



Teaching Guide

| Identifying Data | | | | | 2016/17 |
|---------------------|---|--------|-----------------------|---------|---------|
| Subject (*) | Architectural Projects 1 | Code | 630G01001 | | |
| Study programme | Grao en Arquitectura | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | First | Obligatoria | 6 | |
| Language | SpanishGalicianEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Proxectos Arquitectónicos e Urbanismo | | | | |
| Coordinador | Carreiro Otero, Maria Concepción | E-mail | maria.carreiro@udc.es | | |
| Lecturers | Carreiro Otero, Maria Concepción | E-mail | maria.carreiro@udc.es | | |
| Web | | | | | |
| General description | <p>Architectural Projects 1 approaches Architectural Design through environmental exploration and observation, and addresses the handling of the basics of architectural elements. It focuses on compositional principles: composition-order-layout, idea-intention, proportion-scale.</p> <p>The conception exercises we develop are based on the Meccano Model: we design using predetermined elements (planes, volumes, nets, stairs, furniture, vegetation?), transforming them and studying their spatial interactions.</p> <p>The exercises make compositional questions emerge that must be ruled by a certain intention, and must be solved through compositional logical criteria, consistent with that initial intention.</p> | | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A1 | PROXECTO BÁSICO ARQUITECTÓNICO E URBANO: aptitude ou capacidade para aplicar os principios básicos formais, funcionais e técnicos á concepción e deseño de edificios e de conxuntos urbanos, definindo as súas características xerais e as prestacións que se acadan. |
| A4 | PROGRAMACIÓN FUNCIONAL: aptitude ou capacidade para elaborar programas de edificios, considerando os requisitos de clientes e usuarios, analizando os precedentes e as condicións de localización aplicando estándares e establecendo dimensións e relacións de espazos e equipos. |
| A9 | CRÍTICA ARQUITECTÓNICA: aptitude ou capacidade para analizar morfolóxica e tipoloxicamente a arquitectura e a cidade e para explicar os precedentes formais e programáticos das solucións proxectuais. |
| A10 | REPRESENTACIÓN ESPACIAL: aptitude ou capacidade para aplicar, tanto manual como informaticamente, os sistemas de representación gráfica, dominando os procedementos de proxección e corte, os aspectos cuantitativos e selectivos da escala e a relación entre o plano e a profundidade. |
| A13 | IDEACIÓN GRÁFICA: aptitude ou capacidade para concibir e representar graficamente a figura, a cor, a textura e a luminosidade dos obxectos e dominar a proporción e as técnicas de debuxo, incluídas as informáticas. |
| B8 | Visión espacial. |
| B9 | Creatividade. |
| B10 | Sensibilidade estética. |
| B11 | Capacidade de análise e síntese. |
| B12 | Toma de decisións. |
| B13 | Imaxinación. |
| B14 | Habilidade gráfica xeral. |
| B15 | Capacidade de organización e planificación. |
| B17 | Cultura histórica. |
| B18 | Razoamento crítico. |

Learning outcomes



| Learning outcomes | Study programme competences | | |
|--|-----------------------------|-------------------------|--|
| The aptitude to depict accurately architectural elements as well as objects in relation to space. The ability to create a coherent link between architectural ideas and its materialisation. | A10 A13 | B14 | |
| The capacity to present conclusions orally and explain proposals and the reasons behind them. | A9 | B17 B18 | |
| The competence to arrange compositions using platonic solid and elemental shapes. The aim is to build spatial relations that raise positive outcomes for people. The capacity to develop aesthetic sensitivity which designers need. | A1 A4 | B8 B10 B13 B15 | |
| The capacity to understand, assimilate and work out spatial relationships using different principles of composition, particularly those developed by artistic avant-gardes and those related to contemporary philosophical, scientific and artistic movements. | | B9 B10 B13 | |
| Capacity to solve compositional design problems, taking different factors into account, being able to develop several options and choose the best result amongst them. | | B11 B12 | |

| Contents | |
|--|--|
| Topic | Sub-topic |
| Knowledge and Depiction of Architectural Elements. | - Handbooks and architectural elements. - Drawing as a thinking and a depicting tool. - Scale and measurement. |
| Approach to Built Architecture | - Approach to Architectural Design through analysing and drawing paradigmatic contemporary architectural examples. |
| Composition and Design | - Architectural composition and design method. - Materiality and textures. - Handbooks and references |

| Planning | | | | |
|------------------------|--|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Objective test | A1 A4 A9 A10 A13 B8 B9 B10 B11 B12 B13 B14 B15 B17 B18 | 4 | 145 | 149 |
| Personalized attention | | 1 | 0 | 1 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|----------------|---|
| Methodologies | Description |
| Objective test | At the end of the first academic period, students must take a practical test in order to evaluate skills achieved. Capacity and aptitudes in relation to the basics of architectural design are measured using this objective test. A minimum grade of 5 out of 10 in this test is required to pass the subject. |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Objective test | Personalised attention is an inherent characteristic of this subject. All the students will have every piece of work commented on, and assessed by the teacher, from the first sketches to the final results. They will present their designs orally and individually, and have them analysed by the teacher. |



Assessment

| Methodologies | Competencies | Description | Qualification |
|----------------|--|--|---------------|
| Objective test | A1 A4 A9 A10 A13 B8 B9 B10 B11 B12 B13 B14 B15 B17 B18 | A test will be held on site, within a timeframe. Students are asked to show their abilities and competences acquired, including spatial awareness, architectural conception capacities and graphic skills. Pass conditions are: - A minimum grade of 5 out of 10 is required in this test for an overall pass. | 100 |

Assessment comments

PASS CONDITIONS ARE:

A. The January Assessment Opportunity

- Objective Test; MINIMUM GRADE: 5 out of 10

PASS MARK: 5 out of 10

B. The July Assessment Opportunity.

- Objective Test; MINIMUM GRADE: 5 out of 10

PASS MARK: 5 out of 10

Sources of information

| | |
|--------------|---|
| Basic | <ul style="list-style-type: none">- Ching, Francis D. K. (). Manual de dibujo arquitectónico. Gustavo Gili- Ching, Francis D.K. (). Arquitectura: forma, espacio y orden. Gustavo Gili- Munari, Bruno (). Cómo nacen los objetos. Gustavo Gili- Panero, Julius y Martin Zelnik (). Las dimensiones humanas en los espacios interiores. Gustavo Gili- Roth, Leland (). Entender la arquitectura sus elementos historia y significado. Gustavo Gili- Zell, Mo (). Curso de Dibujo Arquitectónico. Acanto- Varios (). Proyectos 1. Curso 2003-2004. (ETSA. Consultar en reprografía de la UDC)- Carreiro Otero, M. y otros (2011). Proyectos 1. Diez lecciones. Proyectos 1. ETSA (Consultar servicio de reprografía)- Benevolo, Leonardo (1977-1982). Diseño de la ciudad. Vol. 1: La descripción del ambiente. Barcelona: Gustavo Gili- Neufert, Ernst (2013, 16ª ed.). Arte de proyectar en arquitectura. Barcelona: Gustavo Gili- Solá Morales, Ignasi (1998). Mies van der Rohe El Pabellón de Barcelona. Barcelona : Gustavo Gili- Unwin, Simon (2012). Exercises in architecture: learning to think as an architect. London: Routledge- Unwin, Simon (2003). Análisis de la arquitectura. Barcelona : Gustavo Gili <p>Del libro "Entender la arquitectura sus elementos historia y significado"(Leland Roth), se recomienda la lectura de "Primera parte: los elementos de la arquitectura" Del libro "Entender la arquitectura sus elementos historia y significado"(Leland Roth), se recomienda la lectura de "Primera parte: los elementos de la arquitectura"</p> |
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|----------------------|--|
| Complementary | <ul style="list-style-type: none">- Espegel, Carmen (2008). Heroínas del espacio: mujeres arquitectos en el movimiento moderno. Buenos Aires: Nobuko- Espegel, Carmen (2010). Aires modernos : E. 1027 : maison en bord de mer : Eileen Gray y Jean Badovici, 1926-1929 . Madrid: Mairia- 2G Revista Internacional de Arquitectura 23-24 (2002). Lina Bo Bardi: obra construida. Barcelona: Gustavo Gili- Liane Lefaivre, Ingeborg de Roode (ed) (2002). Aldo van Eyck the playgrounds and the city . Amsterdam : Stedelijk Museum- (2010). Le Corbusier [Vídeo] : Le Cabanon . Barcelona : Fundación Caja de Arquitectos- Gombrich, E.H. (2004). Breve historia de la cultura. Barcelona : Península- Alexander, Christopher (1980). A pattern language un lenguaje de patrones : ciudades, edificios, construcciones . Barcelona: Gustavo Gili |
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Architectural Drawing/630G01002

Descriptive Geometry/630G01003

Subjects that continue the syllabus

Architectural Projects 2/630G01006

Proxectos 3/630G01011

Proxectos 4/630G01016

Proxectos 5/630G01021

Proxectos 6/630G01026

Proxectos 7/630G01031

Proxectos 8/630G01036

Proxectos 9/630G01041

Proxectos 10/630G01044

Other comments

- Drawing skills are a fundamental tool for this subject, so it requires special attention in order to acquire the appropriate level. This is the reason why we strongly recommend taking both Architectural Drawing and Descriptive Geometry simultaneously. - Knowledge of modern theories about the Arts, Philosophy, and Science are considered to be highly useful, as they were essential for the avant-garde architecture from the twentieth-century. Interest in the Arts, including cinema and music, will be helpful as well. - Required aptitudes are intellectual curiosity, talent for observation, abstract spatial awareness and sensitivity.- Manual dexterity to build scale models is needed, being able to work with common materials to express different architectural intentions (heaviness/lightness, transparency/opacity, mass/emptiness, contrast?) is also fundamental.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.