

Maquette-concept as project genesis in the teaching of architecture

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Abstract

This article presents the potential of using the maquette-concept¹ in the creative process of space exploration and in the design genesis of architecture teaching.

Thus, from the reconfiguration of the concepts of space representation as methods of perception, understanding and design awareness, we try to present a learning process where these idea objects are configured as embryonic rationales. It is a kind of maquette-concept, where the argument or spatial poetics is succinctly expressed, and the basis that will lead the whole design process are formed, conforming the later contextual, functional and constructive constraints. Basically, the maquette-concept is chosen to represent an initial

idea, where contextual, functional and constructive constraints are dismissed and material is chosen as the guiding principle in the complex process that is the teaching and the learning of architecture.

In this sense the approach is systematized on the following points: on the learning process in architecture; on three-dimensional visualisation of space; on the relevance of the maquette-concept; on some experiences and formalisations; and ultimately about final considerations of idea, object and space.

Keywords: maquette-concept, sketch, architectural teaching, argument, project

¹ [Maquette - is a french word used to describe

a physical model representing a formal idea.]