

- 16789 | AUTHORIAL CHARACTER AS LINE OF DISCIPLINARY SYSTEMATIZATION IN SCHOOL BUILDINGS INTERVENTION

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The pragmatism that imposes itself in the accomplishment of a public building network results, frequently, from a strategic uniformization. This condition, by itself, gains disciplinary character by demanding the creation of design tools that interfere in the resulting architectonic expression. In the case of the Program for the modernization of secondary schools (PMEES), this dynamic represented a challenge, given the exigency of reorganization of pre-existing school buildings, in most cases determined by specific typologies.

In fact, the legacy of Portuguese school architecture rests in the recurrent use of examples based in various typologies which, until recently, had only been through minor alterations. The group of demands formalized in the PMEES included the increment of built area and the alteration of hierarchic relationships between spaces, besides a large introduction of new infrastructures, making some of these goals of hard compatibilization with the identity of the original buildings. Furthermore, in this context, the options and solutions, now materialized by the authors in the rehabilitation process, in particular the systematizations to which they resorted in different buildings, opens to the possibility of a recognition of a new character of identity in the schools that were intervened.

This research inserts itself in the scope of the project Schools: Complexity and Interpretation, coordinated by Doctor André Santos. It stems from the understanding that the observation of possible disciplinary relationships between the authorial character resulting in the interventions and the character of identity of the original buildings is fundamental to the production of knowledge about the schools in the PMEES. The importance of this study resides in the relevance of schools to the communities in which they are inserted, and their indispensable character as part of a citizens experience of Architecture in the social scope as in an individual one.