

Landscape within the architectural design pedagogy. Recent experiences

José Madrigal

Architectural design pedagogy requires special attention to the relationship between place and object to design. Landscape seems to be the link between these two fields. The student's approach to the territory as workspace requires a specific attitude. The analysis of the place and its perception will be preceded by a preliminary task of identifying the landscape composition elements. At the same time this perception must be done from an integrative perspective, where tangible and intangible elements are mixed for achieving the integral comprehension. This complexity is directly related to the landscape as a container of human activities, where territory would be the physical support and the social – anthropological relations and their respective results constitute the intangible values.

We feel nowadays how the virtual tools to use in the current teaching / learning process of Architecture seem to alienate to the student from reality. This paper refers to the personal reflection about the relation landscape / architectural design pedagogy, about the role of the landscape within the teaching/learning process.

The paper is divided in three blocks. The first one tries to introduce a general overview of the Landscape fields seen through the different pedagogical methodologies (mechanistic, systemic and transformative). The second block develops a comparative study between traditional and virtual graphical representation of the landscape as an introduction to the architectural design process. The third block shows different approaches for strengthening the relationship between the student and the place through landscape. It is considered always as an obliged reference and indispensable for the realization of an architectural design. This approach produces primarily a territorial attentive reading that serves, among other things, to bring the student to the landscape scale as foreseeable professional future.

The last two blocks are based on pedagogic experiences developed on several Faculties of Architecture of Portugal, Italy and Lebanon.

The Portuguese case study is based on the experience developed during two years along the Lima Valley in Northern region of Portugal (Alto Minho). The rural sprawl as developing phenomenon defines new ways to understand the transformation process of these landscapes. Territorial marketing is based mostly on the “*ramada*” image especially in “Vinho Verde region” but the wine production is based today on its destruction and substitution of the classical landscapes by “*bardos*” technologies. The comprehension of this complex process was the starting point for decisions about “rural-urban” design and architectural design.

The Italian case study refers the several exercises developed along the Trentino region, in a larger scale where the “*Dolomite*” and the wine architectures of “*prosecco*” are the identity landscape signals for reinforcing the local identity.

The Lebanese experience is focusing the problem of the Mediterranean city culture within the coastalization of the whole country through an enlarged urban sprawl. The student is invited

to identify the primary elements into the urban landscape as a starting point to redesign a destroyed area in Saïda due to the last bomb effects.