



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	ARCHITECTURE		
SUBJECT	INTERIOR DESIGN AND DECORATION - STUDIO		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	50672-Attività formative affini o integrative		
CODE	13689		
SCIENTIFIC SECTOR(S)	ICAR/16		
HEAD PROFESSOR(S)	RUSSO ANTONELLO	Ricercatore a tempo determinato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	88		
COURSE ACTIVITY (Hrs)	112		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	RUSSO ANTONELLO Wednesday 15:00 - 17:00 Canale Team previo appuntamento via mail		

<b>PREREQUISITES</b>	<p>Knowledge of the fundamentals of drawing necessary to develop, independently, plans, sections and central perspective views; knowledge of the history of art and architecture.</p> <p>knowledge of the concepts relating to orientation both with respect to geographical coordinates and those relating to the project location; critical and synthesis skills in the presentation and representation of the project.</p>
<b>LEARNING OUTCOMES</b>	<p>Knowledge and ability in the comprehension of the procedures, rules and principles characterising the contemporary design process; the cultural instruments necessary for synthesising formal, functional and technical/constructional aspects of architectural design, with particular reference to interior design.</p> <p>-Ability in applying knowledge and comprehension to the development and drafting of a design with regard to the notions and methodological aspects acquired; to the monitoring of the stages of the design process by means of a coherent and correct use of the instruments and techniques acquired.</p> <p>-Autonomy of judgment In the communication of his ideas and the transmission of the results obtained, by means of suitable representational techniques of the architectural project; written and oral linguistic forms.</p> <p>- Communication skills. 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>- Learning skills. 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>
<b>ASSESSMENT METHODS</b>	<p>Oral exams and design presentations The final appraisal will take account of the student's entire training course in the Laboratory and will be based on the following criteria: the acquisition of the instruments and knowledge required for the development of details in architectural design, in particular, with regard to interior design; competence in properly handling the techniques of architectural design in the various representational scales; the ability to illustrate clearly the formal values of a design proposal.</p> <p>The student must also answer questions relating to subjects of a theoretical nature dealt with during lessons; demonstrate, when illustrating his own project, the ability to give reasons for and defend choices made by him; establish links between theoretical prerequisites and the design developed by him; demonstrate his ability to restate autonomously the knowledge acquired.</p> <p>The grading system, from 1 to 30, is based on the following parameters:</p> <p>- excellent (30 – 30 with honours) excellent ability in: answering questions relating to subjects of a theoretical nature dealt with during lessons; demonstrating, when illustrating his own project, the ability to give reasons for and defend choices made by him; establishing links between theoretical prerequisites and the design developed by him; demonstrating his ability to restate autonomously the knowledge acquired.</p> <p>- very good (26 – 29) good ability in: answering questions relating to subjects of a theoretical nature dealt with during lessons; demonstrating, when illustrating his own project, the ability to give reasons for and defend choices made by him; establishing links between theoretical prerequisites and the design developed by him; demonstrating his ability to restate autonomously the knowledge acquired.</p> <p>- good (24 – 25) more than adequate ability in: answering questions relating to subjects of a theoretical nature dealt with during lessons; demonstrating, when illustrating his own project, the ability to give reasons for and defend choices made by him; establishing links between theoretical prerequisites and the design developed by him; demonstrating his ability to restate autonomously the knowledge acquired.</p> <p>- limited (21 – 23) a limited ability in: answering questions relating to subjects of a theoretical nature dealt with during lessons; demonstrating, when illustrating his own project, the ability to give reasons for and defend choices made by him; establishing links between theoretical prerequisites and the design developed by him; demonstrating his ability to restate autonomously the knowledge acquired.</p> <p>-adequate (18 – 20) a barely adequate ability in: answering questions relating to subjects of a theoretical nature dealt with during lessons; demonstrating, when illustrating his own project, the ability to give reasons for and defend choices made by him; establishing links between theoretical prerequisites and the design developed by him; demonstrating his ability to restate autonomously the knowledge acquired.</p> <p>- inadequate lacking in any acceptable skill, ability or knowledge.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>As part of an activity of coordination and interaction between the Interior Architecture Laboratories of the same year, a teaching experience is configured for second year students in continuity with previous design experiences.</p>

	<p>Connected to the recognition of the limit of a space, the idea of Interior is declined in its interactions with the urban both in the possibility of referring to already built spaces of the city and to architectures, even if only designed, chosen by the teacher as significant case studies for students in training attending the five-year course of architecture.</p> <p>At the conclusion of the laboratory the student will describe - through a detailed drawing of plans and sections of the project (on a suitable scale for checking the detailed elements) and any models - the interactions between space, size, structure and, with them, the distribution, the light, the design of the flooring and possible references to fixed furnishings.</p>
<b>TEACHING METHODS</b>	Lectures, Classroom exercises, Seminars
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Purini, F. (2000), Comporre l'architettura, Laterza, Roma-Bari; Chillida, E. (2010), Lo spazio e il limite. Scritti e conversazioni sull'arte, Marinotti, Milano.</p> <p>Perec, G. (1989), Specie di spazi, Bollati e Boringhieri, Milano (prima ed.1974).</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
4	Prolusion to the course. Definition of Interior
2	The interior space in the work of the masters of the Modern.
4	Inside the outside. Interior as a practice of limit.
2	Space-Measure-Structure. Connections and divergences
6	Instruments of knowledge of contemporary space.
<b>Hrs</b>	<b>Workshops</b>
86	Preparation of a project relating to the interior space of a detached house; models; preparation of a dossier, containing results in scale, with any other material deemed useful for the description of the proposed design
<b>Hrs</b>	<b>Others</b>
8	Thematic seminars, guided visits, intermediate criticism.

<b>PREREQUISITES</b>	<p>Knowledge of the fundamentals of drawing necessary to develop, independently, plans, sections and central perspective views; knowledge of the history of art and architecture.</p> <p>knowledge of the concepts relating to orientation both with respect to geographical coordinates and those relating to the project location; critical and synthesis skills in the presentation and representation of the project.</p>
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