UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					2020/21
Subject (*)	Architectural Design 1			Code	630G02001
Study programme	Grao en Estudos de Arquitectura				
Descriptors					
Cycle	Period	Year		Type	Credits
Graduate	2nd four-month period	First		Obligatory	6
Language	SpanishGalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Proxectos Arquitectónicos, Urbanismo e Composición				
Coordinador	Carreiro Otero, Maria Concepción		E-mail	maria.carreiro@udc.es	
Lecturers	Barge Ferreiros, Santiago Carreiro Otero, Maria Concepción Di Felice Vázquez, Mario Francisco Martínez González, Carlos Vazquez Diaz, Sonia		E-mail	s.barge@udc.es maria.carreiro@udc.es m.difelice@udc.es c.martinez.gonzalez@udc.es sonia.vazquez.diaz@udc.es	
Web					
General description	Architectural Projects 1 presents the fundamentals of the design project as the solution to particular spatial and functional problems. We explain the tools to create and describe an architectural object using the ability to draw as the characteristic language of architects. The students will learn how to describe the site graphically, the relationship between the architectural objetcs, and beetween them and their surroundings. Also, the conection between spaces to hold activities and the paths that connects them. Architectural design is the result of a creative process of each individual, and as such, subjective, personal and unique. Learning how to desing requires the ability to analyse, understand and interpret paradigmatic works of architecture to be able later on to transfer the knowledge to their own designs. Skills to acquire: 1 Deeper graphic communication 2 Composition of architecrural elements 3 Define the architectural object with rigour and accuracy, the whole and its parts, along with the relationship with its surroundings. 3 Comprehension and development of circulation paths: stairs, halls, entrances, corridors.				

Contingency plan	1. Modifications to the contents Contents will suffer no modifications 2. Methodologies *Teaching methodologies that are maintained Lectures/Keynote speeches Portfolio Objetctive Test *Teaching methodologies that are modified Workshop will turn into Tutorized exercises 3. Mechanisms for personalized attention to students School Term: Tutory sessions through Teams, arranged through appointments, email. School and non-school periods: Moodle 4. Modifications in the evaluation Evaluation requirements remain the same. *Evaluation observations: For students with spectial dificculties proprerly proved to deliver hand-ins or to take tests, we will tailor personalised solutions. The stablished requirements to pass the subject will stand. Online Attendance: highly recommended but not compulsory to be evaluated. Works, exercises and teaching materials needed to attend the course will be uploaded to Moodle, available to the students enrolled. Deadlines of works will be respected, although we contemplate the posibility of adjust the time limits to the circumstances at the time. 5. Modifications to the bibliography or webgraphy No modifications planned.

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)
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
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	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		
Capacity to solve compositional design problems, taking different factors into account, being able to develop several options and choose the best result amongst them.	A50 A53 A55 A63	B6 B10 B12	C1 C8
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.	A34 A50 A55	B12	C7
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.	A50 A55	B1 B2 B3	C3 C4 C6 C8
The capacity to present conclusions orally and explain proposals and the reasons behind them.	A63	B6	C1 C3
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.	A34 A39	B10	C5

Contents	
Topic	Sub-topic
Object and context	- Anthropometric dimensions and environment - Composition - Architectural plan - Architectural section
Architectural object: circulation and disposal	- Object in the context: interior and external - Object as context: Tindaya - Stairs: shapes - Stairs: position
Object and place	- Site plans representation. - Thresholds: Inviting entrances. - Urban context.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A50 A53 B10 B12 C1 C3 C4	10	10	20
Student portfolio	B1 B2 B3	0	12.5	12.5

Workshop	A34 A39 A50 A55 A63 B1 B2 B3 B6 B10 B12 C1 C5 C6 C7 C8	45	67.5	112.5
Objective test	A63 B1 B2	4	0	4
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**
Guest lecture / keynote speech	The theoretical content delivered will help students to deal with the proposed works and to understand the learning aims. Workshop practices are introduced as well. During the lectures, the contents of each work will be further explained, along with group assessments. Attendance acreditation: notes and sketches taken on your portfolios. Homework hours: the keynote speech content will be extended with bibliographic references, personal notes, pictures or sketches.
Student portfolio	Notebook with blank sheets to be completed by the students with personal reflections, content from the lectures delivered, drawings and sketches of the workshop practices, etc.
Workshop	In workshop sessions diverse methods are merged to enhance learning (Individual and/or team work, presentations of the results, debates and analysis, as well as individualised tutoring). Students will develop design projects, helped by the teachers' support and guidance. The Design Workshop is planned for small groups. This workshop is the foundation of this subject. In the workshop scheduled time, students will develop their design work with the support and supervision of teachers. Homework hours: students will review and complete their work. Workshop attendance Accreditation: Delivery of hand-ins developed in each session. The teacher will keep a register of the works assessed. All students must personally assess their work with the teacher.
Objective test	At the end of the academic period, students must take a practical test in order to evaluate the skills achieved. Capacitiy and aptitudes in relation to the basics of architectural design are measured using this objective test. Objective test preparation: development of workshop activities, attendance at keynote sessions, graphic analysis of referencial works of architecture, review of the work itself.

Personalized attention	
Methodologies	**Description**
Workshop	WORKSHOP : Personalised attention is an inherent charactersitic 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 / Results**	**Description**	**Qualification**

Workshop	A34 A39 A50 A55 A63 B1 B2 B3 B6 B10 B12 C1 C5 C6 C7 C8	Progressive, continuous and global assessment. Pass conditions are: 1. Students are expected to hand in every scheduled piece of work. 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. Evaluation criteria: - Layout composition. - Adequate selection of the graphic content. - Coherence between purpose and proposal. - Precise graphic representation: adequacy of scale, enough information to define the space, spatial and mastering architectonic criteria (light, order, rythm, proportions) Orthographic projections (plans, elevations and sections) must agree. - Line weight and types. - Configuration and position of stairs, circulation paths and entrances. - Accuracy and precision of anthropometric measurements. - Implementation of theoretical contents delivered on lectures within the workshop practices	80
Guest lecture / keynote speech	A50 A53 B10 B12 C1 C3 C4	Compulsory attendance. Global assessment will not be possible without attending 85% of the classes. Lectures include theoretical content, giving exercises and appraisal sessions. All master classes are considered those in which theoretical contents , explanations of jobs and collective opinions are held. The keynote sessions will be recorded in a personal notebook (student portfolio) that will be reviewed periodically.	1
Objective test	A63 B1 B2	A test will be held on site, within a timeframe. Compulsory to pass a subject. A minimun grade of 5 out of 10 is required in this test for an overall pass. All the professors of the subject will constitute an Assessment Boart to evaluate the performance and grade the test of all students.	10
Student portfolio	B1 B2 B3	Personal notebook containing notes, sketches, drawings, pictures, plans and so on, reflecting the content of the lectures and the design process during the workshop and homework.	9

Assessment comments
General conditions to pass the course: - Hand-ins of works: 100%. A maximum of 20% delivered with a fortnight of delay with respect to the scheduled date. - Lecture attendance: 80% - Student portfolio: It has to meet the requirements stated in the methodology and evaluation sections. - Workshop attendance (three hours per week): 80% FINAL EVALUATION: A. OPPORTUNITY JUNE Requirements: comply with the general conditions of follow-up of the course and get in the objective test the minimum score: 5 out of 10 B. OPPORTUNITY OF JULY. B.1 Comply with the general conditions of follow-up of the course and get in the objective test the minimum score: 5 out of 10. B.2 In the case of failure to comply with the general conditions of follow-up: the minimum score on the objective test: 9 out of 10. In any case, the final mark will be of 5.0.

Sources of information

Basic	- Unwin, Simon (2003). Análisis de la arquitectura. Barcelona: Gustavo Gili - Zell, Mo (2009). Curso de dibujo arquitectónico: herramientas y técnicas para la representación bidimensional y tridimensional.. Barcelona: Acanto - Ching, Francis D.K. (2010). Arquitectura: forma, espacio y orden. Barcelona: Gustavo Gili - Ching, Francis D. K. (1999). Dibujo y proyecto.. Barcelona: Gustao Gili - Ching, Francis D. K. (2013). Manual de dibujo arquitectónico. Barcelona: Gustavo Gili - Ching, Francis D. K. (2011). Una historia universal de la arquitectura: un análisis cronológico comparado a través de las culturas.. Barcelona: Gustavo Gili - Panero, Julius y Martin Zelnik (2006). Las dimensiones humanas en los espacios interiores.. Barcelona: Gustavo Gili - Carreiro Otero, María (coord. (2006). Catálogo de puestos de feria : proyectos 1 : curso 2005-2006 (grupo María Carreiro) . A Coruña (consulta en biblioteca ETSAC). - Carreiro, María et al. (2004). Proyectos 1. Curso 2003-2004. A Coruña: Universidade da Coruña (consultar Servicio de Reprografía) - Carreiro Otero, María (coord.) (2011). Proyectos 1. Diez lecciones.. A Coruña: Universidade da Coruña (consultar Servicio de Reprografía) - Carreiro Otero, María (2007). El pliegue complejo. La escalera. A Coruña: Netbiblo - Roth, Leland (1999). Primera parte: los elementos de la arquitectura. Barcelona: Gustavo Gili - Munari, Bruno (1997). ¿Cómo nacen los objetos?. . Barcelona: Gustavo Gili Tódalas contempladas nas presentación incorporadas e nos documentos de información volcados específcamente cada curso na plataforma Moodle.
Complementary	- (). . Outras referencias: - Uderzo y Goscinny. "La residencia de los dioses" (cómic) - La pirámide de Keops - Proyecto de Eduardo Chillida para Tindaya - Francisco de Goya: "Los fusilamientos de la Moncloa o El tres de mayo de 1808 en Madrid" - Donald Judd: esculturas de hormigón - Constantin Brancusi: "La mesa del silencio" - Cristina Iglesias: Puertas en los Jerónimos (Museo del Prado) - Cristina Ezcurra y Cristina Ouzande: proyecto para zona de juegos en Santiago de Compostela Películas: - "Caro diario", de Nanni Moretti - "Al caer el sol", de Robert Benton - "El crack", de José Luis Garci

Recommendations
Subjects that it is recommended to have taken before
Descriptive Geometry/630G02003 Introduction to Architecture/630G02005 Drawing in Architecture/630G02002
Subjects that are recommended to be taken simultaneously
Analysis of Architectural Forms/630G02007 Architectural Form Geometry/630G02014
Subjects that continue the syllabus
Architectural Design 9/630G02041 Architectural Design 8/630G02036 Architectural Design 5/630G02021 Architectural Design 4/630G02016 Architectural Design 2/630G02006 Architectural Design 3/630G02011 Architectural Design 7/630G02031 Architectural Design 6/630G02026
Other comments

- Drawing skills are a fundamental tool for this subject, so it requires special attention in order to acquire the appropriate level.
- 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/emptyness, contrast?) is also fundamental.