

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

3 credits	45.0 h	Q2
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Teacher(s)	Caucheteux Philippe ;Marino Giulia ;Vilet Guénola ;
Language :	French
Place of the course	Bruxelles
Main themes	<p>This teaching unit is made up of two modules.</p> <p>Module 1 Formal approach - perception and architectural design (32 hours, supervised + final examination board)</p> <p>Module 2 Composition and materialisation of limits inside/outside outside/inside (32 hours, supervised + final examination board)</p> <p>The question students are set is transferable between these two modules, one supporting the other and vice versa.</p>
Aims	<p>Specific learning outcomes: By the end of the course, students will be able to</p> <ul style="list-style-type: none"> • identify the methods of emergence of figures and the perceptual mechanisms that gave rise to them. • recognise the different formal typologies, their advantages and drawbacks. • assess the potential of form and its representation in the process of architectural design. • apply involved and critical thinking to the process of generation of form. • understand the logic of architectural forms, constructed and perceived. • link together architectural thinking and construction, building and perception. • test out architectural concepts in direct contact with the materiality of the building. • make a case for the shape given to the project by materialisation, in relation to architectural expression. <p>Contribution to the learning outcomes reference framework:</p> <ul style="list-style-type: none"> • Design a project • Adopt approaches which are methodical, creative, metaphorical, perceptive, collaborative etc. <p>Test an artistic approach</p> <ol style="list-style-type: none"> 1 • To imagine drivers which can transform perception of what is real • To take a deliberate step from an uncertain beginning by assembling pre-existing concepts and ideas to form a proposal <p>Build knowledge of architecture</p> <ul style="list-style-type: none"> • Be able to use given references which, by analogy, can lead to other interpretations of the context <p>Make use of other subjects</p> <ul style="list-style-type: none"> • Make use of other subjects to ask questions about the design and implementation of an architectural project <p>Use the technical dimension</p> <ul style="list-style-type: none"> • Acquire an instinctive understanding of structures to use in producing a creative work of architecture <p>Express an architectural procedure</p> <ul style="list-style-type: none"> • Identify the main elements of a hypothesis or a proposal to express and communicate them <p>Make committed choices</p> <ul style="list-style-type: none"> • Make links between different methodological and epistemological perspectives <p>----</p>

	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Faculty or entity in charge	LOCI

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Architecture (Bruxelles)	ARCB1BA	3		