

## PRESCHOOL PLAY SPACE

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<b>Key Words</b>	Children, Concept Development, Design Process, Innovation
<b>Category</b>	Project Types: Educational
<b>Type</b>	Studio Project
<b>Level</b>	Freshman
<b>Duration</b>	5 weeks
<b>Abstract</b>	The project involved the design of a small preschool. As the interior design students were in their first semester of design studio, the emphasis was on concept development, design process, and finding creative solutions. Students visited a preschool to observe and learn how children use space.
<b>Objectives</b>	To introduce students to the design process, programming, and space planning; and To apply codes to a design project.
<b>Criteria</b>	Each student was given a floor plan and section of a preschool facility. The building was originally a small church. The exterior of the building had to remain as it was, which meant windows and doors could not be moved or added and the direction of North had to also remain as it was. The ceiling of the facility could be lowered but not raised. The facility was located in a cold climate, so the design had to reflect the children's need for large muscle activity.
<b>Process</b>	Students began the project by studying the project requirements.  Students then researched children's environments by finding sources on children's design at the library and through visits to at least one preschool  Students next began programming the project and thinking about the early stages of concept development and space planning.  Next, the project was refined in terms of concept and space planning.  Last, the visual and written material (program) were finished.  Students had five weeks to complete the project. They met twice a week in

class to work on the project and receive input from the teacher as well as other students.

**Presentation** The project included a visual and a written presentation:

Visual Presentation

Each student completed a 20" x 30" board with tracing paper taped to the front. The board contained a floor plan in 1/4" = 1'-0" scale, and conceptual doodles showing the dynamic nature of the space as well as many of the options in which the space would be used. The drawings were all very loose and sketchy with the emphasis on the concept. The first four steps of the five bubble flow diagram process were also included in a smaller scale (the fifth step of bubbles was the 1/4" scale floor plan).

Written Presentation

Each student completed a program outlining the scope of the problem, the site condition, details pertaining to the client, a spatial analysis form, the overall design concept, the materials used in the space, and two research articles that were useful in the design of the space. The program was typed and placed in a notebook.

**Evaluation**

Grading Criteria

Space Planning.....	25
Overall Visual Presentation.....	20
Design Process/ Preliminary Drawings.....	20
Program.....	20
Materials/ Finishes Selection.....	15

**Resources**

- Each student visited at least one preschool. These appointments were often made by the student. The teacher provided one opportunity outside of class if students wanted to visit a preschool with the class.
- Students were provided with a copy of the HRS State of Florida code requirements for day care centers and preschools. All projects were to comply with these standards.
- Students were also given a copy of the curriculum guidelines from Creative Preschool for use in establishing appropriate play and activity areas for various age groups. Creative Preschool is a nationally recognized preschool located in Tallahassee, Florida.
- Students were required to use the campus library to find articles pertaining to children 's spaces. One periodical that was especially helpful is: Day Care and Early Education.