

# Divergent nursery

## Project report

Creativity is closely linked to the “divergent thinking”, the ability to produce a series of alternative solutions for a problem to be solved. It contrasts with the “convergent thinking” and “linear thinking” which lead the subject to develop a single solution as it happens in any school. Not being able to drastically change educational system, I tried to insert this idea into the concept.

Starting from a fulcrum (which represents the problem to be solved), making all the functions (that represent the solutions) gravitate around, I got the first part of the design narration. To combine the various points of the narrative, I took up the thought of Joy Paul Guilford, an American psychologist, according to whom divergent thinking could be measured in four categories: fluidity, that is the number of ideas produced; flexibility, to adapt different strategies and approaches according to the problem; originality of the ideas proposed, personal, unique, different from those of the majority; finally, the elaboration of these ideas in a concrete way. Turning these categories into architecture was an almost spontaneous process: the union of what was said previously took place through curved lines, pure, but combined together in order to create something new, which was fluid, flexible, original.

This study, which has now gone from concept to project, develops horizontally, being a one-story building for security reasons, but manages to break any hypothesis of monotony since the wooden portals that make up the structure are iridescent: they go from a linear shape at the entrance to a much more sinuous one on the back. Consequently, the whole envelope adapts itself to these shapes, creating a particularly dynamic container as a whole. The material that prevails above all is wood, capable of giving a domestic sense to the building, without neglecting its innovative aspect. It also goes well with the various colors in the spaces for children, creating a pleasant contrast.

The interior houses the various functions that revolve around a central patio, a place of learning for children, but above all of inclusion for teachers and parents. The internal spaces for adults are delimited by walls, while the educational unit, the playgrounds and the lunch/rest area, are devoid of the classic walls. These spaces are characterized by colored acrylic flooring and colored strips that delimit the perimeter. The strips also guarantee the view even from those who are outside, therefore they represent a perfect architectural solution. This choice wants to ideally demolish the ordinary classroom, by precisely breaking down the walls that compose it. This action also allows the various rooms to be totally released from any forced path, making your stay more lively inside.

Today's educational system tends to limit the creative abilities of students who, over time, develop linear or convergent thinking. Educating children about divergent thinking and the creative process must not replace the convergent way of thinking: both are correct, one does not exclude the other, they are complementary thoughts just as Art and Science are complementary subjects for Architecture.

*Architecture is Art, Art is Creativity.*

*Thanks.*