



| Teaching Guide | | | | |
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| Identifying Data | | | | 2019/20 |
| Subject (*) | Complex Scale Architecture | Code | 630G02058 | |
| Study programme | Grao en Estudos de Arquitectura | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Fifth | Optional | 4.5 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Proxectos Arquitectónicos, Urbanismo e Composición | | | |
| Coordinador | Sabin Díaz, Patricia | E-mail | patricia.sabin@udc.es | |
| Lecturers | Sabin Díaz, Patricia | E-mail | patricia.sabin@udc.es | |
| Web | | | | |
| General description | O concepto de "escala" en Arquitectura remite, en palabras de Anish Kapoor, a unha cantidade de proporcións abstractas que por unha banda se relacionan, a un determinado nivel, o corpo, o físico, e por outro, máis intenso, coa imaxinación. A complexidade non radica exclusivamente no tamaño, a función ou o artificio, senón na multiplicidade de relacións que un obxecto arquitectónico establece coa súa contorna física, ambiental, social, humano e cultural. | | | |

| Study programme competences / results | |
|---------------------------------------|---|
| Code | Study programme competences / results |
| A17 | Ability to apply technical and construction standards and regulations |
| A30 | Knowledge of the organization of professional offices |
| A34 | Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T) |
| A35 | Ability to design, implement and develop urban projects (T) |
| A67 | Coñecemento avanzado de aspectos específicos da materia de Proxectos no contemplados expresamente na Orde EDU/2075/2010 |
| 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 |
| 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 |
| | |



Take this subject permitirá or student achegarse or feito arquitectónico den de plantexmentos and multidisciplinary optics, incorporating respostas aha series of conditions and variables increasingly complex and confusing. Complementará or desenrolo programmatic das asignaturas da area de Proxectos Arquitectónicos.

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|-----|----|----|
| A17 | B1 | C1 |
| A30 | B2 | C3 |
| A34 | B3 | C4 |
| A35 | B4 | C5 |
| A67 | B5 | C6 |
| | | C7 |
| | | C8 |

| Contents | |
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| Topic | Sub-topic |
| 1. ARCHITECTURE FOR LARGE SCALES | 1.1 Territory and planning. 1.2 Landscape and infrastructures. 1.3 Underground architectures. 1.4 Language and dimension in architecture. 1.5 Building in height: the skyscraper. |
| 2.THE COMPLEX FUNCTION. SPECIFIC PROGRAMS | 2.1 Architectures for transportation. 2.2 Health and care architecture. 2.3 Spaces for work. 2.4 Architectures for the industry. 2.5 Architectures for large events. |
| 3.THE COMPLEX FORM. NEW TOOLS FOR ARCHITECTURAL DESIGN | 3.1 Fractal geometries. 3.2 The new sciences of complexity. 3.3 Non-linear dynamics, chaos theory and self-organized systems. 3.4 Parametric design. 3.5 Architectures and virtual worlds. |
| 4. ARCHITECTURES IN COMPLEX ENVIRONMENTS | 4.1 Architecture in extreme conditions. 4.2 Nomad architecture 4.3 Architecture and identity. 4.4 Architectures in the peripheries. |
| 5. TOOLS AND MANAGEMENT SYSTEMS OF THE COMPLEX PROJECT | 5.1 Management of multidisciplinary teams 5.2 Platforms and project management environments 5.3 Contracting and administrative processing |



Planning

| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Introductory activities | B5 C8 | 1 | 4 | 5 |
| Guest lecture / keynote speech | B10 B11 | 6 | 0 | 6 |
| Directed discussion | B1 B5 C1 C7 | 5 | 0 | 5 |
| Field trip | B10 B11 C8 | 4 | 0 | 4 |
| Workshop | A17 A30 A34 A35 A67 B2 B3 B4 C3 C4 C5 C6 | 20 | 40 | 60 |
| Student portfolio | A17 C7 | 10 | 12.5 | 22.5 |
| 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 | Activities that are carried out before initiating any teaching-learning process in order to know the competences, interests and / or motivations that the student has for the achievement of the objectives that are to be achieved, linked to a training program. With it, it is intended to obtain relevant information that allows articulating teaching to favor effective and meaningful learning, based on previous knowledge. |
| Guest lecture / keynote speech | Oral presentation, complemented by the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The magisterial session is also known as a lecture, expository method or lecture. This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience. |
| Directed discussion | Group dynamics technique in which the members of a group discuss freely, informally and spontaneously on a topic, although they can be coordinated by a moderator. |
| Field trip | The field exit, understood as a strategy that consciously brings the individual closer to reality, is a valuable teaching and learning opportunity for students, by enhancing the observation process, gathering information, interpreting, posing conjectures. , explanations and projections that allow them to interpret their social environment and cultural context. |
| Workshop | Project Workshop: Training mode oriented to the application of learning in which knowledge of various subjects is introduced, always around an architectural project, where different methodologies / tests can be combined (exhibitions, simulations, debates, problem solving, practicals guided, etc.) through which students develop practical tasks on a specific topic, with the support and supervision of the teaching staff of the subjects involved. |
| Student portfolio | The final result of the work done in the subject will be reflected in the student's personal and physical digital portfolios, physically available on paper and accessible through the computer tool for teaching Moodle. The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation. |

Personalized attention

| Methodologies | Description |
|---------------|-------------|
|---------------|-------------|



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|--|---|
| Student portfolio Directed discussion Workshop | <p>O alumno recibe atención personalizada concernente ao traballo que está desenvolvendo na asignatura e no Taller, a través do profesor ou profesores do grupo ao que sexa asignado. No Taller, ademais, terá a posibilidade de comentar e obter revisións críticas por parte dos demais grupos, para poder contrastar opinións e criterios para confrontarlos cos propios.</p> <p>O portafolio do alumno será obxecto de revisións personalizadas, para observar a súa evolución e constatar a súa autoría.</p> <p>A docencia a alumnos de programas de mobilidade adaptarase a condicións pedagóxicas e de traballos tutelados especiais, así como as probas e exames de avaliación.</p> |
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| Assessment | | | |
|-------------------|--|---|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Student portfolio | A17 C7 | <p>The final result of the work carried out in the subject will be reflected in the student's personal portfolio, available and accessible through the Moodle teaching platform.</p> <p>The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation.</p> <p>There will be an objective test consisting of a practice that demonstrates the skill and competences acquired by the student, with a weight of 20%</p> | 40 |
| Workshop | A17 A30 A34 A35 A67 B2 B3 B4 C3 C4 C5 C6 | Methodology designed to promote learning - both autonomous and collaborative - of students, under the tutelage of the teacher and in varied scenarios (academic, professional and competitive). It is referred primarily to the learning of "how to do things". It is an option based on the assumption by students of the responsibility of their own learning. | 60 |

| Assessment comments |
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| <p>To overcome the subject in the June opportunity will be necessary:</p> <ul style="list-style-type: none"> - Minimum attendance of 80% of the classes with active participation in both the joint and individual review of the works. - Deliver in time and form the works (according to the calendar of the subject) and obtain a minimum grade of 3 in each year. - Obtain in the objective test a minimum grade of 5. <p>To overcome the subject at the July opportunity, it will be necessary:</p> <ul style="list-style-type: none"> - Minimum attendance of 80% of the classes with active participation in both the joint and individual review of the works. - Deliver in time and form the works during the course. Proceed to its modification during the months of June-July if the rating does not exceed 3 in each year. - Obtain in the objective test a minimum grade of 5. |

| Sources of information |
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| <p>Basic</p> <ul style="list-style-type: none"> - Ludovico Quaroni (1980). PROYECTAR UN EDIFICIO. OCHO LECCIONES DE ARQUITECTURA . Madrid: Xarait - Ignasi de Solá-Morales (2003). TERRITORIOS. Barcelona: Gustavo Gili - Rem Koolhaas (2006). LA CIUDAD GENÉRICA. Barcelona: Gustavo Gili - Rafael Moneo (2004). INQUIETUD TEORICA Y ESTRATEGIA PROYECTUAL EN LA OBRA DE OCHO ARQUITECTOS CONTEMPORANEOS . Barcelona: Actar - Peter Zumthor (2014). PENSAR LA ARQUITECTURA . Barcelona: Gustavo Gili |



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| Complementary | <ul style="list-style-type: none">- Steen Eiler Rasmussen (2004). LA EXPERIENCIA DE LA ARQUITECTURA: SOBRE LA PERCEPCION DE NUESTRO ENTORNO. Barcelona: Reverte- Josep María Montaner (2008). SISTEMAS ARQUITECTONICOS CONTEMPORANEOS . Barcelona: Gustavo Gili- Josep Muntañola i Thornberg (2004). ARQUITECTURA, MODERNIDAD Y CONOCIMIENTO. Barcelona: Edicions UPC |
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Recommendations

Subjects that it is recommended to have taken before

Architectural Design 5/630G02021
Architectural Design 4/630G02016
Architectural Design 2/630G02006
Architectural Design 3/630G02011
Architectural Design 7/630G02031
Architectural Design 1/630G02001
Architectural Design 6/630G02026

Subjects that are recommended to be taken simultaneously

Architectural Design 9/630G02041
Architectural Design 8/630G02036

Subjects that continue the syllabus

Final Degree Work/630G02059

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.