School Objectives
- Encourage positive attitudes in our students
- Insure all instruction is designed around the District and Colorado State Standards
- Establish active learning through methods of inquiry
- Foster a child’s understanding of the world in which they live
- Develop skills essential to language arts, mathematics, social studies, science, technology, art, music, physical education, and Spanish
- Provide the knowledge and application of a second language (Spanish)

Learning Landscape Objectives
- Create an environment that promotes body and mind connections through movement, sound, texture, visual stimuli, smells and tastes.
- Provide the opportunity for curriculum reinforcing activities in the landscape.
- Offer opportunities that fit and nurture a diversity of emotional states and learning styles.
- Create place that is rich in material, scale, texture, color, and form that will enrich the community and school through aesthetic exposure and cultivate aesthetic awareness.

Project Vision
To provide a safe and nurturing environment for Bradley International Elementary School that promotes the physical, social, emotional, and cognitive development of children while inspiring pride and ownership in the students and the community of University Hills.

Based on my research on brain development and the learning process, it is clear that exercise, along with shaping bones, muscles, heart and lungs, also strengthens the brain. Aerobic exercise increases the blood supply to the brain and a coordinated series of movements elevates natural neural growth factors in the body and increases the number of connections among neurons.

In a case study of 500 Canadian children, students who spent an extra hour each day in gym class performed notably better on exams than less active children.
Theme

The aesthetic ordering system is based on the theme of the school which is “International”. A progression can be made from “international” to “global” and then to “globe”. There is a lot of fodder in the idea of a globe as a model for manifesting this environment. As an example, “global” can take the form of a circle, an arc, a sphere, or a hemisphere. As an aesthetic ordering system there is the potential to use the forms as a tool for unifying and articulating the ultimate design. Retaining the “international” concept is an opportunity to create spaces that reference different cultures and continents.
The 7 senses at our disposal
Sense of motion and equilibrium (Vestibular System)
Sense of muscular movement and position in space (Proprioception)
Sense of sight
Sense of hearing
Sense of smell
Sense of taste
Sense of touch

Every learning situation deals with the same basic steps: sensory input, integration and assimilation and action. The more diverse and rich an environment the more opportunity for sensory input. The traditional indoor school methodology approaches sensory input from a sight, hearing and sometimes touch perspective. This limits the opportunity to learn by less than one half of its potential.

Movement

- Climbing and crawling actions use the entire body and promote connections between the hemispheres. The more connections the faster and easier it becomes to access and assimilate new information.
- Spinning, hanging upsidedown and maintaining balance engages the vestibular system and initiates the Reticular Activating System which wakes up the brain. Thus, increasing responsiveness to incoming sensory stimuli from the environment.

IE: These actions prepare the brain for new learning.
Emotional and Learning diversity

An open exposed environment:

A smaller scaled protected environment: