

**NOTE 1** THIS PROJECT IS NOT TO BE UNDERSTOOD AS 1:1 PROPOSAL FOR IMMEDIATE IMPLEMENTATION. IT IS MEANT TO BE A VISION OF POSSIBILITIES, WHICH WE CONSIDER AS REASONABLE ACTIONS IN ORDER TO OFFER THE PUPILS A MORE DIVERSIFIED, MULTILAYERED AND IN THE END CREATIVE EDUCATION THROUGH PLAY AND INDIVIDUALITY. YET THESE THOUGHTS HAVE TO BE ADAPTED TO THE ACTUAL ECONOMICAL OPTIONS AS WELL AS TO THE DOMESTIC CULTURAL BACKGROUND.

„Play is the highest form of research“ - ALBERT EINSTEIN

## HOW CAN WE ENHANCE THE VALUE OF PLAY?

### CONCEPT OF PLAY

WHEN THINKING ABOUT THE ASSIGNMENT, ASKING FOR A CANTEEN AND A LIBRARY, QUESTIONS CAME UP AS: HOW DO PRIMARY SCHOOL KIDS WANT TO EAT, HOW DO THEY WANT TO READ? WE CAME TO THE CONCLUSION THAT PUPILS IN THAT AGE DO NOT CARE ABOUT COMFORT, ABOUT BEAUTY, ABOUT MANY THINGS WE PROBABLY WOULD. WE ASSUME THAT THE KIDS WANT TO PLAY, WANT TO DISCOVER NEW THINGS EVERYDAY AND WANT TO DO SPONTANIOUS, UNEXPECTED THINGS.

**NOTE 2** THE ASSIGNMENT HAS TO BE CHALLENGED BY RAISING QUESTIONS LIKE:

IS IT REASONABLE THAT FOREIGN ARCHITECTURE STUDENTS

IS IT POSSIBLE TO GET AN ADEQUATE COMPREHENSION OF THE DOMESTIC CHINESE CULTURE AND HOW ACCURATE ARE THE ASSUMPTIONS WE INEVITABLE WE MAKE BY PRODUCING OUR OWN PICTURE?

CAN ANY PROPOSAL ACHIEVE THE "OBJECTIVE" WHEN NOBODY TALKED TO THE NEEDS AND REQUIREMENTS, THE WISHES AND DESIRES OF THE LOCAL PUPILS AND TEACHERS?

WHAT DOES THE CURRENT SITUATION OF EDUCATION LOOK LIKE IN LIANG MENG? HOW MUCH AREA THE KIDS ALLOWED TO PLAY? TEACHER-CENTERED EDUCATION?

IS IT POSSIBLE FOR FOREIGN ARCHITECTURE STUDENTS TO MAKE AN ECONOMICAL BUILDING WHEN THE DOMESTIC PARTICULARITIES MIGHT OFFER UNKNOWN WAYS OF CONSTRUCTING EFFICIENT?

HOW IMPORTANT IS IT FOR AN ARCHITECT TO GRASP THE ACTUAL ATMOSPHERE AND SPIRIT OF A BUILDING LOT, BOTH INTELLECTUALLY AND PHYSICALLY?

## LIANG MENG'S

PROJECT TARGETS:  
enhance the POSSIBILITIES of

01 teaching

02 learning

03 creative thinking

GAME STAGE (6-9 years old)

“.. the stage where children begin to consider how their role and their social position represent their 'self.'”

DR. SANRA TRAPPEN

## IDEAPOOL

THE IDEAPOOL PROPOSED IS TRYING TO TRIGGER THE PUPILS OWN CREATIVITY BY PROVIDING A RANGE OF SIMPLE BUT VERSATILE FACILITIES. THROUGH THE CHANCE OF CREATING SOMETHING THEMSELVES, THE KIDS ARE INVITED TO ENGAGE WITH THEIR (ARCHITECTURAL) SURROUNDINGS. IDEALLY THE TEACHERS WOULD ALSO OCCUPY THE PROVIDED SPACES FOR SOME LESSONS IN ORDER TO BRING VARIETY TO THE PUPILS WEEKLY SCHEDULE. THE PROJECT IS ENABLING A BRIDGE BETWEEN IN- AND OUTDOOR BY SUGGESTING LARGE SCALE FOLDABLE DOORS. A HUGE OPEN, EDUCATIONAL PLAYGROUND EMERGES WHICH WILL NOT HAVE ANY BORDERS.

PLAYING WITH IDEAS  
FOR IN

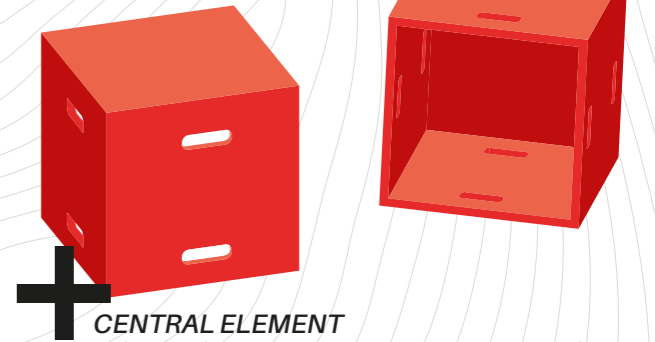


ARCHITECTURE MUST LEAD TO IMPROVEMENT ; THUS, THE ARCHITECTURAL SOLUTION CAN BE FIND IN THE IMPROVEMENT OF LIANG MENG (S EDUCATION)



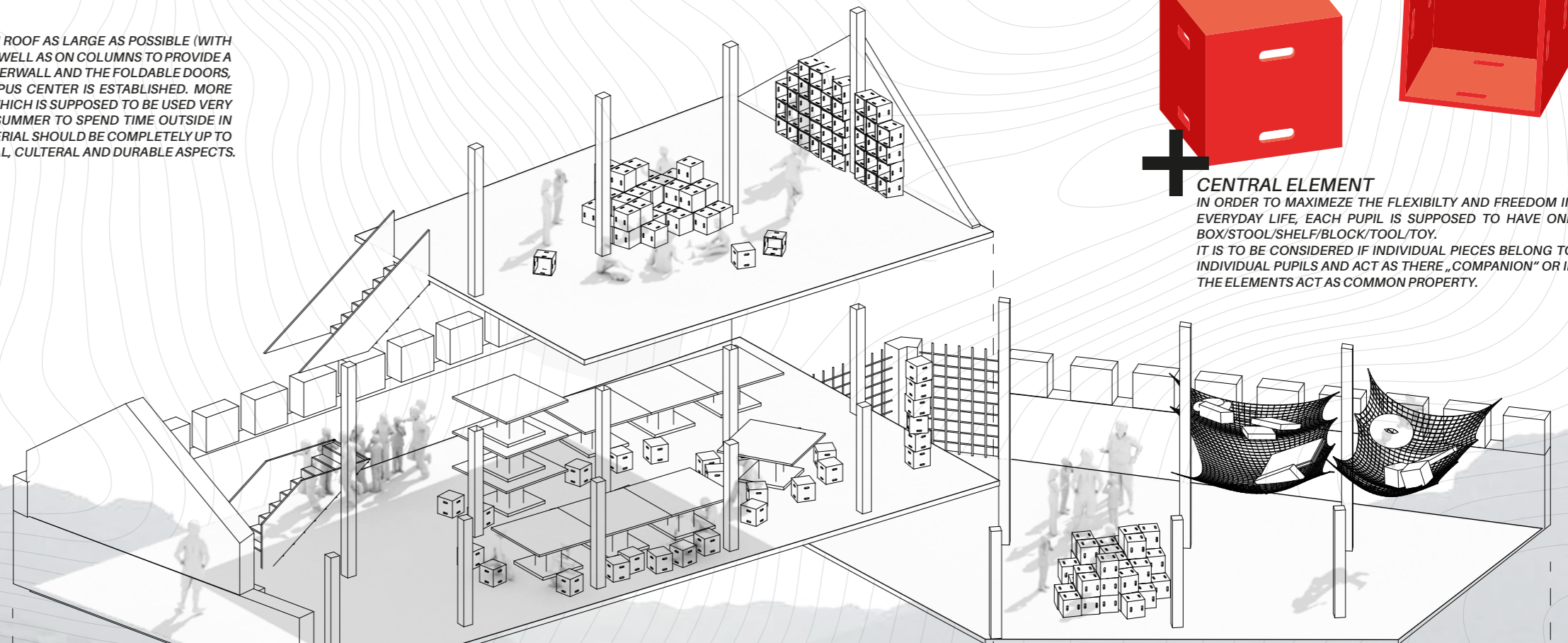
### ARCHITECTURAL CONCEPT

WITH THE HELP AND ADVICE OF LOCAL CARPENTERS A DOUBLE-PITCH ROOF AS LARGE AS POSSIBLE (WITH THE GIVEN BUDGET) SHOULD REST ON THE OUTER PERIMETER WALL AS WELL AS ON COLUMNS TO PROVIDE A CONTINUOUS OPEN SPACE. THROUGH MANY OPENINGS IN THE PERIMETER WALL AND THE FOLDABLE DOORS, A RELATION BETWEEN THE GREEN LANDSCAPE AND THE GREY CAMPUS CENTER IS ESTABLISHED. MORE THAN A THIRD OF THE ROOF IS PROTECTING ONLY OUTDOOR SPACE, WHICH IS SUPPOSED TO BE USED VERY MULTIFUNCTIONAL BUT ESPECIALLY WHILE RAINING OR DURING MIDSUMMER TO SPEND TIME OUTSIDE IN THE SHADOW. IT NEEDS TO BE EMPHASISED THAT THE CHOICE OF MATERIAL SHOULD BE COMPLETELY UP TO THE REGIONAL CRAFTSMAN, WHO DECIDES DEPENDING ON ECONOMICAL, CULTURAL AND DURABLE ASPECTS.



### CENTRAL ELEMENT

IN ORDER TO MAXIMIZE THE FLEXIBILITY AND FREEDOM IN EVERYDAY LIFE, EACH PUPIL IS SUPPOSED TO HAVE ONE BOX/STOOL/SHELF/BLOCK/TOOL/TOY. IT IS TO BE CONSIDERED IF INDIVIDUAL PIECES BELONG TO INDIVIDUAL PUPILS AND ACT AS THERE „COMPANION“ OR IF THE ELEMENTS ACT AS COMMON PROPERTY.



## SUGGESTED IDEAS

- 01** **MULTIFUNCTIONAL ELEMENT**  
ONE FOR EACH PUPIL. THEY WILL ACT AS OMNIPRESENT PART OF THE GROUP AND ARE THOUGHT TO ENABLE THE CREATION OF INDIVIDUAL AND UNIQUE SETTINGS EVERY NEW DAY.
- 02** **MOVEABLE CURTAINS**  
MADE FROM TRADITIONAL BUYI CLOTH ENABLES VARIOUS PRIVACY AND ACTION SETTINGS. THEATER SITUATIONS, SMALL GROUP PROJECTS, EXHIBITIONS OR GAMES ARE FOR EXAMPLE POSSIBLE.
- 03** **FOLDABLE DOORS**  
ALLOW FOR A CONTINUOUS SPACE IN- AND OUTSIDE FOR MOST TIME OF THE YEAR. THE CANTEEN AREA IS NO LONGER BOUND TO A SPECIFIED SPACE, BUT THE CAMPUS CENTER BECOMES THE CANTEEN, AND THE CANTEEN BECOMES THE CAMPUS CENTER.
- 04** **HUGE NET**  
WORKS BASICALLY LIKE A BIG HAMMOCK. IT CAN BE USED AS A SPACE TO REST, AS A PLAYGROUND OR EVEN AS STORING FACILITY.
- 05** **OPEN ROOFED SPACE**  
PROVIDES POSSIBILITIES FOR SPENDING TIME OUTSIDE WHILE IT MIGHT RAIN OR DURING MIDSUMMER.
- 06** **MAJOR OPENINGS**  
TRANSPARENT AREAS WHICH FRAMES A SPECIFIC VIEW OF THE PICTORIAL LANDSCAPE SEEN FROM THE CENTRAL CAMPUS AREA.
- 07** **SPACE FOR AGRICULTURAL EDUCATION**  
PERIODICAL CHANGING TEAMS OF PUPILS ARE RESPONSIBLE FOR THE WELL-BEING OF THE PLANTS AND HAVE TO ENGAGE WITH GROWING THEM AND THE DOMESTIC BOTANY.
- 08** **SIGN TATTOOS**  
LARGE SCALE SIGN PAINTS ARE USED TO MAKE THE BUILDING SPACES MORE FRIENDLY AND GIVE IDENTITY TO THE SCHOOL. IN THE SHOWN CASE THE SIGNS SAY SOMETHING AS WISDOM, SKILL, KNOWLEDGE.

# LIANG MENG'S IDEASCHOOL

