

URBAN PLANNING STUDIO – 095990

Second semester, first year

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1. Reading the city In room workshop 1 March, 20th 2015

The aim of the first workshop is to work on the ideas of scale, dimension, size of the city.

As studied during lectures, the process of making the city has always used different scales and different sizes to keep under control architectural and urban planning aspects. Above all, not considering ordinary process of building up the city, but focusing on more integrated moment in the history of urban planning, or on exceptional episodes of coordinated planning between architecture and planning, it is possible to see how from local to general, from small to large, from apartment to city, good processes of planning have kept a strong coordination between all the scales and all the aspects of planning. The size of the apartment, the way it was conceived, the position of the apartment in a dwelling, the way dwellings were grouped together and the way neighborhoods composed the city, all these aspects have been steps of a unique process of making the city.

During the first workshop, students will focus on three different way of making the city and composing its dimension from local to general:

- 1) *The traditional city.* Barcelona and Paris have been studied for their processes of re making the city, inventing a new shape and a new dimension, working from the inside (Paris) or expanding the city outside (Barcelona). In both cases, the existing city (the old town center) has been considered as something unavoidable: Paris reformed it, Barcelona expanded it. Again, in both cases, a complete process of planning, from dwelling to city, from local to general, led to a system, where the typology of apartment was intensively related to the typology of the city that, at the end of the day, came out. The same happened to Milano, following both cases, reforming the old town center with some

exceptional episodes (via Dante and Foro Bonaparte) or expanding it, following Beruto's ideas.

- 2) *The alternative city*. Frankfurt, and the experience of Nidda Valley during the first decades of 20th century shows how a different idea of city, derived from the image of Garden City, mixing up the idea of suburb with the social importance of the idea of neighborhood, can create a different way of making it and planning its territorial dimension. Nidda Valley experience, as an alternative to the traditional way of making the city, shows how strictly related was the design of apartments, the design of blocks, and the design of the whole neighborhoods. It is impossible to separate the shape of the apartments, and the way rooms are placed on the front or on the back, from the design of the *siedlungen* and from the way dwellings or rows of apartments are placed on the lots.

Students will have to do at least these drawings, collected in a A3 album:

1. **PARIS**: Hausmann apartments' building: study the floorplan of a typical Hausmann apartment, understanding the different uses of the different rooms and recognizing where is the main façade, where the staircases, where the structural elements of the building and reading how apartments compose the general floorplan of a building
2. **PARIS**: Hausmann's buildings: study how lots were divided and built up by buildings. Recognize the divisions between lots and understand the difference between lots and blocks.
3. **PARIS**: studying today's shape of the city and today's map (please, use the aerial view of today's Paris), students should recognize the Hausmann's city, its elements (such as boulevards, squares, monuments) and its size, comparing it to today's dimension
4. **BARCELONA**: Cerda apartments' building: study the floorplan of a typical Cerda's block apartment. Students should recognize the position of living rooms and bedrooms and the position of kitchens and bathrooms, and find out where staircases are
5. **BARCELONA**: studying Cerda's block, students should understand how apartments and buildings were grouped together in the block and if there are different parts within the same block (the corner). Students should understand the way blocks were shaped to create a 45° angle each intersection and the way streets and sidewalks were designed to host places to go and places to stay
6. **BARCELONA**: studying today's shape of the city and today's map (please, use the aerial view of today's Barcelona), students should recognize the Cerda's city, its elements (such as blocks, public facilities, parks, avenues) and its size, comparing it to today's dimension
7. **FRANKFURT**: students should study very carefully Romerstadt neighborhood, as example of the way the new alternative city has been shaped. The size of the apartment and the way apartments were done should be analysed
8. **FRANKFURT**: a set of drawings should be developed to study the composition of Romerstadt, understating the way dwellings were designed, understanding main façade, back and front green areas, public and private gardens, and studying the organic composition of the buildings
9. **FRANKFURT**: students should recognize the position of the Nidda Valley's project comparing it to today's size and shape of the existing city.
10. **MILANO**: considering the conceptual tools developed in the previous 9 steps, and considering the technical aspects analyzed studying Paris, Barcelona and Frankfurt, students should consider Beruto's plan and show on set of drawings:
 - a. What is the minimum element Beruto's considered as the smallest brick of his plan? The apartment as in Frankfurt's Romerstadt? Or the block as in Barcelona? Or the building as in Paris? Please, once you find out what Beruto considered as smallest element to compose the city, please study it and show its characteristics.

- b. What is the model inspiring Beruto's plan? The grid? Something more organic and natural? Please, find it out and show it
- c. Considering today's map, please, find out the areas of the city planned and built up following Beruto's plan and show how the matrix of this plan influenced future plans and the shape of the city itself

Students will work at these drawings on March, 20th and present them on March, 24th 2015 during students' presentations.