

# In Dialogue with the Studio

Satellite Children's Centre



REGGIO-INSPIRED  
**LEARNING  
CENTRE**  

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**Frog Hollow**



## How does the identity of an object change when used in a different context?

This hypothesis was posed by educators of our 3-5 Satellite program as they observed children using objects in different situations to change their identity and purpose.

*How does an object change when we pretend to use it as a different object?*

*How do materials change identity when they are manipulated, mixed together or used in "unusual" contexts?*

## The Creation of the Studio

Educators had been thinking about creating a studio space for a while now and the timing seemed perfect.

As we worked to put together the studio, we asked ourselves: “how does the identity of a room change when used for a different purpose?”





The room we chose for the studio was a room generally used for dramatic play and free play for “non-nappers” during nap time.

As we brought material in, children became very curious about what other items they could add to the space.

Left: Nathaniel slips in some objects and art work he thinks should be added to the studio

We recognized that children needed to be a part of the process and we started holding meetings to collaborate on the idea of what the studio is and what it should look like



“Brushes and paint”  
“Beautiful things”



We started by taking small group tours in the studio – taking pictures or drawing what stood out for us. As we explored the space we continued to ask,



*“what is the intention of this space?”*

*What are the possibilities of the studio?”*





A group of toddlers exploring the Studio



In the spirit of our discussions, we planned a trip to the Vancouver Art Gallery.

Prior to the trip, we held a few meetings with the children, exploring what kind of a place the gallery was.

What is art?  
What is a gallery?  
Why do we create art?





As educators,  
we received  
professional  
development  
in considering  
the same  
questions.



On the day of our trip to the gallery, we provided clipboards, paper and pencils to children to express their ideas as they observed the artwork.

Children met after the trip and reflected on their observations:

*What did you see in the gallery?*

*“Pictures!” (Samuel)*

*What kind of pictures?*

*“trees, buildings, fire in the forest”*



*Nathanial: “a sun and a plane”*

*Katie: “I saw a bridge”*

*Bevan: “a bridge and a castle”*



*Abby: “my hands”*

*Nathanial: “a clown in the mountains”*

*Drake: “A very dirty house”*

As we work together to give new meanings to our space, we continue to wonder:  
*How has the identity of the small, quiet play room changed through our exploration of possibilities in creating a studio space?*

