

建筑立场系列丛书 No.70

Space for

KIDS

童趣空间

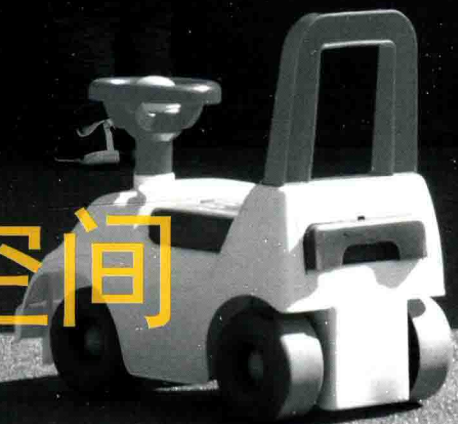
MAD建筑事务所等 | 编  
大连理工大学出版社

建筑立场系列丛书 No.70

Space for

KIDS

童趣空间



MAD建筑事务所等 | 编  
周一 丁树亭 孙茜 | 译

大连理工大学出版社

© 2017大连理工大学出版社

版权所有·侵权必究

### 图书在版编目(CIP)数据

童趣空间：英汉对照 / 美国MAD建筑事务所等编；  
周一，丁树亭，孙茜译. — 大连：大连理工大学  
出版社，2017.6  
(建筑立场系列丛书)  
ISBN 978-7-5685-0803-2

I. ①童… II. ①美… ②周… ③丁… ④孙… III.  
①儿童教育—教育建筑—建筑设计—环境设计—汉、英  
IV. ①TU244.1

中国版本图书馆CIP数据核字(2017)第112350号

---

出版发行：大连理工大学出版社

(地址：大连市软件园路80号 邮编：116023)

印刷：上海锦良印刷厂

幅面尺寸：225mm×300mm

印 张：11.75

出版时间：2017年6月第1版

印刷时间：2017年6月第1次印刷

出 版 人：金英伟

统 筹：房 磊

责任编辑：张昕焱

封面设计：王志峰

责任校对：高 文

书 号：978-7-5685-0803-2

定 价：258.00元

---

发 行：0411-84708842

传 真：0411-84701466

E-mail: 12282980@qq.com

URL: <http://dutp.dlut.edu.cn>

本书如有印装质量问题，请与我社发行部联系更换。

此为试读，需要完整PDF请访问：[www.ertongbook.com](http://www.ertongbook.com)

# 童趣空间

- 004 熟悉的探险：早期幼儿教育环境的设计\_Isabel Potworowski
- 008 La Barrosa幼儿园\_Gabriel Verd Arquitectos
- 022 受虐儿童信托中心\_m3architecture
- 032 粗犷游乐场\_Assemble + Simon Terrill
- 038 四叶草幼儿园\_MAD Architects
- 050 Jerry住宅\_Onion
- 058 Hanazono幼儿园和托儿所\_Hibinosekkei + Youji no Shiro
- 068 耶路撒冷以色列博物馆的青年艺术教育中心\_lfat Finkelman + Deborah Pinto Fdeda
- 076 Cassarate幼儿园\_Bruno Fioretti Marquez
- 092 布尔镇幼儿园\_Dominique Coulon & Associes
- 106 斯塔比奥幼儿园\_studio we architetti
- 116 圣丹尼斯幼儿园和小学\_Paul Le Quernec
- 132 Haro幼儿园\_Taller Basico de Arquitectura
- 146 普兰京斯幼儿园\_Pierre-Alain Dupraz
- 158 Amanenomori 幼儿园\_Aisaka Architects' Atelier
- 174 儿童日托中心\_Burobill & ZAmponne architectuur
- 182 儿童空间——万花筒\_A2arquitectos
- 188 建筑师索引



建筑立场系列丛书 No. 70

# Space for KIDS



No. 70  
Space for KIDS

- 004 Familiarizing Adventure: Designing Environments for Early Childhood Education\_Isabel Potworowski
- 008 La Barrosa Infant Pavilion\_Gabriel Verd Arquitectos
- 022 ACT for Kids\_m3architecture
- 032 Brutalist Playground\_Assemble + Simon Terrill
- 038 Clover House Kindergarten\_MAD Architects
- 050 Jerry House\_Onion
- 058 Hanazono Kindergarten and Nursery\_Hibinosekkei + Youji no Shiro
- 068 The Youth Wing for Art Education, Israel Museum Jerusalem\_Ifat Finkelman + Deborah Pinto Fdeda
- 076 Cassarate Kindergarten\_Bruno Fioretti Marquez
- 092 Nursery in Buhl\_Dominique Coulon & Associes
- 106 Kindergarten in Stabio\_studio we architetti
- 116 Nursery and Primary School in Saint-Denis\_Paul Le Quernec
- 132 Nursery School in Haro\_Taller Basico de Arquitectura
- 146 Prangins Kindergarten\_Pierre-Alain Dupraz
- 158 Amanenomori Nursery School\_Aisaka Architects' Atelier
- 174 Child Day Care Center\_Burobill & ZAmponne architectuur
- 182 Space for Children-Kaleidoscope\_A2arquitectos
  
- 188 Index

建筑立场系列丛书 No.70

Space for

KIDS

童趣空间



MAD建筑事务所等 | 编  
周一 丁树亭 孙茜 | 译

大连理工大学出版社

# 童趣空间

- 004 熟悉的探险：早期幼儿教育环境的设计\_Isabel Potworowski
- 008 La Barrosa幼儿园\_Gabriel Verd Arquitectos
- 022 受虐儿童信托中心\_m3architecture
- 032 粗犷游乐场\_Assemble + Simon Terrill
- 038 四叶草幼儿园\_MAD Architects
- 050 Jerry住宅\_Onion
- 058 Hanazono幼儿园和托儿所\_Hibinosekkei + Youji no Shiro
- 068 耶路撒冷以色列博物馆的青年艺术教育中心\_lfat Finkelman + Deborah Pinto Fdeda
- 076 Cassarate幼儿园\_Bruno Fioretti Marquez
- 092 布尔镇幼儿园\_Dominique Coulon & Associes
- 106 斯塔比奥幼儿园\_studio we architetti
- 116 圣丹尼斯幼儿园和小学\_Paul Le Quernec
- 132 Haro幼儿园\_Taller Basico de Arquitectura
- 146 普兰京斯幼儿园\_Pierre-Alain Dupraz
- 158 Amanenomori 幼儿园\_Aisaka Architects' Atelier
- 174 儿童日托中心\_Burobill & ZAmponne architectuur
- 182 儿童空间——万花筒\_A2arquitectos
- 188 建筑师索引



建筑立场系列丛书 No. 70

# Space for KIDS



No. 70  
Space for KIDS

- 004 Familiarizing Adventure: Designing Environments for Early Childhood Education\_Isabel Potworowski
- 008 La Barrosa Infant Pavilion\_Gabriel Verd Arquitectos
- 022 ACT for Kids\_m3architecture
- 032 Brutalist Playground\_Assemble + Simon Terrill
- 038 Clover House Kindergarten\_MAD Architects
- 050 Jerry House\_Onion
- 058 Hanazono Kindergarten and Nursery\_Hibinosekkei + Youji no Shiro
- 068 The Youth Wing for Art Education, Israel Museum Jerusalem\_Ifat Finkelman + Deborah Pinto Fdeda
- 076 Cassarate Kindergarten\_Bruno Fioretti Marquez
- 092 Nursery in Buhl\_Dominique Coulon & Associes
- 106 Kindergarten in Stabio\_studio we architetti
- 116 Nursery and Primary School in Saint-Denis\_Paul Le Quernec
- 132 Nursery School in Haro\_Taller Basico de Arquitectura
- 146 Prangins Kindergarten\_Pierre-Alain Dupraz
- 158 Amanenomori Nursery School\_Aisaka Architects' Atelier
- 174 Child Day Care Center\_Burobill & ZAmponne architectuur
- 182 Space for Children-Kaleidoscope\_A2arquitectos
  
- 188 Index

# Spaced Familiarizing

## 童趣空间

儿童教育环境设计是一项极具魅力的工作。设计师在这个过程中被引导着以孩子们的眼光去发现世界。这些环境设计是怎样激发孩子们天生的好奇心和求知欲的呢？什么样的条件才能够鼓励孩子们去探索不同的活动，从而开发个人兴趣爱好呢？在两个对立但又互补的空间品质之间达到一个平衡是至关重要的：一方面，当代幼儿园和托儿所的设计需要提供可以同时进行多种不同活动的空间，且带来丰富的视觉刺激，这样可以使孩子们参与开展自主活动。另一方面，学习空间围绕一个位于中心的、亲密的“家庭基地”设置，“家庭基地”是根据家庭规模来设计，并设有保护性的外观和入口来建立的，这样的设计为孩子们提供了熟悉且安全的环境。设计师通过这些做法给孩子们创造了一个足以模拟家庭的环境，让孩子们在这里可以自信地去探险探索周围的世界。

Designing environments for educating young children is a fascinating endeavour, because through them, they are guided in their discovery of the world. How can the design of these environments kindle children's natural curiosity and eagerness to learn? What kind of conditions encourage children to explore different activities, and to develop their personal interests? A balance between two opposing but complementary spatial qualities is needed: on the one hand, designs of contemporary kindergartens and nurseries provide spaces that can simultaneously host a variety of different activities, and that are rich in visual stimuli. In this way, they engage children in self-directed play. On the other hand, they provide a familiar and secure environment by organizing learning spaces around a central, intimate "home base", by establishing a domestic scale, and by designing a protective exterior and entrance. By doing so, they create an environment that resembles a home, from which children can confidently venture out to explore the world around them.

# e for

# y Adventure

熟悉的探险：早期幼儿教育环境的设计

Familiarizing Adventure: Designing Environments for Early Childhood Education/Isabel Potworowski

---

La Barrosa 幼儿园\_La Barrosa Infant Pavilion/Gabriel Verd Arquitectos

受虐儿童信托中心\_ACT for Kids/m3architecture

粗犷游乐场\_Brutalist Playground/Assemble + Simon Terrill

四叶草幼儿园\_Clover House Kindergarten/MAD Architects

Jerry 住宅\_Jerry House/Onion

Hanazono 幼儿园和托儿所\_Hanazono Kindergarten and Nursery/Hibinosekkei + Youji no Shiro

耶路撒冷以色列博物馆的青年艺术教育中心\_The Youth Wing for Art Education, Israel Museum Jerusalem/  
Ifat Finkelman + Deborah Pinto Fdeda

Cassarate 幼儿园\_Cassarate Kindergarten/Bruno Fioretti Marquez

布尔镇幼儿园\_Nursery in Buhl/Dominique Coulon & Associés

斯塔比奥幼儿园\_Kindergarten in Stabio/studio we architetti

圣丹尼斯幼儿园和小学\_Nursery and Primary School in Saint-Denis/Paul Le Querneq

Haro 幼儿园\_Nursery School in Haro/Taller Básico de Arquitectura

普兰京斯幼儿园\_Prangins Kindergarten/Pierre-Alain Dupraz

Amanenomori 幼儿园\_Amanenomori Nursery School/Aisaka Architects' Atelier

儿童日托中心\_Child Day Care Center/Burobill & Zampone architectuur

儿童空间——万花筒\_Space for Children - Kaleidoscope/A2arquitectos

## 熟悉的探险：早期幼儿教育环境的设计

### 寓教于乐

儿童早年的经历对他们的发展有着至关重要的影响，因为那是他们最初认识和开始接触周围世界的时候。他们开始发展社会和语言技能，并且会受到周围环境的强烈影响。

虽然幼儿时期的生活体验在今天得到了广泛的重视，然而在此之前的一段时期并非如此。在19世纪中期之前，教育体系并不覆盖7岁以下的儿童，人们也并不认为幼儿能够学习社会经验和才智技能。<sup>1</sup>直到一位德国教育学家 Friedrich Fröbel (1782—1852) 开始认识到儿童在幼年时期接受的教育对于其大脑的发展具有重要作用。<sup>2</sup>他强调幼儿的“活动动力”<sup>3</sup>和与生俱来的学习欲望<sup>4</sup>，并创立了具有教育价值的“游戏”<sup>5</sup>。“玩耍是人类在儿童时期发展的最高表现，”他写到，“它本是孩子灵魂的一种自由表达。”<sup>6</sup>他在1840年建立了第一所幼儿园，孩子们在此可采用唱歌、跳舞、装饰花园和自由活动的方式来学习，Fröbel的理论为现代学前教育奠定了基础。

世界各地的教育学者纷纷受这位德国教育学家的启发，这些追随者中还包括意大利的医学及教育学家玛利娅·蒙特梭利 (1870—1952)。她开发了一种以自由活动为基础的教育方法，它需要在一个为儿童量身打造的“预设空间”中进行，此外她还提出了这种环境所应具备的空间品质。其中尤为重要的几点是，它的空间分布应当便于运动和活动，环境设计应当是优美且和谐而有序的，并且其建造比例应当适应儿童的身材。室内外皆应有自然元素的存在。<sup>7</sup>虽然当时只有少数学前教育机构采纳了蒙氏教学法，但是很多幼儿园、日托中心和托儿所都具备这些空间特质。

### 激发好奇心的空间策略

当今，如何提供一个幼儿乐于在其中学习和玩耍的环境成为一个至关重要的话题，因为教育者面临着来自科技与广告的影响、各类标准化测试的压力以及注意力水平的普遍降低这些新的挑战。<sup>8</sup>孩子们一方面需要通过一定的刺激和活动来学习；另一方面又需要一定程度的安静来培养专注力，才能消化所学习的内容。<sup>9</sup>从空间的角度来说，这些对立的需求要求设计在许多方面达到一个平衡，即选址氛围必须安静，但同时具有开放和挑战性的社会化区域，建筑结构便于自由活动却又不乏有序感，面向外部环境开放却又不乏庇护感。为了回应这些挑战，现代幼儿教育环境设计也制定了一系列有助于使儿童乐于学习的空间策略。

#### 1. 区别化的活动区

一个鼓励孩子们自由玩耍的环境要提供多种活动选择，鼓励孩子们在开发个人兴趣的过程中学习。可容纳多个活动中心的教室可以起到促进作用；一个房间的可塑性越强，功能区划分越多，其兼容容纳多样化活动的空间潜力就越大。

以 Aisaka 建筑师工作室设计的日本船桥市 Amanenomori 幼儿园为例。此处幼儿空间带有几个不同层次开放性和私密性的空间。每个房间都有一个主要活动区，一个滑动隔板可将房间连接起来，使面积增至两倍，孩子们既可在进行团体活动又可独自玩耍。与主活动区相连的是一处天花板较低的小型空间，通往一座半开放的后花园，花园由两个育儿室共享，在与主活动区紧密连接处预留了一块相对更安静的区域。

在 Hibinosekkei+Youji no Shiro 建筑师事务所负责设计的宫古岛 Hanazono 幼儿园及托儿所项目中，建筑师们将整层地面对齐连接，再用一个个和墙等长的滑动隔板隔开，这样它就可以作为一间大教室，用于进行一些创造性的活动。在这个空间序列中，内部活动室的木质地板、木板条墙体和吸音吊顶天花板为演奏音乐和主持讲座创造了条件；画室则设置了更高一些的裸露天花板、混凝土地面和水槽，并可为一些水上活动提供场地，这些活动范围也可以延伸到半露天的庭院的木平台上。

由 Paul Le Querrec 建筑师事务所设计的法国 Niki de Saint-Phalle-Petits Cailloux 学校幼儿园的设计主旨也是容纳多种活动小组。该学校有三个中心，由三个不同直径的圆形空间重叠构成。三个空间通过楼层变化和天花板的高度来区分，两个圆形结构之间还设置了搁板及与凳子等高的储存单元。阅读室由中央带有圆顶的“豆荚”空间以及分支出来的许多大小不一的“豌豆粒”似的圆顶房间组成，同样适于不同规模的群体使用。

#### 2. 一个带来正面刺激的环境

在儿童时期的前四年，幼儿的感知能力得到改善，他们开始开发出秩序感、方向感和社会行为。<sup>10</sup>而这些方面的发展离不开一个

充满正面刺激和鼓励社交互动的环境氛围的支持。

举例来说, Paul Le Querrec 设计的法国圣丹尼斯学校的外立面设计给人带来一种意在激发孩子感知能力的视觉效果。它有一个木条覆盖而成的木覆层, 一面漆成橙色, 一面漆成果绿色, 正面保留了粗糙的表面。这样, 当人们经过时, 会发现建筑外观的变色效果。

西班牙加迪斯的 La Barrosa 小学附属的幼儿园由 Gabriel Verd 建筑事务所设计, 公园对面的入口处突起的天篷形成了波浪的形状, 加上彩色的圆柱, 令这处安全的入口区域的外观看上去非常有趣。

### 3. 家庭基地

除了提供可划分的空间设计来容纳多元化的活动和充满正面刺激并且有利于探索的环境, 创造有利于学习的环境往往还需要有一个中央空间。它应该是半封闭的, 向上而非向外开放, 内部氛围温暖而熟悉。它应具有高辨识度, 定位应该是“家庭基地”或者欢迎孩子们归来的温暖“巢穴”。<sup>11</sup>

studio we 事务所设计的瑞士斯塔比奥的一所幼儿园的中央空间设有橙色的巨大天窗和三面墙壁, 明显与学校内部其他白色的开放区域区分开来。圆形的天窗带来一种静态的、中心的空间定位, 并从天花板垂下来, 形成一个保护区。

在 Dominique Coulon & Associés 主持设计的位于法国 Buhl 的一所幼儿园项目中, 作为核心的“家庭基地”相比之下就要大得多, 它同时也被用作入口门厅, 安置了进入周围小型房间的通道。但如此大的规模并不影响它带给孩子们应有的私密感觉。天花板的几何形状和地板的材质将空间分隔成四个区域, 沿着墙面安置的储物柜单元同时也为孩子们提供了座位。双高墙体的地面和较低部分墙面均为粉色和紫色系的暖色调。高高的窗户设计提供了充足的自然采光, 赋予建筑一种明亮且热情的氛围。

### 4. 家庭规模

作为家庭和小学之间的一个过渡, 儿童早期教育机构还可以通过模拟家庭的规模来营造熟悉的环境氛围。

MAD 建筑事务所的日本爱知县四叶草幼儿园项目正是以家庭规模为主要设计特点。设计师将当地幼儿园园长的私人家庭住房进行整修, 白天将其作为一个适合孩子全面发展的教育机构, 晚上仍然保留其住宅功能。房子的木质结构覆以白色圆形的洞状外壳。内部房间的比例、倾斜的屋顶以及风化的木质房梁使这所幼儿园成为一个像家一样的地方。

然而, Bruno Fioretti Marquez 事务所设计的瑞士卢加诺的幼儿园及托儿所项目则占据了较大的区域面积, 该建筑具有家庭住宅的模式, 拥有 56 个类似于住宅的单元, 镶嵌在 7m×8m 的网格框架中。每个班级由五个这样的单元组成。在这些教室之间, 有些住宅单元是外部庭院, 其他一些则连接在一起形成一个中央覆盖的街道。不同朝向的屋顶的景观遵循着房子的形状, 使整个幼儿园看起来像是一个小村庄。

Pierre-Alain Dupraz 事务所的瑞士普兰京斯幼儿园项目也遵循了住宅规模的设计。四个方形建筑体量交叉排列成十字形, 每个单元的楼层高度递增三分之一。每个建筑体量内部容纳两间教室以及带坡道、楼梯和双层高度的“可坐下休息的阶梯”的流线区。这些流线区在中心部位重叠在一起, 形成了由阶梯、座位区以及与教室衔接的平台参差交错的景观。

### 5. 保护性的外部环境

根据所处的环境和儿童的需求特点, 一些育儿机构的室外和出入口设计旨在给人以坚固安全的感觉。这样的建筑通常使用夸张的几何形状和坚实材料装饰的坚固墙壁, 让人感觉进入了一处被严密保护的区域。

Taller Básico de 建筑事务所主持设计的西班牙 Haro 幼儿园的夸张的棱角形状和粗糙的混凝土框架, 形成了一种强有力的保护氛围, 使学校外观看上去像是坐落在山顶的一块巨石。天花板向下倾斜, 墙壁向入口靠拢汇合。一旦进入室内, 孩子们立即进入一个全玻璃的、面向外部开放的、带向上倾斜的天花板的教室, 从一个安全的位置向孩子们展示周围的景象。

对于澳大利亚汤斯维尔的受虐儿童信托中心来说, 安全感是尤为重要的设计主旨。该项目由 m3architecture 事务所主持设计, 整



Cassarate幼儿园, 瑞士  
Cassarate Kindergarten, Switzerland

照片提供: ©Alessandra Chemollo



La Barrosa幼儿园, 西班牙  
La Barrosa Infant Pavilion, Spain

照片提供: ©Jesus Granada

体由两座坚固的保护性入口建筑组成, 两座楼之间设有封闭式花园和治疗室。外部建筑带有拱形窄小窗户, 让人联想到城堡或堡垒般的墙壁。

幼儿园及托儿所通过提供两种对立性质的环境来鼓励儿童参与到游戏和学习中: 一方面, 空间提供各种游戏活动区, 有趣的建筑元素给孩子们提供了自主玩耍和探索的机会; 另一方面, 以中央家庭基地、家庭规模以及保护性的室外为特色的环境给孩子们带来熟悉和安全的感受。文中提到的这些设计策略想表达的是, 只有当孩子们身处一个安全可靠的环境中——带给他们家的感觉——他们才能够带着好奇心去探索周围世界。

## Familiarizing Adventure: Designing Environments for Early Childhood Education

### Learning Through Play

Children's experiences during their early years have a great impact on their development, as it is during this time that they are introduced to the world around them, and begin to engage with it. They begin to develop social and language skills, and are strongly affected by their environment.

While the importance of early childhood experiences is widely recognized today, however, it was not always so. Before the mid-19th century, there was no educational system for children younger than seven years of age, nor was it recognized that young children were able to learn social and intellectual skills at all.<sup>1</sup> It was not until Friedrich Fröbel (1782-1852), a German educator, recognized the significant brain development that occurs during a child's early years that any importance was given to early-years education.<sup>2</sup> He emphasized young children's "activity drive"<sup>3</sup> and innate desire to learn<sup>4</sup>, and established the educational worth of the "game" and of play.<sup>5</sup> "Play is the highest expression of human development in childhood," he wrote, "for it alone is the free expression of what is in a child's soul."<sup>6</sup> By establishing the first kindergarten in 1840, where children learned through singing, dancing, gardening, and self-directed play, Fröbel paved the way for modern-day pre-school education.

Educators world-wide were inspired by the German educator's approach, among which was the Italian physician and educator Maria Montessori (1870-1952). In addition to developing a teaching method based on free activity within a "prepared environment" tailored to the children's needs, she proposed spatial qualities that such an environment should have. In particular, it should be arranged in a way that facilitates movement and activity; it should be beautiful, harmonious and orderly, and constructed in proportion to the child. As well, there should be nature both inside and outside the classroom.<sup>7</sup> While only a small proportion of pre-school education follows the Montessori teaching method, many kindergartens, daycares and nurseries have these spatial characteristics.

### Spatial Strategies for Engaging Curiosity

Today, the question of how to provide environments that engage young children in learning and play is a critically important topic, as educators face new challenges relating to the influence of technology and advertising, pressures

1. Miriam LeBlanc, "Friedrich Froebel: His life and influence on education", Community Playthings, <http://www.communityplaythings.co.uk/learning-library/articles/friedrich-froebel>
2. "Brief History of the Kindergarten", Froebel Gifts, <http://froebelgifts.com/history.htm>
3. Friedrich Froebel, "The Education of Children", translated by J.Liebschner, 1844 <http://www.friedrichfroebel.com/>
4. Miriam LeBlanc, "Friedrich Froebel: His life and influence on education", Community Playthings
5. Stanley James Curtis, "Friedrich Wilhelm August Fröbel", Encyclopaedia Britannica, <https://www.britannica.com/biography/Friedrich-Froebel>
6. Miriam LeBlanc, "Friedrich Froebel: His life and influence on education", Community Playthings
7. Christine Ann Christle, "Montessori School", Encyclopaedia Britannica, 2016.5.11, <https://www.britannica.com/topic/Montessori-schools>
8. Miriam LeBlanc, "Friedrich Froebel: His life and influence on education", Community Playthings
9. *The Adventure of Question and Answer: Proposal for a new school*, s-Hertogenbosch: Magnolia Foundation, May 2016, p17
10. Christine Ann Christle, "Montessori Schools"
11. Herman Herzberger, *Space and Learning*, Rotterdam: 010 Publishers, 200, p35

of standardized testing, and diminished levels of concentration.<sup>8</sup> On the one hand, children need stimulation and activity; on the other hand, they require quietude to develop concentration, and to process what they learn.<sup>9</sup> Spatially, these opposing needs require a balance between quiet areas and open, stimulating social zones, between freedom to move around and a structure that gives a sense of order, and between openness to the external environment and a sense of shelter and protection. In response to such challenges, contemporary designs for childhood education environments demonstrate a number of spatial strategies that engage children in learning:

### 1. Differentiated activity zones

An environment that fosters self-directed play provides children with a variety of activities to choose from, encouraging them to learn by developing their personal interests. It is facilitated by classrooms that allow for multiple centers of focus: the more a room is moulded or differentiated into various zones, the more spatial potential it has to simultaneously host a diversity of learning activities.

For instance, Aisaka Architects' Atelier has designed nursery rooms in the Amanenomori Nursery School in Chiba, Japan with several zones with varying levels of openness and intimacy. Each room has a main activity zone that can be doubled in size by connecting it to an adjoining nursery room via a sliding partition, allowing groups to work together or separately. Connected to this main area is a smaller space with a lowered ceiling, which gives access to a semi-enclosed back garden. This garden is shared by two nursery rooms, and offers a quieter area that is still closely linked to the main activity space.

Hibinosekkei + Youji no Shiro architects have aligned the ground floor spaces of the Hanazono kindergarten and nursery in Miyakojima, Japan, and connected them with wall-length movable partitions, so that they can function as one large classroom for creative activities. Within this sequence of spaces, the studio's wood floor, wood batten wall and acoustic ceiling create a setting for playing music and hosting lectures; the atelier, with a higher, exposed ceiling, concrete floor and sink provides a place for wet activities; these activities can spill out onto the wood deck of the partially covered courtyard.

The nursery rooms in Paul Le Querrec's "Niki de Saint-Phalle – Petits Cailloux" school in Saint Denis, France, are also designed to accommodate multiple activity groups. They each have three centers, being composed of three overlapping circular spaces of different diameters. The three spaces are differentiated by means of level changes and ceilings, with shelves and seat-height storage elements between two circles. As well, the reading area is composed of a central domed room with smaller domed "pods" branching off from it, lending itself to activities for both larger and smaller groups.

### 2. A stimulating environment

During their first four years, children's senses are being refined, and they develop a sense of order, orientation, and



照片提供: ©Wilson Tungthunya

Jerry住宅, 泰国  
Jerry House, Thailand

social behaviour.<sup>10</sup> The development of these aspects is supported by an environment that is rich in positive stimuli and that encourages social interaction.

The facade of Paul Le Quernec's School in Saint-Denis, for instance, is designed with an effect of optical illusion that is meant to stimulate children's sense of perception. It is a wooden cladding system with battens that are painted orange on one side and apple green on the other, with the front facets left rough. This way, the facade changes color as one passes by.

In the Infant Pavilion for the Primary School La Barrosa in Cadiz, Spain, designed by Gabriel Verd, the canopy bulges out near the entrance facing the park, and its undulating shape and colorful circular columns give this protected entrance area a playful appearance.

### 3. A home base

In addition to providing a differentiated space that can accommodate diverse activities, and a rich environment that stimulates and provides opportunities for discovery, learning environments also often have a central space that is partially enclosed, oriented upwards instead of towards the outside, and that has a warm and familiar atmosphere. It is readily identifiable, and lends itself to functioning as a kind of "home base" or "nest" that children can return to.<sup>11</sup>

In studio we's design for a Kindergarten in Stabio, Switzerland, this central space has a large, orange-coloured skylight and walls on three sides, separating it from an otherwise open and white school interior. The skylight's circular shape gives a static and centered spatial orientation, and drops down from the ceiling, creating a sheltered zone.

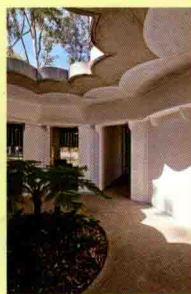
The central "home base" at the Nursery in Buhl, France, designed by Dominique Coulon & Associés, is much larger in comparison, and also functions as an entrance hall, providing access to the smaller rooms arranged around it. Despite its scale, however, it maintains a sense of intimacy. The ceiling geometry and floor materials divide the space into four quadrants, and wardrobe elements along the walls provide nooks where children can sit. As well, the floor and lower portion of the double-height walls are coloured with a spectrum of warm pink and purple tones. High windows provide abundant natural light, giving it a bright and welcoming atmosphere.

### 4. Domestic scale

As a place of transition between the home and primary school, early childhood learning environments create a familiar environment by having a domestic scale.

This familiar scale characterizes the Clover House Kindergarten in Aichi, Japan, for instance. MAD Architects have renovated the local kindergarten owner's family house to accommodate a fully developed education institution by day, and retain its residential function at night. The house's wood structure is covered with a white, rounded cave-like shell. Inside, the proportions of the rooms, the house's pitched roof and the weathered wood beams make the kindergarten into a place that feels like a home.

While the Kindergarten and Nursery in Lugano, Switzerland by Bruno Fioretti Marquez occupies a larger area, it maintains a domestic scale with 56 house-like units that are tessellated in a 7x8 grid. Each class is composed of five such



照片提供: © Peter Bennetts

受虐儿童信托中心, 澳大利亚  
ACT for Kids, Australia

照片提供: © Pedro Pegenaute

Haro幼儿园, 西班牙  
Nursery School in Haro, Spain

units. Between the classes, some of the house-units are exterior courtyards, while others are joined together to form a central covered street. As well, the landscape of differently oriented shed roofs makes a formal reference to the house shape, giving the kindergarten an appearance of a small village.

Pierre-Alain Dupraz's Prangins Kindergarten in Switzerland, also creates a domestic scale. Four rectangular volumes are arranged in a cross-shaped plan, and step up by a third of each unit's floor height. Each volume contains two classrooms and circulation zone with ramps, stairs and double-height "sitting stairs". These circulation zones overlap in the core, resulting in a cascading landscape of stairs, sitting places and landings that connect the classrooms.

### 5. A protective exterior

Depending on the context and on children's needs, some childcare building's exteriors and entrances are designed to give a sense of solidity, safety and security. They do so by using solid walls with bold geometries and heavy materials, giving an experience of entering a protected place.

For instance, the bold, angular geometry and rough concrete formwork of the Nursery School in Haro, Spain by Taller Básico de Arquitectura creates a sense of strength and protection, and gives the school the appearance of a heavy rock that sits on its hilltop location. The ceiling slopes down and the walls converge towards the entrance. Once inside, however, children enter classrooms that are completely glazed towards the outside, with a ceiling that slopes upwards, opening up the view to the surrounding landscape from a secure place.

Creating a sense of security is particularly important for ACT for Kids in Townsville, Australia. m3architecture has designed a complex with two solid, protective entrance buildings, with enclosed gardens and therapy rooms between them. The outer buildings are materialized with deep, narrow arched windows, evoking castle- or fortress-like walls.

- Kindergartens and nurseries engage children in play and learning by providing environments that have two opposing qualities; on one hand, spaces offer a variety of playful activity zones, and intriguing building elements give children opportunities for self-directed play and discovery. On the other hand, environments with a central home base, a domestic scale, and a protective exterior give a sense of familiarity and security. These design strategies are a reminder that it is only when children are in a secure and trusted environment – when they feel at home – that they can engage their curiosity in discovering the world around them. Isabel Potworowski

# La Barrosa幼儿园

Gabriel Verd Arquitectos

