


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

30.0 h

Q2

Teacher(s)	Masson Olivier ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The teaching aims to question three themes:                      The theme of elements (What is a project composed of?); the theme of composition principles (How are the elements associated?) and the theme of constraints (What limits and opens compositions?).</p> <p>The teaching is based on three supports:                      theoretical words, historical corpus and drawing methods.</p> <p>The teaching aims to explain the concepts used in the analysis and composition of buildings: the framework, the regime of proportions, axialities, figures, rhythm, room, enclosure, domain, heavy, heavy, heavy, thickness, light, finesse,' It also questions the oppositions that generate projects: type and model, unity and articulation, the complete and the incomplete, the particular and the general, the system and the element, the constant and the variable'.</p> <p>Concepts and oppositions are observed and recorded in a corpus of buildings that bring together different ages and origins. The buildings are visited according to the different points of view of the project: plan, section, elevation, volume,'.</p> <p>The exercises engage students in finding methods of analysis and composition through drawing.</p> <p>The work drawn promotes the connection between concepts and the corpus in this teaching which articulates the history and theory of architecture.</p>
Aims	<p>At the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>• measure the meaning of the terms 'analysis' and 'composition' when applied at the <i>building level</i></li> <li>• to isolate by drawing the elements and principles present in architectural projects taken from the history of architecture and from all cultural basins</li> <li>• recognize the ways in which architectural projects are composed beyond their specific program or site-related issues</li> <li>1</li> <li>• to reproduce the composition stages of certain architectural projects (morphogenesis)</li> <li>• practice intensive composition exercises</li> <li>• to situate the changes in the paradigm of composition in the history of architecture</li> <li>• to build up analytical operators that can be activated in any architecture project and to measure their potential in other human productions</li> <li>• to build a coherent and synthetic discourse on the analysis and composition of buildings.</li> </ul> <p>-----</p> <p>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".</p>
Faculty or entity in charge	LOCI

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Civil Engineering	<a href="#">GCE2M</a>	3		
Master [120] in Architecture and Engineering	<a href="#">ARCH2M</a>	3		