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## CURRICULAR UNIT PROGRAM

### PROJECT III

#### OBJECTIVES

The Project III curricular unit aims to develop the student's design practice on scales of proximity and in an interdisciplinary environment, broadening the focus to issues of matter, tectonic, and place.

The project activity is supported by the construction of a cultural reference, reactive and proactively on the part of the student, covering the history of architecture and the city, citizenship, and other cultural expressions of the contemporary society.

The specific objectives of the curricular unit are:

- Develop creative capacity, architectural and urban, in relation to a consolidated context.
- Develop the cultural referential of architecture and urbanism as support to the design act.
- Deepen mastery of the design process, three-dimensional spatial thinking, and the ability to represent ideas in architecture.
- Introduce the notion of tectonics in the field of relations between form and matter, in a diversified and controlled environment.
- Deepen the mastery of the representation tools for the design of architectural objects and the urban spaces, including modelling.
- Stabilize the mastery of representation techniques for architectural and urban planning projects of direct expression (manual means), including spatial, dimensional, and expressive control of the rigorous drawing.

#### PROGRAM / Methodology and Syllabus

The objectives listed are pursued through the following methodology and syllabus, in a sequence of two exercises, with concrete didactic approaches, supported by a program of theoretical classes, study visits, and other activities that prove relevant.

Practical Component:

**Exercise 1 – ARCHITECTURE, CITY AND PLACE:** brief urban analysis of the Project III and Project IV site, complementing the site analysis already carried out in the Geography course, and production of a group model (5 classes).

**Exercise 2 – ARCHITECTURE, BUILDING, LANGUAGE AND TECTONICS:** design of a multifunctional program for a plot in a consolidated context and with an urban referential, with the introduction of tectonics and matter as elements of architectural language (16 classes).

**Exercise 3 – ARCHITECTURE, SPACE AND TECTONICS:** development of the tectonic expression of exercise 2 at close-up scales, with a focus on the relationship between the design of the material and the architectural language (5 classes).

Each practical exercise is supported with a specific program, presented in a theoretical session. In exercise 2 and 3, a class is planned with teachers rotating between classes, aiming to diversify the approaches, and stimulating students' critical thinking.

The work process and intermediate and final deliverables must be hand-drawn, exploring various graphic techniques and ensuring spatial, dimensional, and expressive control of precise drawing. The introduction of digital drawing will take place at the Project IV course unit.

#### Theoretical Component:

A package of theoretical classes is planned, combined with the development of the exercises. These classes aim to frame and discuss central themes of the semester, being taught at the beginning of the work weeks.

The program of theoretical classes is included in the course schedule.

#### Complementary teaching activities:

The curricular unit stimulates students' disciplinary cultural growth, through regular participation in exhibitions and conferences at the FA/ULisboa facilities or in the city of Lisbon. A scheme for reading, videos, and podcasts, and the studying works of architecture and urbanism is proposed. These complementary teaching activities are registered in the work process.

### **SKILLS TO BE ACQUIRED BY THE STUDENT**

The following are skills to be acquired or deepened by the student:

- Develop cognitive, analytical, interpretative, and extrapolative skills regarding the building and the city.
- Develop creative capacity, architectural and urban, in relation to a context.
- Associate the act of project with a cultural reference of architecture and urbanism, building a narrative, investigating an architectural language, and developing an intentional plastic expression.
- Deepen three-dimensional spatial thinking and the ability to represent ideas.
- Master the process of project and the conception and synthesis tools, in terms of sketching, rigorous drawing in the work and presentation phases, three-dimensional drawing and model work.
- Answer to the questions of matter, approaching the tectonic.

### **EVALUATION**

Evaluation is carried out through continuous evaluation regime, within the framework of the Regulation for the Assessment of Students' Academic Performance (RAAE) of FA/ULisboa (Order No. 3346/2026, of 13 March), which students are strongly advised to read carefully.

#### Continuous Evaluation:

Eligibility for continuous evaluation (and, where applicable, registration for the examination) is conditional upon attendance at a minimum percentage of 60% of in-person sessions for students under the regular regime, and 30% for students holding a special status that is not exempt from minimum attendance requirements. Attendance will be recorded by signing the class attendance sheet provided by the instructor, which presupposes participation throughout the entire class period. Failure to meet the applicable threshold results in exclusion from continuous evaluation (and from the semester examination), without prejudice to the mechanisms provided for in Articles 8 and 10 of the RAAE.

A final continuous evaluation grade of 10 points or higher constitutes a pass in the course unit, with no examination required (Article 3, paragraph 7, of the RAAE). Evaluation of the practical component is based on interim evaluations, which are cumulative and weighted according to the nature of the work (group or individual) and its complexity. Final approval through continuous evaluation requires a passing grade in all exercises undertaken during the semester, according to the following weighting:

Exercise 1 – 5%

Exercise 2, interim evaluation – 0% (included in the weighting of the following submission)

Exercise 2 – 60%

Exercise 3 – 35%

Each exercise is supported by its own brief, which specifies the evaluation components. All stages of continuous evaluation, including the final evaluation, are subject to a cross-course moderation process involving the instructors of all classes, under the coordination of the course's academic coordinator.

Students' work, evaluated throughout the semester, is understood to encompass all aspects of their individual and group participation, including practical and theoretical work, contributions and participation in discussions, study visits, and any other forms of contribution that may arise from the work undertaken. The working process, as reflected in the development and quality of the individual portfolio, and students' performance in class are continuously evaluated, with their weighting established in the evaluation criteria.

The continuous evaluation period concludes with a general exhibition of the students' work, to be held during the final week of classes. The exhibition will be supported by the drawings produced according to the layout defined for each exercise, models, the complete record of the semester's work, and the logbook. The exhibition will include comments from the instructors of the class and the course unit, and may also include contributions from other instructors from the year and external guests.

#### Exceptional Regimes: Legal Exemption from Attendance and Exceptional Circumstances:

Under regimes involving a legal exemption from attendance, no minimum attendance requirement applies. Where necessary, demonstration of learning and competences must be ensured through the compensatory mechanisms provided for in Article 8 of the RAAE, namely an individual compensation plan (PIC). In absolutely exceptional cases covered by this article, a PIC may also be implemented.

Any PIC must be integrated into the pedagogical framework of the course unit and the semester schedule and may not extend beyond the teaching period of the semester.

Students wishing to make use of a PIC must submit a request to the course coordinator within the regulatory deadlines (Article 8, paragraph 4, of the RAAE). After consulting the class instructor and considering the duly documented circumstances preventing attendance, the course coordinator shall determine, on a case-by-case basis, whether the request is admissible and the form in which the PIC will be implemented. Its objective shall always be to demonstrate the acquisition of the competences and fulfilment of the pedagogical and didactic objectives established in the course unit programme and developed specifically in the briefs for the exercises undertaken throughout the semester.

#### Examination:

The examination is optional and supplementary in nature, constituting the final evaluation for students who have not passed the course unit or who wish to improve the grade obtained through continuous evaluation. The examination is conducted in person and receives an independent grade, with no fixed weighting in relation to continuous evaluation. In examinations taken for the purpose of improving a grade, the higher grade shall prevail.

Registration for the examination is subject to the same in-person attendance requirements established above for continuous evaluation. Failure to meet the applicable threshold results in exclusion from the examination for the semester concerned, without prejudice to the mechanisms provided for in Articles 8 and 10 of the RAAE.

Where an examination takes place, it shall consist of the prior submission of the complete body of work produced during the semester in digital format; an oral examination concerning the work undertaken during the semester; and may also include the development of supplementary drawings to be produced specifically during the examination period, in accordance with a specific brief.

The oral examination is conducted before the class instructor and an instructor from another class; any other instructor from the course unit may also participate. The examination panel is appointed by the Pedagogical Council and is chaired by the academic coordinator. Examination evaluation is subject to a cross-course moderation process involving the instructors of all classes, under the coordination of the academic coordinator.

Evaluation criteria:

- C1- COMPREHENSION AND IDEA (10%): Ability to understand a place, the nature of an architectural problem and to implement an idea into an architectural and urban object, revealing spatial intentionality and controlling architectural adjustments.
- C2- SPATIAL QUALITY (20%): Quality of the solutions for spatial, architectural, and urban design and exploration.
- C3- CULTURE (10%): Ability to carry out a cultural synthesis in the project, expressed by the implementation in the project of an architectural and urban reading and by the assumption of a referenced and qualified architectural language and plastic expression.
- C4- SPACE, MATTER AND TECTONICS (10%): Articulation between spatial options and issues of tectonics and matter.
- C5- REPRESENTATION (20%): Mastery of expression and architectural representation through sketches, rigorous drawings, and three-dimensional models.
- C6- WORK PROCESS (20%): Quality of the work process and the presentation carried out in the exam.
- C7- PERFORMANCE IN CLASS (10%): Attendance, interest, and active participation in classes, assuming a critical and self-critical sense, as determined by the class professor.

The present evaluation parameters are appropriate for each exercise.

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