This 2-semester studio sequence will study how concepts of garden, forest and landscape became metaphors for both building typologies of play, exploration and learning for children, and to explore the design of urban spaces that support those ideas. The research phase will explore four core philosophical and pedagogical ideas: how metaphors have inspired pedagogical models and the design of children spaces; how the integration of building and natural systems support learning, place identity and human development; how the evolution of educational building typologies of early modernism relate to planning ideas for the city; and how new contemporary experiments in educational architecture relate to urban ecologies. After developing an intellectual framework for the design of children spaces in urban environments in the research semester, the students will engage in design investigations that explore the potential for constructing new landscapes for learning in contemporary cities.