

# **EXERCISE 6: DESIGN ANALYSIS**

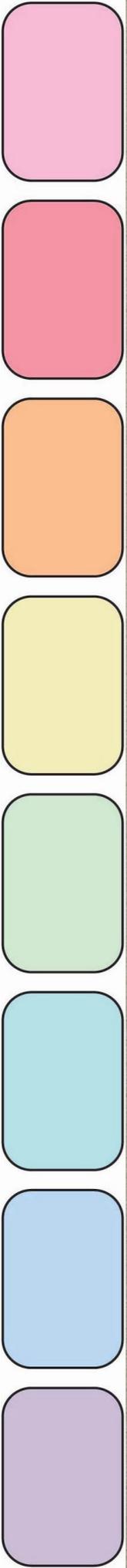
ELEMENTARY CLASSROOM, PART 2. *Completion of the brief.*

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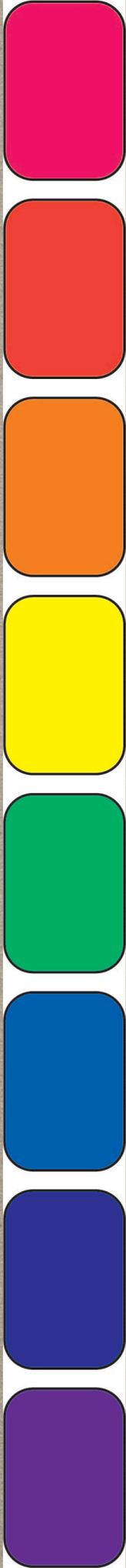
*Fall 2018*

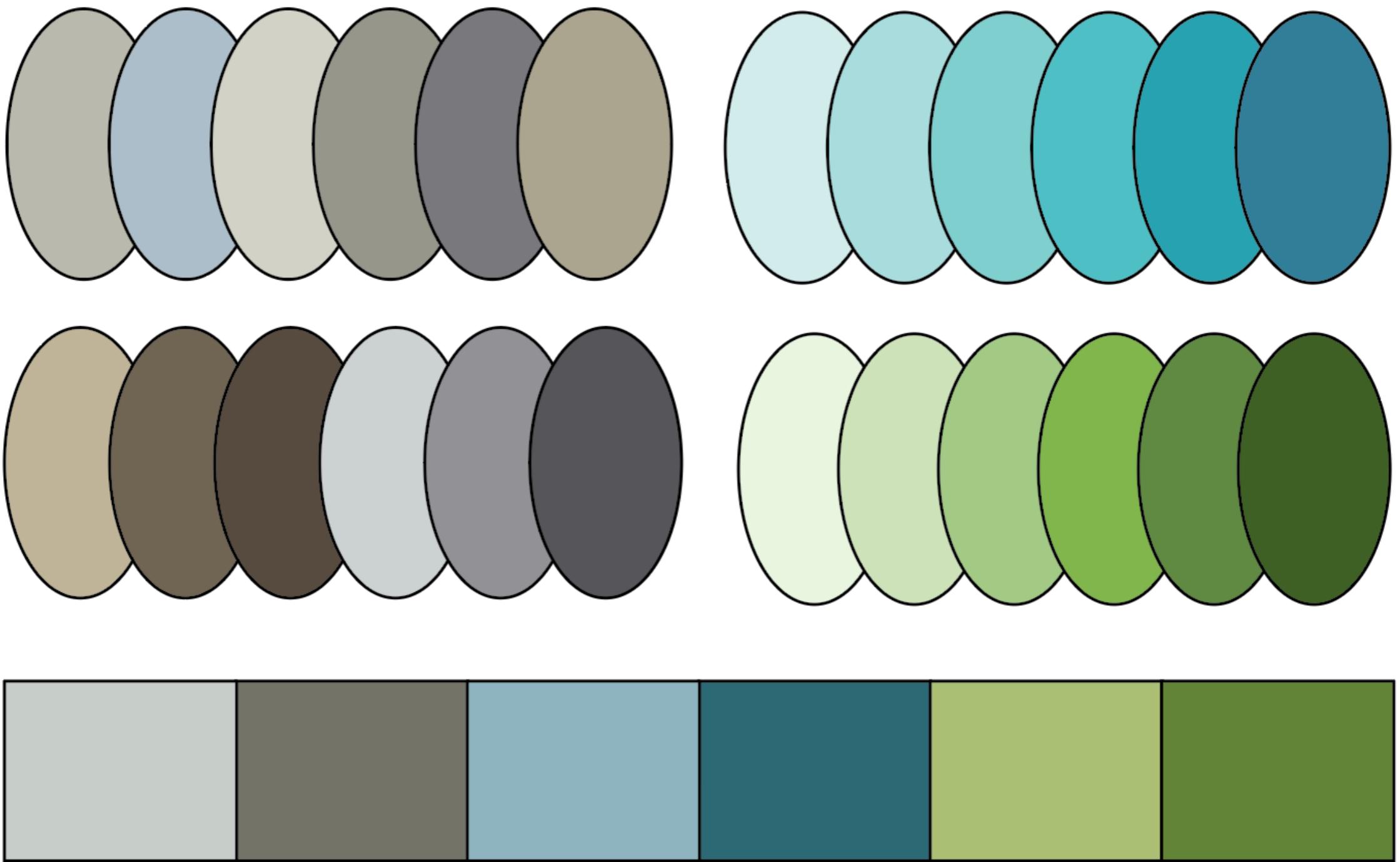


## *Muted vs Bold.*

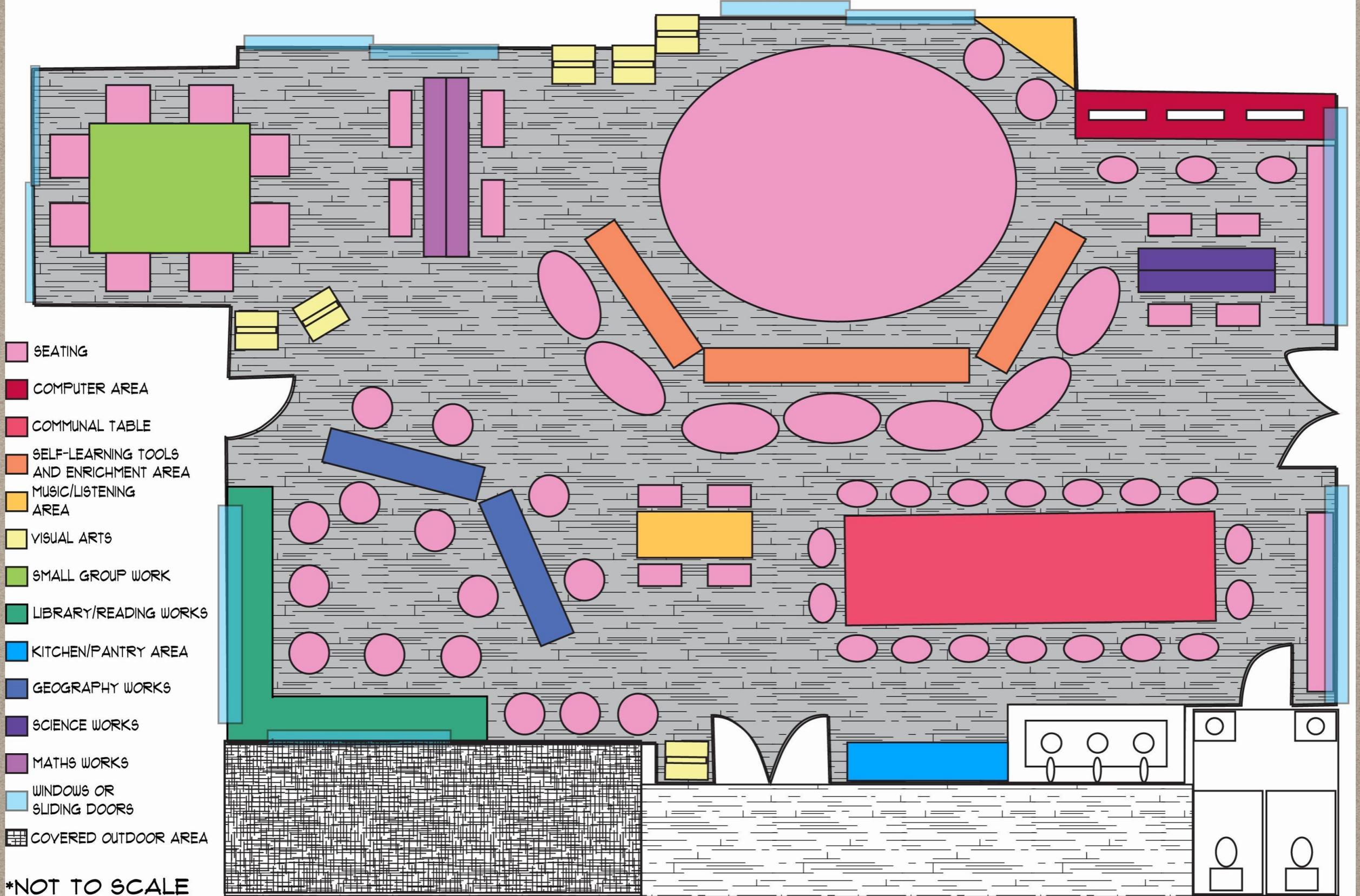
*Learning environments are greatly affected by colours.*

*Though some studies recommend bright, bold colours, (right) to help cognition and excitement whilst learning. The muted palette (left) may be more appropriate for some learning environments due to its ability to ease the minds of some students who may have sensory overload issues, whilst still maintaining a colourful, bright palette that is still engaging students. (Kopec, 2018)*





**A GENERALLY NEUTRAL PALETTE  
FOR A MORE UNIVERSAL, DIVERSE  
LEARNING ENVIRONMENT.**



# UPPER MONTESSORI CLASSROOM JACKSONVILLE, FLORIDA



(Fig. 1)



(Fig. 2)



(Fig. 3)



(Fig. 4)



(Fig. 5)

*Non-traditional seating is able to be repurposed within the classroom environment.*

*I've chosen traditional and nontraditional seating in a variety of textures and colours to add depth to the design, as well as a much-needed amount of whimsy with a feeling of place-making and assemblage. (The variety also lends itself to replacement, should any of the seats become damaged or find themselves in need of circulation.)*



(Fig. 6)



(Fig. 7)

*Rugs help both with the acoustics of the space, but also with the floor division of space. They can act as way finding devices as well as to add comfort within the learning environment. (Kopec, 2018)*



Various types of classroom lighting allow for smaller groups and even individuals to feel comfortable within the space. Often times, fluorescent lighting is harsh and causes eye strain and headaches. This can be adjusted with a filter and simply reducing the amount of fluorescent light that is actually being turned on. (I would allow my classroom windows to be open and only allow one set of the overhead lights to be on, if at all.)



(Fig. 11)



(Fig. 12)

*By incorporating live plants, as well as classroom “pets” students are able to connect with nature within their learning environments as well as understanding the general necessity of caring for something else. These two things are rather integral in many holistic styles of education, Montessori included. The flow of oxygen-rich air and the improvement of the air quality within the classroom is very important to sustained exposure to a space. (Casamassima, 2018)*

# WORKS CITED

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Kopec, D. (2018) Environmental Psychology for Design: 3rd Edition. NYC, NY: Fairchild Books, Bloomsbury. pp.103-5, 152-5, 237-40

# Image Sources

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- Fig. 2: Woven, woolen, felted balls for seating. Accessed 20 September, 2018 from [https://cdn.shopify.com/s/files/1/2653/5922/products/Balls\\_under\\_table\\_2\\_2048x2048.jpg?v=1529443321](https://cdn.shopify.com/s/files/1/2653/5922/products/Balls_under_table_2_2048x2048.jpg?v=1529443321)
- Fig. 3: Beanbag chair that doubles as a nap spot. Accessed 18 October, 2018 from <https://www.yogibo.com/yogibo-mini/>
- Fig. 4: Seating pad. Accessed 18 October, 2018 from <https://www.yogibo.com/zoola-pad/>
- Fig. 5: Wooden dining chair. Accessed 20 September, 2018 from [https://image.architonic.com/img\\_pro2-4/126/2883/ny11-dining-chair-natural-01-lowres-b.jpg](https://image.architonic.com/img_pro2-4/126/2883/ny11-dining-chair-natural-01-lowres-b.jpg)
- Fig. 6: Geometric patterned, woven rug, Accessed 18 October, 2018 from [http://www.dwr.com/rugs-rugs/palani-kilim-rug/6041.html?lang=en\\_US#lang=en\\_US&start=44](http://www.dwr.com/rugs-rugs/palani-kilim-rug/6041.html?lang=en_US#lang=en_US&start=44)
- Fig. 7: Various woven rugs. Accessed 18 October, 2018 from <https://annieselke.com/Rugs/All-Rug-Sizes/10%27-x-14%27-Rugs/Luru-Woven-Jute-Rug/p/DA895>
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- Fig. 9: Fluorescent light filter to reduce flicker and eyestrain. Accessed 18 October, 2018 from [https://www.got-specialkids.com/Tranquil-Blue-Classroom-Light-Filters-Set-of-4-p/5002.htm?gclid=CjwKCAjw3qDeBRBkEiwAsqeO7v1Nwagju7y0lMfHmxh24aCaOtdzXJYRL\\_tp9cZFaO034GeQPQ-PbBoCSiwQAvD\\_BwE&Click=980&gdfi=eb13c11817f34324aa02a947b1cf334e&gdfms=9A4182CA94A74F4482EA5439E610477A](https://www.got-specialkids.com/Tranquil-Blue-Classroom-Light-Filters-Set-of-4-p/5002.htm?gclid=CjwKCAjw3qDeBRBkEiwAsqeO7v1Nwagju7y0lMfHmxh24aCaOtdzXJYRL_tp9cZFaO034GeQPQ-PbBoCSiwQAvD_BwE&Click=980&gdfi=eb13c11817f34324aa02a947b1cf334e&gdfms=9A4182CA94A74F4482EA5439E610477A)
- Fig. 10: Faerie light area for meditation and self-led exploration of various works. Accessed 18 October, 2018 from <https://fairydustteaching.com/2014/10/reggio-inspired-lights/>
- Fig. 11: An Upper-Elementary classroom. Accessed 18 October, 2018 from <http://www.howwemontessori.com/how-we-montessori/2017/05/supporting-children-through-change-the-montessori-way.html>
- Fig. 12: Another Upper-Elementary classroom. Accessed 18 October, 2018 from <http://www.montessori-blog.org/2016/12/01/20161026the-flora-of-a-montessori-classroom/>