



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura
ACADEMIC YEAR	2022/2023
BACHELOR'S DEGREE (BSC)	ARCHITECTURE AND PROJECT IN BUILT SPACE
SUBJECT	ARCHITECTURAL DESIGN I - STUDIO
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50110-Architettura e urbanistica
CODE	04249
SCIENTIFIC SECTOR(S)	ICAR/14
HEAD PROFESSOR(S)	TUZZOLINO GIOVANNI Professore Ordinario Univ. di PALERMO FRANCESCO
OTHER PROFESSOR(S)	
CREDITS	10
INDIVIDUAL STUDY (Hrs)	130
COURSE ACTIVITY (Hrs)	120
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	TUZZOLINO GIOVANNI FRANCESCO Wednesday 10:00 14:00 SAAF Dipartimento di Scienze Agrarie, Alimentari e Forestali, Viale delle Scienze, Ed. 5, Ingresso A

DOCENTE: Prof. GIOVANNI FRANCESCO TUZZOLINO

PREREQUISITES	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).
LEARNING OUTCOMES	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.
ASSESSMENT METHODS	Oral test, written test, presentation of a project. The final assessment will take into account the entire training course carried out by the student in the Laboratory and will be based on some fundamental criteria: the acquisition of knowledge of the fundamental principles and rules underlying composing in architecture; the acquisition of the primary tools and cultural knowledge necessary for architectural design practice; the ability to use the tools of architectural design and to apply its rules and methodologies and acquired techniques; the improvement of the understanding of the aesthetic values of particular realities, phenomenal and synesthetic perception of the physical space, the quality of the elaborated graphs. The student will also have to answer questions related 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. In summary, the final audit aims to assess: a) the knowledge acquired; b) the ability to independently re-process the acquired knowledge; c) the ability to establish connections between the theoretical contents proposed by the course, explicitating the training processes, the rules of ordering the elements constituting the architectural systems related to the theme of living, in relation to various contingent factors (contextual, cultural, settlement), and the design proposal elaborated within the laboratory. d) the ability to correctly and manually perform the graphic representation of the architectural project carried out. The qualitative evaluation will be progressively higher in virtue of the feedback of a greater acquisition of such skills, abilities and competences with particular regard to those related to "architectural writing". The assessment is expressed in thirtieth. The threshold of sufficiency will be reached when the student has shown knowledge and understanding of the topics of the course, at least in the general lines, and has a sufficient expository ability to transmit his knowledge to the examiner. Below this threshold, the examination will be insufficient. The more, however, the examination manages with his argumentative and expository skills manages to interact with the examiner, and the more his knowledge and application skills go into detail of the subject of verification, the more positive the assessment will be;

	<ul style="list-style-type: none"> - excellent 30 30 and excellent knowledge of the subjects, excellent language properties; - very good 26-29 Good command of arguments, full ownership of language; - good 24-25 basic knowledge of the main topics, good language properties, limited ability to apply the knowledge autonomously to the solution of the proposed problems; - satisfactory 21-23 lack of mastery of the subjects but has the knowledge, satisfactory language properties, poor ability to apply the acquired knowledge autonomously; - sufficient 18-20 minimum basic knowledge of the topics and the technical language, very little or no ability to apply the acquired knowledge independently; - insufficient knowledge of the contents of the subjects covered by the course.
EDUCATIONAL OBJECTIVES	<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.</p> <p>The coordination activity includes:</p> <p>A. A shared topic included in the contents of all the disciplines.</p> <p>B. The study tour with the participation of all professors, in addition to the students.</p> <p>C. The survey as an essential premise of the experience of architectural design.</p> <p>D. The tight connection between the construction system used in the design exercise and the space devoted to it in the teaching of technology.</p> <p>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 and, in relation to the project location.</p> <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"> - Teaching developed through joint exercises, among which the long standing one - project of a single-family house - based on the following premises: - The same site; - 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. <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>
TEACHING METHODS	Laboratory, Lectures, Classroom exercises, Seminars, workshops.
SUGGESTED BIBLIOGRAPHY	<ul style="list-style-type: none"> - Le Corbusier, Verso un'architettura, a c. di P. Cerri, P. Nicolini, ed. it. Longanesi, Milano 2003. ISBN 987 88 304 2112 7 - R. Venturi, Complessita' e contraddizione nell'architettura, a c. di R. Gorjux, M. Rossi Paulis, Dedalo, Bari 1980 ISBN 987 882 2008 114. - G.F. Tuzzolino, Il progetto delle differenze. Il progetto di architettura come elaborazione del confine, Libria, Melfi 2019. ISBN 978 88 6764 178 9

SYLLABUS

Hrs	Frontal teaching
1	Opening speech. Presentation of the theme of the design laboratory: Project of single-family house in Sicily.
2	Definitions of place, space and architecture.
2	Composition and Design. The invention of form and relationships.
2	Founding components of architecture: Light, matter, weight.
2	Architecture as continuity and invention. Modernity and belonging.
2	Le Corbusier, the four compositions and the five points of new architecture.
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, from idea to form.
5	Guided tours and study visits.
Hrs	Practice
5	Exercise 1. From the story to the construction of a minimal space.

Hrs	Workshops
35	Workshop
60	Project of a single-family house. Survey and drawings, work archetype and final model, written reports on the design intentions and the achieved outcomes.