



Abstracción, Transformación, e Inspiración. El arte como fuente de conocimiento y creatividad arquitectónica en el taller de diseño [

2020

text (article)

Analítica

Although much has been said about the direct relationship between art and architecture, little has been done regarding how historically significant works of art may be utilized as sources of inspiration for the architectural production of today. We may cite several historical and aesthetic analyses on such works of art and their particular zeitgeist, but how might such a work of art illuminate and extend today's architectural process, theories and ideas? In other words, (1) how does the past (in)(de)(re)form the present? and (2) how do another discipline's insights (in)(de)(re)form our discipline's process of ideation? Having these thoughts in mind, a pedagogy was developed to make students realize that (1) architecture deals with issues and ideas that transcend the purely programmatic (i.e., 'functional') and the stereotypically formal; (2) new architectural ideas may come from old and non-architectural sources; (3) ideas are discovered and evolve through a staged critical process, as opposed to a singular act of explanation; and (4) the role of the architect/designer is one of interpreter, as opposed to imitator, of one's surroundings, culture, tradition, etc

Although much has been said about the direct relationship between art and architecture, little has been done regarding how historically significant works of art may be utilized as sources of inspiration for the architectural production of today. We may cite several historical and aesthetic analyses on such works of art and their particular zeitgeist, but how might such a work of art illuminate and extend today's architectural process, theories and ideas? In other words, (1) how does the past (in)(de)(re)form the present? and (2) how do another discipline's insights (in)(de)(re)form our discipline's process of ideation? Having these thoughts in mind, a pedagogy was developed to make students realize that (1) architecture deals with issues and ideas that transcend the purely programmatic (i.e., 'functional') and the stereotypically formal; (2) new architectural ideas may come from old and non-architectural sources; (3) ideas are discovered and evolve through a staged critical process, as opposed to a singular act of explanation; and (4) the role of the architect/designer is one of interpreter, as opposed to imitator, of one's surroundings, culture, tradition, etc

Although much has been said about the direct relationship between art and architecture, little has been done regarding how historically significant works of art may be utilized as sources of inspiration for the architectural production of today. We may cite several historical and aesthetic analyses on such works of art and their particular zeitgeist, but how might such a work of art illuminate and extend today's architectural process, theories and ideas? In other words, (1) how does the past (in)(de)(re)form the present? and (2) how do another discipline's insights (in)(de)(re)form our discipline's process of ideation? Having these thoughts in mind, a

pedagogy was developed to make students realize that (1) architecture deals with issues and ideas that transcend the purely programmatic (i.e., 'functional') and the stereotypically formal; (2) new architectural ideas may come from old and non-architectural sources; (3) ideas are discovered and evolve through a staged critical process, as opposed to a singular act of explanation; and (4) the role of the architect/designer is one of interpreter, as opposed to imitator, of one's surroundings, culture, tradition, etc

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzIxMDQ0MzQ>

Título: Abstracción, Transformación, e Inspiración. El arte como fuente de conocimiento y creatividad arquitectónica en el taller de diseño [electronic resource]

Editorial: 2020

Tipo Audiovisual: arte y arquitectura pedagogía del diseño proceso proyectual art and architecture design pedagogy project process arte e arquitetura pedagogia do design processo de projeto

Documento fuente: Cuadernos del Centro de Estudios en Diseño y Comunicación. Ensayos, ISSN 1668-0227, N°. 109, 2020 (Ejemplar dedicado a: Creatividad, emoción y espacio), pags. 33-47

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Spanish

Enlace a fuente de información: Cuadernos del Centro de Estudios en Diseño y Comunicación. Ensayos, ISSN 1668-0227, N°. 109, 2020 (Ejemplar dedicado a: Creatividad, emoción y espacio), pags. 33-47

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es