



| Teaching Guide      |   |        |   |         |
|---------------------|---|--------|---|---------|
| Identifying Data    |   |        |   | 2019/20 |
| Subject (*)         | Architectural Design 4  | Code   | 630G02016   |         |
| Study programme     | Grao en Estudos de Arquitectura   |        |   |         |
| Descriptors         |   |        |   |         |
| Cycle               | Period  | Year   | Type  | Credits |
| Graduate            | 1st four-month period   | Third  | Obligatory  | 6       |
| Language            | SpanishGalicianEnglish  |        |   |         |
| Teaching method     | Face-to-face  |        |   |         |
| Prerequisites       |   |        |   |         |
| Department          | Proxectos Arquitectónicos, Urbanismo e Composición  |        |   |         |
| Coordinador         | Crespo Gonzalez, Cristobal  | E-mail | cristobal.crespo@udc.es   |         |
| Lecturers           | Crespo Gonzalez, Cristobal<br>Martinez Raido, Jose Luis<br>Mesejo Conde, Mónica<br>Muñoz Fontenla, Luis W<br>Pedros Fernandez, Oscar<br>Prieto López, Juan Ignacio  | E-mail | cristobal.crespo@udc.es<br>jose.luis.martinez.raido@udc.es<br>monica.mesejo@udc.es<br>l.w.munoz.fontenla@udc.es<br>oscar.pedros@udc.es<br>juan.prieto1@udc.es |         |
| Web                 | dpauc.udc.es/   |        |   |         |
| General description | The aim of this subject is the student's approach to the development of his own project methodology, analyzing and applying the necessary conditions to undertake the fact of creativity from a conceptual point of view. There is a regard over some other activities of an artistic and creative nature, far beyond the specifically architectural issues, as well as the presence of a thematic thread that links and relates the successive works. This framework should allow to work on all exercises of the quarter with innovative tools, in order to stimulate students to diversity in the approach to their own proposals. The groups will share experiences, skills and personal references, gradually enriching their cultural base and improving their work tools around the project. |        |   |         |

| Study programme competences / results |   |
|---------------------------------------|---|
| Code                                  | Study programme competences / results   |
| 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)  |
| A42                                   | Ability to catalogue the built and urban heritage and plan its protection (T)   |
| A45                                   | Ability to design and execute urban layouts and urbanization, gardening and landscape design projects (T)   |
| A51                                   | Adequate knowledge of the methods of studying the social requirements, living conditions, habitability and basic housing programmes   |
| 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  |
| A58                                   | Adequate knowledge of the methodological foundations of territorial, metropolitan and urban planning.   |
| 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   |



|     |  |
|-----|--|
| B4  | Students can communicate information, ideas, problems and solutions to both specialist and non-specialist public   |
| B5  | Students have developed those learning skills necessary to undertake further studies with a high level of autonomy   |
| 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 / results |     |    |
| By passing this course, students should be able to:   | A34                                   | B1  | C1 |
|   | A37                                   | B2  | C3 |
| - Knowing how to manage intellectual and material tools to undertake the conception and development of an architectural design of a small scale and low complexity.   | A39                                   | B3  | C4 |
|   | A42                                   | B4  | C5 |
|   | A45                                   | B5  | C6 |
| - Know how to relate the different scales of analysis and realization of the project, from planning to detail, including certain elements of constructive definition.   | A51                                   | B6  | C7 |
|   | A53                                   | B9  | C8 |
|   | A55                                   | B12 |    |
| - Be able to develop the technical documentation required for a project of low complexity and scale, showing accurately its formal settings and developing certain constructive aspects, and considering basic aspects of technical and planning regulations. | A56                                   |     |    |
|   | A57                                   |     |    |
|   | A58                                   |     |    |
|   | A63                                   |     |    |
| - Use various tools and techniques to properly handle the processes of creation and ideation.   |                                       |     |    |

| Contents                        |   |
|---------------------------------|---|
| Topic                           | Sub-topic   |
| THEME 1 - PROJECT METHODOLOGY I | <ul style="list-style-type: none"> <li>- Conceptual and designing tools. Concept and Project</li> <li>- Contemporary Projects Theory</li> <li>- Methodological Tools. Drawing and Designing</li> <li>- Launch Systems for the Architectural Design</li> <li>- Form, Function and Symbolism</li> </ul> |



|   |   |
|---|---|
| THEME 2 - ARCHITECTURE AND TERRITORY                | <ul style="list-style-type: none"> <li>- Design and Architecture: Physical environment and Social context.</li> <li>- Architecture as Landscape, Landscape as Architecture.</li> <li>- Architectures without program, from the referential to the symbolism.</li> <li>- The detached house. The private habitat</li> <li>- The house: building, dwelling, thinking</li> </ul> |
| THEME 3 - INTRODUCTION TO ARCHITECTURAL REGULATIONS | <ul style="list-style-type: none"> <li>- Accessibility and safety of use</li> <li>- Dimensions regulations and habitat, urban conditions and Civil Law</li> <li>- Fire protection in buildings.</li> <li>- Introduction to sustainability and energy efficiency.</li> </ul>   |
| EXERCISE 1  | <ul style="list-style-type: none"> <li>- Urban Analysis</li> <li>- Draft of a symbolic, referential or useful element at an urban scale, with a non-relevant program.</li> <li>- Development of certain building elements</li> </ul>  |
| EXERCISE 2  | <ul style="list-style-type: none"> <li>- Urban Analysis</li> <li>- Draft of a family house, in a social, cultural or landscape context of relevance.</li> <li>- Development (structural, construction and materials) of the physical materiality of the project.</li> </ul>   |

| Planning                       |   |                                      |                               |             |
|--------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results  | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities        | A58 B5 B6 C6  | 2                                    | 0                             | 2           |
| Document analysis              | A37 A42 B1 B3   | 0                                    | 12                            | 12          |
| Collaborative learning         | B2 B4 C4 C5   | 4                                    | 10                            | 14          |
| Directed discussion            | A51 A53 A55 C1  | 5                                    | 0                             | 5           |
| Diagramming                    | A34   | 0                                    | 8                             | 8           |
| Workshop                       | A34 A39 A45 A63 C3<br>C8  | 15                                   | 20                            | 35          |
| Guest lecture / keynote speech | A56 A57   | 15                                   | 0                             | 15          |
| Supervised projects            | B9 B12 C7   | 14                                   | 20                            | 34          |
| Objective test                 | B1 B2   | 1                                    | 0                             | 1           |
| Student portfolio              | A34 A39 A42 A45<br>A51 A53 A55 A56<br>A57 A58 B1 B3 C3<br>C6 C8 | 0                                    | 20                            | 20          |
| Personalized attention         |   | 4                                    | 0                             | 4           |

(\*)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        | In the first classes of this course, different tests will be posed to students in order to know their level of architectural expression. These tests will be done in the classroom.   |
| Document analysis              | Before starting the development work material in the Workshop, will proceed to the analysis of documentary sources related to the theme by using audiovisual documents, bibliographical, documentary reports, graphic panels, photographs, models, articles, informational texts, applicable regulations, etc.. The so formed groups (teacher - student) analyze the available documentation and complete it, producing a synthesis of various documentary sources. This analysis is complemented with interventions and architecture professionals from other fields, to be invited to conduct talks and discussions with development of specific issues and personal experiences. |
| Collaborative learning         | The class is divided into small working groups, where students work together to solve the tasks assigned by the teacher. The group is organized to get the most information possible and share it (analysis of the plot, finding examples of regulations, general construction site layout, data or in situ measurements, infographic treatment documentation obtained, etc.. ). This work is guided by the teacher. Its objective is to optimize both individual and group learning.   |
| Directed discussion            | Both the groupal and individual work is exposed publicly to encourage group members to participate in the creative process of self and others, in a free, informal and spontaneous way  |
| Diagramming                    | The data obtained in the analysis, as well as the intentions of the project, will be expressed in simplified graphic form in the early stages of each job. These are the phases of background information and draft.  |
| Workshop                       | Projects are developed by combining different methodologies and tests: attending exhibitions and lectures, by discussion of specific problems of the program, etc. The student works mainly on practical tasks in each exercise, always under the support and supervision of teachers.  |
| Guest lecture / keynote speech | Expository teaching is organized around subject content. Periodically, conferences and / or exhibitions related to the topic at hand in each year will be held, in which the rapporteur will present orally and / or graphical information to students.   |
| Supervised projects            | It aims to promote independent learning of students, under the guidance of the teacher. It refers to learning "how to do", where the student is responsible of his own formation.   |
| Objective test                 | There will be an objective test on the contents presented in the sessions, which form the theoretical and normative framework of the subject.   |
| Student portfolio              | As a result of their work at the end of the semester, each student will have developed its own portfolio, accessible through the Moodle teaching platform. This document, elaborated through the group sessions and the workshop, will serve as a basis for personnel qualification and student curriculum vitae.   |

## Personalized attention

| Methodologies   | Description   |
|---|---|
| Supervised projects<br>Workshop<br>Student portfolio<br>Directed discussion | <p>The student receives personalized attention by his/her group's teacher, concerning the work that is developing in the subject and in the Workshop. In the Workshop he/she also will be able to comment and get critical revision by the teachers of other subjects and groups, to compare opinions and criteria and confront them with their own.</p> <p>The student's portfolio will be subject to reviews custom to observe its evolution and verify his/hers own.</p> <p>Specific conditions related to mobility for outgoing and incoming students:</p> <ul style="list-style-type: none"> <li>- This subject foresees exclusively on-going assessment for all students, even for those in mobility programs, under similar requirements of evaluation and attendance. Specific attention may be provided to incoming students for linguistic reasons or obvious differences between the schools of origin and destination.</li> </ul> |

## Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------|------------------------|-------------|---------------|
|---------------|------------------------|-------------|---------------|



|                   |   |  |    |
|-------------------|---|--|----|
| Student portfolio | A34 A39 A42 A45<br>A51 A53 A55 A56<br>A57 A58 B1 B3 C3<br>C6 C8 | The final result of the whole work done in the course will be reflected in the student's personal portfolio, available and accessible through Moodle.<br><br>The results will be evaluated through a supervised and guided teaching process, where personal effort and intellectual development of the student should appear reflected in the final documentation. | 80 |
| Objective test    | B1 B2   | Instrumental knowledge contained within the agenda of expository teaching of the course will be evaluated through an objective test.   | 20 |

### Assessment comments

In order to pass the course, the student must meet the following requirements:

- 1- Submit all proposed work, in good time and in an appropriate manner.
- 2- Attend classes and workshop on a regular basis. (A minimum attendance of 80% is required)

The students in any of the following circumstances will be considered as ABSENT:

1. By not submitting work in good time and in an appropriate manner, or submitting it incomplete. Work not matching the documentation required in the workshop shall be considered as incomplete.
2. Not accomplishing minimum attendance requirements.
3. Not attending the final test exam.

**IMPORTANT:** To overcome the subject, a minimum mark will be required in each one of the works and tests.

Tests of different opportunities may allow students to complete and modify all or part of their work to overcome part or all the subject.

### Sources of information

|              |   |
|--------------|---|
| <b>Basic</b> | <ul style="list-style-type: none"> <li>- VVAA (2003). Teoría de la Arquitectura. Del Renacimiento a la actualidad. Taschen</li> <li>- ASCHNER ROSELLI, Juan Pablo (2009). ¿Cómo concebir un proyecto arquitectónico?. deArq (Revista digital) num. 05</li> <li>- NEUFERT, Ernst (2007). Arte de Proyectar en Arquitectura. Barcelona, G.G.</li> <li>- TANIZAKI, Junichiro (1933). El elogio de la sombra. Siruela</li> <li>- ZUMTHOR, Peter (). Thinking architecture. Birkhäuser</li> <li>- AUGÉ, Marc (). Los no lugares. Gedisa</li> <li>- Aldo Rossi (1966). La Arquitectura de la Ciudad. Barcelona, GG</li> <li>- VVAA (2009). O río no urbano: do Umia ao Danubio. A Coruña, UDC</li> <li>- VVAA (2007). Normas do hábitat galego.<br/><a href="http://igvs.xunta.es/ipecos-opencms-portlet/export/sites/default/PortalVivenda/Biblioteca/normashabi">http://igvs.xunta.es/ipecos-opencms-portlet/export/sites/default/PortalVivenda/Biblioteca/normashabi</a></li> <li>- VVAA (2010). Código Técnico de la Edificación. <a href="http://www.codigotecnico.org/web/recursos/documentos/">http://www.codigotecnico.org/web/recursos/documentos/</a></li> <li>- Ábalos, Iñaki (2000). La buena vida: visita guiada a las casas de la modernidad. Barcelona: Gustavo Gili</li> <li>- Smithson, Alison; Smithson, Peter (2001). Cambiando el arte de habitar. Barcelona: Gustavo Gili</li> <li>- Banham, Reyner (1960). Teoría y diseño arquitectónico en la era de la máquina. Barcelona: Paidós</li> <li>- Steadman, Philip (1982). Arquitectura y naturaleza: las analogías biológicas en el diseño. Madrid: Hermann Blume</li> </ul> <p>Breves lecturas de carácter xeral.</p> |
|--------------|---|



|                      |   |
|----------------------|---|
| <b>Complementary</b> | <ul style="list-style-type: none"><li>- DAZA, Ricardo (2000). Buscando a Mies. Barcelona, Actar Publishers</li><li>- KOOLHAAS, Rem (2007). Conversaciones con estudiantes. Barcelona, G.G.</li><li>- MONTEYS, X., FUERTES, P. (2001). Casa Collage. Barcelona, G.G.</li><li>- LE CORBUSIER (2005). Una pequeña casa. Buenos Aires, Ediciones Infinito</li><li>- PEREC, Georges (2004). La vida, instrucciones de uso. Barcelona, Anagrama</li><li>- PAWSON, John (1998). Minimum. Londres, Phaidon</li><li>- HERZOG, J., DE MEURON, P. (2002). Natural History. Baden, Lars Müller</li><li>- TORRES TUR, Elías (2005). Luz cenital. Barcelona, Col·legi d'Arquitectes de Catalunya</li><li>- RYBCZYNSKI, Witold (2003). La casa, historia de una idea. Madrid, Nerea</li><li>- Albers, Josef (1979). La interacción del color. Alianza, Madrid</li></ul> Diversos ensayos sobre las componentes específicas del proyecto. |
|----------------------|---|

## Recommendations

### Subjects that it is recommended to have taken before

Architectural Analysis 2/630G01017  
Urban Planning 1/630G01018  
Construction 2/630G02020  
Architectural Design 3/630G02011  
Structures 1/630G02019

### Subjects that are recommended to be taken simultaneously

Construction 3/630G01022  
Urban Planning 2/630G01024  
Structures 2/630G02023

### Subjects that continue the syllabus

Projects 6/630G01026

### Other comments

(\*)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.