

Abstract

Architecture is an integral part of the (not only) visual world and human existence. Its position expands between utilitarian areas and artistic functions. But what are the specific characteristics that connects it to the visual arts? Is the current architecture visually and experientially inspiring?

Dissertation develops a reflection on how, by working with architectural detail to convey a modern architecture to students at schools and permanently integrate it into the education. The goal is the linking with theoretical basis of the author's individual view of the aesthetic qualities of architectural detail with intention of finding didactic bases. As a medium to approach and grasp this phenomenon is used photography, which is seen as a smooth transition between two-dimensional and three-dimensional world. At the same time, however, it works completely autonomously.

The research method is based on the principle of interpretative phenomenological analysis, in which, through the interpretation of respondent's works of art and comparison of the individual artistic creation, looking for points of contact and new possibilities for art education. The architectural detail is treated as an artistic language and also as the medium, which offers a number of alternatives, but has so far not found its full utilization. Therefore, the result leads to proposal

of curricular concept, which offers an idea to transform the phenomenon of creative architectural detail in art education.

Key Words

Architecture, detail, photography, comparison, signature, art education, visual language, interpretative phenomenological analysis