



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2021/2022		
MASTER'S DEGREE (MSC)	ARCHITECTURE FOR THE SUSTAINABLE PROJECT IN THE BUILT ENVIRONMENT		
INTEGRATED COURSE	SUSTAINABLE LIVING DESIGN WORKSHOP - INTEGRATED COURSE		
CODE	21666		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	ICAR/14, ICAR/16		
HEAD PROFESSOR(S)	MEI PASQUALE	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)	MEI PASQUALE	Professore Associato	Univ. di PALERMO
	CATTIODOURO SILVIA	Ricercatore a tempo determinato	Univ. di PALERMO
CREDITS	10		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CATTIODOURO SILVIA Wednesday 14:30 15:30 Previa richiesta via e-mail alla docente		
	MEI PASQUALE Thursday 14:30 18:30 Stanza 102, Edificio 14 (Corpo C) 1° Piano		

<p>PREREQUISITES</p>	<p>Advanced knowledge of architectural design: ability to analyze and read graphs, drawings and even three-dimensional representations; knowledge of scales of proportion.</p> <p>Knowledge of the history of art and architecture (ability to chronological orientation with respect to protagonists and phenomena of greater importance). Basic knowledge related to aspects of architectural technology, eco-sustainable materials for architecture and related construction techniques. Knowledge relating to the methodological and processual aspects of an architectural design experience to be developed at different scales. Ability to synthesize in written and verbal expression.</p>
<p>LEARNING OUTCOMES</p>	<p>KNOWLEDGE AND UNDERSTANDING Knowledge and understanding of the design process understood as a variously articulated process that requires a specific methodological and operational attitude to guarantee absolute availability to verify critical and experimental findings. Understanding and acquisition, through the reading of design repertoires with particular regard to open spaces of relationship, of tools and methods for the formation of comparative frameworks defined not by functional, stylistic or formal analogies of the works, but by conceptual similarities or antitheses, affinity of formative structures and theoretical assumptions underlying the figural condition of architecture. Knowledge and identification of the categories of analysis capable of bringing out the relationships between architecture and localization, as well as the cultural and social phenomena connected to this relationship. Knowledge and understanding of cultural methods and tools for design, also understood as a synthesis between the figural, functional and technical-constructive aspects relating to the definition of design programs aimed at the sustainability of the existing.</p> <p>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 process, through the correct and consistent use of the instruments, methodologies and techniques acquired.</p> <p>AUTONOMY OF JUDGMENT Ability to understand the complexities of cultures and practices of architectural design at different scales, in relation to the experience derived from the laboratory activity.</p> <p>ACQUISITION OF INTELLECTUAL AUTONOMY Acquisition of intellectual autonomy and a critical spirit, through processes of hermeneutic and textual exegetical investigation, also as a function of a greater awareness of the possibilities of autonomously understanding the indispensable phases of the process of defining the organizational aspects and the figural solutions posed by a design program.</p> <p>COMMUNICATION SKILLS Ability to transmit and communicate one's ideas and results gradually achieved through the use of appropriate tools and effective and updated representative and illustrative methods, typical of the specific disciplinary, both in relation to the different codes of architectural representation and to correct and consistent use of the drawing, both in relation to the use of a proper and effective language in written and oral form.</p> <p>LEARNING SKILLS Ability to verify and critically control the internal coherences of the founding ideas of the personal architectural conception. Ability to alternate hypothetical-deductive and inductive procedures, with the 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.</p> <p>The final evaluation will take into account the entire training path completed by the student within the Laboratory and will be based on some fundamental criteria:</p> <ul style="list-style-type: none"> - the successful acquisition of knowledge of the principles and rules that underlie composing in architecture; - the acquisition of the tools and cultural knowledge necessary for architectural design practice; - the ability to use the tools of architectural drawing and to apply its rules and methodologies and the techniques acquired; - the improvement of the understanding of the aesthetic values of particular phenomenal realities and of the synaesthetic perception of the open physical space of relationship, the quality of the graphics. <p>The student will also have to answer questions relating to the theoretical topics addressed during the course and the subject of specific lessons and communications by the teacher. At the same time, he will have to demonstrate, during the illustration of his project, the ability to know how to argue and justify the choices made.</p>

	<p>In summary, the final assessment aims to evaluate:</p> <ul style="list-style-type: none"> a) the knowledge acquired; b) the ability to autonomously rework the acquired knowledge; c) the ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules for ordering the constituent elements, the architectural systems relating to the theme of the existing sustainable project with regard to the open spaces of relationship, in reference, in relation to various contingent factors (contextual, cultural, settlement), and the project proposal developed within the laboratory. d) the ability to correctly and manually execute the graphic representation of the architectural project carried out. <p>The sufficiency threshold will be reached when the student shows that he has acquired, at least in general, the skills, abilities and skills listed above. Below this threshold, the examination will be insufficient.</p> <p>The qualitative evaluation will be progressively higher by virtue of the confirmation of a greater acquisition of such abilities, skills and competences with particular regard to those relating to "architectural writing".</p> <p>The evaluation takes place out of thirty, according to the following parameters:</p> <p>Excellent (30 - 30 cum laude):</p> <ul style="list-style-type: none"> - Excellent ability to independently rework the acquired knowledge; - Excellent ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules of ordering of the constituent elements, the architectural systems relating to the sustainable project of the existing with regard to the open spaces of relationship, in reference to various contingent factors (contextual, cultural, settlement), and the project proposal developed within the laboratory. - Excellent ability to correctly and manually execute the graphical representation of the completed architectural project. <p>Very good (26-29):</p> <ul style="list-style-type: none"> - Good ability to independently rework the acquired knowledge; - Good ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules of ordering the constituent elements, the architectural systems relating to the theme of the existing sustainable project with regard to open spaces of relationship, with reference to different contingent factors (contextual, cultural, settlement), and the design proposal developed within the laboratory. - Good ability to correctly and manually execute the graphical representation of the completed architectural project. <p>Good (24-25):</p> <ul style="list-style-type: none"> - More than sufficient capacity to independently rework the acquired knowledge; - More than sufficient ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules of ordering of the constituent elements, the architectural systems relating to the theme of the existing sustainable project with regard to the open spaces of relationship, in reference to various contingent factors (contextual, cultural, settlement), and the design proposal developed within the laboratory. - More than enough ability to correctly and manually execute the graphical representation of the completed architectural project. <p>Limited (21-23):</p> <ul style="list-style-type: none"> - limited ability to autonomously rework the acquired knowledge; - limited ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules for ordering the constituent elements, the architectural systems relating to the theme of the existing sustainable project with regard to open spaces of relationship, with reference to different contingent factors (contextual, cultural, settlement), and the project proposal developed within the laboratory. - limited ability to correctly and manually execute the graphic representation of the architectural project carried out. <p>Sufficient (18-20):</p> <ul style="list-style-type: none"> - just enough ability to autonomously rework the acquired knowledge; - just sufficient ability to establish connections between the theoretical contents proposed by the course, explaining the training processes, the rules for ordering the constituent elements, the architectural systems relating to the theme of the existing sustainable project with regard to the open spaces of relationship, in reference to relation to various contingent factors (contextual, cultural, settlement), and the project proposal developed within the laboratory. - just enough ability to correctly and manually execute the graphical representation of the completed architectural project. <p>Insufficient: The student has no acceptable skills, abilities, or knowledge.</p>
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<p>TEACHING METHODS</p>	<p>ORGANIZATION OF TEACHING Laboratory, frontal lessons, classroom exercises, seminars, inspections, visits in the field, Intensive laboratory.</p> <p>LEARNING MODES The students' learning methods will be based on the ability to act on historically conferred and phenomenologically recognized 'models' to modify them, loading them with new meanings and declining them with respect to the specificity of the didactic theme addressed. In this way, all the fundamental questions of the architectural project will be present: the problem of space and its construction, the relationships between new and existing, materials and techniques, functions and aesthetic value, identity and difference, belonging and autonomy. And also: the way in which things acquire a "form" and the perception of this, the status of the architecture imagined in relation to the physical context of relationship and belonging.</p> <p>EDUCATIONAL TOOLS The teaching tools will be those proper to the laboratory teaching activity which will necessarily see, in the initial phase of the architectural design, the use of tools typical of manual design and the creation of study models. Since every experience of making architecture, such as the one practiced in teaching, can only be supported by logic and cognitive processes implicit in true and conscious learning, the digital dimension of drawing can only be complementary and not substitute for the manual one. As regards frontal teaching, presentations will be used with the aid of power points and audio-visual films.</p>
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MODULE
OPEN AND SHARED SPACES DESIGN WORKSHOP

Prof. PASQUALE MEI

SUGGESTED BIBLIOGRAPHY

- Il disegno degli spazi aperti, "Casabella" n. 597-598, anno 1993.
- Rafael Moneo, Costruire nel costruito, Alemandi, Torino 2007,
- B. Bogoni, E. Invernizzi, Pietra in architettura: pietra e progetto degli spazi aperti collettivi, Universitas studiorum, Milano 2012.

AMBIT	20875-Attività formative affini o integrative
INDIVIDUAL STUDY (Hrs)	55
COURSE ACTIVITY (Hrs)	70

EDUCATIONAL OBJECTIVES OF THE MODULE

The training objectives of the module will derive from an intense coordination and interaction activity between the two laboratories (Design of open and shared spaces and Design of minimum spaces) which in particular includes: - an understanding of the architectural form and the relationships that are intertwined between the functions and cultures of living in an extensive sense. In this sense, the program critically addresses the more general and detailed issues of the project, experimenting with the relationships between the formal structure and the technical / construction solutions relevant to the existing sustainability issue; - the theoretical-conceptual treatment referred to the specific disciplinary field (works by the masters of contemporary architecture). At the end of the workshop the student must be aware of the inherent complexity of the architectural project and have developed an adequate method of description and representation. The objective of the Laboratory is to investigate the complexity of the issues relating to the "sustainable design of the existing" with regard to open spaces for relationships and minimum living spaces. The design theme of the laboratory, in reference to the indications of the teaching profile and in coordination with the other module, will have as its field of application those urban contexts in need of the redesign of open spaces and places of socialization according to a sustainable and integrated design strategy . There are also ex-tempore exercises, to be developed as ongoing tests.

SYLLABUS

Hrs	Frontal teaching
1	Prolusion of the module of the Laboratory for the design of shared spaces as an integrated part of the Laboratory for the design of sustainable living.
1	Experience of the architectural work: "Statute" or "Constitutive character", "Structure", "Genesis", "Taxonomy", "Archeology", "Scala", as parameters for the critical knowledge of architecture and the city. Building in the built. The architectural project as an element of re-meaning of the existing.
1	Building in the built. The architectural project as an element of re-meaning of the existing. The project as a critical reading of contextual conditions, as an attempt to reveal the individuality of each contextual situation. Compendium of the main contemporary theories on the relationship between architecture and place.
1	The tool-ideas of composing: from axial systems to modular lattices; from the notion of hierarchy to that of gradation; from the limit distance to the dialectical system of opposing concepts-instruments such as order and disorder, repetition and transgression, unity and dissociation, concentration and fragmentation, juxtaposition and interpenetration.
1	Emerging project themes: the soil design; the sustainable and environmental project of open spaces; re-meaning of residual open spaces and "phenomenology of a design problem".
Hrs	Practice
10	Obligatory project exercises at the appropriate architectural scales, starting from the design references studied, which, appropriately removed from particularistic determinations, should constitute critical models for one's projects, almost a repertoire of formal archetypes capable of orienting, logically and coherently, the development of a personal planning path; both by written standards and designed standards represented by graphic schemes of space systems with which you try to express the essentials of a descriptive synthesis.
Hrs	Workshops
50	Design exercise
Hrs	Others
5	Thematic seminars, guided tours, inspections.

MODULE MINIMUM SPACE DESIGN WORKSHOP

Prof.ssa SILVIA CATTIODO

SUGGESTED BIBLIOGRAPHY

- Rykvert J. (1974), La casa di Adamo in Paradiso, Adelphi, Milano.
- Heinz Quitzsch, La visione estetica di Semper, (seguito da) G. Semper "I 4 elementi dell'architettura", Jaca Book, Milano 1991.
- Rafael Moneo, Costruire nel costruito, Alemandi, Torino 2007,
- P. Zumthor, Atmosfere, Electa, Milano 2005.
- F. Asensio, Case. Abitare oggi nel mondo, Electa, Milano 2006.
- Carlos Marti Aris, La centina e l'arco. Pensiero, teoria, progetto in architettura, Marinotti, Milano 2007.
- P. Zumthor, Pensare architettura, Electa, Milano 2009.
- F. Venezia, La natura poetica dell'architettura, Electa, Milano 2010.
- F. Venezia, Che cosa è l'architettura, Electa, Milano 2011.
- A. Campo Baeza, L'idea costruita, LetteraVentidue, Siracusa 2012.
- C. Martínéz Alonzo, Vivere con il legno, Logos, Modena 2014.

AMBIT	20875-Attività formative affini o integrative
INDIVIDUAL STUDY (Hrs)	55
COURSE ACTIVITY (Hrs)	70

EDUCATIONAL OBJECTIVES OF THE MODULE

The training objectives of the module will derive from an intense coordination and interaction activity between the two laboratories (Design of minimum spaces and Design of open and shared spaces) which in particular includes:

- an understanding of the architectural form and the relationships that are intertwined between the functions and cultures of living in an extensive sense. In this sense, the program critically addresses the more general and detailed issues of the project, experimenting with the relationships between the formal structure and the technical / construction solutions relevant to the existing sustainability issue;
- the theoretical-conceptual treatment referred to the specific disciplinary field (works by the masters of contemporary architecture).

At the end of the workshop the student must be aware of the inherent complexity of the architectural project and have developed an adequate method of description and representation. The objective of the Laboratory is to investigate the complexity of the issues relating to the "sustainable design of the existing" with regard to the minimum living spaces. The design theme of the laboratory, in reference to the indications of the teaching profile and in coordination with the other module, will have as its field of application those urban contexts, requiring the redesign of open spaces and places of socialization according to a sustainable and integrated, in which the student will be called upon to design minimum living spaces.

This coordination activity aims to achieve profitably what is established by the declaration of the profiles of the two subjects that make up the Integrated Course of the Sustainable Housing Design Laboratory.

- the design of an architectural organism of reduced dimensions, developing it at the different scales of representation, from the general ones up and, above all, to the detail ones, controlling the formal definition process in relation to the techniques and materials adopted, to the functional program and, above all, to the definition of internal spatiality;

Ex-tempore exercises are also envisaged, to be developed as ongoing tests.

SYLLABUS

Hrs	Frontal teaching
1	Prolusion of the module of the Laboratory for the design of minimum spaces as an integrated part of the Laboratory for the design of sustainable living.
1	Architecture definitions. Comments and critical reflections (writing about architecture). The preliminary investigation of the project: design program, necessary tools, logic and principles settlement, the writing of the project idea.
1	The tool-ideas of composing: from axial systems to modular lattices; from the notion of hierarchy to that of gradation; from the limit distance to the dialectical system of oppositional concepts-instruments such as order and disorder, repetition and transgression, unity and dissociation, concentration and fragmentation, juxtaposition and interpenetration.
1	The founding components of the existence of architecture: Idea, Light, Gravity.
1	Emerging design themes: the sustainable design of living spaces.
Hrs	Practice
10	Obligatory project exercises at the appropriate architectural scales, starting from the design references studied, which, appropriately removed from particularistic determinations, should constitute critical models for one's projects, almost a repertoire of formal archetypes capable of orienting, logically and coherently, the development of a personal planning path; both by written standards and designed standards represented by graphic schemes of space systems with which you try to express the essentials of a descriptive synthesis.
Hrs	Workshops
50	Design exercise
Hrs	Others
5	Thematic seminars, guided tours, inspections.