

Graphic dialogues: the progress of knowledge in design in the architecture studio

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Abstract

This paper aims to address one of the most common activities in the teaching of architecture: the counselling that professors provide to students in the architectural design studio through the use of drawings. For us, these actions are known as graphic dialogues. The purpose is to remind, reinforce and, above all, promote the idea that drawing is an essential instrument for the graphic dialogue learning method and for the dialogue between students and professors, who are faced with the task of constructing apprentices, advancing their knowledge, and ensuring the attitudes required to learn design. It considers drawing as learning the reflective practice and structuring architectural thinking, and as an instrument for the development and representation of ideas, shared autonomy in the articulation of theory and practice, and the construction of knowledge, skills and competences in the act of designing. Finally, it encompasses the progress of syncretic thinking to synthetic thinking in the design process. It states that the teaching of architectural design is based on this continuous designing in which the encounter between professors and students seeks to enable an exchange of knowledge that favours the performance of this activity and, evidently, the progress of students and their promotion in the course.

Keywords: graphic dialogue, drawing, progress.