

## **DESIGN AND THEIR REPRESENTATION: RECOVERING THE COMPLEX INTERDEPENDENCE**

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The article aims to report the experience of integration of the disciplines Introduction to Architectural Design I (IPA1) and Graphic Languages I (LG1) at the Architecture School of the Federal University of Rio Grande do Sul, located in south of Brazil. The two disciplines, briefly presented in the article, are offered in the first half of the course. The proposed integration is guided by the diagnosis that, since the beginning of the course and along it, the architectural knowledge has been excessively "mutilated" in disciplinary compartments, with the false aim to address "specific" content. In this format, it is commonly missed the understanding of the "context" of common content, and, in the case of these disciplines, the perception that there is a close relationship between the project design and its graphical representation. In support of disciplinary integration proposal are discussed some pedagogical concepts such as "relevant knowledge," "complex thoughts", "knowledge construction" and "uncertainty principle" (DEMO, 2002; MORIN, 2001, 2007). From this diagnosis and reasoning, it was proposed that the disciplines related themselves to the same study subject and, on the other had, develop skills in an independent way. Starting in 2013 and being implemented so far, the proposal has demonstrated a great achievement. In four months, students develop skills to use various types (analog and digital) of representation and presentation of the project developed by themselves. The new "context" given to the contents qualified the graphical representation of IPA1 projects and made LG1 contents "relevants", expanding students' understanding of complex interdependence between the project design and its diverse forms of graphic representation. The results achieved are illustrated in the article, graphic and textually, pointing to integration activity capabilities, as well as the weaknesses to be overcome and / or improved.