


3.00 credits

30.0 h

Q1

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| Teacher(s) | Lampariello Beatrice ; |
| Language : | French |
| Place of the course | Bruxelles Saint-Gilles |
| Main themes | <p>Introduction to the theological, ideological and theoretical stances which inform works from Antiquity and the Middle Ages</p> <ul style="list-style-type: none"> • The beginnings of architecture • Pharaonic Egypt: petrified eternity • Hellenic Antiquity: divine perfection of proportion • The Roman world: a universal and imperial construction • Paleochristian conversion: the renewal of meaning • Byzantine synthesis: Hellenism, Roman culture, Orientalism, Christianity • Isla : abstract expression of the divine • Romanesque experiments: Christianity made manifest • Gothic exaltation: structured use of light |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>The <i>History of Architecture</i> teaching unit is designed to provide a set of references. It will however avoid considering history as merely a reservoir of examples, but attempt to analyse 'historically', i.e. to put these examples in their context to gain better understanding of their complex meaning.</p> <p>The main objective of the unit is to ask questions and attempt to understand architecture, as a complex phenomenon, of an intellectual, physical and social kind, and its meaning. This will be done by taking a strictly historical approach.</p> <p>Specific learning outcomes:</p> <p>By the end of this course, students are able to</p> <ul style="list-style-type: none"> • understand and use the vocabulary of art, architecture and urbanism • identify and name the main (typical) stylistic characteristics of an artistic, architectural or urbanistic work in the period being studied • logically place, in time and space, architecture and town developments representative of the period being studied • explain the meaning of a work by putting it back in context, namely by understanding the whys and wherefores which shaped it • place unfamiliar examples by referring them to familiar models • convey the link between art history and the political, economic and social organisation of society. <p>1</p> <p>Contribution to the learning outcome reference framework:</p> <p>Build knowledge of architecture</p> <ul style="list-style-type: none"> • <i>Be familiar with and analyse the basic references</i> • <i>Be able to use given references which, by analogy, can lead to other interpretations of the context</i> <p>Place the action</p> <ul style="list-style-type: none"> • <i>Analyse the environments and contexts according to various given methods and starting from various identified points of view</i> <p>Make use of other subjects</p> <ul style="list-style-type: none"> • <i>Make use of other subjects to ask questions about the design and implementation of an architectural project</i> <p>Use the technical dimension</p> <ul style="list-style-type: none"> • <i>Observe and assess the main construction principles of a building</i> |

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| Bibliography | L'étudiant doit choisir et étudier un livre parmi les suivants : J.C. Goyon, J.C. Golvin, C. Simon-Boidot, G. Martinet, <i>La construction Pharaonique</i> , Picard, Paris 2004 M.-Ch. Hellmann, <i>L'architecture grecque. Architecture religieuse et funéraire</i> , Picard, Paris 2006 M.-Ch. Hellmann, <i>L'architecture grecque. Habitat, urbanisme et fortifications</i> , Picard, Paris 2010 P. Gros, <i>L'architecture romaine du début du IIIe siècle av. J.-C. à la fin du Haut Empire. Les monuments publics</i> , Picard, Paris 1996 P. Gros, <i>L'architecture romaine du début du IIIe siècle av. J.-C. à la fin du Haut Empire. Maisons, palais, villas et tombeaux</i> , Picard, Paris 2006 A. Erlande-Brandenburg, A.-B. Mérel Brandenburg, <i>Du Moyen Âge à la Renaissance</i> , Éditions Mengès, Paris 2014 |
| Faculty or entity in charge | LOCI |

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