

建筑立场系列丛书 No. 27

创造性加建：我的学校，我的城市

Creative Adding
My School, My City

中文版

韩国C3出版公社 | 编
大连理工大学出版社

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于风军 王洪亮 余钊阳 郑海荣 边瑜 徐雨晨 | 译

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Creative Adding; My School, My City

我的学校, 我的

在过去的几十年中, 儿童教育发生了巨大变化, 这主要归因于新技术对(日常生活和)教育的冲击和影响。当今社会对学习的需求和为学习提供的良好条件使教育机构不断寻求建筑空间在教育与教育学方面所扮演的新角色, 也使建筑师们重新思考学习空间和学习氛围。人们对学习空间这个话题进行了广泛的讨论, 从类型和内容到与社会和文化这一更大的背景相融合方面。

在一个时不我待、时间似乎缩水的时代, 新的学习空间的设计必须要满足和提升不同时代对空间实现和孩子们社会交往的需求: 孩子们应该有时间学习、读书、与其他孩子接触、交谈和玩耍。因此, 学习空间的功能不应该是单一的, 相反, 应该是灵活的、富有弹性的, 能够不断适应“外部世界”不断变化的情形。

当然, 我们周围的自然环境和社会环境对学习空间的构建会有影响, 如今, 学习空间本身不仅仅是基础设施, 也是学习的催化剂。

In the last decades, children's education has experienced a strong change. This is mostly due to the impact of new technologies on (daily life and) education practices. Contemporary needs and conditions for learning lead education agents to ask for a new role of space in education and pedagogy, and architects to rethink those spaces and atmospheres. The debate about learning spaces crosses a wide spectrum, from typology and program to integration into a larger social and cultural larger context.

Designed in an era where Time seems to be shrinking, the new learning spaces must allow and promote different times for space fruition and social meeting: children should have time to learn, to look at/read a book, to meet, speak and play with other children. Thus, those spaces cannot be seen as mono-functional models. On the contrary they should be flexible and constantly adapt to the "outside world" of ever-changing conditions.

The physical and social world around is surely an influence on the learning space and the spaces themselves, more than infrastructures, are today learning catalysts.

Can Felic托儿所 / Estudio Fernández-Vivancos + AbalosIlopis Arquitectos

嘉定新城幼儿园 / Atelier Deshaus

基督君王幼儿园 / Atelier Cube

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Space as a Learning Catalyst / Paula Melâneo

My School,

城市

空间——学习催化剂

总的来说,除了专业机构和地方行政法规的要求外,学校建筑也反映了当地文化和办学方针深受周围社区环境的影响。社区可以是更开放或是更封闭的:更开放,学校没有边界围挡,就像是“影子”;更封闭,学校就像是个庇护所,免受外界的干扰。毫无疑问,在当今复杂的城市环境中,安全是应该考虑的一个重要问题。

发达的城市地区受新的沟通方式、日益加快的信息流通速度和新技术的广泛应用的影响最大。这些因素正永久性地改变着惯常的教学方法和社会关系。技术的不断变革要求城市或学习空间中的空间对新的需求立即做出响应,体现出技术的推陈出新。

如今,灵活和互动在学习空间设计中必不可少。合理使用的夹层空间、拆卸移动方便的组合家具、可控照明系统,甚至是可移动的墙体,都是人们当代需求的体现。

Space as a Learning Catalyst

In general, besides specific organization and local rules' demands, the school buildings reflect local culture, learning policies and are greatly affected by the surrounding neighborhood – more open or closed, the school could be just a “shadow” without a limit fence or be like a real shelter protected from the outside. There is no doubt that safety is today an important issue in complex urban surroundings.

Developed urban areas are the most affected by the new ways to communicate, by the growing speed of information flows and by the massive use of new technologies. These factors are transforming teaching methods and social relations in a permanent change in habits. The constant changes of technologies oblige spaces to respond immediately to new needs, in the city or in the learning spaces as a reflex of it.

Today, flexibility and interaction are a must in learning spaces: the possibility of using the in-between spaces, easily movable modular furniture, controllable lighting systems and even moving walls, are all expressions of the contemporary needs.

城市——一切为了孩子

20世纪下半叶,学校往往抛弃了建筑构成的传统概念,而这一概念却是更符合历史主义或现代主义的,彰显了诸如规则、精确性和纪律这样的道德价值规范。学习空间的建筑风格寻求在机构和使用者之间建立一种新的层级关系,使学习空间更加人性化,空间实验不断完善。

多功能混杂空间的想法和概念由此形成和发展,其中部分继承了Team X建筑师事务所对过渡空间的研究成果,如阿尔多·范·艾克提出的运动空间和谐概念以及探索作为正规学习空间的延伸并用来举行各种不同活动的夹层空间的重要性。

赫曼·赫茨伯格对学习空间的研究深受上述理念影响,为学习空间研究做出了至关重要的贡献。他认为,城市就如同一所宏观学校,

City for Kids

In the second half of the last century, schools tended to abandon the classic conception of the architectonic composition, more historicist or modernist, that manifested moral values such as order, rigor and discipline. Learning space's architecture searched for a new hierarchic relation between the institution and its users, a stronger humanization of scholar spaces and a qualification of spatial experiments.

Ideas and concepts of multifunctional and hybrid spaces have been developed, some of them inherited the studies of the Team X's architects on transition spaces, such as Aldo van Eyck's spatial ideas of harmony in motion and the importance to explore the “in-between” spaces as extensions of the formal learning spaces, where different kind of activities could take place.

Herman Hertzberger's studies about learning spaces were influenced by these concepts and made a significant contribution to the analysis. He stated that the city can function as a Macro-School and that the School is a Micro-City itself. Schools are envis-

My City

学校本身就是一座微观城市。学校被视为一处富于变化、令人兴奋的环境,在学校中,孩子们会面对各种各样的新鲜事物。“对儿童和幼儿来说,学校是一个全新的环境和社区——实际上是一座微型城市,是整个世界的缩影,是整个世界,他们会面临各种各样的新现象。不仅学校变得像一座城市,随着孩子们的学习超出了学校课程的范围,整个社会都应成为孩子接受教育的场所。如同继续教育(终身教育)不再局限于学校的作息时

事实上,在城市中,学习的机会无处不在,而学校只是小规模地体现这一现象而已。学校和幼儿园就如同一座小型城市,提供了不同的学习环境,培养了孩子们处理人际关系、与人交流沟通和社会生存的能力。学校建筑特殊空间之间的结构和联系——入口、大厅、教室、操场、体育馆、食堂、教员休息室等等——建筑内这些空间的重要性、层次结构和灵活性以及通道系统的连通性都是学习行为的触发器。

要避免建筑内的“幼稚”形式或直白而直接的设计,抽象的空间氛围和形状无疑更能激发孩子们的理解力和想象力。遵循这样的设计标准,教室可以设计成孩子们熟悉的空间,就像自己的家,使孩子们

aged as an ever-changing and stimulating environment, where children are faced with a large range of new events. “Young and less-young children are confronted with all these new phenomena in what is for them a new environment and community – in effect a model of a city-in-miniature and thus a version of the world. Not only does the school become like a city; with learning expanding beyond the school curriculum, it is important that our entire environment is educational. Just as continuing education (éducation permanente) is no longer confined to school hours, so with learning leaving the school territory and embracing the surroundings as a whole, we can speak of ‘boundless education’. Then not only does the school become a small city but also the city becomes an exceedingly large school.”¹ In fact, the possibilities of learning are everywhere in the city and the school reflects this in its small scale. It is relevant that a school or a kindergarten acts as a small city where learning situations are offered and relational, communicational and social skills are developed. The organization and relation between the school specific spaces – the entrance, the hall, the classrooms, the playground, the gymnasium, the canteen, the staffrooms, etc –, their importance, hierarchy and flexibility inside the building, and their connectivity through the circulation systems, are the generators of those learning actions.

Avoiding “childish” forms or obvious and direct design in architecture, abstract spaces’ atmospheres and shapes are surely more

如鱼得水,容易适应;走廊就是“街坊邻居”见面的地方,就像在真正的大街上一样,形形色色不同年龄的人在此相遇;庭院是社交空间,如同公共广场,不同楼层之间的连接也可保持视觉上的沟通/接触。鉴于此,建筑师们就要思考如何使阳光进入这些室内空间,营造出置身室外的感觉;怎样借助人造灯光来聚焦某一主题;怎样设计空间的传声效果,使声音有助于完成个人或集体工作。

过去的10年,对教育的研究提倡在设计过程采用新方法。因此,如今在几个新建筑项目中所讨论的一个相关话题就是与利益相关者的合作。因为许多建筑师不直接参与学校的教育活动,要拿出一个最终的设计方案,建筑师一定要与每天生活和工作在学校的人合作,让他们参与其中,这一点非常重要。为此,在学校建立工作室,邀请教师和孩子(甚至家长和学校员工)参加,倾听他们的感受,把他们的想象和语言“转换”成建筑空间语言,这是项目取得成功非常重要的一步。

本书精选的设计案例反映了不同群体的需求,其中一些非常贴近蔓延分散的微型城市的理念,另一些是集中于一座建筑的微型城市。一些是全新的建筑结构,另一些是在现有的建筑基础上的扩建项目。

除了一些学校建筑特定的功能空间外,供孩子们玩游戏的庭院必

stimulating to children’s interpretation and imagination. Following these criteria, the classrooms can perform as the familiar spaces – like their own house –, easy to appropriate; the corridors are the spaces to meet the “neighbors” – like the real streets –, different people of different ages; the courtyards are the spaces to socialize – like the public squares – and the connection between different storeys allow visual communication/contact. Then, architects are meant to think how daylight enters these spaces in such a way that creates an outside sensation, how artificial light helps to focus on a certain subject, and how the space’s acoustic and sounds lead to individual or collective work, etc..

In the last decade the research on education advocates for a new approach to the design process. Therefore, a relevant subject being discussed nowadays in several new projects is the collective work with the stakeholders. As many architects are not directly engaged with the school, to draw a final program it is important to do a participative work with the people that live daily in the school. For that, creating workshops in the school with teachers and children (and even parents and school staff), and listening to their experiences – “translating” their imagination and language into architectural spaces – could be an important step in the project’s success.

The projects featured in this issue are reflections of needs for different societies. Some get closer to the idea of a spreading-micro-



Vipitano某小学带有圆木柱的立面

Primary School in Vipiteno with the wood logs in the facade

照片提供: ©Cez Calderan Zanovello(Günter Richard Wettl)



照片提供: ©Mark Hadden

桑达尔·马格纳小学三座平行的单层建筑翼楼，反映出了维克菲尔德的工业遗产

three parallel single-story wings of Sandal Magna Primary School, reflecting the Wakefield's industrial heritage

不可少，它们或大或小，或露天或封闭，鼓励孩子们建立联系。另外，使用起来非常方便的垂直连接系统——坡道，或是特别的穿越路径，在这些设计项目中也司空见惯。这些空间设计不仅仅为孩子们提供社交机会，也让人回想起穿越建筑中各种不同空间的首选路线这一思想，回想起体验被勒·柯布西耶称为散步建筑的空间这一时刻。

从小巧的表面

圣多明戈·萨维奥幼儿园位于哥伦比亚第二大城市麦德林北部，周边地势复杂，通过空中缆车与外界相连。幼儿园建筑共有两层，由当地的Plan: b建筑师事务所设计。开放式结构位于山坡上，有机有序，尽览室内外景色。正如Plan: b建筑师事务所所言，周围低矮的自建房屋是选择模块体量作为教室的动机所在。这些模块体量与小房子非常相似，孩子们从外部就很容易认出它们，也很容易让孩子们接受——孩子们会说：“这是我的教室！”。空间之间通过带顶的走廊连通，外部空间一览无余，这是一种把功能空间与休闲空间连为一体的、非常经济的解决方案。小一点儿的孩子可以在半室内半露天的庭院里玩耍，免受风吹日晒，而大一些的孩子则可以在城市的大背景中穿行于不同的空间之间。

在意大利北部南蒂罗尔地区的Vipetano，有一座由Cez Calderan

city, others to a micro-city-in-a-building. Some are entirely new structures, others are extensions of existing buildings.

As well as the specific programmatic spaces, the playful courtyard, larger or smaller, open-air or closed, is present in all this spaces as indispensable to encourage the relations between children. The ramp, a vertical connection system easy to use, or a special crossing path is also frequent in these projects. Beyond being an opportunity to socialize, they recall the idea of the preferred route through various spaces of the building, the time to experience the space that Le Corbusier called the promenade architecturale.

From a Small Surface

The Santo Domingo Savio Kindergarten is located in the north of Medellín, the second largest city in Colombia, in a difficult topography neighborhood, served by the metro cable. The two stories building, conceived by the local office Plan: b Arquitectos, performs organically in the slope as an open structure, permeable to inside and outside views. As Plan: b explains, the low rise auto-constructed houses in the surroundings were the motive for the choice of the modular volumes that receive the classrooms. Similar to small houses, these modules are strongly recognizable from the exterior and easy to be appropriated by the children – they can say “this is my classroom!” Connections between spaces are covered corridors but opened to the exterior – an economical solution that join the functional to the leisure space. Younger

Zanovello建筑师事务所设计的两层单体小学校舍，它看起来蔚为壮观，全部空间设计较为经典，围绕两个内部庭院分布。阳光透过庭院，普照暖色系的通道区域，使其更加暖意融融。建筑立面的圆木柱是其身份的标志，孩子们可以在此玩捉迷藏。建筑外部是一处迷人的露天空间，位于壮丽的群山景色之中，附近的教堂更添意境。

桑达尔·马格纳小学位于英格兰西约克郡的一座名为韦克菲尔德的小城，其设计简介一看就让人兴趣盎然：建筑本身应该成为教育工具。设计除了赋予空间强烈的身份感之外，也使孩子们通过了解建筑的重要用途及应用方式，与建筑建立了一种特别的关系。建筑使用回收材料，低碳排放量，意在创建生态校园。为了设计这个项目，Sarah Wigglesworth建筑师事务所的团队咨询了学校教师、家长以及当地社区的代表。为了准确地了解学校的需求，营造群策群力之感，这一过程非常必要。整个小学由三座单体建筑组成，排列得犹如街巷，且设有孩子们游戏和穿行的室内空间。这一灵感来自于周围典型的住房区域，整个小学就像一个小型社区。半透明材料的精心运用和众多洞口使室内阳光充足。不同的空间所使用的材料也不同，一目了然，并且每个室内空间都与室外操场直接连通，使孩子们游戏的选择花样众多。

children can play in a more protected interior open-air courtyard and the older have different spaces to circulate, with the city as a background view.

In Vipetano, South Tyrol area in Italy, a primary school by Cez Calderan Zanovello Architeti is designed as a two stories single building. The scale is imposing and the spaces are distributed in a classic way, around two interior courtyards that bring daylight into the circulation areas, marked with strong warm colors. The wood logs in the facade, which identify the building, can act as a joyful system to play hide and seek. The exterior is an attractive open-air space in a magnificent mountain landscape, with the nearby church settlement as a frame.

For Sandal Magna Primary School in Wakefield, a small city in West Yorkshire in England, the program's brief proposed already an interesting approach: the building itself should be an educative tool. Besides creating a strong identity to the space, this situation creates a special relation between the children and the building as they understand the importance of its use and how it works. Built with a low carbon footprint and using recycled materials it pretends to form an ecologic behavior. For this project, Sarah Wigglesworth Architects' team consulted the teachers, the parents and several representatives from the local communities. A process was necessary to accurately understand the needs and to create a feeling of implication and collective appropriation.



照片提供: ©Atelier Cube(Toshiyuki Yano)

基督君王幼儿园的集体空间, 孩子们可以在此进行社交活动

the collective space of Christ the King Kindergarten where kids can socialize with each other

基督君王幼儿园位于日本兵库县, 由Cube工作室设计。学校践行蒙特梭利(意大利女医师及教育家, 译者注)的教学方法, 因此空间设计布置体现了自由的特点。在一层, 教室好似嵌于社会区中央, 就像公共空间的个人小房子。另外, 所用的材料的作用不可小觑: 混凝土的建筑体量营造出强烈的真实住房感, 家具是木质的, 夹层空间的地面都是木地板。整座建筑就像一个小城市, 甚至连室内的灯具都与街道上的路灯一样, 空间比例分配让孩子们倍感舒适。集体空间非常灵活, 为孩子们提供了多种选择的可能性——学习、社交、游戏或只是看一会儿书。一层有几个空间体量, 彼此由走廊连接, 一个漂亮舒适的平台围绕四周。像素般的建筑立面——建筑师们这样描述——设有窗户, 用来接收来自于外部世界的感官信息。这样俏皮的建筑立面成为宽敞的室外庭院的背景, 给孩子们带来巨大的欢乐。

西班牙的Estudio Fernández-Vivancos建筑师事务所和Abalosllipsis建筑师事务所联合设计了Can Felic托儿所。这是一个位于巴伦西亚附近、教学内容相对简单的小型教育单位。Can Felic托儿所是一座独栋建筑, 由几个室内建筑体量组成, 有教室、厨房、教员休息室和后勤保障区域。这些建筑体量分布在不同的方向, 形成非线性

Three blocks of a single story are organized as street alleys – inspired by the typical housing area in the surroundings – with interior spaces to play and circulate. It functions as a small neighborhood. A careful use of translucent materials and openings makes the interior have plenty of daylight. Different spaces are identified with different materials and are directly connected to the exteriors playgrounds, allowing multiple choices for playing.

Hyogo prefecture in Japan is the site for Christ the King Kindergarten designed by Atelier Cube. As a Montessori method school it is characterized for a certain freedom in the space configuration. On the ground floor, the classrooms seem to be implanted in the middle of the social area, like small individual houses in a public space. Also the materials play a role here: the volumes are in concrete, a “strong material” like in real houses, and the wood is applied in the furniture and covers the ground in the in-between space. The building acts like a small city where even the interior lamps are similar to those of street lightening and the proportions are really comfortable for children. This collective space is flexible and offers multiple possibilities: to learn, to socialize and play or to take some time to look at/read a book. The first floor is also marked by the volumes of the spaces, connected by a corridor and surrounded by a pleasant terrace. The pixelated-like facades, as the architects call them, open several windows for receiving sensorial information from the world outside. This playful facade is the scenario for a large exterior courtyard that gives great joy to the kids. The spanish Estudio Fernández-Vivancos and Abalosllipsis Arquitectos

的夹层空间, 孩子们在此可以进行各种不同的社会活动或学习活动。建筑师特别注意了窗户的设计, 窗户的高度按照孩子们的身高设计, 保证了孩子们与室外风景直接的视觉沟通。

RipollTizon建筑师事务所用与Can Felic托儿所相同的规模和设计方法设计了肯塞尔幼儿园。肯塞尔幼儿园位于西班牙东部巴利阿里群岛之一的马略卡岛上, 是一座不大的单层建筑, 一条律动的中央通路连通各个教室, 以Z字形跳动的颜色穿行在建筑之间。所有的教室模块都与室外游乐场相连, 成为孩子们学习空间的延伸。

到大型表面

下面所描述的两个项目建于中国, 和它们所在的国家一样庞大。一个是位于上海北部郊区的嘉定新城幼儿园, 由大舍建筑设计事务所设计, 属于一座建筑中的城市的建筑类型, 分为多个层次展开。如建筑师所言, 此项目设计的核心理念之一是庭院的垂直置放, 在建筑的立面上开了几个孔洞, 成为孩子们进行户外活动的露台, 因此孩子们的嬉戏玩耍也成为整个建筑画面的一部分。活力动感的坡道系统成为西北立面的一处大的体量, 与主入口相连。孩子们可以通过这一空间步行到不同楼层去见他们各自的伙伴。建筑东南立面覆盖着双层半透明

tectos projected Can Felic Nursery, a small learning unit with a simple program, near Valencia. This nursery is a single building composed by several interior volumes that host the classrooms, kitchen, staffroom and support areas. These volumes are disposed in different directions in the space which result in a non-linear in-between space, to be occupied and used on social or learning activities. A special attention was given to the windows, providing a correct relation of height with the children and the possibility of a direct visual connection with the landscape.

With a similar scale and approach, RipollTizon projected the Consell Kindergarten in Mallorca, one of the Spanish Balearic Islands: it is also a small one-story building that spreads in the site. It creates a vibrant central path between the classrooms, crossing the building in a zigzag of colors. All those classroom modules are attached to an exterior courtyard—a playground functioning as an extension of the learning space.

To a Large Surface

As large as the country they are located in, the two projects described below are built in China. In the north outskirts of Shanghai, the Kindergarten in Jiading New Town by Atelier Deshaus is a city-in-a-building like typology. Several levels contain the extensive program. One of the central ideas appointed by the architects is the choice of placing the courtyards vertically, creating holes in the facade for having terraces full of children's playing, as part of the building's image. A dynamic system of ramps shapes a big volume in the northwest facade, linked with the main entrance. In this space children can walk to access different floors, to meet



四川孝泉民族小学灰色的建筑整体主要用混凝土和传统的青砖建造
Xiaoquan Ethnic Elementary School, a gray ensemble built in concrete and traditional gray bricks

照片提供: ©TAO(Yao Lu)

材料, 错落有致的窗户隐藏其中。华灯初上, 幼儿园就完全变了模样, 五颜六色的灯光在立面上跳跃嬉戏。在一些方面, 设计应用了全球化的建筑语言, 让我们仍能联想起当代荷兰建筑。相反, 由TAO迹·建筑事务所设计的四川孝泉民族小学给人们的印象则更加接近传统的中式住宅群, 像一个当代的胡同。灰色的建筑整体主要用混凝土和传统的青砖建造, 木材和竹子点缀其间, 取代了原来被5.12四川大地震摧毁的学校。这一巨大工程除了包括学生宿舍外, 最像一座小城镇模型。混凝土门廊是入口的标志, 让人们想到上海民居里弄的石库门, 中央一条带顶盖的通路把几个三层的侧翼楼连为一体。所有这些共同形成一座校园, 为学生们提供了多种多样的游戏空间和感受, 好像置身于传统的中国园林之中, 使学生受益于这些“城市”和“公共”空间。

美国切萨皮克儿童成长中心的建筑空间也很大, 由Elliott及合伙人建筑师事务所设计, 为切萨皮克能源公司雇员的子女所用。该中心位于公司俄克拉荷马城总部, 能容纳大约300名6个月至5岁大的小孩。建筑空间迷人而有趣, 一些空间就像工业建筑, 可以看到一些基础设施和材料, 但规模尺寸小一些。设计充满亮丽的色彩, 富有鲜明的特色, 就像是一个巨大的玩具。

their colleagues. The southeast facade is covered with a double translucent skin that hides a rhythmic set of windows. When the lights are on, this kindergarten changes completely, a playful game of colored lights is drawn in the facade. With a globalized architectural language, in some aspects, this building still reminds us of the contemporary Dutch architecture. On the contrary, the Xiaoquan Ethnic Elementary School by TAO reclaims an image closer to the traditional Chinese housing complexes, like a new possibility for a contemporary hutong. A gray ensemble built in concrete and traditional gray bricks, spotted with wood and bamboo, replaced a school destroyed by the dramatic 5.12 Sichuan Earthquake. This huge project is the closest to the model of a small town with the specificity including dormitories for the students. A concrete porch marks the entrance – suggesting the idea of the Shikumen in a Shanghai Lilong – and a central covered path links the several building's wings along its three levels. The whole forms a school campus where children can profit from the “urban” and “public” features, that offers a diversity of playful spaces and sensations such as in a traditional Chinese garden.

In the U.S.A., the Chesapeake Child Development Center is another huge space designed by Elliott + Associates Architects for Chesapeake Energy Corporation employees' dependents. With the capacity to accommodate approximately 300 children from 6 weeks to 5 years old, this is a seductive and interactive building located at the company's headquarters in Oklahoma City. Some spaces have visible infrastructures and materials just like an industrial space but in a small scale. Through a distinct identity in its

融于原有建筑

Es Cremat小学位于威尼斯城市扩建区, 由Duch-Pizá建筑师事务所负责设计, 以原校舍的回廊作为起点。学校原来位于斜坡上, 室外的一条小路连接了斜坡上不同的水平层次。建筑师解释说, 学校是公众可以进入的受保护空间, 这加强了学校与当地社区互动的可能性。入口大厅是中空透明的空间, 从而使得阳光洒满室内, 并且使各个不同楼层的连接更加紧密, 富有活力。除了回廊之外, 室外庭院也为孩子们休闲娱乐提供了空间。

Cannatà & Fernandes建筑师事务所设计完成了位于葡萄牙奥瓦尔市的Combatentes教育中心项目, 修复了原有建筑, 发挥与公共相关的各种功能, 而新建筑则主要用于学校活动。新建筑以其令人耳目一新的曲线外形呈现在原建筑面前。新建筑从地面高高抬起, 就像一只多腿的动物站立在那儿(充分发挥想象力, 毕竟它还只是一座建筑), 支撑的柱子是它的腿, 通往室外的楼梯和在不同层上与原建筑连通的封闭通道是它的手臂, 而饰面瓷砖就是覆盖在它身上的鱼鳞。下面的空间就成了能为孩子们遮风挡雨的欢乐游乐场。

design, fullness of strong colors, it performs like a giant toy.

Working with Existing Buildings

Located in Venice extended urban area, the Es Cremat Primary School by Duch-Pizá Arquitectos, has an old school building's cloister as a starting point. In the exterior a path was designed to link the different levels of the slope where the school is located. This is a protected space with public access, as the architects explains, that opens the possibility of interaction with the local community. In the entrance hall, a game of voids and transparencies allows daylight to invade the interior and creates a strong and dynamic connection between the various floors. In addition to the cloister, exteriors courtyards are proposed for children's leisure.

Cannatà & Fernandes designed the Combatentes Educational Center in the city of Ovar. They rehabilitated the existing building for public-related use and concentrated on the school activities in a new construction. This new building is a stimulant curved shape that states the difference facing the existing one. Elevated from the ground, it stands like an “animal” (using imagination, as it is still very architectonic) with multiple legs – the sustaining columns – and arms – the stairs to the exterior and covered passages that connect to the old building at different levels – and covered with fish scales – the tiles. Below, it creates a protected joyful courtyard. Paula Meláneo



0 100 300m

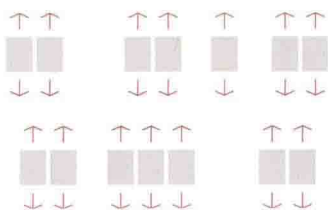
Can Felip托儿所

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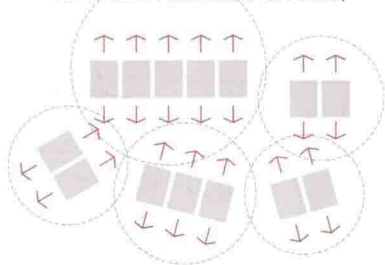


Scale of association

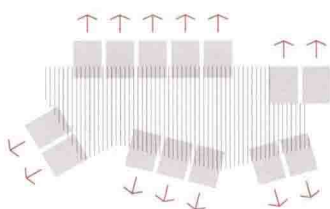
Each eight children in a little house,



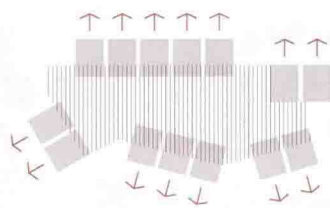
all of them alike and different,



all around a yard,



all beneath the shade of the trees.



增建性建筑：单一与多样，相同与不同

Can Felic托儿所设计为建筑师提供了探索单一与多样、相同与不同的概念的机会，加深建筑师对个人与社会之间所确立起来的人际关系的理解。

作为一种工作方法，它依据约恩·乌松于1970年所提出的“增建性建筑”设计原则。“新建筑表达的是与原有建筑一样的特色和效果，如同给森林增添了更多的树木，给鹿群增加了更多的鹿，给海滩增加了更多的岩石……”

鉴于这是一个为0~3岁儿童开发的教育项目，因此该设计不仅旨在提供必要的学习空间，还要确保营造一个安静且安全的环境，适用于娱乐和教学。

室内的一间小室即是一个单元，两个房间组成一个单元，围绕一个提供服务和公共设施的区域分布，以高效行使幼儿园的功能。这些小室围绕的中央空间是一个带顶棚的广场，它被单独的小亭子所包围，小亭子面向室外露台开放，与室外露台相得益彰，成为孩子们玩耍的区域。呈扇形分布的亭子围绕在带顶棚的中央广场周围，从严格的“划分”逻辑中解放出来，寻求与太阳东升西落运行轨迹的关联，树木的分布和倾斜的露台视角都是为了在可用空间内获得最大可能的焦点深度。

八个孩子组成一组，形成一个小家庭，每个家庭都有一处独立的地方，一个家。所有人都是平等的，同时根据他们与太阳的相对位置、他们的视野和与邻居的关系，所有人又都是不同的。他们一起围绕中央空间形成一个社区，共同拥有一片小树林为家遮云蔽日，形成位于一片树林中的庭院住宅。小树林生长着，与城市空间融为一体，形成一个公众可观赏游览的花园，俯瞰代表贝尼卡西姆公共身份的重要景观——拉斯帕尔马斯沙漠。

Can Felic Nursery

Additive architecture: the single and the multiple, the same and the different

The design of Can Felic offers the opportunity to investigate the concepts of the single and the multiple, the same and the different, as a way to deepen the understanding of the human relationships that are established between the individual and society. As a method of working, it is based on the principle of Additive Architecture enunciated in 1970 by Jørn Utzon, "a new architectural expression with the same attributes and effects are obtained, for example, by adding more trees to the forest, more deer to a herd, more rocks to a beach..."

