



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Architettura | | |
| ACADEMIC YEAR | 2021/2022 | | |
| MASTER'S DEGREE (MSC) | ARCHITECTURE | | |
| INTEGRATED COURSE | ARCHITECTURAL DESIGN STUDIO AND THEORY OF ARCHITECTURAL DESIGN - INTEGRATED COURSE | | |
| CODE | 20395 | | |
| MODULES | Yes | | |
| NUMBER OF MODULES | 2 | | |
| 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 |
| | MEI PASQUALE | Professore Associato | Univ. di PALERMO |
| OTHER PROFESSOR(S) | SCIASCIA ANDREA | Professore Ordinario | Univ. di PALERMO |
| | MARSALA GIUSEPPE | Professore Associato | Univ. di PALERMO |
| | MEI PASQUALE | Professore Associato | Univ. di PALERMO |
| | DI BENEDETTO GIUSEPPE | Professore Ordinario | Univ. di PALERMO |
| | CATANIA RICCARDO | Professore a contratto | Univ. di PALERMO |
| | DAIDONE ISABELLA | Professore a contratto | Univ. di PALERMO |
| | CIPOLLA RUGGERO | Professore a contratto | Univ. di PALERMO |
| CREDITS | 14 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 1 | | |
| TERM (SEMESTER) | Annual | | |
| ATTENDANCE | Mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | <p>DI BENEDETTO GIUSEPPE Wednesday 09:30 11:30 Stanza 119, Corpo C, Dipartimento di Architettura (D'ARCH), previo appuntamento mediante messaggio di posta elettronica.</p> <p>MARSALA GIUSEPPE Monday 16:30 18:30 Dipartimento di Architettura, Stanza n°117Previo appuntamento.</p> <p>MEI PASQUALE Thursday 14:30 18:30 Stanza 102, Edificio 14 (Corpo C) 1° Piano</p> <p>SCIASCIA ANDREA 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> | | |

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| <p>PREREQUISITES</p> | <p>Basic knowledge of drawing: ability to analyze and interpret graphics, drawings and representations (plans, fronts, sections); basic knowledge of proportional scales. Elementary notions of art history and history of architecture. Ability to summarize in written and oral presentations; basic knowledge of geography (basic topological and temporal concepts, orientation and cardinal points).</p> |
| <p>LEARNING OUTCOMES</p> | <p>KNOWLEDGE AND COMPREHENSION ABILITIES Knowledge and comprehension of methods of implementation, principles and rules that underlie current architectural composition. 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. ABILITY TO APPLY KNOWLEDGE AND COMPREHENSION Ability to apply the concepts and methodology acquired in development and execution of assigned exercises. Ability to control the phases of the architectural design process, through a correct and congruent use of instruments, methodologies and techniques acquired. JUDGEMENT AUTONOMY 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. COMMUNICATION ABILITIES 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. LEARNING ABILITIES Ability of stimulating intellectual creativity through the divergent use of thought categories and interpretative schemes provided. 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> |
| <p>ASSESSMENT METHODS</p> | <p>Oral exam, written exam, presentation of a project. 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. 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. In brief, the final exam aims to assess: a) the knowledge acquired; b) the ability to rework autonomously the acquired knowledge; 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. d) the ability to draw properly and manually the architectural project. 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. 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". The evaluation grades range is comprised between 18 and 30, according to the following criteria: Excellent (30 – 30 e lode): Excellent capacity and ability to rework autonomously the acquired knowledge; 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. Excellent ability to draw properly and manually the architectural project. Very good (26-29): Very good capacity and ability to rework autonomously the acquired knowledge; 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. Very good ability to draw properly and manually the architectural project. Good (24-25): more than enough capacity and ability to rework autonomously the acquired knowledge; 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</p> |

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| | <p>elements of house design, related to various contingent factors (contextual, cultural, of settlement), and the design conceived in the laboratory. more than enough ability to draw properly and manually the architectural project. Average (21-23): Basic capacity and ability to rework autonomously the acquired knowledge; 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. Basic ability to draw properly and manually the architectural project. Pass (18-20): Very Minimal capacity and ability to rework autonomously the acquired knowledge; 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. Very Minimal ability to draw properly and manually the architectural project. Fail: The student does not have an acceptable knowledge, capacity e ability.</p> |
| TEACHING METHODS | Laboratory, Lectures, Classroom exercises, Seminars, workshops |

DOCENTE: Prof. GIUSEPPE MARSALA- *Lettere M-R*

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| PREREQUISITES | <p>Basic knowledge of drawing: ability to simple analysis and reading of graphs, drawings and representations (plants, elevatiions and sections); basic knowledge of the scales of proportion. Elementary notions of art and architecture history (ability to chronological orientation with respect to protagonists and phenomena of greater historical importance). Ability to synthesise in written and verbal expression.</p> |
| LEARNING OUTCOMES | <p>KNOWLEDGE AND UNDERSTANDING Knowledge and ability to understand the implementing modalities, principles and rules that under undersea a current way of composing in architecture. Knowledge and ability to understand cultural methods and instruments for architectural design also understood as a synthesis between the figural, functional and technical-constructive aspects related to the definition of programs of contained complexities. ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING Ability to apply the notions and methodological aspects acquired to the development and execution of the assigned exercises. Ability to control the phases of the architectural project in its processuality, through the correct and consistent use of the instruments, methodologies and techniques acquired. AUTONOMY OF JUDGMENT Acquisition of an initial intellectual autonomy and a progressive critical spirit, through processes of hermeneutical and textual exegetical investigation, also according to a greater awareness of the consequences of independently understanding the indispensable phases of the process of defining organizational aspects and figurative solutions posed by a design program. LEARNING SKILLS Ability to stimulate intellectual creativity through the divergent use of thought categories and data interpretative patterns. Ability to alternate hypothetical-deductive and inductive processes, with the use of sources (experiences, observations, documents) as the starting point for abstraction and systemization processes.</p> |
| ASSESSMENT METHODS | <p>Oral exam, written test, presentation of a project. The final evaluation will take into account the entire educational path carried out by the student within the Laboratory and will be based on some fundamental criteria. The student will also have to answer questions related to the theoretical topics addressed during the course and subject of special lessons and communications by the teaching. At the same time, you will have to demonstrate, during the illustration of your project, the ability to be able to argue and justify the choices made. (a) the knowledge acquired; b) the ability to independently rework the acquired knowledge; c) the ability to establish connections between the theoretical contents, explaining the training processes, the rules of ordering the constituent elements the architectural systems related to the theme of living, in relation to several contingent factors (contextual, cultural, settlement), and the design proposal elaborated in the laboratory.</p> |
| TEACHING METHODS | Laboratory, Lectures, Classroom Exercises, Seminars, Inspections, Field Visits, Intensive Laboratory. |

MODULE THEORY OF ARCHITECTURAL DESIGN

Prof. ANDREA SCIASCIA

SUGGESTED BIBLIOGRAPHY

Testi consigliati

Martin Heidegger, *Costruire Abitare Pensare*, «Lotus International» n. 9

Della teoria

Vittorio Ugo, "Architettura e teoria tra natura, ragione, storia e mito" in V. Ugo, *Dimensioni dell'architettura*, Cogra, Palermo, 1982, pp.8-13.

Hanno Walter Kruff, "Che cosa e' la teoria dell'architettura?", in H. W. Kruff, *Storia delle teorie architettoniche- Dall'Ottocento a oggi*, Laterza, Roma-Bari 1987, pp.v-xv.

Karl R. Popper, "Per una teoria razionale della tradizione", in K. R. Popper, *Congetture e confutazioni - Lo sviluppo della conoscenza scientifica*, Il Mulino, Bologna 1972, pp.207-233.

Della tecnica

Giulio Carlo Argan, "Tecnica" in *Dizionario Enciclopedico di Architettura e Urbanistica*, Roma 1968.

Martin Heidegger, "La questione della tecnica" in *Saggi e discorsi*, Mursia, Milano 1976, pp.5-27.

Gianugo Polesello in *AA.VV., Progetto realizzato*, a cura di G. Testi, Marsilio, Padova, 1980, pp.119-150.

Vittorio Gregotti "Della tecnica" in V. Gregotti, *Dentro l'architettura*, Bollati Boringhieri, Torino 1991, pp.55-63.

Vitruvio

Hanno Walter Kruff, in H. W. Kruff, "Vitruvio e la teoria dell'architettura dell'antichita", in *Storia delle teorie architettoniche-Da Vitruvio al Settecento*, Laterza, Roma-Bari 1987, pp.3-15.

Piero Gros (a cura di), *Vitruvio - De Architettura*, Torino 1997.

Principi architettonici nell'eta' dell'umanesimo

Rudolf Wittkower, *Principi architettonici nell'eta' dell'umanesimo*, Einaudi, Torino 1964.

James S. Ackerman, *Palladio*, Einaudi, Torino 1972.

Paola Cislaghi, *Benedetto Gravagnuolo, Le Teorie dell'armonia nei trattati di architettura*, EDISU, Napoli 1992.

Peter Murray, *Architettura del Rinascimento*, Electa, Milano 1989.

Claude Perrault

Claude Perrault, *L'ordine dell'architettura*, Aesthetica Preprint, Palermo 1991(centro stampa).

Etienne Louis Boullée

Etienne Louis Boullée, *Architettura saggio sull'arte*, Marsilio, Padova, 1981 terza ediz.

Hanno Walter Kruff, Etienne Louis Boullée, in H. W. Kruff, *Storia delle teorie architettoniche- Da Vitruvio al Settecento*, Laterza, Roma-Bari 1988, pp.201-206.

Vittorio Ugo, Boullée, in V. Ugo, *Dimensioni dell'architettura*, Cogra, Palermo, 1982, pp.27-31.

Jean-Nicolas-Louis Durand

Emil Kaufmann, "La didattica di Durand" in E. Kaufmann, *Da Ledoux a Le Corbusier- Origini e sviluppo dell'architettura autonoma*, Gabriele Mazzotta Editore, Milano 1973, pp.112-116.

Vittorio Ugo, "Durand", in V. Ugo, *Dimensioni dell'architettura*, Cogra, Palermo, 1982, pp. 52-58.

Hanno Walter Kruff, "Jean-Nicolas-Louis Durand", in H. W. Kruff, *Storia delle teorie architettoniche- Dall'Ottocento a oggi*, Laterza, Roma-Bari 1987, pp.3-5.

Gottfried Semper

Augusto Romano Burelli (a cura di), *Le Epifanie di Proteo - La saga nordica del classicismo in Schinkel e Semper*, Rebellato, Fossalta di Piave 1983.

Gottfried Semper, *Architettura Arte e Scienza*, (a cura di Benedetto Gravagnuolo), Clean, Napoli 1987.

Hanno Walter Kruff, Gottfried Semper, in H. W. Kruff, *Storia delle teorie architettoniche- Dall'Ottocento a oggi*, Laterza, Roma-Bari 1987, pp.60-69.

Wolfgang Hermann, *Gottfried Semper - Architettura e teoria*, Electa, Milano, 1990.

Heinz Quitzsch, *La visione estetica di Gottfried Semper*, G. Semper, I 4 elementi dell'architettura, Jaca Book, Milano 1991.

Gottfried Semper, *Lo stile*, (a cura di A.R. Burelli, C. Cresti, B. Gravagnuolo, F. Tentori - Prefazione di V. Gregotti) Laterza 1992.

Nicola Squicciarino, *Arte e ornamento in Gottfried Semper*, Il Cardo/Saggi Venezia, 1994.

Eugene Emmanuel Viollet-le-Duc

Eugene Viollet-le-Duc, *L'architettura ragionata*, Jaca Book, Milano, 1982.

Eugene Viollet-le-Duc, *Conversazioni sull'architettura*, Jaca Book, Milano, 1990.

Hanno Walter Kruff, Eugene Emmanuel Viollet-le-Duc, in H. W. Kruff, *Storia delle teorie architettoniche- Dall'Ottocento a oggi*, Laterza, Roma-Bari 1987, pp. 16-23.

Das Prinzip der Bekleidung

Giovanni Fanelli, Roberto Gargiani, *Il principio del rivestimento - Prolegomena a una storia dell'architettura contemporanea*, Laterza, Roma- Bari, 1994.

Robert Venturi

Robert Venturi, *Complessita' e contraddizioni nell'architettura*, Dedalo, Bari 1980 (I ediz. 1966)

Philip Johnson, Henry-Russell Hitchcock.

Philip Johnson, Henry-Russell Hitchcock. Lo stile internazionale, Zanichelli, Bologna 1982 (I ediz. 1966)

Giuseppe Samona

Pasquale Lovero, La professione dell'Urbanistica-Architettura - Progetti dello studio Giuseppe e Alberto Samona, «Controspazio» n.2, luglio-agosto 1973, pp.43-73.

Giuseppe Samona, L'unita' architettura e urbanistica, a cura di Pasquale Lovero, Franco Angeli, Milano 1975.

AA.VV., Giuseppe Samona, cinquant'anni di architetture, Officina, Roma 1980.

Alberto Samona, "I problemi della progettazione per la citta' - Le scale di progettazione e la unita' del metodo", in Teoria della progettazione architettonica, edizioni Dedalo, 1968, pp.102- 119.

Francesco Tentori, Giuseppe e Alberto Samona' - Fusioni fra architettura e urbanistica, Testo e Immagine, Torino 1996.

Vittorio Gregotti

Vittorio Gregotti, "I materiali della progettazione", in Teoria della progettazione architettonica, edizioni Dedalo, 1968, pp. 140-162.

Vittorio Gregotti, Il territorio dell'architettura, Feltrinelli, Milano 2a ediz. 1988.

Manfredo Tafuri, Vittorio Gregotti - Progetti e architetture, Electa, Milano, 1982.

Vittorio Gregotti, Questioni di architettura, Einaudi, Torino 1986.

Sergio Crotti (a cura di), Vittorio Gregotti, Zanichelli, Bologna 1986.

Vittorio Gregotti, Dentro l'architettura, Bollati Boringhieri, Torino 1991.

Vittorio Gregotti, La citta visibile, Einaudi, Torino 1993.

Aldo Rossi

Aldo Rossi, "Architettura per i musei", in Teoria della progettazione architettonica, edizioni Dedalo, 1968, pp.122-137.

Aldo Rossi, L'architettura della citta, Clup 2a ediz, Milano. 1987.

Aldo Rossi, Scritti scelti sull'architettura e la citta, CittaStudiEdizioni, Torino 1995.

Aldo Rossi, Autobiografia scientifica, Pratiche editrice, Parma 1990.

Bernard Huet, Dopo "l'esaltazione della ragione" - Aldo Rossi: dalla astrazione razionale alla figurazione emblematica, in «Lotus» 48/49, pp.209-215.

Gianni Braghieri (a cura di), Aldo Rossi, Zanichelli, Bologna 1981.

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| AMBIT | 50665-Progettazione architettonica e urbana |
| INDIVIDUAL STUDY (Hrs) | 64 |
| COURSE ACTIVITY (Hrs) | 36 |

EDUCATIONAL OBJECTIVES OF THE MODULE

Versione inglese *

Theory of Architectural Design's objective come from what Vitruvius expressed in his famous definition of Architecture. It related the theory and the technique of architectural design like "weapons useful to reach the purpose quickly and with reputation". Only a calibrated study of the theory and of the technique will lead the designers "to have a name through their works", following the architecture rather than its "shadow".

Vitruvius' beginning is valid even if the proposition of the Roman architect contains the word "technical" referring mainly to the construction, while at least from the fifteenth century, the technique of architecture has customary another meaning. As Giulio Carlo Argan wrote «from the fifteenth century (except for some significant exceptions: Borromini in the seventeenth century; Gaudi and, in a certain sense, Wright, in our century) the separation of the ideational from the executive plane becomes more and more clear: today there is not an operational autonomy of the workers and the history of the construction technique has been reabsorbed into the industrial technology, while the work of the construction yard is reduced to the rapid assembly of standardized and prefabricated elements. However, since there can be no aesthetics without an operating component, the architectural technique has been increasingly clearly identified with the technique of the architectural design: which naturally also includes the idea of material execution, that is the evaluation of the intrinsic possibilities of the technology of that period for the realization of the architectural technique». (G.C. Argan, Technique, in Encyclopedic Dictionary of Architecture and Urban Planning, Rome 1968). Argan's lucid clarification seems to show great confidence in the standardization of architectural elements, but it remains indispensable for understanding the current meaning of the technique related to the architecture and of its relation with an ideational plan defined during the centuries.

The course will focus on the influence of the architectural theories on the process that leads to the formulation of architectural shapes. This topic reveals the coherence of the interaction, when it exists, between theories and design techniques. A coherence that, in any case, cannot be harnessed in a simplistic relation of cause and effect. This relationship will be verified without falling into the trap of the evolutionary and linear patterns of progress for which, for many years, it was believed, wrongly, that a qualitative improvement in architectural theories is linked to the historical development.

After an explication of the objective and the clarification about the misunderstanding on many issues of the modern resulting from a trust without conditions in the analogy between the technological and the art's progress, the program of the course will develop in four parts. These are independent of the chronological order, rather they are based on a diachronic consecration.

1- From the De Architectura by Vitruvio to some twentieth-century experiences, those examples that can enucleate the relationship between design theory and technique will be focused. In this phase we will consider some cases taken directly from the work of the designers and theorists (figures not always coinciding), or proposed by historians who have reconstructed, often a posteriori, the plot of design reasoning.

2- During the annual development of the course two parallel seminar activities will take place: the first will be entitled "The necessity of the theory" and the second will be a discussion on the essay of the 1950s by Martin Heidegger " Building Dwelling Thinking".

3- In the third part, in order to clarify some topics more clearly, guided tours will be carried out.

4- In the fourth part, the students will be asked to develop written essays in the classroom based on the topics covered and, possibly, ex tempore exercises of composition.

SYLLABUS

| Hrs | Frontal teaching |
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| 5 | The necessity of the theory |
| 5 | Building Dwelling Thinking |
| 2 | - Vitruvio. De architectura libri decem |
| 2 | - Rudolf Wittkover. The architectural principles of Humanism |
| 2 | - Claude Perrault. The order of the Architecture |
| 2 | - Etienne Louis Boullée. Architecture essays on Art |
| 2 | - Jean-Nicolas-Louis Durand, I « Prècis des leçons d'architecture» |
| 2 | - Eugène Viollet-le-Duc, Theories of Nineteenth-century architectural design |
| 2 | Lezione 9 - Gottfried Semper, I quattro elementi dell'architettura - Gottfried Semper, The four elements of Architecture |
| 2 | - Le Corbusier. Towards an architecture |
| 2 | - Philip Johnson, Henry-Russell Hitchcock. The International style |
| 2 | - Robert Venturi, Complexity and contradictions in architecture |
| 3 | - Giuseppe Samonà and Ernesto Nathan Rogers. The contribution of Italian Research to the Design Theory. |
| 3 | - Vittorio Gregotti e Aldo Rossi. The contribution of Italian Research to the Design Theory. |

**MODULE
ARCHITECTURAL DESIGN STUDIO I**

Prof. ANDREA SCIASCIA - Lettere A-C, - Lettere A-C

SUGGESTED BIBLIOGRAPHY

- Le Corbusier, Verso una architettura (1923), Longanesi, Milano 1973 (Edizione in commercio del 2015, ISBN 9788830421127).
- John Summerson, Il linguaggio classico dell'architettura (1963), Einaudi, Torino 2000 (Edizione in commercio del 2000 ISBN 9788806154523).
- Heinz Quitzsch, La visione estetica di Semper, (seguito da) G. Semper "I 4 elementi dell'architettura", Jaca Book, Milano 1991 (edizione in commercio ISBN 9788816402393).
- Robert Venturi, Complessità e contraddizione nell'architettura, Dedalo, Bari 1980 (Edizione in commercio del 2018 V ristampa, ISBN: 9788822008114).

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| AMBIT | 50665-Progettazione architettonica e urbana |
| INDIVIDUAL STUDY (Hrs) | 110 |
| COURSE ACTIVITY (Hrs) | 140 |

EDUCATIONAL OBJECTIVES OF THE MODULE

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.

The coordination activity includes:

- A. A shared topic included in the contents of all the disciplines.
- B. The study tour with the participation of all professors, in addition to the students.
- C. The survey as an essential premise of the experience of architectural design.
- D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.

The overall coordination above described is the premise for the coordination among the architectural design laboratories that includes:

- Teaching developed through joint exercises, among which the long standing one - design of living spaces for scholars - based on the following premises:
- The same places found in the areas of settlement and pertinence of the four houses;
- Use of the same building system;
- Individual conduct of educational work by students;
- Exclusive use of handmade architectural drawing with the aid of traditional tools (pencil and ink drawings on cardboard 100 x 70);
- 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.
- Seminars, with the participation of external teachers, on the themes from words in reciprocal relationship / correspondence.

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.

SYLLABUS

| Hrs | Frontal teaching |
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| 2 | Opening speech. Presentation of the theme of the design laboratory. |
| 2 | Definitions of architecture. Comments and critical reflections (write architecture) |
| 2 | The preparation of the project: design program, instruments needed, logic and principles of settlement, the writing of the project idea. |
| 8 | Guided tours and study visits. |
| 2 | Different types of space and structural models of space in architecture. |
| 2 | The founding components of the existence of architecture: Idea, Light, Gravity |
| 4 | Exercise 1. Film direction/ architectural direction (summaries and reviews) |
| Hrs | Practice |
| 12 | Exercise 2. Redrawing exemplary architecture, 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 |
| 70 | Design of living spaces for scholars. Survey and drawings, work archetype and final model, written reports on the design intentions and the achieved outcomes. |
| 36 | Workshop |

**MODULE
ARCHITECTURAL DESIGN STUDIO I**

Prof. GIUSEPPE DI BENEDETTO - Lettere D-L, - Lettere D-L

SUGGESTED BIBLIOGRAPHY

- Le Corbusier, Verso una architettura (1923), Longanesi, Milano 1973 (Edizione in commercio del 2015, ISBN 9788830421127).
- John Summerson, Il linguaggio classico dell'architettura (1963), Einaudi, Torino 2000 (Edizione in commercio del 2000 ISBN 9788806154523).
- Heinz Quitzsch, La visione estetica di Semper, (seguito da) G. Semper "I 4 elementi dell'architettura", Jaca Book, Milano 1991 (edizione in commercio ISBN 9788816402393).
- Robert Venturi, Complessita' e contraddizione nell'architettura, Dedalo, Bari 1980 (Edizione in commercio del 2018 V ristampa, ISBN: 9788822008114).

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|-------------------------------|---|
| AMBIT | 50665-Progettazione architettonica e urbana |
| INDIVIDUAL STUDY (Hrs) | 110 |
| COURSE ACTIVITY (Hrs) | 140 |

EDUCATIONAL OBJECTIVES OF THE MODULE

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.

The coordination activity includes:

- A. A shared topic included in the contents of all the disciplines.
- B. The study tour with the participation of all professors, in addition to the students.
- C. The survey as an essential premise of the experience of architectural design.
- D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.
- E. A specific contribution of the professors of History of Architecture to prepare the study tour, introduce the idea of the space of the house that will be explicated in the planning exercise of "Design of living spaces for scholars".

The overall coordination above described is the premise for the coordination among the architectural design laboratories that includes:

- Teaching developed through joint exercises, among which the long standing one - project of architectural addition - based on the following premises:
- The same places found in the areas of settlement and pertinence of the four houses;
- Use of the same building system;
- Individual conduct of educational work by students;
- Exclusive use of handmade architectural drawing with the aid of traditional tools (pencil and ink drawings on cardboard 100 x 70);
- 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.
- Seminars, with the participation of external teachers, on the themes from words in reciprocal relationship / correspondence.

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.

SYLLABUS

| Hrs | Frontal teaching |
|------------|--|
| 2 | Opening speech. Presentation of the theme of the design laboratory. |
| 2 | Definitions of architecture. Comments and critical reflections (write architecture) |
| 2 | The preparation of the project: design program, instruments needed, logic and principles of settlement, the writing of the project idea. |
| 8 | Guided tours and study visits. |
| 2 | Different types of space and structural models of space in architecture. |
| 2 | The founding components of the existence of architecture: Idea, Light, Gravity |

| Hrs | Practice |
|------------|--|
| 4 | Exercise 1. Film direction/ architectural direction (summaries and reviews) |
| 12 | Exercise 2. Redrawing exemplary architecture, 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 |
|------------|--|
| 70 | Design of living spaces for scholars. Survey and drawings, work archetype and final model, written reports on the design intentions and the achieved outcomes. |
| 36 | Workshop |

**MODULE
ARCHITECTURAL DESIGN STUDIO I**

Prof. GIUSEPPE MARSALA - Lettere M-R, - Lettere M-R

SUGGESTED BIBLIOGRAPHY

- Le Corbusier, Verso una architettura (1923), Longanesi, Milano 1973. isbn 978-8830421127
- Aldo Rossi, L'architettura della città, CittàStudi, 1966 978-8842825081
- Aldo Rossi, Autobiografia scientifica, Il Saggiatore 1981 isbn 978-8842815990
- Robert Venturi, Complessità e contraddizione nell'architettura, Dedalo, Bari 1980 isbn 978-8822008114
- Vittorio Gregotti, Il territorio dell'architettura, Feltrinelli, 1966 isbn 978-8807884801
- Ludovico Quaroni, Progettare un edificio. Otto lezioni di architettura. Kappa 1977, isbn 978-8878904125
- Carlos Marti Aris, Le variazioni dell'identità, CittàStudi, 1996 isbn 978-8870059052

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|-------------------------------|---|
| AMBIT | 50665-Progettazione architettonica e urbana |
| INDIVIDUAL STUDY (Hrs) | 110 |
| COURSE ACTIVITY (Hrs) | 140 |

EDUCATIONAL OBJECTIVES OF THE MODULE

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. The coordination activity includes:

- A. A shared topic included in the contents of all the disciplines.
- B. The study tour with the participation of all professors, in addition to the students.
- C. The survey as an essential premise of the experience of architectural design.
- D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.
- E. A specific contribution of the professors of History of Architecture to prepare the study tour, introduce the idea of the space of the house that will be explicated in the planning exercise of a " Project of an architectural addition of the Montana Houses, at the Kolymbetra Garden in Agrigento.

The overall coordination above described is the premise for the coordination among the architectural design laboratories that includes:

- Teaching developed through joint exercises, among which the long standing one - project of architectural addition - based on the following premises:
- The same places found in the areas of settlement and pertinence of the four houses;
- Use of the same building system;
- Individual conduct of educational work by students; - Exclusive use of handmade architectural drawing with the aid of traditional tools (pencil and ink drawings on cardboard 100 x 70); - 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. - Seminars, with the participation of external teachers, on the themes from words in reciprocal relationship / correspondence. 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.

SYLLABUS

| Hrs | Frontal teaching |
|-----|---|
| 22 | Lessons 2 Introduction. Presentation of the theme of the Design Laboratory. 2 Definitions of architecture. Critical comments and reflections (writing about architecture) 2 The appraisal of the project: design program, necessary instruments, logics and principles of settlement, the writing of the design idea. 8 Guided tours and inspections. 2 Different types of spatialities and structural models of space in architecture. 2 The founding components of the existence of architecture: Idea, Light, Gravity. 4 Exercise 1. Film direction/architectural direction (summary and reviews) |
| Hrs | Practice |
| 12 | Tutorials 12 Exercise 2. Redesign of exemplary architectures, addressed: - to the acquisition of the correct codes the representation of architectural design; - knowledge of the works of Masters; - to the knowledge of the relationship between tectonics and the form of architecture; - the understanding of the relationship internal/external; - the understanding of the differences between organism and architectural type. |
| Hrs | Workshops |
| 106 | 70 Project of living spaces for scholars. Relief and drawings, archetype of work and conclusive pattern, written reports on the design intent and on the results achieved. 36 Intensive laboratory |