

Affirmation of a discipline: ephemeral tectonics of an architecture lesson

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Architecture study teaching process is technical, and exact, where architecture is measurable. But architecture studies must remain open to processing abstract values itself. Architecture is rigorous but anexact*.

Presented course units encourage work on elaborate execution of an ephemeral idea.

Can architecture study sustain a course where identified working process becomes a meaningful concept itself and meaning emerges through conceptual execution, being found rather than projected? Can we motivate a student through emergence of a result which surpasses initial expectations projected by simplicity of its parts? We believe in pedagogical power of meaningful outcome when certain feeling of truth emerges as authentic, if anexact value added to plain technical correctness. If architecture indeed is an abstract value added upon physical fact, then such a course is needed to affirm Architecture`s defining difference.

Architecture study is search for root values of its own discipline.

The objectification of abstract beauty is its vital goal. No matter of technology, economy or social normative imperatives, architecture is aestheticized, reflective research. A meaningful creative act no matter of aesthetic code or material circumstances.

A course unit where precise production of an ephemeral idea leads into authentic, if anexact presence is Architecture affirmation`s valuable tool.

* Differentiation recognizes anexact as architecturally paradigmatic.

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Student work
by Matušić
Nikolina, in
Atmosphere by
Siniša Justić.

