

PROJECT OVERVIEW

This thesis aims to utilize architecture as the medium to connect children to their environments and to develop them into social beings. Jan Gehl, a Danish architect and urban design consultant, once said, "Only architecture that considers human scale and interaction is successful architecture." This interaction, scale versus the human counterpart, is emphasized in this thesis as the key motivating element. The project stretches the boundaries of how we view scale and focuses on creating a collage of textured pieces that increase reaction and retention to place. To complement these complex surfaces, purity of overall form is employed. The designed school becomes not only a place to learn from its educators, but also a place of "unintended" interaction with the building. This form intertwined with interaction strives to develop an epoch in our history. A breathable memory from experience.

Building upon this change, or movement, is to shift from the typical to an atypical educational facility and a chance to foster imagination. The socio-cognitive development and critical reasoning of children is constantly being suppressed by institutions of dulled expression. This project explores and expresses the fluid reality which children live in and are connected to. A welcome departure from strict programs and over-generalized traditional pedagogies.

