Abstract

The school has today several spaces from the past, places to learn that not always take into account the activity of the ones inhabiting it. Spaces thought for quietness and not for movement. Closed areas compared to open spaces and many times small open areas. Space is not yet considered part of the school curriculum, but yet it is part of a dark, silent and invisible curriculum. The school architecture has in itself what pedagogy means to teach but do both dialogue for an encounter?. At this point this investigation will try to stop and think through history and construction politics of school constructions analysing the present situation of school spaces, exploring a zone not usually taken into consideration by teachers who usually use the school spaces.