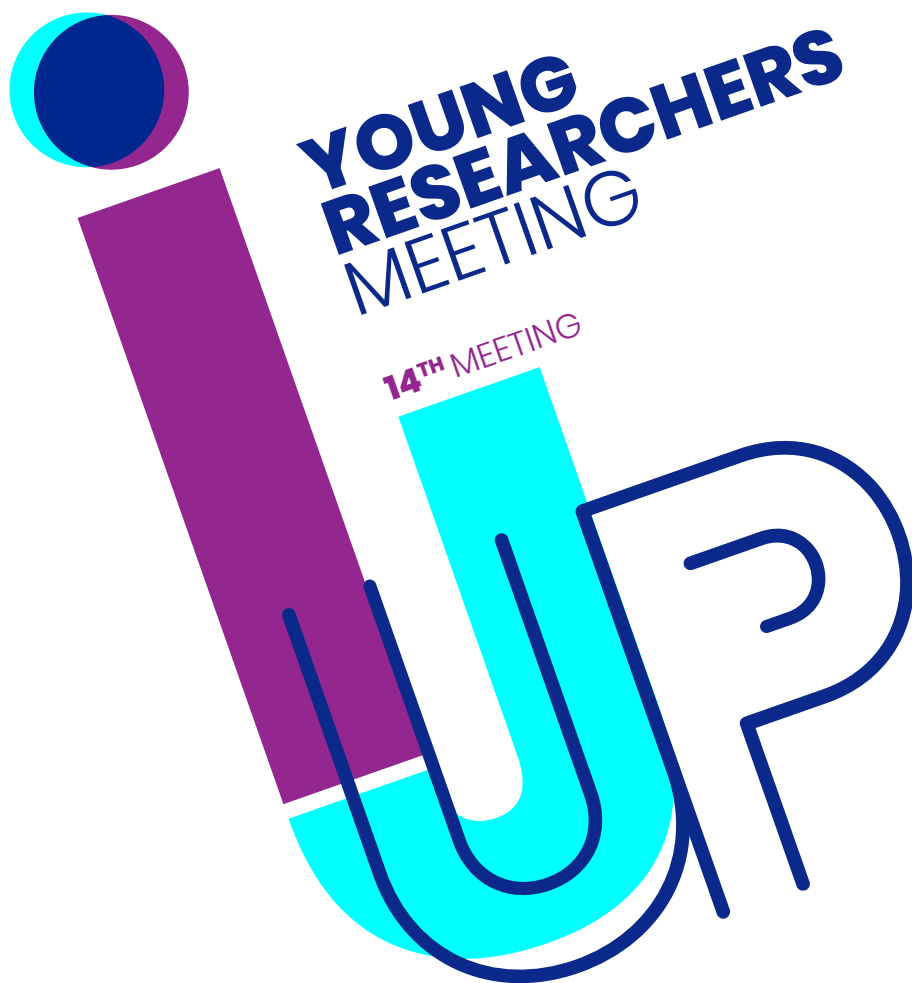




BOOK OF ABSTRACTS



U. PORTO

Architectural expression: the school building in the city

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Abstract

The investigation aims to study the rehabilitation interventions on school buildings promoted by Parque Escolar, E.P.E., under the Programa de Modernização das Escolas destinadas ao Ensino Secundário (PMEES), based on an analysis centered on the theme of architectural expression. Considering it the synthesis of the architectural project, its decisions and conditioning, architectural expression is defined as a domain of social representation and creation and consolidation of identities.

Based on the identification of the Portuguese school universe, its formal and expressive particularities, as well as in a detailed analysis of four case studies, from the recognition of the preexistent circumstances, the assimilation of the programmatic objectives and the analysis of the projects and the transformed realities, it was possible to draw some conclusions regarding the transformations carried in each context, from the point of view of the building's expressions, as well as the spaces of social and identitarian relations.

In fact, the architecture was able to develop strategies for the requalifications, not only of the schools, but also of the social, cultural and identitarian structures of each community, which is why it is considered essential to access this experience for future requalifications of architectural patrimony.

From this analysis, it is also possible to identify some identitarian features that may contribute to an idea of Portuguese contemporary architecture. Without being defined by a transversality of expressive characteristics, these features are essentially related to the existence of ways of building and doing project, developed from individual contributions that allow a collective consolidation and maturation.

This investigation is framed by the investigation project ESCOLAS: Complexidade e Interpretação, based at the Centro de Estudos de Arquitetura e Urbanismo (CEAU/FAUP), under coordination of the Professor Doctor André Santos.