

The Curricular Unit (CU) of Project Laboratory VI works, in its different classes, themes and project exercises whose scope and complexity supports its continuation as a development of Master's Thesis - through Project or Dissertation - or its recognition as the last academic milestone of the path of laboratory learning, common to all students. In this sense, different classes cover different types of programmes, contents and contexts, differentiated in order to inscribe a reasonable range of problematisation, where specific students can also recognise themselves.

In Program Lab-Pro-VI 2022-23.

In the center of Fedora, that gray metropolis, stands a metal building with a crystal globe in every room. Looking into each globe, you see a blue city, the model of a different Fedora. These are the forms the city could have taken if, for one reason or another, it had not become what we see today. In every age someone, looking at Fedora as it was, imagined a way of making it the ideal city, but while constructed his miniature model, Fedora was already no longer the same as before, and what had been until yesterday a possible future became only a toy in a glass globe.

The building with the globes is now Fedora's museum: every inhabitant visits it, chooses the city that corresponds to his desires, contemplates it, imagining his reflection in the medusa pond that would have collected the waters of the canal (if it had not been dried up), the view from the high canopied box along the avenue reserved for elephants (now banished from the city), the fun of sliding down the spiral, twisting minaret (which never found a pedestal from which to rise).

On the map of your empire, O Great Khan, there must be room both for the big, stone Fedora and the little Fedoras in glass globes. Not because they are all equally real, but because all are only assumptions. The one contains what is accepted as necessary when it is not yet so; the others, what is imagined as possible and, a moment later, is possible no longer.

In Invisible Cities, Italo Calvino.

LEARNING GOALS

Referred to the normative framework of the E.U., "... Architect Training", namely with regard to:

- The aesthetic and technical demands of project design;
- The adequate knowledge of history and theories of architecture, as well as the related arts, technologies and human sciences;
- Knowledge of town and country planning;
- The appropriate knowledge of physical problems and technologies, as well as of the function of buildings;
- The ability to understand the relationship between man and buildings, and between buildings and their environment;
- The knowledge of structural design, construction and civil engineering problems related to building design.

And give demonstrative answer of the following instrumental skills:

- Theoretical support of project design;
- Critical capacity to develop a "trial and error" approach to problem solving;
- Mastery of the spatial and functional layout and of the main normative frameworks and regulations in force;
- Approach to the architectural language in its articulation with the nature of the buildings and the context in which they are designed;

Mastering the communication of ideas, studies and the final project, in a perspective of "cold media" - analogue and "hot media" - digital.¹

WORKING SESSIONS

Attendance at working sessions is compulsory, in the context of the Assessment Regulations (RAAE). The minimum attendance allowed without penalty in the Continuous Assessment is 80%. Between 70% and 79%, a penalty of 7.5% will be applied; below 70%, 15%; absence from more than 40% of the classes will result in the cancellation of the Continuous Assessment. The Continuous Assessment system, the basis of the evaluation and classification system for the final result produced, requires the monitoring of all phases of the work throughout. It also requires the constitution of the work process in a final Portfolio to be delivered at the end of the continuous assessment period and to be present at the Final Exam. According to the Study Plan in force (ECTS) the estimated working hours of this curricular unit are 1 hour, distributed along 20 weeks. Of these hours are teaching time. The remaining hours include independent work, preparation for assessments and examinations. The average weekly workload in the curricular unit is estimated at 18 hours.²

¹ Free translation from the original :

OBJETIVOS DA APRENDIZAGEM

Referidos ao quadro normativo da U. E., «... Formação de Arquitecto», nomeadamente no que se refere a:

- As exigências estéticas e técnicas da concepção do projecto;
- O conhecimento adequado de história e das teorias da arquitectura, bem como das artes, tecnologias e ciências humanas conexas;
- O conhecimento do Urbanismo e Ordenamento do Território;
- O conhecimento adequado dos problemas físicos e das tecnologias, bem como da função dos edifícios;
- A capacidade de apreender as relações entre o homem e os edifícios e entre os edifícios e o seu ambiente;
- O conhecimento dos problemas de concepção estrutural, de construção e de engenharia civil relacionados com a concepção de edifícios.

E dar resposta demonstrativa das seguintes aptidões instrumentais:

- Suporte teórico da concepção do projecto;
- Capacidade crítica tendente ao desenvolvimento de um caminho de "ensaio e erro" na resolução de problemas;
- Domínio da disposição espacial e funcional e dos quadros normativos e regulamentos vigentes principais;
- Abordagem da linguagem arquitectónica na sua articulação com a natureza dos edifícios e do contexto em que se desenham;

Domínio da comunicação das ideias, dos estudos e do projecto final, numa perspectiva de "meios frios" — analógicos e "meios quentes" — digitais.

(In from the General Programme for Project Laboratory VI.)

² Free translation from the original :

AULAS

A assistência às aulas —presenciais e online — é mandatária, no contexto do Regulamento de Avaliações (RAAE). A assiduidade mínima admitida sem penalização na Avaliação Contínua é de 80%. Entre 70% e 79%

ASSESSMENT

The Working Process is as relevant as the Final Project submitted to examination. The ability to design and question the problems and the development produced, both in group and individually, will be considered in the evaluation of the final work. At the end of the semester the Final Project and Portfolio of the work produced will be requested, which should be documented and filed along its execution. The non-inclusion of this Portfolio implies failure in the Continuous Assessment phase.

The work will be assessed taking into account

- The attendance, participation and work in the class, individually and in groups;
- The theoretical, instrumental and technical skills demonstrated;
- The completion and delivery of each phase or element of the work;
- The intellectual rigour of the development of the work and the resulting in-depth disciplinary knowledge.

And according to the following parameters

- Rigorous theoretical basis;
- Response to the Programme demonstrating, in general terms, the capabilities referred to above;
- Resolution of functional and technical problems;
- Innovation / creativity;
- Quality of representation

The aspects related to Attendance, Continuous Assessment and Examinations referred to in Articles 3 - 1, 2; 4 and 4 - 2; 3; 9 of the RAAE, are part of this articulation.³

a penalização a aplicar é de 7,5%; abaixo de 70% é de 15%; a ausência a mais de 40% das aulas implica a anulação da Avaliação Contínua. O regime de Avaliação Contínua, base do sistema de avaliação e classificação do resultado final produzido, exige o acompanhamento de todas as fases do trabalho ao longo das mesmas. Requer ainda a constituição do processo de trabalho num Portfolio final a ser entregue no final do período de avaliação contínua e a ser presente no Exame Final. De acordo com o Plano de Estudos em vigor (ECTS) a estimativa de horas de trabalho desta unidade curricular é de: 13ECTSx28h = 364h, distribuídas ao longo de 20 semanas. Destas horas 153h são tempos lectivos. As restantes incluem trabalho independente, preparação para avaliações e exames. O trabalho médio semanal na Unidade Curricular estima-se em 18h. (In from the General Programme for Project Laboratory VI.)

³ Free translation from the original :

PRINCÍPIOS DE AVALIAÇÃO

O Processo de Trabalho é tão relevante como o Projeto Final submetido a exame. A capacidade de conceção e questionamento dos problemas e o desenvolvimento produzido, quer em grupo quer individual, serão considerados na avaliação do trabalho final. No final do semestre serão solicitadas as Peças Finais e o Portfolio do trabalho produzido, que deve ser documentado e arquivado ao longo da sua execução. A não inclusão final deste Portfolio implica a reprovação na fase de Avaliação Contínua.

O trabalho será avaliado, tendo em conta:

- A assiduidade, participação e trabalho na turma, individual e em grupo;
 - As capacidades teóricas, instrumentais e técnicas demonstradas;
 - A conclusão e entrega de cada fase ou elemento do trabalho;
 - O rigor intelectual do desenvolvimento do trabalho e o aprofundamento disciplinar decorrente.
- E de acordo com os seguintes parâmetros
- Fundamentação teórica rigorosa;
 - Resposta ao Programa demonstrando genericamente as capacidades atrás referidas;
 - Resolução dos problemas funcionais e técnicos;
 - Inovação / criatividade;
 - Qualidade de representação

Os aspetos relativos à Assiduidade, Avaliação Contínua e Exames referidos nos Art.ºs 3º - 1, 2; 4 e 4º - 2; 3; 9 do RAAE, fazem parte deste articulado.

In from the General Programme for Project Laboratory VI).

THE OBJECT CITY AND THE VALUE OF THE OBJECT IN THE CITY

In his book *Collage City*, Colin Rowe and Fred Koetter address the crisis of the object as underlying the then ensuing revision of the effective (tried and tested) proposals of the Modern city. The relationship between the consolidated historic centre and its immediate peripheral growth, that is, in its extreme close relationship between urban heritage and urban emptiness, is relevant to this work. But not only the re-evaluation of the areas to intervene as programmatic and organizational use, as well as the weight and the relevance in the structuring of this whole riverside and central area, goes through the surgical sewing of new possibilities for public and/or private use that complete and finish its current urban structure. The primary space, despite the more symbolic weight, due to the more public specific programme or its location in the urban fabric, of one or another building (object), object of design and intention (due to an empirical analysis), is ultimately the public space. This latter incorporates more exposed areas and in the naturalized sequence of the urban structure in presence, or also of "pockets" which are independently part of the city's invisibilities, as spaces to be discovered in the complexity of the city paths' structure. These pockets offer spaces of permanence, of delay, to the pedestrian of the historic city. The architectural objects (of urban continuity), confine spaces for dwelling allowing for domestic permanence and/or others of more institutional character. To rebuild these "pockets", as areas of new interactions between the inhabitant/visitor of the city and the city itself, exploring models of occupation and co-habitation, is a way of responding to the new paradigm, not only of the so present post-Covid society, but also, and above all of a society on the way to full decarbonisation.

INTRODUCTION AND MAIN THEME

The cities and buildings of this city are organised by spatial sequences that respond to different ideas of socialisation, but whose topological models fit together in such a way that anyone can understand or interpret them, wherever they come from. We're not talking about a global value, which moulds or alters places by wills that don't read those places, but by universal *wills* that contribute to the physical "moulding" of a social space.

This social space exists in the city centres, but today they have been devastated by the accelerated phenomenon of gentrification, mainly in the after-COVID (a.d.) era, very much enhanced through its mass touristification. To mitigate this phenomenon, means to recover the "invisible" places of the dense city, offering it, among its rubble and ruins, vacant buildings, vacant plots, gutted interiors, urban ruptures and areas "forgotten" *civitas*, new "houses", houses to live in, where people sleep and eat, but also houses to meet for culture, activities and interests in city politics.

Based on this statement, on the imaginative possibilities its probable invisibilities, the students are asked to look at the modern-historical centre of Cascais, namely the basin of *Ribeira das Vinhas*, and to raise possibilities for intervention that relaunch the relationship between the space of housing and the social space of the city. It's not about social housing, it's about inhabiting the social space of the city, and by doing so, to make it visible.

With what model can we begin a typological research project on models of inhabiting, through the continuous act of sewing urban tissues, that shall guarantee us operative results, possibly conclusive, but above all, to be essentially speculative in pursuing the ambition to inhabiting the whole city and not just its poorly resolved leftover fringes resulting from the harsh encounter between the "city" and the "countryside"?

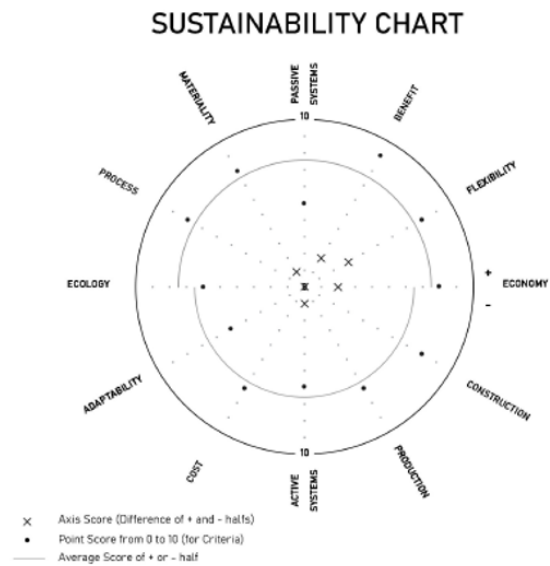
SOCIO-ECONOMIC AND ENVIRONMENTAL IMPACTS ACCORDING TO THE SUSTAINABLE DEVELOPMENT GOALS (SDGS), UN

The thematic statement of this project refers to issues of the inclusion of social space in the city, but also to all the issues that relate to the sustainability of a new building, realising the ultimate goal of a near zero building. The gentrification of a community and, more broadly, a city, consumes economic resources that would guarantee a certain type of local economy by gradually replacing it with a more universal or even globalised economy. Since the goal of maintaining local economies that no longer have a foothold is lost, whether due to the non-exploitation of raw materials, the lack of artisans or the constant pressure on new products and services aimed at a more homogeneous and undifferentiated population, we are left with the possibility of mitigating these effects of transformation and mutation by maintaining pockets of resistance, where through the arts, possibly handicrafts, gastronomy and local cultures, including literature and of course architecture, activities (economic and cultural) that represent these small economies can be affirmed. Associated with this resistance, it is absolutely essential to guarantee ways of living that are contemporary and socially inclusive. In other words, housing, in its most varied models, has always been part of these projects, as a way of continuing to offer affordable homes to less favoured pockets, which will necessarily contribute to a dynamic of services and economic activities adapted to different social realities.

The students are asked to draw up models to analyse their projects based on Spider Diagrams, where each project is assessed according to six axes of sustainability: (1) the Energy axis, which assessed the relationship between passive systems, with positive values, and active systems, with negative values, in construction; (2) the cultural and contextual axis, which integrated ecology and economy, both with neutral value; (3) The material axis, materiality, with a positive value, and production, with a negative value; (4) Tectonics, in which process represented the positive section and construction the negative section; (5) use, in which flexibility represented the positive section and adaptability the negative section (in this case we understand flexibility as spaces with a primary structure and fixed compartmentalisation, and adaptability as spaces whose elements are mobile and change location); (6) And finally, the analysis between benefit, with a positive value, and cost, with a negative value.

As part of a Sustainability study, we elaborated a set of criteria and recorded them in a Spider Diagram. This allows us to evaluate Architecture under the aspects of Sustainability. The chart diagram illustrates 6 axes each consisting of a contrasting pair of conditions.

- ENERGY AXIS**
Passive (+)/Active Systems (-)
- CULTURE/CONTEXTUAL AXIS**
Ecology (n)/Economy (n)
- MATERIAL AXIS**
Materiality (+)/Production (-)
- TECTONICS AXIS**
Process (+)/Costruction (-)
- USE AXIS**
Flexibility (+)/Adaptability (-)
- ANALYSIS AXIS**
Benefit (+)/Cost (-)



Self-Assessments Sustainable Chart

SITE

The intervention site will be the town/city of Cascais, more precisely the basin area of *Ribeira das Vinhas*, from the moment it breaks through the central urban area, becomes "clogged" and finally spreads out into the bay of Cascais.

This valley is invisible in the most literal sense, visually not present in the urban fabric. It represents an unresolved scar from the encounter between a natural valley, contained between dense urban areas, and the filling in of its stream from the Cascais Market area.

It includes the current Cascais Villa Shopping Centre, which is vacant and has already been announced for demolition by the municipality. The reintegration of this space as the finishing touch to the Plan for the new avenues of the "modern" centre of Cascais from the end of the 1950's, early 1960s, designed by architect Gil Graça, is also an opportunity to include the new gateway to Cascais as an area for new residents to settle, integrating the potential of how the *Ribeira das Vinhas* linear park will bring new environments and experiences to the urbanity of Cascais.

METHODOLOGY

Housing models have often been the subject of various research projects, or the systematisation and organisation of important collections by architects who have dedicated themselves to housing. Documented examples from these collections will be the starting point for the housing programme to be considered by the students, so that they can operate speculatively on new models of living that mitigate the changes and losses currently taking place in the city's social space.

This Laboratory is also part of a project with six other European architecture schools (Ljubjana/Slovenia, Split/Croatia, La Villete Paris/France, Seville/Spain associated with Mainz/Germany and Alcalá Madrid/Spain), called Parallel Studios, in which we will collaborate online to share the same project themes, culminating in a final workshop in Lisbon, to which each of these schools will bring 3 to 4 students (FAUL shall participate with the same number of students).

Finally, we will respond to the challenge launched by the Faculty of Architecture of the University of Porto in the More than Houses Programme, in which the country's various Schools of Architecture are called upon to rethink the housing program for the next 50 years.

Students will work in groups of 3 to 4 throughout the semester.

PRELIMINARY FUNCTIONAL PROGRAMME

The functional programme will depend on the strategic working group's proposals, but should always include as the primary use affordable housing integrating commercial and public facilities. Particular importance should be given to the landscaping of the site, with special care in the design and choice of tree clumps and their species. The proposal should also consider and justify the six axes of sustainability described in the Annexes. This statement may suffer alterations specifying the Functional Programme in greater detail. The proposals must be framed by the Cascais *PDM*, complying with its urbanistic indicators and norms. All plans that apply to the sites to be developed should be consulted, particularly for the mandatory new proposals on the site of the current *Cascais Villa Shopping Mall*.

WORK PHASES

Four work stages are foreseen during the semester, with partial deliveries and discussions/presentations at the end of each one. The 5th phase will correspond to the final exam.

1st PHASE

HISTORICAL, PHYSICAL, ENVIRONMENTAL AND PROGRAMMATIC ANALYSIS

This 1st phase takes place between September 16 and October 12, with a common delivery to the five/six groups of students. It will focus on the organization and compilation of a drawn synthesis concerning the historic urban grown, orographic, environmental and programmatic structures, as well as the making of a physical model in 1/500 scale, namely in the specific area of intervention, i.e., *Ribeira das Vinhas* and *Rua 25 de Abril*, Market place and *Cascais Villa*, *Avenida Valbom* and the bay and its waterfront.

The groups will make a joint delivery on October 12, at the beginning of the session of the following elements:

- The mentioned model;
- One A0 panel (horizontally oriented), with the representation of the whole area, including the bay, in the scale 1/1000, with information schemes indexed at scale 1/10000;
- One A0 panel (horizontally oriented), with the superimposition of the 1912-16 plans and the PUC (Urbanization Plan of *Costa do Sol*) from 1922, its comparative analysis including the whole intervention area and the bay, in the scale 1/1000, with information schemes indexed at 1/5000 showing the different periods of significant urban growth;
- One A0 panel (horizontally oriented), representing today's buildings' footprints and voids, of the intervention area, including the structuring urban spaces of the urban form, notable buildings and accompanying volumes of the urban structure (Noli plan), in 1/1000 scale, with information schemes indexed at 1/5000 scale;
- One A0 panel (horizontally oriented), representing the orography of the "ground" of the whole intervention area, in its relationship with the bed of the *Ribeira das Vinhas*, in the scale 1/1000, with information schemes indexed at scale 1/5000;
- Two A0 panel (horizontally oriented) containing the survey of the facades of *Avenida 25 de Abril*, Market Place, *Rua Valbom* and the water front facing the bay, at 1/500 scale;
- Historical photographs from the Municipal Archives of the most relevant views and its contemporary views organized in one or two A0 panels or integrated within the panels;

- A written document that constitutes the explanation and memory of this initial analysis. This document shall be also included within the panels.

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The weight of this phase in the individual assessment of each student will correspond to **20%**. The presence/attendance as well as the active participation of each student in the work session will be considered.

2rd PHASE

INTERVENTION STRATEGIES FOR EACH ONE OF THE GROUPS

This third phase will take place between October 17 and November 07, with the delivery by the various groups of their intervention strategies, encompassing the whole intervention area, but in which the most relevant interventions and of major urban renewal/rehabilitation are centred along *Avenida Valbom* and its connection to the Market Place and the new design for the plot of the former *Cascais Villa Shopping*. This phase includes intervention strategies that can be extended to the entire urban fabric of Cascais but should be concentrated in the area defined as the intervention area. The intervention area should be more precisely redefined in this phase, with a special focus on the former *Cascais Villa* plot, but also on a cross section design of *Avenida Valbom* and the ground pavement design extending to include including *Rua 25 de Abril*, and also on the recognition of the "invisibilities" of the areas (or "pockets") to be reintegrated in the urban structure of the city centre. The strategic proposals include programmatic propositions for all this "new" sites.

The groups will deliver the following elements on November 07, at the beginning of the class:

- Between 4 and 8 A0 panels (horizontally oriented) in vertical/horizontal sequence, representing a 1/500 scale plan of the open space (continuous pedestrian route on ground floor), representing the footprints at ground floor level of the buildings in which all public access areas (shops, restaurants, etc.) are visible. This plan is intended to recognise and survey all the spaces "invisible" to the pedestrian in the city that run through its main urban structure, designating new uses and functions for them. These new uses may consist the construction of new buildings. The proposed building must be represented on these plans in isometry, in order to stand out from the planimetry of the pedestrian space and to consecrate the proposed volumes.

- 1/500 scale profiles cutting through the urban project showing the new building structures/spaces, street profiles and public space.

- Partial models in 1/500 and/or 1/200 scale of the basic concepts for the definition of the strategies in the respective intervention areas. The 1/500 scale models should be

placed in the context of the Cascais base model, so that photographic records can be elaborated.

- A written document constitutes the explanation and memory of this strategic proposal. This document shall include various photographs, from the site to the models and/or sketches, and shall approach the recommended solutions from the point of view of the six axes of sustainability and shall be integrated within the A0 panels.

The weight of this phase in the individual assessment of each student will correspond to **30%**. The presence/attendance as well as the active participation of each student in his/her work group will be considered.

After the delivery of this phase all students will receive a semester interim continuous assessment, which will then be corrected after the 3th phase, and before the exam, as the final information of continuous assessment.

3th PHASE

BUILDING DESIGN

This 3th stage takes place between the November 9th and December 21st. The various projects for the various buildings, integrate and respond to the strategies defined in the previous phase and elaborate on an aspect of the Programme (functional and symbolic) defined in the previous phase, and may, by their complexity and nature, correspond to a project exercise to be later integrated in a TFM (Master Final Work).

The deliveries include:

- A number of A0 panels (horizontally oriented) to be defined by each group, containing all the drawings in 1/500 and 1/200 scale (plans, sections, elevations, partial and/or total axonometry, conic line perspectives) and a section and elevation in 1/50 scale, as well as a written part, integrated in the panels;
- 1/200 and 1/50 partial scale models of the spaces, buildings and structures proposed, exploring above all their conceptual aspects;
- Evaluation spider diagram of the way in which the built solution responds to the six axes of sustainability.

The weight of this phase in the individual assessment of each student will correspond to **50%**. The presence/attendance as well as the active participation of each student in class will be considered.

The information of the continuous assessment, end of semester, will be provided to all students after this phase, during the tutoring weeks before the final exam to take place.

The Project will be defined, and may continue to be developed in later phases (for example in the context of a Master's Final Work - TFM), and must have a complexity and dimension proper to a TFM.

Each group will also produce synthesis models of their proposals at a scale of 1/500 that can be integrated in the city model at a scale of 1/500 elaborated in the first phase of the work.

At the end of this phase an A3 booklet including the 1st phase common work and the different group strategies approaches should be underway to be submitted in the last day of the academic workshop meetings period.

4th PHASE - EXAMINATION

In the Examination Phase students must submit ALL THE COMPLETED AND FINISHED ELEMENTS DESCRIBED FOR PHASES 1, 2 and 3. The panels specified for PHASE 3 may be updated and completed with new drawn and written records, during the tutorial support given in class and in the examination support sessions that take place after the delivery of PHASE 3. In addition to what is specified for PHASE 3, A0 panels must also contain the following:

- Written pieces to be integrated in panels A0, with a text justifying and describing the Proposal, namely in its landscape and urban integration aspects, programme relevance, functional and constructive aspects and a text about the integrated sustainability proposals, namely and mainly the passive issues and the inclusion in the social/cultural network of Cascais.

The models to be delivered in examination will be the following:

- Mock-up 1/500 executed in Phase 1 of the intervention area;
- Models of the urban proposal in 1/500 scale, integrated in the city model executed in Phase 1, made in groups and that corresponds to Phase 2;
- Models of urban review to the group work, which integrate the building(s) under study, in 1/500 scale and integrated in the model executed in Phase 1;
- Other models of the building(s) under study in different scales (1/500 and 1/200, 1/100 and 1/50)

PLANNING OF THE WORKING SESSIONS.

SEPTEMBER

19, Tuesday – introduction session to all of the 5th year students at room 4.0.22 from 08:00 am to 10:30 am. From 10. 30 am different workshops are resuming at their designated rooms for Syllabus specific presentations. presentation of the planning and methodologies for the semester.

21, Thursday – site visit. definition of the working groups. Photographic survey of relevant street facades.

26, Tuesday – Working session with faculty from theory/history department. analysis of the photographic and drawing collections of Cascais. Definition on the material for the 1/500 scale model making.

28, Thursday – definition and finalization of the historical working charts/maps. Working session on the street facades survey. Model working session. Sorting historic photographs (1st session).

OCTOBER

03, Tuesday – working session on the Noli plan. Finalization on the street facades survey. Working session on the model. Sorting historic photographs (2nd session).

10, Tuesday – Final selection of the historical photographs. Working session with faculty from theory/history department. Finalization of the *Noli* plan. Working session on the orographic map.

12, Thursday – Finalization of the orographic map. Working session on the model.

17, Tuesday – first group approaches to an urban strategy. Working session with faculty from the Social Sciences department. Finalizing the first phase A0 panels.

19, Thursday – group's design working session.

24, Tuesday – group's design working session. First master plan and profiles. First 1/500 and 1/200 studying models.

26, Thursday - Working session with faculty from the Social Sciences department, presenting and discussion urban strategies.

NOVEMBER

02, Thursday – group's design working session. finalizing master plan and profiles. More elaborated 1/500 and 1/200 studying models.

07, Tuesday – delivery and class presentations – 1st and 2nd phases

09, Thursday – starting detailing the former Cascais Villa plot and/or other urban “pockets”. Circular economy, energetic efficiency, envelop strategies and materiality ontological approaches for each one of the groups. Joint lesson to all workshops by the Technology department faculty in room 4.022 at 10:00a.m.

14, Tuesday – building workshop group sessions.

16, Thursday – building workshop group sessions.

21, Tuesday – building workshop group sessions.

23, Thursday – building workshop group sessions.

28, Tuesday – Working session with faculty from the Social Sciences department, discussing different groups building structures, technological systems and sustainable design options.

30, Thursday – Working session with faculty from the Social Sciences department, discussing different groups building structures, technological systems and sustainable design options.

DECEMBER

05, Tuesday – Working session with faculty from the Social Sciences department, drawings strategies and detailed representations.

07, Thursday – Working session with faculty from the Social Sciences department, drawings strategies, detailed representations and building working models

12, Tuesday – Working session with faculty from the Social Sciences department, building working models

14, Thursday – Working session with faculty from the Social Sciences department, finalizing A0 panels and models

19, Tuesday – finalizing A0 panels and models

21, Thursday – SEMESTERS FINAL SUBMISSION (last session within the academic calendar) and submission of the workshop group A3 booklet

THE SCHEDULE FOR THE JANUARY SUPORT SESSIONS AND EXAMS SHALL BE HANDED OUT AT A LATER DATE

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Other bibliography is included in the DIGITAL FILE annexed.

OTHER TITLES MIGHT BE ADDED TO THE ABOVE LIST BY THE FACULTY MEMBERS DURING THE WORKING SESSIONS. THE READING OF ALL TITLES IS NOT MANDATORY BUT THE REGULAR CONSULTATION OF THE ONES RELEVANT TO YOUR WORK IS HIGHLY RECOMMENDED