

POLITECNICO DI TORINO
Master of Science in Architecture Construction City
Honors theses

Two schools of Architecture. Valparaiso, Zurich and a project idea

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The research of this thesis is about two methods (one is "the observacion" and the other one is "the critical thinking") used respectively in the School of Architecture and Design of Valparaiso, in Chile, and at the first year of Urban Design in the ETH Zurich. The work was carried out thanks to the direct experiences: on one hand, through the Interchange Program, in which I was attending the last year of the master in Valparaiso, on the other hand by visiting personally Switzerland to get to know the work of Marc Angélil, professor of Urban Design, which teaches his discipline with a specific method with the goal to develop the critical thinking.

The book *L'architetto generalista*, in the collection of the notebooks of the Academy of Architecture in Mendrisio, was found to be of great importance in the extension of the reasoning. This text is devoted the first chapter of the thesis, stressing the importance given to the essay of Stefano Francesco Musso, *Humanism will save the architecture? The generalist traditions in the light of european destinations*.

In this essay i have kept the attention to the need to put the man in the center of the designing interests and an invitation to promote an education that aims to provide students, first of the responses, the tools to be able to know, by increasing the ability to ask questions, to think and to increase their critical spirit. The second chapter, wants to be an overview of the existing schools and universities of architecture.

In the third chapter, there are the profiles of the Escuela de Arquitectura y Design of Valparaiso and the Eidgenössische Technische Hochschule in Zurich. The fourth chapter, develops in two parts dedicated to the analysis and understanding of both methods, presented in a way to show the peculiarity of the two approaches. The fifth part of the thesis, is a comparison of the two approaches analyzed exploring the meaning of each exercise.

With this work it is hoped to raise some reflections about the methods, in particular those in which the process to achieve the knowledge is knowledge itself. What emerges from both schools is the constant reminder of the personal work, not only understood as the processing of a task assigned, but especially as modeling a own artifact on which the student can improve.

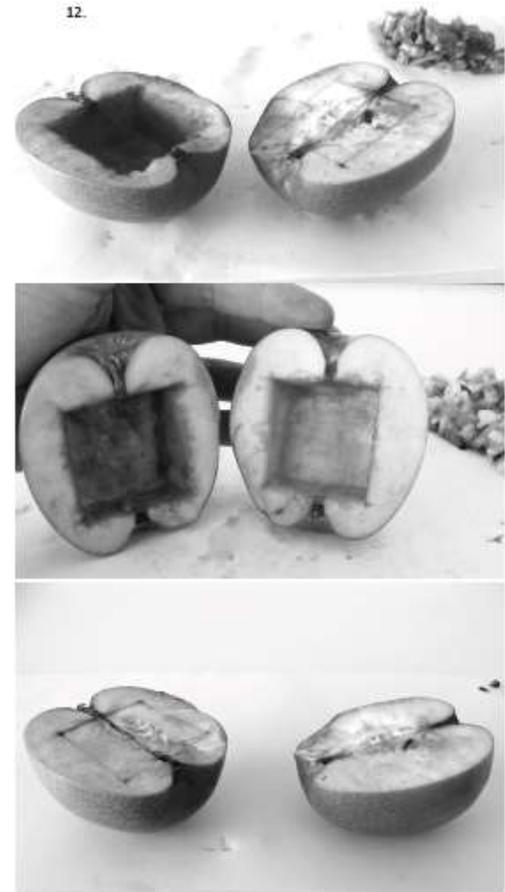
The first year of E[ad] invests his energies in the transmission and in understanding the method of the observacìon. Through this method is taught an ethical approach to the profession: it puts the emphasis on the importance of having a direct relationship with the project area and with the way it is lived by people, inquiring about how the place and people affect each other; It calls into question what it has always taken for granted, with the aim of always being willing to seek alternative solutions; It stresses the importance of respect for the places and people who live in, taking care to treat what it's been doing as an artwork to the community.

The formation of the first year led by Marc Angèlil on the other hand, focuses on wealth of thematic variety, wanting to stimulate the imagination and knowledge of the student. The strategies used are designed to increase each student's knowledge about the general culture, proposing the reading of texts on the theme of architecture, sociology, philosophy, or watching movies or listening to music to translate them into representation. The succession of several tables of discussion encourages participation mechanisms.

STUDIO SUI VOLUMI
serie di esercizi e esperimenti con oggetti del quotidiano

Prendere una mela e dividerla a metà.
Disegnare su ogni metà un quadrato e scavarlo in modo tale che unendo le due metà si componga un lato delle stesse dimensioni di quelle tracciate.
Riempire il vuoto del cubo con una gelatina e richiudere la mela (con l'aiuto dello scotch adesivo)
Riporre la mela nel congelatore e attendere tutta la notte che l'interno si congeli.

Estrarre la mela dal congelatore, aprirla e recuperare il cubo di gelatina.
Con l'aiuto di una taglierina studiare le alterazioni del volume attraverso il comportamento della luce sui tagli apportati.



12. Esempio dell'esercitazione svolta.

I. Exercise on the study of volumes: cutting a cube from an apple and make plans and sections of it.



step A
osservare e disegnare lo spazio tra i ballerini
step B
fare schizzi e modelli dello spazio in-between (spazio determinato da sei barrette di cioccolato)
step C
organizzare i piani di lavoro
step D
costruire la forma in legno
step E
modello in gesso

consegna e discussione alle 20.00 del giorno stesso.

3. Disegnare i vuoti tra i ballerini è il primo step per apprendere le relazioni spaziali nel tempo. Gli studenti sono chiamati a sviluppare una forma che implementi il tempo in un modello statico.

II. Exercise on the study of the space in-between: watch a tango performance and study the space between the dancers as a space in-between while the dancers are like buildings.

SPAZIO
2° esercizio: Una performance di tango
Lo spazio in-between

input
film: Bernardo Bertolucci
Ultimo tango a Parigi
persone:
Bruce Nauman
Rachel Whiteread

lettura assegnata
Colin Rowe, Robert Slutzky, Bernard Hoesli,
Transparency

cosa si acquisisce:
comprensione dello spazio attraverso lo schizzo -
traslazioni di spazi interstiziali - fare chiarezza su ciò che si disegna - precisione del modello.

What unites these two processes of research is that the student is always brought to detach from his knowledge and to see with new eyes and changing the point of view of reality. The way in which the method is expressed is different but the goal is the same, develop cultural and conceptual tools to learn.

Thesis online on Issuu

http://issuu.com/elipurple/docs/tesi_per_issuu.1pdf

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