



COURSE DESCRIPTION INTERIOR ARCHITECTURE

SSD: ARCHITETTURA DEGLI INTERNI E ALLESTIMENTO (ICAR/16)

DEGREE PROGRAMME: ARCHITETTURA (N14)
ACADEMIC YEAR 2022/2023

COURSE DESCRIPTION

TEACHER: IARDINO OMBRETTA
PHONE:
EMAIL: ombretta.iardino@unina.it

GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE: 27196 - LABORATORIO DI COMPOSIZIONE ARCHITETTONICA E URBANA 2-ARCHITETTURA DEGLI INTERNI
MODULE: 01572 - ARCHITETTURA DEGLI INTERNI
CHANNEL:
YEAR OF THE DEGREE PROGRAMME: II
PERIOD IN WHICH THE COURSE IS DELIVERED: SEMESTER I
CFU: 4

REQUIRED PRELIMINARY COURSES

Laboratory of Architectural and Urban Composition 1 / Theory of architectural design

PREREQUISITES

Nobody

LEARNING GOALS

The "Interior Architecture" course, located in the second year of the Master's Degree Course in Architecture, tends to provide the basic tools for understanding the meanings of the architectural interior, aiming at building the critical capacity and sensitivity necessary for understanding the generating role of the Interior in the architectural dynamics. To this end, and in this position during the studies, the operational activity is intended as a continuous opportunity for reflection on the meanings, training with respect to the hypothesis of a project, of a formal / spatial structure that cannot be considered exhaustive, as it is introductory. , with respect to all the problems connected to this dimension of architecture. The course aims to build in the student: - awareness of the

hermeneutic reciprocity relationship between the interior, the furniture system and the entire architectural complex of a building, up to the relationship between artifice space and that of nature - the ability to understand the links between formal constructions and possible variations of living, - the ability to commensurate both a public and a private space to the human measure, both physical and cultural, - the ability to understand the spatial role of even non-permanent and fixed elements within the architectural space, be it small or large-scale.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The course deals with the theme of the culture of living and the architectural interior. The student must be able to identify the links that link the tectonic structure and the formal structure, the spatial quality and the furniture, through the study of the aesthetic measure of spatiality in the recurring typologies and spatial conformations of the lived experience, through the categories necessary for the definition and analysis of performance, distribution, dimensional, tectonic, and therefore relational-phenomenological problems.

Applying knowledge and understanding

The student must be able to design a space with specific reference to both the definition of the architectural terminals and the furnishings necessary to respond to the required functions, thus verifying in detail both the sizing, the aggregative and distributive criteria, and the links that exist between the organization of the internal spaces and the overall conformation of an architectural organism, from the volumetric level up to the design of the facades and in any case of the exchange surfaces and relationship between the internal and external spatiality.

COURSE CONTENT/SYLLABUS

During the course, the methodological problems underlying the design of the teaching spaces of the Kindergarten will be analyzed, through an approach based on modularity, mobility and the transformability of the elements of architecture and furniture that make up the basic learning unit (the Section). The project of a Section equipped as an artisan laboratory represents an educational opportunity to provide the student with some methodological tools for critical analysis to be able to translate the regulatory requirements and, above all, the pedagogical indications into spaces and objects that must be understood as real tools. pedagogical. The approach through the use of the principles of variable structure architecture allows the student to be able to modulate and adapt the equipped system of the Section, designed in the Interior module, to the spaces determined by the design exercise developed in the Composition Laboratory module.

READINGS/BIBLIOGRAPHY

During the lessons, students will be provided with all the documents (pdf format) relating to the regulatory references and national and European guidelines for the design of the interior spaces of the Kindergarten. If applicable also list tools for teaching delivery (recorded lectures, multimedia, software, on line material, etc.).

Bibliography

- O. Iardino, *Il banco scolastico: un oggetto d'arredo nel progetto pedagogico*, in «RTH», Vol. 7, 2020, pp. 10 -27.
- O. Iardino, *Gli arredi come strumenti pedagogici*, in «RTH», Vol. 6, 2019, pp. 20-33 - C. Fiorillo, *La fiaba tra gioco infantile e gioco scenico*, in «RTH», Vol. 5, 2018, pp. 88-94.
- F. Santoianni, *Brein Education Cognition. La ricerca bioeducativa sperimentale*, in «RTH», Vol. 7, 2020, pp. 28-33.
- F. Santoianni, *Brein Education Cognition. La ricerca pedagogica italiana*, in «RTH. Research Trends in Humanities Education and Philosophy», Vol. 6, 2019, ISSN 2284-0184, pp. 44-52.
- F. Santoianni, *Lo spazio e la formazione del pensiero: la scuola come ambiente di apprendimento*, in «RTH», Vol. 4, 2017, pp. 37-43.
- L. Tosi (a cura di), *Fare didattica in spazi flessibili*, Giunti, Firenze, 2019.
- M. Orsi, *A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa*, Erickson, 2016.

TEACHING METHODS OF THE COURSE (OR MODULE)

The course is organized in theoretical-methodological lessons that alternate with moments of collective work and discussion between students, especially on the occasion of the methodological setting of the compositional exercises that, from time to time, will be assigned. The types of exercises are: measurement, analysis, synthesis, research, project exercises. The course is divided into three phases.

FIRST PHASE. Critical analysis of the different regulatory levels (Legislative Decree and national and European guidelines) that order the design process for the interior spaces of the Kindergarten.

SECOND PHASE. Analysis of the principles underlying the recent pedagogical experiments and critical reading of teaching practices and the material needs determined by them.

THIRD PHASE. Translation of pedagogical and regulatory indications in spaces and furnishings, through the design exercise of a "section equipped with mobile and transformable macro-furnishings for educational landscapes tailored to the discoverer child".

EXAMINATION/EVALUATION CRITERIA

b) Evaluation pattern

The final grade, based on the results and skills demonstrated in the discussion of the design and interior architecture themes, will be weighted on the CFU of each course and therefore composed as follows: Interior Architecture Module 4CFU 33%; Laboratory module of Architectural and Urban Composition II 8CFU 66%.