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## **EXERCISE 2 PROGRAM: ARCHITECTURE, CITY, PLACE AND MATERIALITY**

### **OBJECTIVES**

Exercise 2 aims to consolidate the design practice on proximity scales, focusing on urban spaces. It is developed in groups and introduces into the learning process issues related to the city, public space, place, and materiality.

The student is expected to develop the following skills:

- Creative capacity in responding to the project problems, in relation to the consolidated urban context, exploring teamwork skills.
- Deepening the disciplinary culture as support for the project.
- Understanding the urban space, its spatial, temporal, functional, aesthetic, and constructive dynamics, as support for the transformation through the project.
- Understanding public space as an urban void, which hosts multiple activities in space and time.
- The ability to develop and realize an architectural concept in a controlled section of the city, integrating the project within public space and the built environment.
- 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.
- Control of the design process and three-dimensional spatial thinking, with a focus on urban space.

### **PROGRAM / Syllabus**

The exercise program is driven by the challenge of understanding a consolidated area of Lisbon and aims to discuss and define an intervention strategy for a vacant space, completing urban structures and realizing a vision of the city.

Students are called to rethink urban space, public space, and the role of a small collective-use facility, incorporating into the project issues such as, among others:

- The analysis and understanding of the city, its morphology, historical evolution, the presence and value of past records, 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 involves understanding urban space as a basis for group discussion on an architectural intervention strategy for a vacant site.

It includes two phases, developed in class, by groups of 3 to 4 students and by "clusters" (sets of drafting tables with 2 groups): the preparation of a brief urban analysis and the creation of a class model; followed by the discussion of a strategy designed for the intervention area and a public space project.

Phase 1, task 1 – Development of an urban analysis according to a defined guideline.

Phase 1, task 2 – Preparation of a class model, at a scale of 1:100, with the intervention area removable.

Phase 2 – Discussion of a strategy designed for the intervention area and the development of a public space project, at 1:200 scale and in detail, materializing the vision defined by the group.

The strategy proposed by the groups should reflect an understanding of the city within the area of intervention, considering its morphology, history, urban and ecological structure, distinctive elements, uses, and socioeconomic dynamics. The goal is to develop a well-grounded and site-appropriate proposal that addresses the area, promotes connections and continuities, and enhances the city's coherence.

A controlled-sized site in a consolidated context is deliberately chosen to allow for a deeper exploration of design responses and their development within the urban framework.

## SITE OF THE EXERCISE

The exercise is developed in an area that comprises Alto do Longo and Pátio do Tejolo, in Lisbon, within the parish of Misericórdia, which structures the upper edge of the urban area between Rua D. Pedro V and Rua de O Século. Alto do Longo borders a private plot, where Exercise 3 will be developed, promoting a connection between levels and ensuring a pedestrian route to Rua de O Século.

The intervention area is outlined in the following figure:



**Figure 1:** Urban context of project exercises 2 and 3, with delimitation of the intervention areas, on a 2025 aerial photograph, Google Maps.

## DEVELOPMENT OF THE EXERCISE

The exercise unfolds in 2 phases and 3 tasks:

Phase 1, task 1 – Development of an urban analysis according to a defined guideline.

- Class 3: Formation of groups of 6 students, per set of drafting tables (cluster), according to the classroom layout. Preparation for Class 2.
- Class 4: Outdoor class, including a tour of Lisbon and a visit to the intervention area.
- Classes 5 to 8: Creation of 8 analytical drawings of the site, on sketch paper (~A1), based on the indicated scales with the provided delimitation, produced by 4 groups of students (6 to 7 students each):
  - » 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, from Praça do Príncipe Real to Largo do Camões.
  - » 2 Sections 1:200, crossing the intervention area, to be defined in class.
- Deliverables: 8 A1 sketch panels, with the indicated elements.

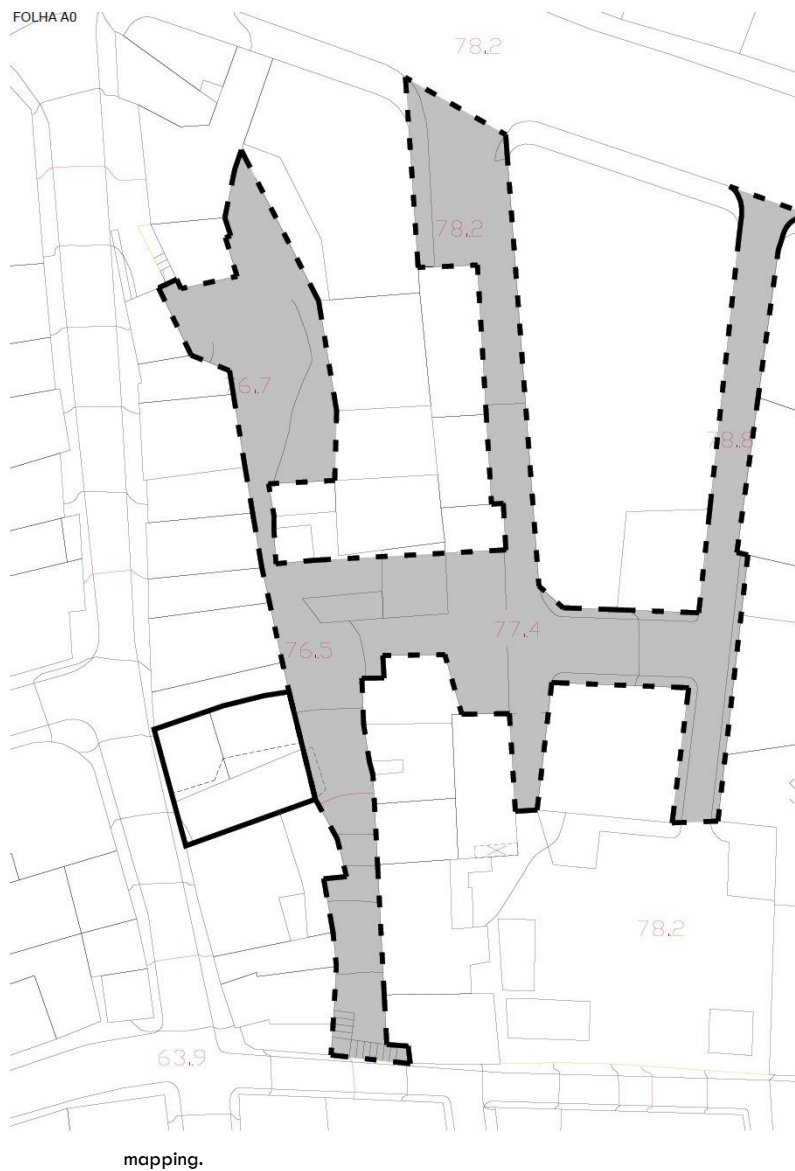
NOTE: This task is connected to the practical exercises of the Geography course unit, continuing the components of physical geography and human geography and working on the intervention area.

Phase 1, task 2 – Preparation of a class model, at a scale of 1:100, focusing on the area defined in Figure 2. The model consists of juxtaposed blocks with the intervention area removable.

- Class 3: 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 5 to 8: Construction of the model.
- Elements to be submitted: Class model, at a scale of 1:100, with the intervention area removable.

Phase 2 – Proposal of a strategy designed for the intervention area and a public space project.

- Classes 6 to 10: Subdivision into groups of 3 students. Discussion of the urban context, definition of a strategy, and development of the public space project, at scales 1:200 and 1:50:
  - » Individual exploratory essay of alternative public space project solutions at a scale of 1:200, conducted in the classroom and through independent work between classes, on A1 sketch sheets, numbered and dated. This should include research sketches, intermediate synthesis of plans and sections, detailed sketches, working models, a crossover of design techniques (sketch on photo, sketch on model photo, among others), with aesthetic intent.
  - » Research of architectural references to support the project, exploring the language that inspires the student and addressing aspects of materiality to be integrated into the working process.
  - » Realization of the individual public space project solution, including its systematization in two-dimensional drawings at a scale of 1:200, articulated with each other, exploration of materiality, at a scale of 1:50, and testing with a working model inserted into the context model.
- The development of this task includes a rotation of instructors in Class 12 (October 15), aiming to diversify the discussion of the work and stimulate the critical thinking of the students.
- Elements to be submitted: A1 sketch panels, following the provided layout, at scales 1:200 and for detailing; model of the final version, integrated into the contextual model (keeping the building as a generic volume for now).



**Figure 2:** delimitation of the class model area, marking with dashed lines the intervention area of exercise 2 and with solid fill the intervention area of exercise 3, 120 x 80 cm, on 1:1,000

## EXERCISE CALENDAR

- Exercise launch: Class 3, September 15.
- Submission of phase 1 – class and expanded group: October 5, by upload to the cloud, with discussion in class 9 – October 6.
- Submission and presentation of phase 2 – groups of 3 students: October 21, by upload to the cloud, with discussion in class 14 – October 22.

## EVALUATION OF THE EXERCISE

The exercise is based on a continuous evaluation process and regular interaction between the teaching team and the work produced by students, both in class and during independent work. Evaluation criteria are considered throughout all classes, not just at the final submission.

The evaluation criteria for the exercise focus on the objectives outlined above and the quality of individual participation, attendance, and punctuality of the students:

- C1- Understanding of the site and appropriateness of ideas: 10%.
- C2- Potential spatial quality: 20%.
- C3- Support of disciplinary culture: 10%.
- C4- Space, material, and tectonics: 10%.
- C5- Mastery of representation techniques (manual methods): 20%.
- C6- Development and quality of the design process: 20%.
- C7- Quality of participation in classes, attendance, and punctuality: 10%.

## BIBLIOGRAPHY OF THE EXERCISE

- CULLEN, G. (1983). *Paisagem Urbana*. Lisboa, Edições 70.
- GEHL, J. (2010). *Cidades para Pessoas*. Lisboa: Perspectiva.
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- SENNETT, R. (2021). *L'espai public, un Sistema obert, un procés inacabat*. Barcelona: Arcàdia.

Lisbon, September 5, 2025