

Academic Year 2025–2026

### **Syllabus – Project V**

Course Coordinator: Jorge Spencer

#### **TEACHING STAFF**

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#### **OBJECTIVES**

The pedagogical objectives of the Project V course are linked to consolidating design methodologies that enable sustained intervention in real contexts and the composition of architectural structures of intermediate complexity, meeting both technical and aesthetic requirements while focusing on the understanding of spatial practices.

The aim is to integrate cultural information from the architectural discipline, specific information about the topic, and precise programmatic guidelines.

In approaching the proposed project, it is recognised that project knowledge is combined with critical awareness and judgement, meaning decisions should be based on the formulation of hypotheses — that is, understanding the project as the act or process of designing. Thinking and doing, continuously, form the very dynamic of architectural project development.

Pursuing these objectives positions the course within a first-cycle framework understood as preparatory and essentially formative, to be followed by a second cycle of a more professional nature.

#### **PROGRAMME / Course Content**

The semester objectives are materialised through practical exercises of group analysis and critique, and individual design, around the general theme of housing.

The semester focuses particularly on developing one analytical study and two sequential and interconnected design studies, considering programmes of domestic and collective housing spaces in an (as yet) implicit urban context.

Within this framework, the following issues will be addressed: composition; served/servant spaces; individual/collective space; intimate/public space; spaces of permanence/transition; functional/visual space; equipment and furnishings; project framing; comfort; domesticity; structure and distribution; flexibility and adaptability; accessibility and outdoor space; materiality and language; unity and aggregation; typological adaptation; and the design process itself.

Contemporary housing topics that challenge conventional models will also be addressed, such as:

- **Co-living**, as an alternative for intergenerational sharing and interaction;
- **Passive flexibility**, as a strategy to extend the life cycle of spaces;
- **Satellite spaces**, as functional extensions of the home that link the private to the common and respond to new usage needs.

These forms of cohabitation strengthen the relational dimension of dwelling, understanding the home not only as a private unit but as part of a collective body. Emphasis will be placed on life in community and on the role of common spaces — galleries, courtyards, shared kitchens — as infrastructures for everyday encounters and sociability.

The three exercises are interconnected and sequenced as stages of project reflection and consist of:

**Exercise 1 – HOUSE:** Analysis and reflection on examples of buildings and architectural spaces, in order to develop a critical eye on architecture through the interpretation and representation of paradigmatic examples.

**Exercise 2 – Design of a PROTOTYPE** [as conception and creation of a model] that can be grouped and multiplied horizontally and vertically through processes of **AGGREGATION**.

**Exercise 3 – Design of a TYPOLOGICAL ADAPTATION** that takes the PROTOTYPE as a base unit to develop the structures and architectural elements necessary for its combination, thereby constituting a **SYSTEM**.

### SKILLS TO BE ACQUIRED BY THE STUDENT

The student should develop the ability to articulate and communicate ideas through the project, understanding it as a means of investigation and of critical and creative expression.

Throughout the semester, the student should acquire mastery of the conceptual, technical, and operational tools of the act of designing, paying close attention to the coherence between intention, process, and built form.

It is essential to relate uses and spaces, adapting them to the desired experiential qualities, based on an understanding of spatial and social practices within the disciplinary framework of architecture. The project will be approached as an instrument of reading and intervention that crosses scales and temporalities, even when centred on housing.

The aim is for the student to develop a critical reading of collective housing, understanding it not only as a system of repetition and variation, but also as a field of typological experimentation, functional adaptation, and transformation over time.

### ASSESSMENT

In addition to the specific aspects contained in the FAUL Assessment Regulations, it is considered that the students' work, to be assessed throughout the semester, encompasses all aspects of their participation, whether individual or in groups, relating to practical and theoretical work, interventions and participation in discussions, or other types of contributions that may arise in the work to be developed.

Within the framework of this course, enrolment for the first sitting of the exam depends on attending a minimum percentage of in-person sessions — not less than 60% for regular students and 30% for students with special status. If this minimum attendance is not met, the student automatically fails and may only present themselves for the second sitting of the exam. According to current regulations, only students with a continuous assessment grade equal to or above 7 (seven) may apply for the first sitting of the exam.

The grade for the compulsory practical component is awarded by the student's lecturer, based on interim assessments, which will be weighted according to the nature of the work (group or individual) and its complexity.

- **1st Interim Assessment:** Exercise 1 – 20%
- **2nd Interim Assessment:** Exercise 2 – 30%
- **3rd Interim Assessment:** Exercise 3 – 50%

– **Participation, Attendance, and In-class Performance** (as reflected in the portfolio) will be permanently assessed, with a weighting corresponding to 20% of each of the three stages of continuous assessment.

– The **first sitting of the final exam** will consist of an oral examination, in which the student must present and discuss the 3rd exercise of the semester before a panel composed of the student's lecturer, a lecturer from another class, and chaired by the scientific coordinator of the course.

– The **second sitting of the exam** will consist of an oral examination in which the student must present and discuss all the exercises developed during the semester (1st, 2nd, 3rd) before a panel also composed of the student's lecturer, a lecturer from another class, and chaired by the scientific coordinator of the course.

The grades for each of the three stages of continuous assessment, as well as the grade for the final exam, will always be subject to a cross-checking process among all classes of the year, carried out by all the year's lecturers under the coordination of the course's scientific coordinator.

The recycling, re-functionalisation, and typological adaptation of existing structures will also be explored as sustainable strategies to reactivate underused urban contexts. These practices, aligned with principles of circular economy and spatial justice, support an evolutionary and resilient approach to housing architecture.

Although the urban scale is not the primary focus of the exercise, the project will be understood as part of a broader territorial system, recognising housing as a structuring function and a driver of spatial, social, and environmental transformation.

This approach to Collective Housing also involves both the design method and the challenges of conceiving large-scale buildings from repeatable elementary units articulated through matrix systems of repetition and combination, without losing the poetic dimension of the building's assembly.

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