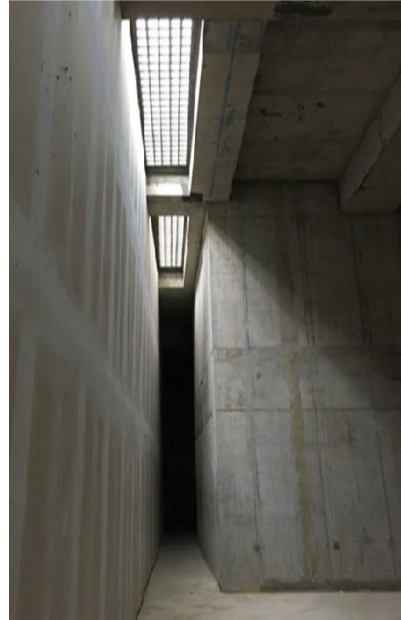
Level -1

- Level -1 - Upper Basement - 1:100
- By Department Legend
- Changing
- Circulation
- Ancillary
- Plant



Level -2

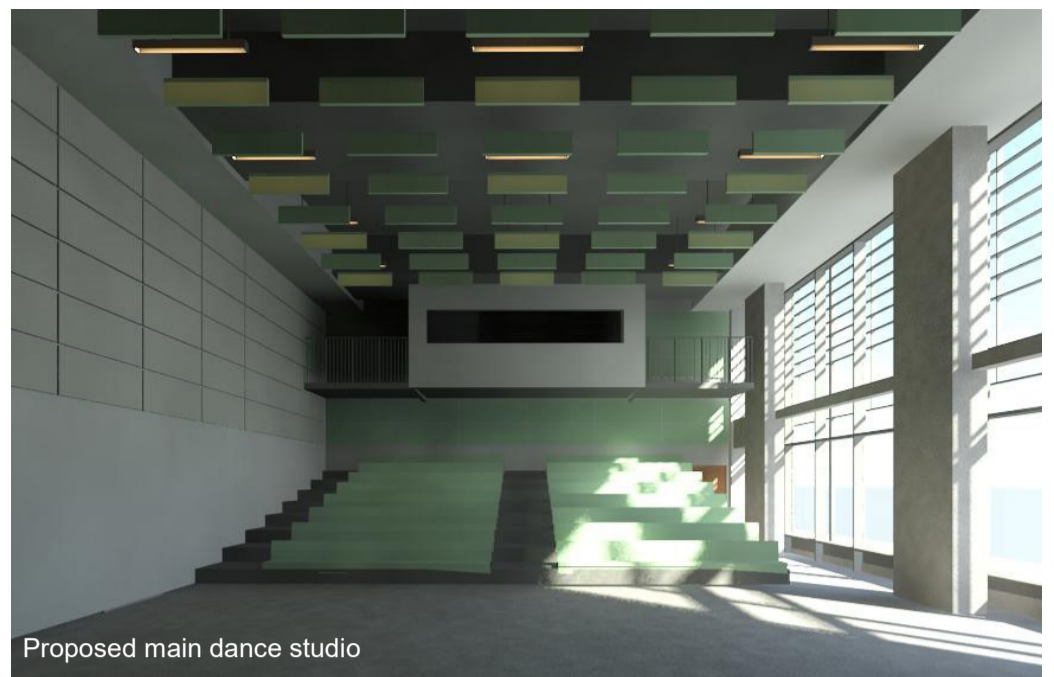
- Level -2 - Lower Basement - 1:100
- By Department Legend
- Break-out
- Studios and teaching space
- Circulation
- Ancillary
- Plant
- Main
- Wardrobe



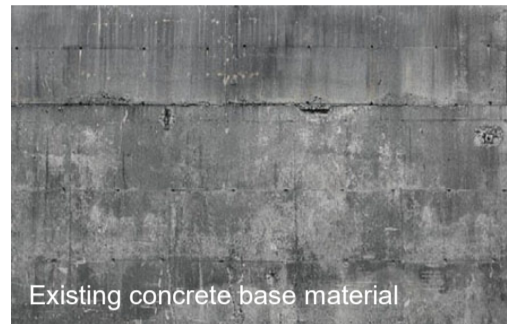
Above: Building shell (existing)



Proposed reception



Proposed main dance studio



Existing concrete base material

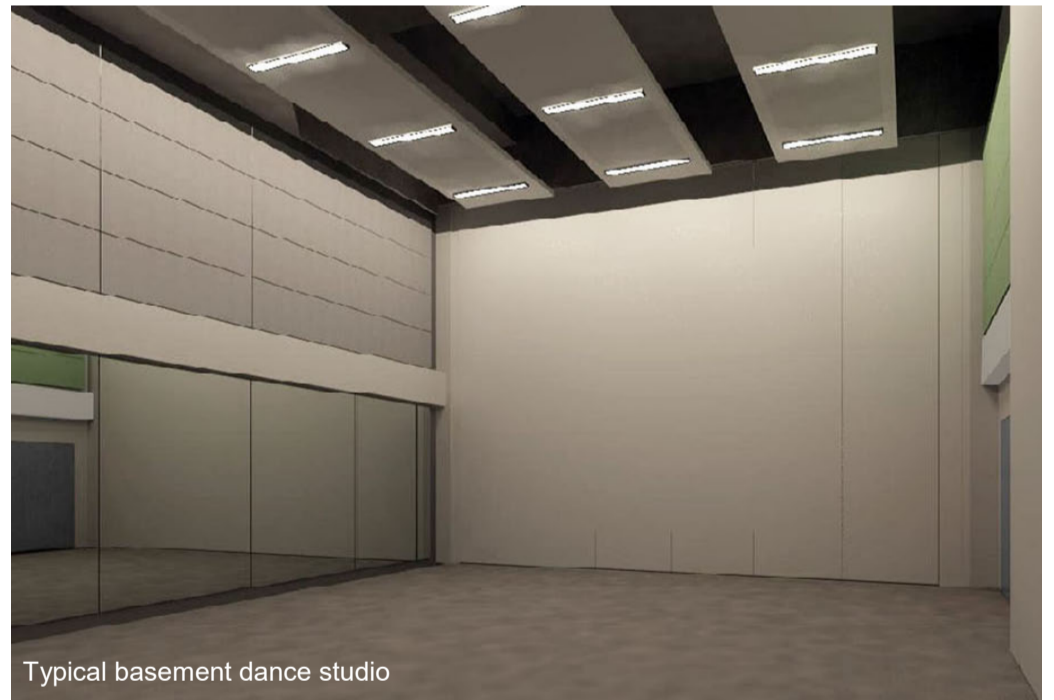


The Central School of Ballet are moving to new premises on the Southbank in London. Holder Mathias were asked to design the concept of their fit-out of their new dance studios and other accommodation to tender stage.

A stage 2 design existed by others, but required extensive re-working to consider people flow, safeguarding of students and general arrangement of spaces to create a legible building and improve efficiency, all within the confines of existing spaces within the new building.

Working closely with the school, a simple 'urban' interiors scheme was produced which aimed to leave services and existing concrete exposed where appropriate to retain the sense of space of the existing volumes as much as possible.

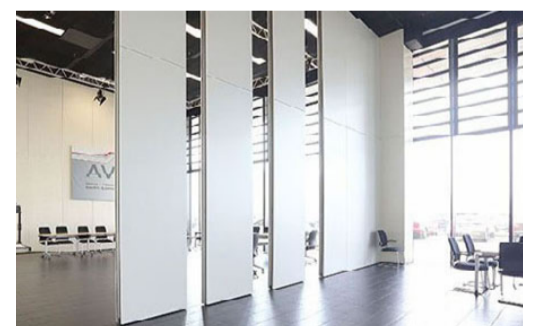
A simple but robust palette of acoustic materials and detailing were conceived to create a clean, fresh interiors - especially important as there were two basement storeys!



Typical basement dance studio



Proposed ceiling treatment



A lot of effort went into ensuring specification and design of ancillary areas worked to create a safe and robust environment. In this way, WCs were designed without hiding places for bullying and to deal with the gender imbalance in pupil numbers; corridors were avoided where possible and given other functions, e.g. locker areas, parent waiting areas and break-out spaces; and the building was zoned to create secure areas for visitors, students and staff

