

LEARNING LANDSCAPES

To encourage creativity in children and develop independent individuals capable of relating to themselves and society, it is not enough to put into practice the new theories of teaching / learning, but also, it is necessary to create spaces that accompany these activities. These cease to be a mere space of containment of activities, to become a tool for change, creating playful spaces that encourage creativity, imagination and innovation by stimulating the different senses using different colors, textures, materials and spatialities.

It is proven that children improve their creative skills when spaces are flexible, and playful; spaces that allow freedom of movement, exploration and appropriation. For this, they must be designed safely, at the scale of the little ones, allowing children to be involved in their own learning.

Starting from the idea that the physical environment has a very strong impact on how we feel, how we communicate and interact with others, traditional fragmented spaces disappear, and open, flexible, comfortable spaces appear, projecting the different scales that children can face, moving from smaller and more personal areas, to spaces of groups and interaction, still in a contained space, to finally meet a large area that allows freedom of movement, exploitation and appropriation. They are safe spaces, at the scale of the little ones, allowing them to get involved in their own learning.

The project presents an area of lower height, intended for tasks of concentration, problem solving and experimentation, an area of playful boards, which promote the development of certain skills. Above this area, a quiet mezzanine, to read and relax when necessary. Outside of these areas, we find a central area that promotes movement and the release of energy, activating and developing other skills in the little ones.

CORNER → HOME → CITY

INDIVIDUAL → FAMILY → COMMUNITY

When I started the project, I asked several children what their favorite time is in preschool, and most answered the time of recess, or playground games. This happens because it's the time when they can move themselves more freely. Therefore, public space and nature, take on great relevance in the project, since these spaces allow children to move more freely, giving rise to imagination and creativity. For children, play is their first language and their way of relating to the world. We must value and promote play, also as part of the learning process.

Nature takes on great relevance in the project, since the connection with it (direct or indirect) is considered very beneficial for the psychoemotional health of children.

The connection with nature, natural lighting and the use of color are directly related to the importance of the sensory aspect in human development. It is believed that, together, they can create a physical learning environment that is safe and able to fully exploit the creative potential of children.