Summary
Art Fundaments opens an experimental field to complete the holistic approach to education in the first year of architecture. The students discover creativity, precise observation, passions, independence, sensitivity and intuition - a broad palette of artistic processes, thinking and techniques.

Content
The development of creativity and imagination is an integral agenda of education in a democratic society.
A focused examination of the immediate environment, people and matter, in a manual-oriented teaching helps students to develop individuality and reflected attitudes to the questions of our times.
The Bauhaus generation found itself in a crisis of knowledge â## triggered by the experiences of the First World War and the destructive forces of mechanical rationality. [1]
Matthew B. Crawford describes our generation in a crisis of Distraction[2].
We might even call it a crisis of reality, since we are appropriating our own realities almost exclusively indirect, constructing it from secondary sources, via media â## a copy-paste society.
We have to redefine a new approach to our immediate, concrete environment.
Following this, the students will be trained in questioning and searching rather than acquire and applying. The focus will not be on conveying cognitive knowledge, but rather on sensual experience.
Art Fundamnets aims to liberate the students from rigid school structures and a predetermined image of Art.
We want to wake critical spirits, helping them to discover creativity, precise observation, passions, independence, sensitivity and intuition â## a broad palette of artistic processes, thinking and techniques.
Following three Thematic Blocks Art Fundaments investigates the relation between Art and our immediate environment, in three chapters:
Chapter I
Landscape, more specifically the shoreline of Lac Leman
Chapter II
Matter and Material
Chapter III
Critical Mass - Performative notions of time and space
Art Fundaments aims to establish a ENAC collaborative approach. In Chapter I we are happy to welcome Giovanni De Cesare, Operational Director, Hydraulic Constructions Platform, EPFL ENAC IIC PL-LCH for a guest lecture and exercise.
[1] Regina Bittner, Katja Klaus introduction for “Getsaltungsproben, Gespräche zum Bauhausunterricht”
[2] Matthew B Crawford, the world beyond your head

Learning Outcomes
• Draw
• Make
• Perform
• Sketch
• Argue
• Critique
• Formalize
• Formulate

Transversal skills
• Plan and carry out activities in a way which makes optimal use of available time and other resources.
• Use a work methodology appropriate to the task.
• Negotiate effectively within the group.
• Take responsibility for environmental impacts of her/his actions and decisions.
• Demonstrate a capacity for creativity.
• Demonstrate the capacity for critical thinking
• Take feedback (critique) and respond in an appropriate manner.
• Give feedback (critique) in an appropriate fashion.

Teaching methods
- lectures
- individual exercises
- group work

Expected student activities
- attendance at lectures
- completing exercises
- Doing project works
- Reading texts
- create presentations

Assessment methods
Participation in lectures with exercises (25%)
Participation in group work (25%)
Presentations (25%)
Participation in group discussions and reflections (25%)

Supervision
Office hours No
Assistants Yes
Forum No