



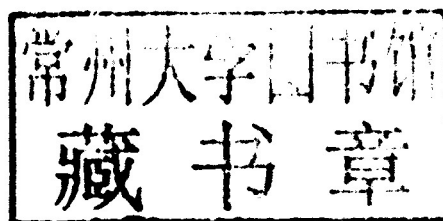
KINDERGARTEN ARCHITECTURE II

幼儿园建筑 II

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王丹 于妙然 李论 谢华 陈晨 译



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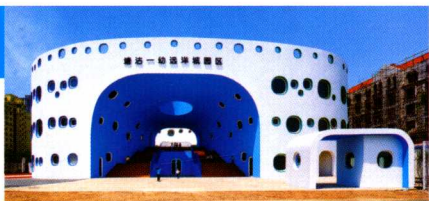
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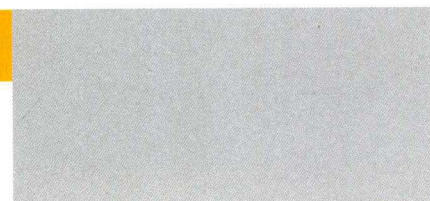
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PREFACE I

序言一

ARCHITECTURE AND PEDAGOGY IN DIALOGUE

The challenge in the design process for a new kindergarten is that of constructing an environment for childhood in which functional and aesthetic identities recount and support a certain identity of the child: competent, an explorer, equipped with a hundred languages and great abilities.

The kindergarten is both a place and a tool: each space can be interpreted as an opportunity for experiment, knowledge-building and self-learning for children, a laboratory stimulating and supporting various journeys of development.

Actually the qualities and characteristics of a kindergarten – the design choices, the space layout, the tools – derive (or should derive) from the image of the child that belongs to a community, the environment – which we take to be the total of spatial and sensory qualities including architecture itself, furnishings, immaterial qualities of the spaces (color, light, materials, acoustics), information – can determine the nature of the pedagogical project.

A book collecting selected projects is a great opportunity to study and compare how the different designers face design topics that are crucial in children spaces.

For instance, the sensorial quality of the space. We know that children experience the world through the senses, with each sense activating other senses. They have a synesthesia capacity: they “see” temperature; they “touch” light; they “taste” smells. A design challenge is to create spaces that can be perceived and used by all five senses, a vast range of different materials, grains and textures, light sources and colors to support a poly-sensorial environment, respecting and supporting children’s cognitive processes.

A second important issue is furniture. Furnishings develop a fundamental role as mediator between the architecture and the activities of the inhabitants; their task is to give concreteness to possibility, to spark off relations, like enzymes. Architecture and furniture give shape to the use of the kindergarten, and should be conceived together.

The presence of specialized spaces, like the Ateliers, supports the experimenting with the arts and the hybridisation and crossfertilization between languages, promoting visual and poetic languages in everyday work with children.

The layout reflects the conceptual map of use – for instance a central square with lack of corridors might better support and tell a pedagogy of relations where the three subjects of the community – children, teachers and parents – together build their values, projects and desires.

There are other main design issues: Sustainability, health and safety in the environment, care in the use of energy sources, listening to qualities of climate and form in a situation, the relationship with the urban or natural environment. All of these are guidelines for reading a collections of kindergarten projects, where Pedagogy and Architecture try to establish a dialogue to support children adventure of growth.

建筑与教育的结合

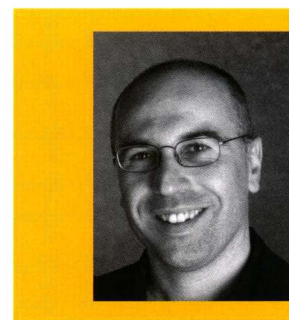
在设计新幼儿园的过程中所面临的挑战是为孩子们创立这样一种环境，其功能和美学特征可以展示并且代表儿童的某种形象：有能力、善于探索，精通百种语言并且本领过人。

幼儿园不仅仅是一个场所，也是一种工具：每处空间都可以解读成一个机会，孩子们可以进行自我尝试、知识构建和自主学习；还可以解读成一间实验室，鼓励并且支持不同的成长历程。

实际上，幼儿园的性质和特征——设计选择、空间布局和各种器械——源自（或应该源自）某一社区特有的儿童形象，而总体环境，即包括建筑自身、室内陈设、信息以及诸如色彩、光线、材料、音响等无形的空间品质在内的空间和感官品质的总和，能够决定教育项目的本质。

本书收录了大量的幼儿园建筑精选项目，可供读者研究和对比不同设计师是如何处理儿童空间设计所涉及的几个重要方面的。

例如，空间的感官品质。我们知道儿童是通过感官来体验世界的，并且每一种感官都会刺激其他的感官。儿童有通感能力：他们可以“看见”温度，“触摸”光线，“品尝”气味。因此，一个设计挑战便是创建一个五官均可感知和利用的



Michele Zini
ZPZ PARTNERS

米歇尔·兹尼
ZPZ 合伙人建筑设计事务所

空间，使用各种各样的材料、纹理结构、光源和色彩来营造一份多重感知的环境，从而尊重和支持儿童的认知过程。

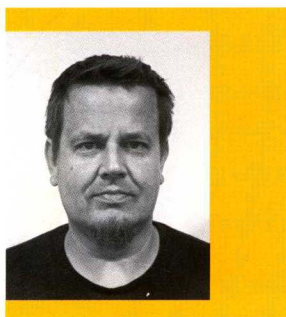
第二个重要的方面是室内陈设，它作为建筑和居民活动之间的媒介发挥着根本性的作用。陈设的任务是将可能性具体化，并且像酶一样引发各种关系的形成。建筑和室内陈设给幼儿园的使用赋予了具体形态，应该进行统一设计。

像画室这样的专业空间可鼓励各种艺术的尝试，促进语言之间的结合与借鉴，从而在与孩子相处的日常工作中促进视觉的、诗意语言的使用。

空间布局反映出了有用的概念地图，例如，不设走廊的中央广场或许可以更好地支撑和体现教育关系，在这种关系中，社区的三大主体——儿童、老师和父母——共同构建价值观，完成项目，达成心愿。

还有其他一些主要的设计问题：可持续性、环境的健康与安全、能源的谨慎使用、遵循当地的气候条件和建筑形式、建筑与城市环境和自然环境的关系。所有这些是该幼儿园建筑项目集的指导问题，本书试图构建教育和建筑之间的对话，以促进儿童成长。

CHALLENGES AND IMPORTANCE OF HIGH-QUALITY LEARNING ENVIRONMENTS



Timo Koljonen
LINJA ARCHITECTS LTD

提莫·科尔乔林
LINJA 建筑设计事务所

Kindergartens around the world have changed greatly in recent decades. Fast growing group sizes combined with tightened building budgets can turn a new kindergarten quickly into a nonfunctional growing and working environment. This causes many challenges for architects and designers.

Construction of large learning facilities is a rising trend. In these huge community centers a child could spend almost 15 years of his life, moving from kindergarten to primary school, secondary school, and even up to high school. Designing these large community centers our challenge is to preserve the scale of small children and at the same time allow efficient utilization of the premises for all the different types of adult user groups after the school days. During planning and budgeting learning environments universal adaptability, versatility, efficiency and economic maintenance are emphasized and children's desires and needs are easily overlooked or even forgotten.

Flexibility of spaces has rapidly become an important part of the day-care planning, generic rooms should be easily shared and combined to serve different purposes during the day. This poses its own challenges to furnishing, acoustics, building services etc. Also integration of children with special needs in normal kindergarten groups is booming, so all spaces must be accessible, extra safe and functional. These integrated groups should also have small shared spaces, to which a special child is able to go to calm down and to do his own chores and exercises.

Every now and then every child needs his own privacy and peace during their kindergarten day, but at the same time design solutions should not restrict socializing with other children nor degrade controllability. Relationship between open and enclosed spaces must always be thought closely. One of the most important duties of a kindergarten is to develop children's social skills, so we should pay extra attention to shared spaces such as a dining hall, a sports hall, workshop rooms, playground areas etc.

Kindergarten's principal aim is to be a stimulating, safe and familiar "second home", where a child can grow up and develop with peace of mind. Rapidly evolving technology solutions and changing trends of pedagogy offer us new possibilities to resolve these planning challenges, as well as develop new ways of thinking. From architect's point of view, key challenge for us is to attract adults to understand the importance of high-quality learning environment, whose meaning to our societies can not be overestimated.

高品质学习环境设计之挑战及其重要性

近几十年来,世界各地的幼儿园发生了巨大的变化。儿童群体数量的快速增长、建筑预算的紧张,这些很快就会使一座新建的幼儿园无法正常运作。这类问题给建筑师和设计师们带来了诸多挑战。

建造大型学习场所的趋势不断上升。在大型的教学中心中,一个孩子可以从幼儿园读到小学、中学,甚至到高中,差不多要度过15年的时光。在设计这些大型教学中心时,我们所面临的挑战是:将年幼儿童的数量控制在一定范围内,同时努力使所有不同年龄段的成人用户能够在非学校教学时间有效利用这些场所。在规划学习环境和对其进行预算中,普遍适应性、多功能性、效率和保持低开销是重点;而在这一过程中,孩子们的愿望和需求则很容易被忽视,甚至被遗忘。

空间的灵活性迅速成为了日托建筑规划中的重要部分;普通房间应该被设计成方便共同使用、方便组合的,以便满足日间不同的用途所需。这样的设计要求给装饰、声效、建筑设施等带来了挑战。此外,普通幼儿园中有特殊需求的孩子越来越多,所以所有空间都必须易于使用、格

外安全和实用。这些相连的房间应该有一个共用的小空间,以便有特殊需求的孩子能够到里面静静地做自己的事。

每个孩子在幼儿园里都不时需要一片个人空间和一个安静的环境,因此,设计方案不能限制孩子们与他人的交往,同时也不能放松对孩子们的看管。开放和封闭的空间应当是密切相连的。幼儿园的一个重要职责就是培养孩子们的社交能力,所以我们要格外重视公共空间的设计,如餐厅、体育馆、工作室、运动场的设计等。

幼儿园的主要目标就是成为一个安全、亲切、能够激励孩子的地方,使其成为孩子们的“第二个家”,在这里孩子们身心都能够得到成长和发展。快速发展的技术解决方案和不断变化的教育趋势,为我们解决规划中具有挑战性的问题、开发出新的思维方式提供了新的可能。从建筑设计师的角度来看,我们所面临的关键性挑战就是让成年人理解高质量学习环境的重要性,因为这样的学习环境对我们的社会具有不可低估的意义。

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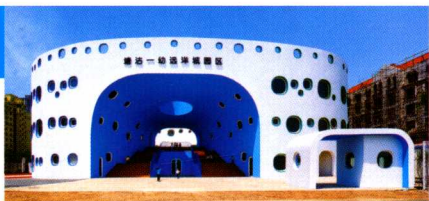
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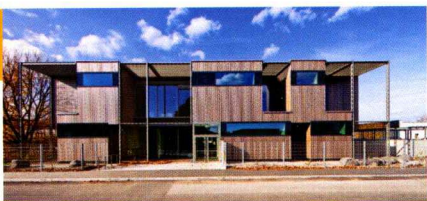
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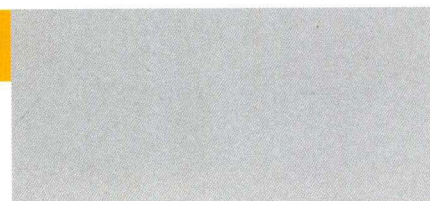
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长颈鹿儿童看护中心

ARCHITECT

Hondelatte Laporte Architectes

CLIENT

SAEM Val de Seine Aménagement

LOCATION

Boulogne, France

AREA

1,450 m²

PROJECT MANAGEMENT

Virginie Davo

PROJECT TEAM

Charlotte Fagart, Studetech, GCB Gestion
Conseil Bâtiment

PHOTOGRAPHER

Philippe Ruault

The Giraffe childcare center houses a 60-bed childcare center and 20-bed day nursery. The building has been awarded the green “zéro Energie Effinergie” label.

This public building is located at the new area called “le Trapèze”. The High density of this area gives it a rugged skyline. To be integrated into this particular urban landscape, the building is composed of three tiers. Each of the south-facing playgrounds is in continuity with the interior spaces and is identified by a unique concrete animal sculpture. Viewed from the surrounding towers, the regular sequence of terraces offers a real “fifth facade” to the neighborhood.

The facades of the building are made out of white corrugated iron that provides a minimal background to the wild animal sculptures. The idea is to animate the urban landscape by using a child’s imagination. The wild animals appropriate the

space; a giraffe appears to be peacefully eating the leaves of the trees from the neighbouring park, a polar bear tries to clamber up the steps, while a family of ladybirds climbs the facade in an attempt to reach the interior patio.

Architecture turns into storytelling. The building changes its identity and becomes a landscape in its own right, a metaphor for the urban jungle. The animals and the trees link the building to nature and motion. The giraffe has become a banner for the nursery since it is visible in the surrounding area from all angles. We walk through its legs to enter the building. Through their affable form, the lively animal sculptures invite us to live our dreams. These playful and dreamlike sculptures introduce a little bit of fantasy into the routine life of the town in order to inspire our lives with a bit of poetry.