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## **EXERCISE 1 PROGRAM: ARCHITECTURE, CITY AND PLACE**

### **OBJECTIVES**

Exercise 1 aims to understand the urban context in which the practical design exercises of the Project III and Project IV course units will be developed, focusing on the reading of the city and the identification of clues to support the design process.

Focusing on a brief urban analysis of the site, this exercise is articulated with and complements the site analysis developed in the Geography course unit, including the production of a group model. It is carried out in groups and introduces into the learning process issues relating to the city, public space, and place.

The exercise aims for students to develop the following competences:

- Understanding of the consolidated city, its processes, and the adaptation of urban form to the underlying physical, economic, social, and cultural conditions.
- Understanding of urban space, its spatial, temporal, functional, aesthetic, and constituent dynamics.
- Deepening of disciplinary culture as a basis for the design process.
- Understanding of public space as an urban void, accommodating multiple activities across space and time.
- Mastery of project representation techniques (manual means), controlling the topography in the design process, including the connection between warped surfaces, and ensuring spatial, dimensional, and expressive control of the rigorous design and model.
- Ability to work as part of a team.

### **PROGRAM / Syllabus**

The exercise consists of understanding urban space and its context within a consolidated part of the city, as a basis for the subsequent design activities. Students are asked to observe, read, and interpret urban and public space, introducing into the design process issues such as, among others:

- Reading and understanding the city, its morphology, evolution over time, the presence and value of traces of the past, its functional dynamics, and the evolution of its uses.
- The perception of urban space, including perspective, movement, speed, staying, and landmarks.
- The perception dynamics of the public space by different users and groups (pedestrians, elderly people, children, cyclists, car users).
- The functional adaptation to different uses of the space, at different times of the day, week and year.
- The suitability of urban proposals to the existing urban areas and their ability to address functional, environmental, and socioeconomic gaps.

The exercise comprises two tasks, carried out in class in groups of 5 to 6 students:

Task 1 – Development of an urban analysis according to a defined guideline.

Task 2 – Preparation of a class model, at a scale of 1:100, with the intervention areas removable.

## SITE OF THE EXERCISE

The exercise is developed in Arroios, Lisbon, focusing on a plot located between Rua da Bombarda, at the lower level, and Rua Particular à Manuel Soares Guedes, at the upper level, encompassing the area delimited in the following figure:



Legend: The delimitation of the intervention area for exercise 2 (highlighted in black) on an aerial photograph from 2023, Google Maps.

## DEVELOPMENT OF THE EXERCISE

Task 1 – Development of an urban analysis according to a defined guideline.

- Class 1: Formation of groups of 5 to 6 students, per set of drafting tables (cluster), according to the classroom layout. Preparation for Class 2.
- Class 2: Outdoor class, including a tour of Lisbon and a visit to the intervention area.
- Classes 3 to 5: Creation of 8 analytical drawings of the site, on sketch paper (~A1), based on the provided layout:
  - » Plan 1:1,000 showing the layout (streets + squares + stairways).
  - » Plan 1:1,000 showing the fabric (built structures).
  - » Plan 1:1,000 identifying distinctive elements, supported by the reading and interpretation of selected historical cartography.
  - » Ground synthesis plan 1:200, with the drawn base (topography, streets, stairways, buildings, walls, etc.) and distinctive elements (vegetation, heritage, etc.).
  - » Section 1:1,000, crossing the intervention area, to be defined in class.
  - » 2 Sections 1:200, crossing the intervention area, to be defined in class.
- Deliverables: 8 A1 sketch panels, accordingly to the provided layout. Each group develops two panels, as defined by the professor.

**Task 2** – Preparation of a group model, at a scale of 1:100, focusing on the area defined in Figure 1. The model consists of a rigid base and a removable intervention area.

- Class 1: Selection of materials and rigid support; preparation of the cartographic base, with the division of the model sections among groups, corresponding to a set of drafting tables, according to the classroom layout. Followed by material acquisition and the start of model preparation.
- Classes 2 to 5: Construction of the model.
- Elements to be submitted: Group model, at a scale of 1:100, with the intervention area removable.

## EXERCISE CALENDAR

- Exercise 1 launch: Class 1, September 21.
- Submission of exercise 1 – class 5, October 7, with discussion in class 6, October 12.

## EVALUATION OF THE EXERCISE

The exercise is based on a continuous evaluation system and on regular interaction between the teaching team and the work produced by the student, both in class and through independent work, taking into account performance throughout all classes rather than only at the final submission.

Each student's participation in the group activities is evaluated, both in terms of the quality of their contributions and the workload assumed. Situations involving limited participation within the group and/or failure to fulfil team tasks will be penalised.

The assessment criteria for the exercise focus on the objectives identified above, further developing the assessment criteria of the course unit:

- C1- Understanding of the site and appropriateness of ideas: 10%.
- C2- Understanding of the spatial qualities of the city: 20%.
- C3- Support of disciplinary culture: 10%.
- C4- Understanding of the relationship between space and matter: 10%.
- C5- Mastery of representation techniques (manual methods): 20%.
- C6- Development and quality of the design process: 20%.
- C7- Quality of participation in class: 10%.

## BIBLIOGRAPHY OF THE EXERCISE

- CULLEN, G. (1983). *Paisagem Urbana*. Lisboa, Edições 70.
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- SENNETT, R. (2021). *L'espai public, un Sistema obert, un procés inacabat*. Barcelona: Arcàdia.

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