DIALECTICS BETWEEN AUTHOR AND TYPE IN THE CONTEMPORARY CONCEPTION OF THE SCHOOL BUILDING

Cícero Sobreira
up201607564@up.pt | FAUP | Portugal
André Santos
amsantos@up.pt | FAUP-CEAU | Portugal

INTRODUCTION

Portuguese school architecture, in particular the one developed in the last century, was greatly determined by a series of undertakings of governmental character, based on the need of building a large number of schools. Those undertakings were usually very homogenizing, creating a very formally uniform set of buildings. The Parque Escolar program however, differed in two main senses from its predecessors: it used rehabilitation as a approach to the problem of Portuguese schools and it entrusted that task to a diverse group of authors. The pertinence of this study is based on the importance of researching about the relationship between the contemporary condition of the architect-author and the historical character of the architectonic typology as a tool of intervention over the built patrimony. In this sense, the incidence on the PMEES² is particularly relevant because of the diversity of authors that integrated the process, as well as the promotion of rehabilitation as a strategy. This study is embedded in the investigation project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP).

AIM

The present work seeks to analyse the relationship between the contemporary condition of the architect-author and the historical character of the architectonic typology as a tool of intervention over the built patrimony, in particular that of Portuguese school architecture. This variation between change and maintenance of formal structures that existed previously by the architects responsible for the interventions may be key to understanding the outcome of the program.

METHODOLOGY

This research pursues a strategy based heavily on the analysis of material produced and gathered by the investigation project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP) which concerns the Parque Escolar program. In that way, it intends to shape a critical and purposeful interpretation of the drawings, texts, images, interviews and further documents currently organized by the investigation project. The investigation intends to make use of that information for:

- Selecting a set of buildings with characteristics that allow for the appointed discussion;
- Studying these cases deeply as to cover for their specificities;
- Define criteria for analysis and comparison;
- Analyse and evaluate the fitness of the authorial and typological themes case by case and as a whole concerning the scope which is to be used.

CONCLUSION

By the partial results found in the process of this research, some remarks can be made about the themes in analysis. A first acknowledgment can be made about the place typology occupies in the solutions applied by the Parque Escolar rehabilitation. It can be said the same typology, in the study cases, is not an exclusive factor in determining the design strategy. For what has been perceived, it is often a very important factor, but analogous solutions have been applied to different typologies.