



COURSE DESCRIPTION ARCHITECTURAL AND URBAN DESIGN

SSD: COMPOSIZIONE ARCHITETTONICA E URBANA (ICAR/14)

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

COURSE DESCRIPTION

TEACHER: PAGANO LILIA
PHONE: 081-2538831
EMAIL: lilia.pagano@unina.it

GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE: 07142 - LABORATORIO DI SINTESI FINALE
MODULE: 15587 - PROGETTAZIONE ARCHITETTONICA E URBANA
CHANNEL: 01 Cognome A - Z
YEAR OF THE DEGREE PROGRAMME: V
PERIOD IN WHICH THE COURSE IS DELIVERED: SEMESTER I
CFU: 8

REQUIRED PRELIMINARY COURSES

Architectural and Urban Design Studio 4, Construction systems Studio, Urban Planning Studio, Theory of construction, Environmental Physics.

PREREQUISITES

None

LEARNING GOALS

The Architectural and urban final studio design consists of courses in: Architectural and urban design, Urban planning, Construction systems, Environmental techniques, Detailed planning, Economics and environmental assessment.

The multiplicity of the aspects covered allows students to develop a proposal for the transformation of the existing building by delving into the various levels of complexity of the project in its entirety.

The Architectural and urban final studio design has the objectives of:

- increase students' design skills through work based on a critical-interpretative approach to places and a methodological-experimental approach to setting up the intervention strategy;
- provide methods and tools for dealing with the architectural project by controlling the process of definition and development from the urban to the detailed scale.

The Architectural and urban final studio design course is to transmit to the student a professionalizing critical-interpretative methodology aimed at:

- the identification of timely architectural intervention programs correlated to each other by systemic, structural and perceptive logics of living, capable of transforming urban and natural landscapes by reinterpreting the constraints, potential and aspirations of a community;
- to the experimentation of architectural syntheses with landscape value through an interscalar compositional control of the different degrees of complexity of the project as well as of the intertwining between the different specialist areas of competence, including the evaluation of the feasibility and of the construction procedures in the construction of the architecture.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The reflection on the public dimension of urban living makes explicit the potential of the different interpretative declinations of the Architecture project in the joint enhancement of urban settlements and natural geomorphological contexts in terms of 'landscape', with particular reference to spaces, infrastructures and public buildings representative of the communities connected to each other by systemic visual and travel relationships.

This implies:

- the construction of the question as identification of the specific architectural themes posed by the context and by the communities;
- an interpretative analysis methodology of contexts guided by both perceptive and structural approaches, oriented by thematic/design prefigurative hypotheses and aimed at revealing semantic potential and values;
- the mastery in the simultaneous control at the various scales of the different degrees of complexity of the project understood as a technical and semantic synthesis of the processes of different nature that contribute to the construction of the architecture;

- the ability to take in and synthesize in the compositional articulation of architectural and urban spatialities the intertwining of the various areas of specialist expertise (environmental, construction, structural, plant engineering and energy) that flow into the construction of the work;
- the evaluation of the economic feasibility of the interventions and of the construction procedures in relation to the urban constraints, the technical and energy regulations.

The results of the formal-interpretative synthesis, which he will demonstrate both through the elaboration of tables, books and models for the final exam and through active participation in the construction of the open access publication of the results of the Laboratory, must demonstrate the achievement a high level of autonomy, responsibility and design dexterity of the student throughout the design process.

The student must demonstrate mastery of a critical-interpretative method of contextual realities capable of setting up a project strategy as a cognitive tool revealing existing and potential relational fields, a formal semantic synthesis of the recomposition of knowledge and community aspirations.

The student must be able to update or expand their knowledge by independently drawing on texts and articles on topics similar to those covered in the laboratory and by carrying out research on similar projects and case studies of particular interest with respect to the project being developed. The student must be able to identify, within the vast range of events organized by DiARC, but also broadening his gaze towards the outside, seminars, conferences, workshops in which to take part in order to deepen the project themes addressed in the laboratory or to experiment knowledge and acquired methodologies. During the course of the laboratory, the teacher organizes and/or offers students comparisons with other teachers and students or with external subjects whose contribution can broaden the field of investigation and knowledge or, again, suggests autonomous participation in initiatives of particular interest with respect to the topics covered in the laboratory

Applying knowledge and understanding

The results of the formal-interpretative synthesis, which the student will demonstrate both through the elaboration of tables, books and models for the final exam and through active participation in the construction of the open access publication of the results of the Laboratory, must demonstrate the achievement of a high level of

autonomy, interaction skills, responsibility and design dexterity throughout the design process.

Making judgments:

The student must act as an active interlocutor demonstrating the ability to autonomously interpret the subjects and places being studied. They must demonstrate that they are able to carry out research and experiments independently and also that they are able to understand and critically judge the accuracy or any gaps.

Must be able to interact not only with the teacher but also with fellow students for the construction and sharing of knowledge and projects.

Communication skills:

In the context of moments of discussion with other teachers and students outside the laboratory or with other subjects outside the University invited to present and/or discuss the project's themes and places, the student must be able to explain the methodological approach and must be able to present papers , even in a form that has not yet been completed, in a clear and concise manner.

COURSE CONTENT/SYLLABUS

The university building heritage in the Neapolitan territory is a large and heterogeneous reality scattered, with its glorious ancient and recent history, in the center, in the suburbs, in contexts with marked environmental and naturalistic values.

The design reflection will focus on the systemic and specific potential of individual settlements with the aim of:

- bring to the fore the potential systemic value of physical and cultural references of a predominantly public nature within the various urban and landscape contexts;
- enhance the specific types of structures present in their strong diversity and implications with respect to the renewed training needs and, more generally, as reference cultural poles.
- identify those 'intermediate' areas between the University and the city that could be the object of strategic interventions to improve the quality of education and living.

Individual projects will address these specific strategic areas with a dual purpose:

- 1) a strengthened synergy between cultural training poles and urban and landscape contexts, aimed at the regeneration of parts of the city.
- 2) new solutions for a renewed conception of teaching spaces possibly involving external and neighboring areas, also in consideration of the new needs brought to light by the pandemic.

READINGS/BIBLIOGRAPHY

The teaching materials will be uploaded to the teacher's website

TEACHING METHODS OF THE COURSE (OR MODULE)

The course has an annual duration.

1st phase (September-December): urban planning, landscape and geological framework, architectural definition of the project themes, first illustration of the project ideas.

The intermediate verification (December) provides for the delivery and presentation of the papers produced to the teachers involved both in the first and second semester of the laboratory.

2nd phase (March-June): in-depth study and detailed drafting of the individual projects in concert with all the teachings related to the laboratory, final intensive workshop which sees the participation of all the teachers involved.

The final verification (June) also includes the comparison and discussion with technicians and exponents of the administration and civil society through the presentation and/or exhibition of the architectural solutions developed.

EXAMINATION/EVALUATION CRITERIA

a) Exam type

- Written
- Oral
- Project discussion
- Other

In case of a written exam, questions refer to

- Multiple choice answers
- Open answers
- Numerical exercises

b) Evaluation pattern

The final grade will be weighted on the credits of each course and therefore composed as follows:

- ARCHITECTURAL AND URBAN DESIGN 8CFU;
- URBAN PLANNING 4CFU;
- EXECUTIVE DESIGN 4CFU;

- CONSTRUCTION TECHNIQUE 2CFU;
- ENVIRONMENTAL TECHNIQUE 6CFU;
- ENVIRONMENTAL EVALUATION 4CFU