

MEIYI RKEC Kindergarten

MEIYI 英皇國際幼兒園

設計者」 P A L DESIGN GROUP / 何宗憲

參與者」 梁偉政 林靜榕 葉健琳 鄧長安

攝影者」 陳彥銘

空間性質」 幼兒園

坐落位置」 中國

主要材料」 仿木紋貼膜、木紋膠地板、塑膠地墊、牆紙、水磨石、人造石、瓷磚、馬賽克、特色玻璃、不鏽鋼、乳膠漆、噴漆、吸音板

面積」 904 坪

項目年份」 2021 年

Designers」 P A L DESIGN GROUP / Joey Ho

Project Team」 Daniel Leung, Ivy Lam, Dabrica Yip, Panda Tang

Photographer」 Yanming Chen

Category」 Kindergarten

Location」 China

Materials」 Wood grain veneer, Wood grain rubber flooring, plastic floor mats, wallpaper, terrazzo, manmade stone, ceramic tiles, mosaics, special glass, stainless steel, latex paint, sound absorbing board

Size」 2990m²

Project year」 2021



圓弧線條流貫灰白色的空間，打破學習場域界限，也打破幼兒園的刻板想像；以「未來」為設計核心，賦予空間更多包容與可能，提供孩童自由探索的成長經驗。

灰白色主調的空間內，圓弧線條串聯各個角落，遍布玩樂身影與童聲笑語，相較刻板印象中五顏六色的幼兒園可能更似未來世界的場景。何宗憲於此作大膽嘗試，不同於過往談起兒童空間總關注「異想天開」的風格：繽紛的色彩、充滿藝術感的造型、不同幾何形狀的組合與堆疊，似乎一定要先



有充滿想像力的空間，孩子才能學會揮灑創意。然而「過分追求空間創意與造型，是否已是某種程度的畫地為牢？」設計師的答案存在於作品之中，選擇具有延展性的「弧線」與整體性的「量體」作為貫串所有空間的設計語彙，將充滿平衡與節奏感的正負空間彼此融合、界定，創造擁抱多元與可能性的「未來」幼兒園。

不設限的探索空間

品牌重視孩童與自然環境的互動及薰陶，希望將「不設限」的學習精神融入日常，打造「像大學一樣的幼兒園」。建築外立面即彰顯教育理念，利用立體造型綠植妝點，與大面積草坪延伸相連成為一座垂直花園，連續的U字型線條自戶外一路延伸入內，使前廳成為室內外的過渡區域，布局開放通透，提供空間多元運用的靈活度，接待處則以弧線分隔出機能。

同樣手法運用於1樓後方展廊處，設計師以具現代感的幾何量體造景，流動的弧線分割出樓梯、平台、儲物櫃、劇場入口等機能，開口處運用特色玻璃，使視覺穿透或錯開，吸引孩童自由穿梭探尋，亦可作為表演藝術作品展示的流動廊道，或休憩玩樂、閱讀等多樣化空間。繪本閱讀區則散布於不同公共區域之中，模糊閱讀場域的界線，

Joey Ho



P A L DESIGN GROUP / 何宗憲

何宗憲深信設計的本質是啟發人們領悟生活的無限可能，故不設界限參與各個領域的設計項目，如酒店、住宅、商業、教育及公共機構等，足跡遍佈美國、澳洲、新加坡、印度、印尼、香港和大中華等地區，亦屢獲海外業界權威獎項與榮譽，至今已超越 180 項，包括 Andrew Martin 國際室內設計大獎、英國 FX 國際室內設計大獎、美國《室內設計》雜誌年度最佳設計獎、荷蘭《Frame》雜誌室內設計大獎、IFI 全球卓越設計大獎、INSIDE 世界室內設計獎、中國「金殿獎」年度傑出設計師。現任 P A L Design Group 設計董事，前任香港室內設計協會會長，曾獲選中國室內設計十大年度人物、香港十大傑出設計師。

P A L DESIGN GROUP

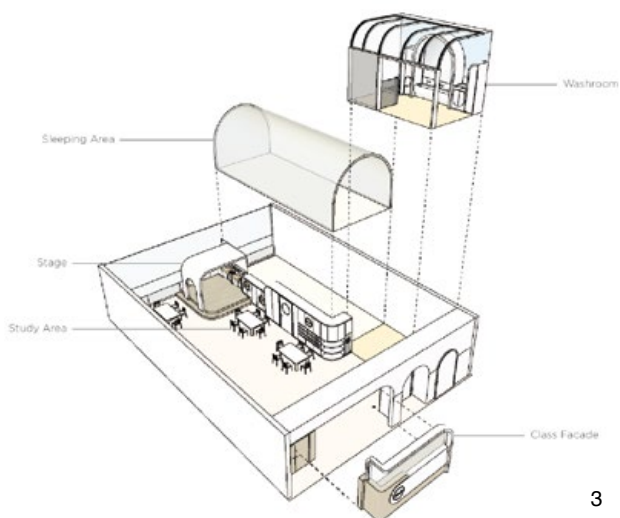
Joey Ho is a design partner of P A L Design Group, he believes the core essence of design is to inspire and open up possibilities of life. So, he actively involves in design projects borderlessly and successfully established a rich archive of works of diverse scopes of specialties and sectors, including corporate, residential, education, hospitality and various sectors in different countries. This also brings him over 180 awards and honors, including The Andrew Martin International Interior Designer of the Year Award, FX International Design Awards (United Kingdom), "Interior Design" magazine Best of Year Awards (United States), "Frame" magazine Awards (Netherlands), IFI Global Awards, INSIDE World Festival of Interiors Award and Golden Design Award of Interior & Architecture Outstanding Designer (China).

1. 利用綠植點綴立面，與草坪延伸相連。2. 流暢的曲線為大廳帶入未來感。

1. Green vegetated feature wall as an extension of the exterior lawn. 2. Smooth curves bring new inspiration into the lobby.

3. 教室軸測圖。4. 將弧線嵌入量體，分隔不同機能區間。5. 廊道可作為學童表演藝術品的展區。

3. Isometric plan. 4. Continuing the arc design vocabulary and embedded into the space volume. 5. Multi-functional corridor can be used for student art performances or artwork exhibition.



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呼應「學習不設限」的理念，期待培養學童「隨時隨地皆可閱讀」的習慣；同時利用閒餘空間規劃獨立座位區，尊重孩子獨處與交流的需求，成為課餘時專屬的小天地。

日常生活的劇場

幼兒園服務 2 歲至 6 歲的學齡前幼兒，為每個年齡層量身打造課程，教室更是學習的核心，設計保留大面積開窗引入自然採光與景致，一掃教室給予人的束縛感，更規劃小舞台、獨立午休臥室、衛生間等區域，並將機能區域透過簡潔



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的框架進行模組化，可依據各空間與年齡需求進行有機組合，室內處處細節皆依兒童視覺尺度貼心規劃，使教室成為師生可共同創作的生活舞台。圓弧元素同樣運用於教室各處，如天花板中央的大圓形燈板、櫃體、入口等，使空間呈現柔和氛圍，衛生間透過弧線堆疊韻律與藝術性，午休臥室則透過圓拱穹頂賦予包覆感，提供孩子靜謐的安眠。

而圓弧不僅存在室內，建築本身轉折處即規劃為圓形空間，1樓作為體能活動室，順著基地設置球池與圓形滑梯，透過不同材質的遊具，提供孩童探索、攀爬等活動空間；2樓則安排為美術教室，連續性開窗最大限度地將戶外景觀引入室內，開啟環境與藝術的對話，使學生在周遭自然的擁簇下創作，親身感受世界的多彩。全作設計貫徹「不侷限、生活處處皆能學習」的設計理念，設計師以「未來思維」賦予空間最大的包容力與可能性，為每一位學童創造獨一無二的自由成長體驗。撰文

林慧慈



6. 教室上半部為玻璃牆體，方便老師掌握孩童安全。7. 沙池天地，配合即時互動投影連接虛擬與真實。8. 將小舞台、儲物空間、午休臥室、衛生間等功能模組有機連結。9.1 樓平面圖。10. 午休臥室以圓拱窗型塑造室內靜謐氛圍。11. 衛生間延續設計主軸，以弧線堆疊韻律與藝術感。12. 專業的劇場空間，使孩子透過戲劇情境探索想像。

6. Classroom partition with glass panels at higher elevations that allow teachers to make observations and keeping children's safe. 7. Sand play pool with real-time interactive virtual image projection. 8. Organically connect functional modules such as the small stage, storage spaces, lunch break room, and bathrooms. 9. First Floor Plan. 10. The lunch break nap room with quiet atmosphere. 11. Artistic sense of design theme extended into the bathroom. 12. Professional theatre spaces for children to explore their imagination through theatrical play.

Within the simple gray and white color tone space, the curve lines appeared at various corners just like children's laughter and playful figures throughout the space. This all may be more like a scene of the future world than the stereotypical colorful kindergarten. This is designer Ho's avant garde like bold attempt to make different from the conventional "whimsy" style for children's space. it seems that there must be a space full of imagination before children can learn to be creative. However, the question raised "is the excessive pursuit of spatial creativity and modeling already present a a certain degree of limitation?" The design team offer resolution to this question by choosing the malleable "curve" and the holistic "volume" as the design vocabulary that runs through the project. Integrating and defining the spaces as full of balance and rhythm, and creating a "future" new generation of kindergarten embraces diversity and possibility.

Unlimited exploring

MEIYI value is its great importance on children's interaction and influence with the natural environment, and hopes to integrate the "unlimited" learning experience into daily life by creating an "university like kindergarten". The exterior of the building highlights the concept of education, A green vegetated feature wall is an extension of the large lawn area that becomes a vertical garden. Continuous U-shaped lines extend all the way from the outdoors into the interior space so the vestibule becomes a transitional zone. The open plan provides flexibility in terms of use and the reception area is also separated by arcs.

The same technique is applied to the first floor rear gallery where the designers used modern geometric volumes to create a landscape. The malleable curve lines separate out various functional elements like stairs, platforms, lockers, theater entrances, etc. The opening paired with feature glass creates visual interest encouraging children to explore different spaces. The multi-functional corridor zone can also be used for the display of artworks, group activities of play or storytelling.

The picture book reading space is sprinkled in different public areas, internationally blurring the boundaries of the reading place thereby echoing the "unlimited learning" educational concept that looks forward to cultivating in children the habit of "reading anytime and anywhere." At the same time, Ho used spare space to establish a personal seating zone where there is a respect for children's need for independence and can be used exclusively as a small world after-school hours.





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13.1 樓體能活動室，將生活情景融入遊樂之中。14.1 樓體能活動室，遊具發揮圓形基地優勢。15. 轉折處牆體運用長虹玻璃，使採光通透無阻礙。16. 開放式繪本館散布於公共區域各處，使閱讀行為不侷限於一處。17.2 樓平面圖。18. 美術教室大面開窗迎入採光與景致。
 13. First floor Physical Activity Room, which integrates life scenes into the play. 14. First floor physical activity room. 15. Linear ribbon windows allowing continuous natural lighting penetrative into space. 16. Open picture book bookshelves throughout the public areas encourage reading that is not limited to one place. 17. Second Floor Plan. 18. Art classroom with large openings that invites in the natural light scenery.

建材分析 Material Analysis

1. 外立面種植立體造型植栽，結合室外大面積草坪，營造清新而活潑的氛圍。
 2. 多處運用特色玻璃，在不同角度下呈現色彩變化，為空間賦予探索的趣味。
 3. 小劇場以專業規格打造，使用吸音材質，提供孩童觀賞或演譯戲劇演出。
1. The exterior facade with planted vertical greenery wall combined with the large outdoor area of lawn creates a fresh and lively atmosphere. 2. The use of characteristic glass in many places presents color changes at different angles, giving the spaces the fun of exploration. 3. The small theater is a design based on a professional level of theater equipment using sound-absorbing materials thereby providing children with viewing or interpreting performances.

溝通重點 Communication Note

1. 以「未來」為核心發想，選擇一致的設計語彙「弧線」與「量體」，以灰白為主色調，賦予空間最大的包容力。
 2. 每間教室內皆須有小舞台、獨立的午休臥房與衛生間，設計師將機能模組化，再依空間及不同年齡需求結合。
1. With "future" as the core thinking, Ho selected a consistent design vocabulary of "arc" and "volume" and used gray and white as the main color tones to give the space the greatest ability to be inclusive. 2. Each classroom has a small stage, a separate nap room and a bathroom. The designer modularized the functions then reorganize the space according to different age group needs.

A Theater of everyday life

MEIYI RKEC offer caring services for 2 year old toddlers to 6 years old preschool children. Tailored to each age group curriculum, the classroom is the core of learning. The design retains large window openings to allow natural lighting and openness to flow in. A modularization clean framework organizes functional space like the small stage, independent nap room and bathroom. Spaces can be organically combined according to the needs of different age groups. Interior details were carefully planned and implemented according to children's ergonomic scale, so that the classroom becomes a life stage that children can create together.

Curved elements throughout the classroom, such as the large circular light panels in the center of the ceiling, cabinets, entrances, etc., present the space with a lenient atmosphere. The bathroom is decorated with artistic arc elements in a rhythm, and the lunch break nap room dome ceiling provides children with a wrapped quiet space.

The curved feature extends out to the building shape, the turning point of the building itself is planned as a round space. Following the building curve the first floor physical activity room is set up as a ball pool and circular slide. Different play equipment provides children space to explore, climb and play. In the second floor art classroom, continuous large window openings integrate the outdoor landscape into the interior inspiring dialogue between the nature and art to allow children to experience the colorful world. The project truthfully implements the design concept of "no limitation, you can learn everywhere in life," and the designer gave the spaces the greatest possibility with "future thinking," creating a unique free growth experience for each child.



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