Teaching Guide				
Identifying Data				2017/18
Subject (*)	Architectural Design 2		Code	630G02006
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatoria	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos, Urbanismo e Composición			
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Web				
General description	In the subject of Architectural Design 2 we select a geographical area of Galicia for the placement and development of the exercises. This selection is based on the interest of the place in terms of landscape, culture and patrimony and also in terms of its appropriateness and adequacy regarding the learning objectives. Two exercises are proposed for the fourth-month period, and they are placed in the same geographical area. They are undertaken in sequential phases and both are related between them. One of the basic objectives is teaching the students how to undertake the design process taking into account the place where they are set, reading the natural/rural physical environment. They must develop specific abilities and strategies for that. Teaching methods are based on ?learning by doing?, confronting the students with specific commitments in particular placements. The difficulty of the two exercises proposed during the fourth-month period increases gradually. The aim of that is favouring a progression in their learning capabilities, boosting the students? confidence and stimulation. Generating architectural ideas, formalising them and paying attention to their relationship with the physical environment should make up an essential part of the acquired knowledge.			

Study programme competences	
Code	Study programme competences
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A37	Ability to develop functional programs for buildings and urban spaces (T)
A39	Ability to remove architectural barriers (T)
A50	Adequate knowledge of the methods of studying the processes of symbolization, practical functions and ergonomics
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundationsxicos.
A55	Adequate knowledge of the relationship between cultural patterns and social responsibilities of the architect
A56	Adequate knowledge of the foundations of vernacular architecture
A57	Adequate knowledge of urban sociology, theory, economics and history
A63	Development, presentation and public review before a university jury of an original academic work individually elaborated and linked to any of the subjects previously studied
B1	Students have demonstrated knowledge and understanding in a field of study that is based on the general secondary education, and is usually at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study

B2	Students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in their field of study
B3	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
B6	Knowing the history and theories of architecture and the arts, technologies and human sciences related to architecture
B10	Knowing the physical problems, various technologies and function of buildings so as to provide them with internal conditions of comfort and protection against the climate factors in the context of sustainable development
B12	Understanding the relationship between people and buildings and between these and their environment, and the need to relate buildings and the spaces between them according to the needs and human scale
C1	Expressing themselves correctly, both orally and in writing, in the official languages of the autonomous region
C3	Using basic tools of information technology and communications (ICT) necessary for the exercise of the profession and for lifelong learning
C4	Exercising an open, educated, critical, committed, democratic and caring citizenship, being able to analyse facts, diagnose problems, formulate and implement solutions based on knowledge and solutions for the common good
C5	Understanding the importance of entrepreneurship and knowing the means available to the enterpreneur
C6	Critically evaluate the knowledge, technology and information available to solve the problems they must face
C7	Assuming as professionals and citizens the importance of learning throughout life
C8	Assessing the importance of research, innovation and technological development in the socio-economic advance of society and culture

Learning outcomes			
Learning outcomes	Study programme competences		
The learning outcome of this subject is the same of the Degree essential and specific aim: the capability of conceiving and developing preliminary designs, schematic designs, design developments and construction documents. In the preparation and development of the course and in the selection of sites and projects, special attention will be paid to respect for nature and the use of good environmental practices.	A34 A37 A39 A50 A53 A55 A56 A57 A63	B1 B2 B3 B6 B10 B12	C1 C3 C4 C5 C6 C7 C8

Contents	
Topic	Sub-topic
1. UNDERSTANDING/KNOWING A PLACE. To understand the territory contextually as a complex medium of natural and anthropological realities.	1.1. On site knowledge of the place assigned. -Place identity. 1.2. Spatial analysis from different perspectives: geographical, landscape, cultural and historical. -Sources and methods. 1.3. Personal synthesis of the place.
2. PLACE GRASP. Relations between place and architecture. Natural environment: Natural field/Landscape unit. Natural field/ Manmade environment of rural settlements.	2.1. Pre-existing elements. 2.2. Scale as a resource. -Sense of scale in the natural field. 2.3. Community space and private space. Spatial categories.

3. TO DESIGN A PLACE. The experience of inhabiting and living a space with a character half natural, half rural.	3.1 Objectives. -Design of elements according to the natural-rural environment. -Determining factors in design: preexisting natural/artificial elements, landscape, place structure (topography, climate, scale, tectonic materiality, roads, etc.). 3.2 Architectural space, indoor and outdoor. -Grids, textures, limits, proportions, modulations, rhythms, forms, scales, haptic perceptions, natural light. 3.3. Commitments. -Space as social set. -Space as functional set.
4. PROCESSES. Development of a set of tools for the implementation of the architectural design.	4.1 Development of the architectural design through sketches, outlines, diagrams, plans, models. -Ideation through articulation. -Formalisation as a way of concretion.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A34 A37 A53 A55 A56 A57 B3 B12 C4	1	0	1
Guest lecture / keynote speech	A34 A37 A39 A50 A55 A56 A57 B6 B10 B12 C8	10	0	10
Objective test	A34 A37 C1 C3	4	0	4
Directed discussion	A34 A37 C1 C6	6	0	6
Field trip	A34 A37 A55 A56 A57 B12 C4 C8	4	0	4
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B10 B12 C1 C3 C4 C5 C6 C7 C8	24	73	97
Document analysis	A34 A37 A53 A55 A56 A57 B6	0	6	6
Workbook	A34 A37 B1 B2 B3 B6	0	6	6
Diagramming	A34 A37 A53 A55 A56 B6	0	6	6
Personalized attention		10	0	10
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	Getting to the place where all the exercises will be developed, explaining the commitments and objectives of each of them during the four-month period.

Guest lecture / keynote speech	Oral presentation, with multimedia support, of the theoretical contents of the subject, with the aim of transferring knowledge, promoting its development and facilitating the student the elaboration of the specific work of the Workshop. Stimulating their autonomous learning.
Objective test	Development in the classroom of a practice that demonstrates in a synthetic way the skills and competences acquired by the student around the topics covered in the course exercises. This test may include questions on the topics covered in the Master Classes.
Directed discussion	Group dynamics technique in which group members discuss in a free, informal and spontaneous way about an issue, but may be conducted by the professor.
Field trip	Visiting the place where the designs will be set. The aim are facilitating direct and systematic observation of the site, gathering information, data, sketches, analysis, etc.
Workshop	The workshop is the main teaching method in this subject. Different proccesses can be applied, such as individual and group tasks, discussions, assessments, personal advice, and so on. In the workshop, the students will develop the exercises formulated, under the teacher's support and supervision. Collaborative learning: The group is divided in smaller ones, where the students and the teacher work together to solve the tasks needed. That is the way of gathering and sharing the biggest amount of information possible. This includes data gathering, on site measurements, infographic treatment of documents, site analysis, example searching, construction of scale models representing the environment, and so forth. Complementary lectures will be given, delivering theoretical support for each of the design stages. This will help the students to find the more adequate solution for the exercises and to develop and materialise them. The individual and collective outcomes of the workshop will be collected in a Portfolio.
Document analysis	It is the collection and processing of data coming from the theoretical lectures as well as the bibliographic and documental searches. This work will be gathered in the student's Portfolio.
Workbook	Readings undertaken from a critical attitude, both of references given by the teachers and the ones proposed by the student as well. Summaries and notes showing the fundamental contents and main ideas. This work will be gathered in the student's Portfolio.
Diagramming	Synthesis between the main contents and the personal reflections regarding architectural design: graphic data, images, drawings, sketches, bibliography and notes related to the site. The design process will be shown. work as well as to the development of each one of the exercises proposed. This work will be gathered in the student's Portfolio.

Personalized attention	
Methodologies	**Description**
Workshop	The teacher responsable of each group in the Workshop will guide simultaneously the group work as well as the work of each student assuring the individual adequate progression during the design process. This personalised attention will be extended to the shared Workshop.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**

Objective test	A34 A37 C1 C3	The objective test will consist on a practical exercise that let the students show in a synthetic way their abilities and competences acquired after having taken the course. This test can include questions about the theoretical contents of the lectures delivered.	20
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B10 B12 C1 C3 C4 C5 C6 C7 C8	Architectural Design 2 will be taught in the workshop during approximately 30 meetings, of which 15 have shared teaching with teachers from other departments. Progressive, continuous and global assessment. Pass conditions are: 1. Students are expected to hand in every scheduled piece of work on time. There must be a positive progression in our evaluation of their work. 2. Students are expected to attend every workshop session. A minimum of 80% attendance is required. The assessment of the Design Workshop will take into account the student's personal work, supervised by the teacher. The worksop outcome consist on two exercises that will be gathered in the student's Portfolio.	80
Document analysis	A34 A37 A53 A55 A56 A57 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0
Diagramming	A34 A37 A53 A55 A56 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0
Workbook	A34 A37 B1 B2 B3 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0

Assessment comments

Pass conditions for the First Opportunity:1_Minimum class attendance of 80% 2_All exercises must be handed in on time with a complete proposal, according the subject schedule. Adding or modifying documents of the delivery after the deadline is not allowed when the proposal is clearly unfinished. 3_Taking the objective test. If any of the conditions is not met, the grade will be "Absent".If the two first conditions are not met, the second opportunity grade will be "Absent", because the continuous evaluation requirement is not met.The deliveries cannot be completed before the second opportunity exam unless the teacher requests it and the previous requirements have been fulfilled. Final grade composition:
-80% Workshop outcome.
-20% Objective test. This test is eliminatory, the minimum qualification to pass the subject is apt.

Sources of information

Basic	- ALEXANDER, Ch. (1980). Un lenguaje de patrones. Barcelona: Gustavo Gili - ARNHEIM, R. (1979). Arte y percepción visual. Psicología del ojo creador. Madrid: Alianza Editorial - CARERI, F. (2002). Walkscapes. El andar como práctica estética. Barcelona: Gustavo Gili - DESPLAZES, A. (2010). Construir la Arquitectura. Del material en bruto al edificio. Barcelona: Gustavo Gili - HERTZBERGER, H. (1991). Lessons for students in architecture. Rotterdam: 010 Publishers - LE CORBUSIER. (2014). Mensaje a los estudiantes de arquitectura. Buenos Aires: Infinito - McHARG, I. L. (1969). Design with nature. Garden City, Nueva York: Natural History Press - NORBERG-SCHULZ, Ch. (1975). Existencia, espacio y arquitectura. Barcelona: Gustavo Gili - PALLASMA, J. (2014). Los ojos de la piel. La arquitectura y los sentidos. Barcelona, Gustavo Gili - RASMUSSEN, S. E. (2000). La experiencia de la arquitectura. Sobre la percepción de nuestro entorno. Madrid: Celeste - TANIZAKI, J. (2017). El elogio de la sombra. Madrid:Siruela - ZEVI, Bruno (1981). Saber ver la arquitectura. Barcelona: Poseidón - LYNCH, K. (1998). La imagen de la ciudad. Barcelona: Gustavo Gili - MARTÍ ARÍS, C. (1993). Las variaciones sobre la identidad. Barcelona: El Serbal - MONEO, R. (2004). Inquietud teórica y estrategia proyectual. Barcelona: Gustavo Gili - MONTANER, J. M. (2008). Sistemas arquitectónicos contemporáneos. Barcelona: Gustavo Gili - NORBERG-SCHULZ, Ch. (1980). Genius Loci. Barcelona: Gustavo Gili - ROWE, C. (1981). Ciudad collage. Barcelona: Gustavo Gili - SOLÁ-MORALES, M. (1997). Las formas de crecimiento urbano. Barcelona: UPC
Complementary	-ABALOS, I. (2010). Naturaleza y artificio. Barcelona: Gustavo Gili.-CORTÉS, J.A. y MONEO, J.R. (1976). Comentarios sobre dibujos de 20 arquitectos actuales. Barcelona: ETSAB.-DE LLANO, P. (2006). Arquitectura popular en Galicia: Razón y construcción. Santiago de Compostela: Xerais.-GAUSA, M. et. al. (2002). Diccionario Metapolis de Arquitectura Avanzada. Barcelona: Actar.-KANDINSKY, Wassily (2007). Cursos de la Bauhaus. Madrid: Alianza Editorial.-KLEE, Paul (1972). Pedagogical sketchbook. Nueva York: Praeger Publishers.-LENAGHAN, P et al. (2016). Una mirada de antaño: Fotografías de Ruth Matilda Anderson en Galicia. A Coruña: Afundación, The Hispanic Society of America.-MUNARI, B. (2005). El arte como oficio. Barcelona: Idea Books.-MUNTAÑOLA Th., J. (2004). Arquitectura y contexto. Barcelona: UPC.-OTERO PEDRAYO, R. (2009). Paisaxe e cultura. Vigo: Galaxia.-VILLARES, R. (2004). Historia de Galicia. Vigo: Galaxia.-ALONSO PEREIRA, J.R. (2005). Introducción a la historia de la arquitectura. Barcelona: Reverté.-BALDELLOU, M.A. (1995). Arquitectura moderna en Galicia. Barcelona: Electa.

Recommendations
Subjects that it is recommended to have taken before
Descriptive Geometry/630G02003 Introduction to Architecture/630G02005 Drawing in Architecture/630G02002 Analysis of Architectural Forms/630G02007 Construction 1/630G02010 Architectural Design 1/630G02001 Architectural Form Geometry/630G02014
Subjects that are recommended to be taken simultaneously
Architectural Analysis 1/630G02012
Subjects that continue the syllabus
Architectural Design 3/630G02011
Other comments

Specific
conditions related to mobility for incoming and outgoing students:Since the subject of Architectural Design 2 pursues a continuous evaluation for all students, including
those who are in outgoing or incoming mobility, the same conditions of
evaluation will be applied for all students. Nevertheless, specific attention will be given to incoming students because of language difficulties or other clear differences between the teaching in the universities of origin and destination.