This essay results from the analysis of exercises proposed to 1st year students of architecture. This training intends to develop the ability to configure elements of architecture in "objects" that although not yet responding to a specific function can be considered "architectural objects". They are the result of the materialization of ideas that responds to the direct experience of the space of the city in its similarity to a forest. We will talk about the elements that configure these two different environments and we will represent the main architectural aspects that lie in these two different spaces (natural and artificial), so indispensable and so important in our lives. In-between these two environments we question different elements of architecture such as: thought / emotion, form / content, organic / geometric, light / shadow, closed / open, light / heavy, scale and materials. Psychological, compositional and formal aspects are apprehended and tested through a methodology that implies the constant dialogue between the immateriality of thought (reasoning, intention, memory, idea) and the materiality of representation (drawing, materials, and physical three-dimensional models). The relationship of reciprocity is tested in the passage of thoughts to forms - through the configuration and experimentation with different materials (pencils, inks, paper, cardboard, wires, cotton, plaster, cement, wood, wax, photography, sound, etc.) - and otherwise, through the reflections and ideas that arise from analysis of these
objects (drawings and models). We call this phenomenological methodology Rhizome-Learning. These experiences seek to develop in each student the urgency of making their own ideas tangible - the inseparable link between thinking and constructing.

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