



# UNIVERSITÀ DEGLI STUDI DI PALERMO

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------|
| DEPARTMENT                   | Architettura                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                  |
| ACADEMIC YEAR                | 2017/2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                  |
| MASTER'S DEGREE (MSC)        | ARCHITECTURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                  |
| SUBJECT                      | ARCHITECTURAL DESIGN I - STUDIO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |
| TYPE OF EDUCATIONAL ACTIVITY | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                  |
| AMBIT                        | 50665-Progettazione architettonica e urbana                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |                  |
| CODE                         | 04249                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |                  |
| SCIENTIFIC SECTOR(S)         | ICAR/14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |                  |
| HEAD PROFESSOR(S)            | SCIASCIA ANDREA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Professore Ordinario | Univ. di PALERMO |
|                              | DI BENEDETTO GIUSEPPE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Professore Ordinario | Univ. di PALERMO |
|                              | MARSALA GIUSEPPE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Professore Associato | Univ. di PALERMO |
| OTHER PROFESSOR(S)           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |
| CREDITS                      | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |                  |
| INDIVIDUAL STUDY (Hrs)       | 108                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |
| COURSE ACTIVITY (Hrs)        | 192                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |
| PROPAEDEUTICAL SUBJECTS      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |
| MUTUALIZATION                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |
| YEAR                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                  |
| TERM (SEMESTER)              | Annual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |
| ATTENDANCE                   | Mandatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                  |
| EVALUATION                   | Out of 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                  |
| TEACHER OFFICE HOURS         | <p><b>DI BENEDETTO GIUSEPPE</b><br/> Wednesday 09:30 11:30 Stanza 119, Corpo C, Dipartimento di Architettura (D'ARCH), previo appuntamento mediante messaggio di posta elettronica.</p> <p><b>MARSALA GIUSEPPE</b><br/> Monday 16:30 18:30 Dipartimento di Architettura, Stanza n°117Previo appuntamento.</p> <p><b>SCIASCIA ANDREA</b><br/> Tuesday 09:00 12:00 DIPARTIMENTO D'ARCHITETTURA (FACOLTA DI ARCHITETTURA, edificio 14) primo piano, stanza n.110 - e in altri giorni sempre su prenotazione -.</p> |                      |                  |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PREREQUISITES</b>      | <p>Basic knowledge of drawing: ability to analyze and interpret graphics, drawings and representations (plans, fronts, sections); basic knowledge of proportional scales.</p> <p>Elementary notions of art history and history of architecture.</p> <p>Ability to summarize in written and oral presentations; basic knowledge of geography (basic topological and temporal concepts, orientation and cardinal points).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>LEARNING OUTCOMES</b>  | <p><b>KNOWLEDGE AND COMPREHENSION ABILITIES</b><br/>Knowledge and comprehension of methods of implementation, principles and rules that underlie current architectural composition.</p> <p>Knowledge and comprehension of methods and cultural instruments for architectural design also meant as a synthesis between figural, functional and structural items related to the definition of low complexity programs.</p> <p><b>ABILITY TO APPLY KNOWLEDGE AND COMPREHENSION</b><br/>Ability to apply the concepts and methodology acquired in development and execution of assigned exercises.</p> <p>Ability to control the phases of the architectural design process, through a correct and congruent use of instruments, methodologies and techniques acquired.</p> <p><b>JUDGEMENT AUTONOMY</b><br/>Acquisition of an initial intellectual autonomy and a progressive critical spirit, through hermeneutic investigation and textual exegesis processes, also aiming to increase awareness of the possibility to autonomously understand the fundamental phases of the process to define organizational aspects and figural solutions set by a design program.</p> <p><b>COMMUNICATION ABILITIES</b><br/>Ability to communicate ideas and results progressively achieved through the use of appropriate tools and effective and up to date modes of representation and illustration, peculiar to the discipline, relating both to the different codes of representation of architecture and the correct and consistent use of drawing, and to the use of an appropriate and effective language in written and oral presentations.</p> <p><b>LEARNING ABILITIES</b><br/>Ability of stimulating intellectual creativity through the divergent use of thought categories and interpretative schemes provided.</p> <p>Ability to alternate hypothetical-deductive and inductive procedures, with use of sources (experiences, observations, documents) as the starting point of the processes of abstraction and systematization.</p>                                                                                                                                                                                                                                           |
| <b>ASSESSMENT METHODS</b> | <p>Oral exam, written exam, presentation of a project.</p> <p>The final evaluation will take into account the entire training path carried out by the student in the Laboratory and will be based on some fundamental criteria: the successful acquisition of knowledge of the principles and fundamental rules which underlie composition in architecture; the acquisition of primary instruments and cultural knowledge needed in the architectural design practice, with respect to a limited program difficulty; the ability to use the tools of architectural drawing and to apply its rules and methods and the techniques acquired; improving the understanding of the aesthetic values of specific phenomenal realities and the synaesthetic perception of the physical space; the quality of the drawings.</p> <p>The student will also have to answer questions related to the theoretical topics of the lectures. At the same time, during the presentation of his project the student will have to demonstrate his ability to discuss and justify the choices made.</p> <p>In brief, the final exam aims to assess:</p> <ol style="list-style-type: none"><li>a) the knowledge acquired;</li><li>b) the ability to rework autonomously the acquired knowledge;</li><li>c) the ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.</li><li>d) the ability to draw properly and manually the architectural project.</li></ol> <p>The threshold of sufficiency will be reached if the student demonstrates to possess, at least in general terms, abilities, skills and competences listed above. Below that threshold, the student won't be able to pass the examination.</p> <p>The evaluation grade will be progressively higher the greater will be the acquisition of such abilities, skills and competences, with particular regard to those related to "architectural writing".</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria:</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>Excellent (30 – 30 e lode):<br/>         Excellent capacity and ability to rework autonomously the acquired knowledge;<br/>         Excellent capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>         Excellent ability to draw properly and manually the architectural project.</p> <p>Very good (26-29):<br/>         Very good capacity and ability to rework autonomously the acquired knowledge;<br/>         Very good capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>         Very good ability to draw properly and manually the architectural project.</p> <p>Good (24-25):<br/>         more than enough capacity and ability to rework autonomously the acquired knowledge;<br/>         more than enough capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>         more than enough ability to draw properly and manually the architectural project.</p> <p>Average (21-23):<br/>         Basic capacity and ability to rework autonomously the acquired knowledge;<br/>         Basic capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>         Basic ability to draw properly and manually the architectural project.</p> <p>Pass (18-20):<br/>         Very Minimal capacity and ability to rework autonomously the acquired knowledge;<br/>         Very Minimal capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>         Very Minimal ability to draw properly and manually the architectural project.</p> <p>Fail: The student does not have an acceptable knowledge, capacity e ability</p> |
| <b>EDUCATIONAL OBJECTIVES</b> | <p>In order to achieve the educational objectives it has been developed a coordination activity including all first-year disciplines, with particular regard to the interaction among the three architectural design laboratories.<br/>         The coordination activity includes:</p> <ul style="list-style-type: none"> <li>A. A shared topic included in the contents of all the disciplines.</li> <li>B. The study tour with the participation of all professors, in addition to the students.</li> <li>C. The survey as an essential premise of the experience of architectural design.</li> <li>D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.</li> <li>E. A specific contribution of the professors of History of Architecture and Art History to prepare the study tour, introduce the idea of the space of the house that will be explicated in the planning exercise of a "dependance" of significant and paradigmatic houses for the architectural value expressed. In particular, the choice concerns the following exemplary houses:             <ul style="list-style-type: none"> <li>- Giuseppe Samona', home to his brother Alberto in Gibilmanna (1948-1952)</li> <li>- Giuseppe Samona', villa Maniscalco (today Ruvituso) in Baida (1965-1968)</li> <li>- Pasquale Culotta &amp; Giuseppe Leone, Mitra's House in Cefalu' (1968-1970)</li> <li>- Pasquale Culotta &amp; Giuseppe Leone, Di Paola's House in Cefalu' (1976-1979).</li> </ul> </li> </ul> <p>The overall coordination above described is the premise for the coordination among the architectural design laboratories that includes:</p> <ul style="list-style-type: none"> <li>- Teaching developed through joint exercises, among which the long standing one - project of a single-family house - based on the following premises:</li> <li>- The same places found in the areas of settlement and pertinence of the four houses;</li> <li>- Use of the same building system;</li> <li>- Individual conduct of educational work by students;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>- Exclusive use of handmade architectural drawing with the aid of traditional tools (pencil and ink drawings on cardboard 100 x 70);</li> <li>- Realization of a model as a method of investigation and exploration of form and architectural space, with the aim of reaching the 1:50/1:20 scale of representation.</li> <li>- Seminars, with the participation of external teachers, on the themes from words in reciprocal relationship / correspondence: "copy / imitate - translate / interpret"</li> </ul> <p>These coordination activities aim to profitably comply the profiles of the first-year course subjects. Especially the project of an architectural organism, developing it at different scales of representation, from the general ones up to those of detail, checking the formal definition process in relation to the techniques and materials used and to the functional program; the architectural design, starting to control the space of relationship between the designed buildings and the context of belonging.</p> |
| <b>TEACHING METHODS</b>       | Laboratory, Lectures, Classroom exercises, Seminars, workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>SUGGESTED BIBLIOGRAPHY</b> | <ul style="list-style-type: none"> <li>- Le Corbusier, Verso una architettura (1923), Longanesi, Milano 1973.</li> <li>- John Summerson, Il linguaggio classico dell'architettura (1963), Einaudi, Torino 2000.</li> <li>- Heinz Quitzs, La visione estetica di Semper, (seguito da) G. Semper "I 4 elementi dell'architettura", Jaca Book, Milano 1991.</li> <li>- Henry-Russel Hitchcock, Peter Johnson, Lo stile internazionale, trad. it. Zanichelli, Bologna 1982.</li> <li>- Robert Venturi, Complessita' e contraddizione nell'architettura, Dedalo, Bari 1980.</li> <li>- Carlo Aymonino et al., Giuseppe Samona' 1923-1975. Cinquant'anni di architetture, Officina, Roma 1975.</li> <li>- Pasquale Culotta, Giuseppe Leone, Le occasioni del progetto, Medina, Cefalu' 1984.</li> <li>- Andrea Sciascia, Le ville di Falconarossa, in G. Marras, M. Pogačnik, Giuseppe Samona' e la Scuola di Architettura a Venezia, Il Poligrafo, Padova 2006.</li> </ul>                                                                                                                    |

## SYLLABUS

| Hrs | Frontal teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2   | Opening speech. Presentation of the theme of the design laboratory: Dépendance project of significant house.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2   | Definitions of architecture. Comments and critical reflections (writing about architecture).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2   | Composition and design. architectural theory / theory of architectural design.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2   | The cave, the hut, the house. The archetypes and architectural theories between the eighteenth and nineteenth centuries (from Laugier to Viollet Le Duc and Semper).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2   | The Adolf Loos houses and Raumplan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2   | Le Corbusier, the four compositions and the five points of new architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2   | International Style VS Complexity and contradiction in architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2   | Different types of space and structural models of space in architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2   | The founding components of the existence of architecture: Idea, Light, Gravity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2   | Brief mention on the theoretical and cultural orientations prevalent in modern architecture, with particular reference to the Italian experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2   | The preparation of the project: design program, instruments needed, logic and principles of settlement, the writing of the project idea.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10  | Guided tours and study visits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Hrs | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4   | Exercise 1. Film direction/ architectural direction (summaries and reviews)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 16  | Exercise 2. Redrawing of exemplar projects of houses (Giuseppe Samona', casa per il fratello Alberto a Gibilmanna, 1948-1952; Giuseppe Samonà, villa Maniscalco, oggi Ruvituso, a Baida, 1965-1968; Pasquale Culotta & Giuseppe Leone, casa Mitra a Cefalu', 1968-1970; Pasquale Culotta & Giuseppe Leone, casa Di Paola a Cefalu', 1976-1979) addressed to: - acquisition of the correct codes of the architectural drawing representation; - knowledge of the works of the Masters; - knowledge of the relationship between tectonics and architectural form; - comprehension of the relationship between interior and exterior; - comprehension of the differences between organism and architectural type. |
| Hrs | Workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 88  | Project of dependance at the houses: Samonà in Gibilmanna, of Giuseppe Samona', 1948-1952; Maniscalco, today Ruvituso, in Baida, of Giuseppe Samona', 1965-1968; Mitra in Cefalu', of Pasquale Culotta & Giuseppe Leone, 1968-1970; Di Paola in Cefalu', of Pasquale Culotta & Giuseppe Leone, 1976-1979. Survey and drawings, work archetype and final model, written reports on the design intentions and the achieved outcomes.                                                                                                                                                                                                                                                                             |
| 52  | Workshop (1st and 2nd semester)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PREREQUISITES</b>      | <p>Basic knowledge of drawing: ability to analyze and interpret graphics, drawings and representations (plans, fronts, sections); basic knowledge of proportional scales.</p> <p>Elementary notions of art history and history of architecture.</p> <p>Ability to summarize in written and oral presentations; basic knowledge of geography (basic topological and temporal concepts, orientation and cardinal points).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>LEARNING OUTCOMES</b>  | <p><b>KNOWLEDGE AND COMPREHENSION ABILITIES</b><br/>Knowledge and comprehension of methods of implementation, principles and rules that underlie current architectural composition.</p> <p>Knowledge and comprehension of methods and cultural instruments for architectural design also meant as a synthesis between figural, functional and structural items related to the definition of low complexity programs.</p> <p><b>ABILITY TO APPLY KNOWLEDGE AND COMPREHENSION</b><br/>Ability to apply the concepts and methodology acquired in development and execution of assigned exercises.</p> <p>Ability to control the phases of the architectural design process, through a correct and congruent use of instruments, methodologies and techniques acquired.</p> <p><b>JUDGEMENT AUTONOMY</b><br/>Acquisition of an initial intellectual autonomy and a progressive critical spirit, through hermeneutic investigation and textual exegesis processes, also aiming to increase awareness of the possibility to autonomously understand the fundamental phases of the process to define organizational aspects and figural solutions set by a design program.</p> <p><b>COMMUNICATION ABILITIES</b><br/>Ability to communicate ideas and results progressively achieved through the use of appropriate tools and effective and up to date modes of representation and illustration, peculiar to the discipline, relating both to the different codes of representation of architecture and the correct and consistent use of drawing, and to the use of an appropriate and effective language in written and oral presentations.</p> <p><b>LEARNING ABILITIES</b><br/>Ability of stimulating intellectual creativity through the divergent use of thought categories and interpretative schemes provided.</p> <p>Ability to alternate hypothetical-deductive and inductive procedures, with use of sources (experiences, observations, documents) as the starting point of the processes of abstraction and systematization.</p>                                                                                                                                                                                                                                           |
| <b>ASSESSMENT METHODS</b> | <p>Oral exam, written exam, presentation of a project.</p> <p>The final evaluation will take into account the entire training path carried out by the student in the Laboratory and will be based on some fundamental criteria: the successful acquisition of knowledge of the principles and fundamental rules which underlie composition in architecture; the acquisition of primary instruments and cultural knowledge needed in the architectural design practice, with respect to a limited program difficulty; the ability to use the tools of architectural drawing and to apply its rules and methods and the techniques acquired; improving the understanding of the aesthetic values of specific phenomenal realities and the synaesthetic perception of the physical space; the quality of the drawings.</p> <p>The student will also have to answer questions related to the theoretical topics of the lectures. At the same time, during the presentation of his project the student will have to demonstrate his ability to discuss and justify the choices made.</p> <p>In brief, the final exam aims to assess:</p> <ol style="list-style-type: none"><li>a) the knowledge acquired;</li><li>b) the ability to rework autonomously the acquired knowledge;</li><li>c) the ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.</li><li>d) the ability to draw properly and manually the architectural project.</li></ol> <p>The threshold of sufficiency will be reached if the student demonstrates to possess, at least in general terms, abilities, skills and competences listed above. Below that threshold, the student won't be able to pass the examination.</p> <p>The evaluation grade will be progressively higher the greater will be the acquisition of such abilities, skills and competences, with particular regard to those related to "architectural writing".</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria:</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>Excellent (30 – 30 e lode):<br/>Excellent capacity and ability to rework autonomously the acquired knowledge;<br/>Excellent capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>Excellent ability to draw properly and manually the architectural project.</p> <p>Very good (26-29):<br/>Very good capacity and ability to rework autonomously the acquired knowledge;<br/>Very good capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>Very good ability to draw properly and manually the architectural project.</p> <p>Good (24-25):<br/>more than enough capacity and ability to rework autonomously the acquired knowledge;<br/>more than enough capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>more than enough ability to draw properly and manually the architectural project.</p> <p>Average (21-23):<br/>Basic capacity and ability to rework autonomously the acquired knowledge;<br/>Basic capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>Basic ability to draw properly and manually the architectural project.</p> <p>Pass (18-20):<br/>Very Minimal capacity and ability to rework autonomously the acquired knowledge;<br/>Very Minimal capacity and ability to establish connections between the theoretical contents provided by the course, explicating the creation processes and the set of rules of the constitutive elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory.<br/>Very Minimal ability to draw properly and manually the architectural project.</p> <p>Fail: The student does not have an acceptable knowledge, capacity e ability</p> |
| <b>EDUCATIONAL OBJECTIVES</b> | <p>In order to achieve the educational objectives it has been developed a coordination activity including all first-year disciplines, with particular regard to the interaction among the three architectural design laboratories.<br/>The coordination activity includes:</p> <ul style="list-style-type: none"> <li>A. A shared topic included in the contents of all the disciplines.</li> <li>B. The study tour with the participation of all professors, in addition to the students.</li> <li>C. The survey as an essential premise of the experience of architectural design.</li> <li>D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.</li> <li>E. A specific contribution of the professors of History of Architecture and Art History to prepare the study tour, introduce the idea of the space of the house that will be explicated in the planning exercise of a "dependance" of significant and paradigmatic houses for the architectural value expressed. In particular, the choice concerns the following exemplary houses: <ul style="list-style-type: none"> <li>- Giuseppe Samona', home to his brother Alberto in Gibilmanna (1948-1952)</li> <li>- Giuseppe Samona', villa Maniscalco (today Ruvituso) in Baida (1965-1968)</li> <li>- Pasquale Culotta &amp; Giuseppe Leone, Mitra's House in Cefalu' (1968-1970)</li> <li>- Pasquale Culotta &amp; Giuseppe Leone, Di Paola's House in Cefalu' (1976-1979).</li> </ul> </li> </ul> <p>The overall coordination above described is the premise for the coordination among the architectural design laboratories that includes:</p> <ul style="list-style-type: none"> <li>- Teaching developed through joint exercises, among which the long standing one - project of a single-family house - based on the following premises: <ul style="list-style-type: none"> <li>- The same places found in the areas of settlement and pertinence of the four houses;</li> <li>- Use of the same building system;</li> <li>- Individual conduct of educational work by students;</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>- Exclusive use of handmade architectural drawing with the aid of traditional tools (pencil and ink drawings on cardboard 100 x 70);</li> <li>- Realization of a model as a method of investigation and exploration of form and architectural space, with the aim of reaching the 1:50/1:20 scale of representation.</li> <li>- Seminars, with the participation of external teachers, on the themes from words in reciprocal relationship / correspondence: "copy / imitate - translate / interpret"</li> </ul> <p>These coordination activities aim to profitably comply the profiles of the first-year course subjects. Especially the project of an architectural organism, developing it at different scales of representation, from the general ones up to those of detail, checking the formal definition process in relation to the techniques and materials used and to the functional program; the architectural design, starting to control the space of relationship between the designed buildings and the context of belonging.</p> |
| <b>TEACHING METHODS</b>       | Laboratory, Lectures, Classroom exercises, Seminars, workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>SUGGESTED BIBLIOGRAPHY</b> | <ul style="list-style-type: none"> <li>- Le Corbusier, Verso una architettura (1923), Longanesi, Milano 1973.</li> <li>- John Summerson, Il linguaggio classico dell'architettura (1963), Einaudi, Torino 2000.</li> <li>- Heinz Quitzsch, La visione estetica di Semper, (seguito da) G. Semper "I 4 elementi dell'architettura", Jaca Book, Milano 1991.</li> <li>- Henry-Russel Hitchcock, Peter Johnson, Lo stile internazionale, trad. it. Zanichelli, Bologna 1982.</li> <li>- Robert Venturi, Complessità e contraddizione nell'architettura, Dedalo, Bari 1980.</li> <li>- Carlo Aymonino et al., Giuseppe Samonà 1923-1975. Cinquant'anni di architetture, Officina, Roma 1975.</li> <li>- Pasquale Culotta, Giuseppe Leone, Le occasioni del progetto, Medina, Cefalù 1984.</li> <li>- Andrea Sciascia, Le ville di Falconarossa, in G. Marras, M. Pogačnik, Giuseppe Samonà e la Scuola di Architettura a Venezia, Il Poligrafo, Padova 2006.</li> </ul>                                                                                                                      |

## SYLLABUS

| Hrs | Frontal teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2   | Opening speech. Presentation of the theme of the design laboratory: Dépendance project of significant house.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2   | Definitions of architecture. Comments and critical reflections (write architecture)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2   | Composition and design. architectural theory / theory of architectural design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2   | The cave, the hut, the house. The archetypes and architectural theories between the eighteenth and nineteenth centuries (from Laugier to Viollet Le Duc and Semper)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2   | The Adolf Loos houses and the Raumplan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2   | Le Corbusier, the four compositions and five points of new architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2   | International Style VS Complexity and contradiction in architecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2   | Different types of space and structural models of space in architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2   | The founding components of the existence of architecture: Idea, Light, Gravity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2   | Brief mention on the theoretical and cultural orientations prevalent in modern architecture, with particular reference to the Italian experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2   | The preparation of the project: design program, instruments needed, logic and principles of settlement, the writing of the project idea.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10  | Guided tours and study visits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Hrs | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4   | Exercise 1. Film direction/ architectural direction (summaries and reviews)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 16  | Exercise 2. Redrawing of exemplar projects of houses (Giuseppe Samonà, casa per il fratello Alberto a Gibilmanna, 1948-1952; Giuseppe Samonà, villa Maniscalco, oggi Ruvituso, a Baida, 1965-1968; Pasquale Culotta & Giuseppe Leone, casa Mitra a Cefalù, 1968-1970; Pasquale Culotta & Giuseppe Leone, casa Di Paola a Cefalù, 1976-1979) addressed to: - acquisition of the correct codes of the architectural drawing representation; - knowledge of the works of the Masters; - knowledge of the relationship between tectonics and architectural form; - comprehension of the relationship between interior and exterior; - comprehension of the differences between organism and architectural type |
| Hrs | Workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 88  | Project of dependance at the houses: Samonà in Gibilmanna, of Giuseppe Samonà, 1948-1952; Maniscalco, today Ruvituso, in Baida, of Giuseppe Samonà, 1965-1968; Mitra in Cefalù, of Pasquale Culotta & Giuseppe Leone, 1968-1970; Di Paola in Cefalù, of Pasquale Culotta & Giuseppe Leone, 1976-1979. Survey and drawings, work archetype and final model, written reports on the design intentions and the achieved outcomes.                                                                                                                                                                                                                                                                             |
| 52  | Workshop (1st and 2nd semester)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |