



Teaching Guide

| Teaching Guide | | | | |
|---------------------|---|--------|--|-----------|
| Identifying Data | | | | 2019/20 |
| Subject (*) | Architectural Design 3 | | Code | 630G02011 |
| Study programme | Grao en Estudos de Arquitectura | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Second | Obligatory | 9 |
| Language | SpanishGalicianEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Proxectos Arquitectónicos, Urbanismo e Composición | | | |
| Coordinador | Muñoz Fontenla, Luis W | E-mail | l.w.munoz.fontenla@udc.es | |
| Lecturers | Di Felice Vázquez, Mario Francisco Iglesia Perez, Manuel de la Lopez Bahut, Maria Emma Muñoz Fontenla, Luis W | E-mail | m.difelice@udc.es m.iglesia1@udc.es emma.lopez.bahut@udc.es l.w.munoz.fontenla@udc.es | |
| Web | | | | |
| General description | <p>In the subject of Architectural Design 3 we select a urban area of Galicia for the placement and development of the exercises. This selection is based on the interest of the place in terms of urban shape, culture and patrimony and also in terms of its appropriateness and adequacy regarding the learning objectives.</p> <p>Two exercises are proposed for the fourth-month period, and they are placed in the same urban area. They are undertaken in sequential phases and both are related between them.</p> <p>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 urban environment. They must develop specific abilities and strategies for that.</p> <p>Teaching methods are based on ?learning by doing?, confronting the students with specific commitments in particular placements. The complexity 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.</p> <p>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.</p> | | | |

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 foundations. |
| 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 |



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| 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 |
| B9 | Understanding the problems of the structural design, construction and engineering associated with building design and technical solutions |
| 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 | Adequate oral and written expression in the official languages. |
| C3 | Using ICT in working contexts and 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 entrepreneurial culture and the useful means for enterprising people. |
| 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 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |

| 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. | A34 | B1 | C1 |
| | A37 | B2 | C3 |
| | A39 | B3 | C4 |
| 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. | A50 | B6 | C5 |
| | A53 | B9 | C6 |
| | A55 | B12 | C7 |
| | A56 | | C8 |
| | A57 | | |
| | A63 | | |

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



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| <p>3. TO DESIGN A PLACE.</p> <p>The experience of inhabiting of public and private urban space.</p> | <p>3.1 Objectives.</p> <ul style="list-style-type: none"> -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.). <p>3.2 Architectural space, indoor and outdoor.</p> <ul style="list-style-type: none"> -Grids, textures, limits, proportions, modulations, rhythms, forms, scales, haptic perceptions, natural light. <p>3.3. Commitments.</p> <ul style="list-style-type: none"> -Space as social set. -Space as functional set. |
| <p>4. PROCESSES.</p> <p>Development of a set of tools for the implementation of the architectural design.</p> | <p>4.1 Development of the architectural design through sketches, outlines, diagrams, plans, models.</p> <ul style="list-style-type: none"> -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 B9 B12 C8 | 10 | 0 | 10 |
| Objective test | A34 A37 A39 A50 A53 A55 A56 A57 | 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 B9 B12 C1 C3 C4 C5 C6 C7 C8 | 50 | 117 | 167 |
| Document analysis | A34 A37 A53 A55 A56 A57 B6 | 0 | 6 | 6 |
| Diagramming | A34 A37 B1 B2 B3 B6 | 0 | 6 | 6 |
| Workbook | A53 A55 A56 A57 B6 | 0 | 6 | 6 |
| Personalized attention | | 15 | 0 | 15 |
| (*)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. |



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|--------------------------------|---|
| 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 | <p>The student will develop in the classroom, a design exercise that must show in a synthetic way the abilities and competences acquired, regarding issues related to the themes and places undertaken in the course exercises.</p> <p>This test may include questions on the topics covered in the Master Classes.</p> |
| 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 | <p>The workshop is the main teaching method in this subject. Different processes can be applied, such as individual and group tasks, discussions, assessments, personal advice, and so on.</p> <p>In the workshop, the students will develop the exercises formulated, under the teacher's support and supervision.</p> <p>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.</p> <p>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.</p> <p>The individual and collective outcomes of the workshop will be collected in a Portfolio.</p> |
| Document analysis | <p>It is the collection and processing of data coming from the theoretical lectures as well as the bibliographic and documental searches.</p> <p>This work will be gathered in the student's Portfolio.</p> |
| Diagramming | <p>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.</p> <p>This work will be gathered in the student's Portfolio.</p> |
| Workbook | <p>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.</p> <p>This work will be gathered in the student's Portfolio.</p> |

Personalized attention

| Methodologies | Description |
|---------------|---|
| Workshop | <p>The teacher responsible 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.</p> <p>This personalised attention will be extended to the shared Workshop.</p> |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------|--------------|-------------|---------------|
|---------------|--------------|-------------|---------------|



| | | | |
|-------------------|---|---|----|
| Workshop | A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B9 B12 C1 C3 C4 C5 C6 C7 C8 | <p>Architectural Design 3 will be taught in the workshop during approximately 30 meetings, of which 15 have shared teaching with teachers from other departments.</p> <p>Progressive, continuous and global assessment.</p> <p>Pass conditions are:</p> <ol style="list-style-type: none"> 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. <p>The assessment of the Design Workshop will take into account the student's personal work, supervised by the teacher. The workshop outcome consist on two exercises that will be gathered in the student's Portfolio.</p> | 80 |
| Objective test | A34 A37 A39 A50 A53 A55 A56 A57 | <p>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.</p> <p>This test can include questions about the theoretical contents of the lectures delivered.</p> | 20 |
| 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 B1 B2 B3 B6 | This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes. | 0 |
| Workbook | A53 A55 A56 A57 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. This test is eliminatory, the minimum qualification to pass the subject is apt.

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 between the exams of first and second opportunity.

Grade composition at First Opportunity: -80% Workshop outcome. -20% Objective test.

Grade composition at Second Opportunity: -50% Workshop outcome. -50% Objective test.

Sources of information



| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - 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. Un manual.. 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. - LYNCH, K. (1998). La imagen de la ciudad.. Barcelona: Gustavo Gili. - MARTÍ ARÍS, C. (1993). Las variaciones sobre la identidad.. Barcelona: El Serbal. - McHARG, I. L. (1969). Design with nature.. Garden City, N.Y.:Natural History Press. - MONEO, R. (2004). Inquietud teórica y estrategia proyectual.. Barcelona: Gustavo Gili. - MONTANER, J. M. (2008). Sistemas arquitectónicos contemporáneos.. Barcelona: Gustavo Gili. - NORBERG-SCHULZ, Ch. (1975). Existencia, espacio y arquitectura.. Barcelona: Blume. - NORBERG-SCHULZ, Ch. (1980). Genius Loci.. 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. - ROWE, C. (1981). Ciudad collage.. Barcelona: Gustavo Gili. - SOLÁ-MORALES, M. (1997). Las formas de crecimiento urbano.. Barcelona: UPC. - TANIZAKI, J. (2017). El elogio de la sombra.. Madrid: Siruela. - ZEVI, B. (1981). Saber ver la arquitectura.. Barcelona: Poseidón. |
| Complementary | <ul style="list-style-type: none"> -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

Architectural Analysis 1/630G02012

Architectural Design 2/630G02006

Architectural Design 1/630G02001

Subjects that are recommended to be taken simultaneously

Urbanism 1/630G02018

Architectural Analysis 2/630G02017

Subjects that continue the syllabus

Architectural Design 4/630G02016

Other comments

Specific conditions related to mobility for incoming and outgoing students: Since the subject of Architectural Design 3 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.



(*)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.