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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 / Syllabus**

The objectives listed are pursued through the following 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 – ARCHITECTURAL DESIGN AND REPRESENTATION:** preparatory exercise for consolidating mastery of project representation tools at scales 1:200 / 1:100 and 1:5 (2 classes).

**Exercise 2 – ARCHITECTURE, CITY, PLACE AND MATERIALITY:** redesign of a contained public space, with topographical differences and located in a consolidated urban context, associated with a distinct element (11 classes).

**Exercise 3 – 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 (15 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 an advanced stage of 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 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**

The evaluation of the curricular unit follows the terms of the FA/ULisboa Student Achievement Assessment Regulation. The final evaluation presupposes the existence of a continuous evaluation, and is determined in an exam, with mandatory attendance, facing a jury appointed by the Pedagogical Council.

Continuous evaluation is carried out throughout the exercises, depending on the delivery phases. The evaluation process results from the critical monitoring and corrections to work (individually and for the class as a whole), and from measuring the learning objectives and the result achieved by each student, at each stage of the work (intermediate assessments), resulting in a classification prior to the exam. This assessment considers the student's process and the evolution throughout the various individual and group moments, the work phases and the student's commitment and performance, with the following weighting:

- Exercise 1 – 5%
- Exercise 2 – 30%
- Exercise 3 – 65%

In both exercises, 25% weight is given to the WORK PROCESS, gathered in a portfolio and logbook, including participation, attendance, and performance in class.

The final evaluation of the semester is carried out by the examination jury, integrating all the professors of the curricular unit. The designed pieces respect the layout defined for each exercise, are delivered in advance, and discussed in an oral exam, together with the models, the complete work process of the semester and the logbook.

The evaluation criteria are the following:

- 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.

The present evaluation parameters are appropriate for each exercise.

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