



**COLOUR AND CHILD:  
USE OF COLOUR AS A FACILITATOR FOR  
KINDERGARTEN ACTIVITY**

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## Declaration

I declare that this dissertation represents my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation or report submitted to this university or to another institution for a degree, diploma or other qualification.

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## Introduction

The general notion that children 'like' colours and the mere liveliness of their character adults try to reflect by its use result in disastrous and alarming use of colour for children's spaces. It is evident in most play areas, kindergartens, nurseries etc. of our built environment. When the impact such spaces have on its primary users: children, is not comprehended, the activities of spaces suffocate from the lack of suitable ambience.

To overcome this gap between the use of colour and users wellbeing, kindergartens should be created with a thorough understanding of how colours can be used as a tool to generate and maximize the quality of spaces that facilitate the activities, satisfying the needs of children.

The Kindergarten is the place where almost all children form and develop their first impression of the built environment, outside their home. These special places for children have a unique ambience with regard to scale, form, textures, colours etc. The use of colour in pre school environments is accepted as a basic principle due children's unique development of perception and awareness of colour very early in childhood. This sensitivity makes colour a crucial issue.

Moreover,

"Colour is a constituent and it cannot be isolated from texture, surface, light and form."

Dudek, M. (1996), *Kindergarten Architecture: Space for the imagination*, London: E & FN Spon, p.110.

Therefore, colour is an incompatible device that must be used with care.

Therefore this essay attempts to investigate how colours can contribute to the creation of apt ambiances of spaces within a kindergarten to enhance the quality of its activities, through which child development is stimulated.

The first Chapter, “Kindergarten: The Play House for Learning”, focuses on the required spatial quality of Kindergarten Architecture, based on the physical and psychological needs of pre-school children that generate the principles of pre-school education. Within its framework, the chapter runs through a vast array of fields from child psychology based philosophies of early childhood education to the elements of architecture, bringing together the concept of ‘Learning through Play’ and Kindergarten Architecture that facilitates it.

Scaling down to the spatial quality of colour in the second chapter, “Colour for Play”, the potential of Colour in forming and shaping the physical and psychological environment for play is examined. The dimensions, theories, physical and psychological attributes of colour are discussed, extending the study towards children. The chapter attempts to conclude with the exploration of means of harnessing Colour’s potential as a contributor to the creation of a stimulating Kindergarten environment for play.

The last segment of the dissertation, Chapter Three, “Colours at Play”, demonstrates the use of colour through Kindergarten case studies. The case studies employ the methods of observation and in depth interviews with teachers, parents as well as the students, both past and present to examine the effect on the users in relation to the means previously identified, by which colour can contribute to enhance the spatial qualities of a kindergarten environment to facilitate learning through play.