210767 - EP - All Scales of the Project

Coordinating unit: 210 - ETSAB - Barcelona School of Architecture
Teaching unit: 735 - PA - Department of Architectural Design
Academic year: 2019
Degree: MASTER'S DEGREE IN ADVANCED STUDIES IN ARCHITECTURE-BARCELONA (Syllabus 2015).
( Teaching unit Optional)
ECTS credits: 5  Teaching languages: English

Teaching staff
Coordinator: EDUARDO BRU BISTUER
Others: Segon quadrimestre:
        EDUARDO BRU BISTUER - CP2

Teaching methodology
Go to Spanish or Catalan version

Learning objectives of the subject
Go to Spanish or Catalan version

Study load

<table>
<thead>
<tr>
<th>Total learning time: 125h</th>
<th>Hours large group: 15h</th>
<th>12.00%</th>
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<tbody>
<tr>
<td></td>
<td>Hours medium group: 0h</td>
<td>0.00%</td>
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<tr>
<td></td>
<td>Hours small group: 30h</td>
<td>24.00%</td>
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<td></td>
<td>Guided activities: 0h</td>
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<td></td>
<td>Self study: 80h</td>
<td>64.00%</td>
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**Learning time:** 125h
- Theory classes: 15h
- Laboratory classes: 30h
- Self study: 80h

**Description:**
Architectural project is the main subject of the academic program.

This praxis is made up of propositive acts the architectural project as it is conventionally understood, and theoretical approximations intertwined with designing.

Due to the structure and the aim of the subject, the direction or character of theoretical elaborations cannot be foreseen. They should be originated from the project. From them, professors will create theoretical excursus ad-hoc, looking for resonances and emphases, which would eventually make them evolve towards an acceptable status quo, that won't be a final, but an state of balance.

To theorise would be, then, a designing action. It is produced by the intertwining with the procedures of the project, conforming a roadmap to take into account when the project are looking for a change.

The architectural project is the indescribable, intellectual and documental tension. When it is accomplished, then comes construction.

We do not aim to impartiality. For that reason, the recommended bibliography would be a useful key to understand the points of view that have a notable essence, relevance and utility in a specific sense in order to achieve our goals.

**Specific objectives:**
Repairing, exploring, discovering, finding / Not researching, creating, innovating.

Barcelona is being part of the vanguard of architectural and urban design, which compound, together with an accurate relationship with the context, some of its main traits. The aim of this program is to up-to-date and sprawl this position, with special emphasis in the role of materiality and the simultaneous treatment of different scales at any moment of the architectural design project.

Planning is thinking strategically for action, which wants to become praxis and matter. A Master's programme in Architecture Project has to be a tool for a better design.

Everything has to do with the updating of the architect's role, either concerning the project itself or the processes that occur before the project and the construction; also in relation with the ones which help it to continue to its conclusion; we are talking about post-production and up-to dating processes.

The present context makes this kind of knowledge a decisive need, both for the quality of the work to be carried out and for the definition, updating, maintenance and improvement of the architect's professional figure.

The learning skills should be:

- To be able to produce a project and the intellectual devices to explain it, and locate it in a particular material and cultural context, given the internationality claim of this programme.

- To overcome the conventional separation between isolated subjects in order to make them the driving force for designing.

- To intensify the ability of reading the functional program in order to make it the main tool of the project. To deal with the diverse inputs, instead of simplifying them into a lineal narration.

- To multiply the facts related to the architectural project that can be considered as "place": making them a "situation" according to situationist parameters and general pathos of the project.

- To work with different scales, from biggest to smallest, simultaneously, replacing the linear relationship between scales by inter-dependent structures according to the specific conditions of the place, the functional program, the construction and the affordable materiality in each case.

- To insert the materiality and the detail at the beginning of the architectural project.

- To share the authorship of the process with the users, operators, inhabitants, flaneurs.

- To establish, as a part of the architectural project, both in a physical and in a functional and strategic sense, the ways of maintenance and up-to-dating architecture related to the renewal of the program and forms of use.

- To create the mechanisms to keep alive the solutions until the end, which is not the conclusion of the project but the end of the lifetime in the physical or intellectual assembly.
### Qualification system

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<tr>
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<th>Continuous evaluation (%)</th>
<th>Final evaluation (%)</th>
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<tbody>
<tr>
<td>SE03 Works and reports</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>SE06 Oral presentation</td>
<td>30</td>
<td>30</td>
</tr>
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The project's issue will be related with the content of the other programme courses.

Deadlines will be every three weeks, compounded by the following documents:

- Graphic materials related with the project always considering three scales near, intermediate and large. They must include a little model.
- Constructive details from the beginning of the project. Mistakes would not imply a negative evaluation.
- Freestyle narrative text related with experiences concerning the nature of the project (tales, poems, nouveau-roman descriptions, etc. will be accepted). Drawings, pictures, etc. may accompany these documents.
- Exercises related to other subjects of the programme.

Every term approximately, the topic will be changed. The grade will consist in a weighted evaluation of the previously explained documents.

First class of the semester will consist in a general approach and a proposal of an exercise from a professor (or a friend).

The procedure of the lessons will be as follows: First, the exposition of the exercise will take place. 20 minutes break. Afterwards, the theoretical lesson partially improvised with the documents presented in the first part.

A hypothetical exercise may consist in a proposal of a dérive through the project, a sequence to improve or emphasize.

Conditions: it must include various scales, and involve intentional changes on each one. The results must be arguable as an urban improvement with a clear emotional intention.
Bibliography

Basic:


Complementary: