



## Teaching Guide

Teaching Guide				
Identifying Data				2016/17
Subject (*)	Proxectos 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 e Urbanismo			
Coordinador	Lopez Bahut, Maria Emma	E-mail	emma.lopez.bahut@udc.es	
Lecturers	Casabella López, Juan José Di Felice Vázquez, Mario Francisco Iglesia Perez, Manuel de la Lopez Bahut, Maria Emma Santos Zas, Gabriel Arturo Vazquez Diaz, Sonia	E-mail	juan.casabella.lopez@udc.es m.difelice@udc.es m.iglesia1@udc.es emma.lopez.bahut@udc.es gabriel.santos.zas@udc.es sonia.vazquez.diaz@udc.es	
Web				
General description	<p>In Project Design 2 we choose a geographical area of Galicia for the placement and development of the course exercises, depending on the interest of the place in terms of landscape, culture and patrimony and also in terms of its appropriateness and adequacy with the objectives and exercises considered.</p> <p>The fourth-month period exercises, placed in the same geographical area, are ordered in sequential phases related one to another.</p> <p>One of the primary objectives is to teach the students to do project design starting from the natural/rural physical environment, for which it must develop specific abilities and strategies.</p> <p>The teaching methodologies are based on ?learning by doing? in a concrete placement. The issues of the two exercises proposed for the fourth-month period, will have an increasing difficulty. The objective being that of favoring a progression in the learning capabilities with which the student could fill more stimulated.</p> <p>The concept of architectural space, its formal expression, and its relation 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 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 entrepreneur
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	
O resultado da aprendizaxe da materia é o coñecemento esencial e específico do título de Grado: a capacidade para a concepción, a práctica e desenvolvemento de proxectos básicos e de execución, esbozo e anteprojectos		A34	B1 C1
		A37	B2 C3
		A39	B3 C4
		A50	B6 C5
		A53	B10 C6
		A55	B12 C7
		A56	C8
		A57	
		A63	

Contents	
Topic	Sub-topic
1. UNDERSTANDING/KNOWING A PLACE IN GALICIA 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.



<b>2. PLACE COMPREHENSION.</b> Relations between place and architecture. Natural environment: Natural field/Landscape unit. Natural field/ Artificial medium of rural settlement	<b>2.1. Pre-existing elements</b>  <b>2.2. Scale as a resource.</b> -Sense of scale in the natural field.  <b>2.3. Community space and private space. Spatial categories.</b>
<b>3. TO DESIGN A PLACE.</b> The experience of inhabiting and living a space of a natural-rural character.	<b>3.1 Objectives.</b> -Development of elements typical of the natural-rural environment. -.Determining factors of relation: preexisting natural/artificial elements, landscape, place structure (topography, climate, scale, tectonic materiality, roads, etc.)  <b>3.2 Architectonic space exterior-interior.</b> -Grids, textures, limits, proportions, modulations, rhythms, forms, scales, haptic perceptions, natural light.  <b>3.3. Tasks.</b> -Space as social medium. -Space as functional medium.
<b>4. PROCESSES.</b> Development of a set of tools for the implementation of the architectural project.	<b>4.1 Development of the architectural project thru sketches, outlines, diagrams, plans, models.</b> -Ideation as articulation. -Formalization as 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	1	0	1
Field trip	A34 A37 A55 A56 A57 B12 C4 C8	4	0	4
Multiple-choice questions	A34 A37 B6	1	0	1
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B10 B12 C1 C3 C4 C5 C6 C7 C8	38	79	117
Document analysis	A34 A37 A53 A55 A56 A57 B6	0	5	5
Workbook	A34 A37 B1 B2 B3 B6	0	5	5
Diagramming	A34 A37 A53 A55 A56 B6	0	2	2
Personalized attention		0		0



(\*)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 in which it will work, exposing the projects to be developed in him throughout the semester.
Guest lecture / keynote speech	Oral presentation of the theoretical contents of the subject, with the aim of facilitating students to develop the specific work of the workshop.
Objective test	The student will develop, as a second opportunity and in the classroom, a design practice that will show in a synthetic way the abilities and competences acquired around issues related to the themes and places undertaken in the course exercises.
Directed discussion	Group dynamics technique in which group members discuss free, informal and spontaneous way on an issue, but may be coordinated by the professor.
Field trip	Visiting the place where the work of the semester will be developed. The aim is direct and systematic observation of the site, gathering information, data, sketches, analysis, etc.
Multiple-choice questions	Objective test on the topics covered in lectures.
Workshop	<p>The workshop is the basic formative mode of the subject Design Project 2. It is oriented to the implementation of trainings in which we can combine different methodologies (individual or group practices, work exhibition and work practices, debates and commentaries as well as individual teaching).</p> <p>Thru the workshop the student will develop design proposals with the help and guidance off the teaching stuff. The workshop will be organized in small groups of students.</p> <p>Complementary oral presentations will take place to introduce the theoretical issues related to each phase of the exercise being developed that will allow the student to face the subject and develop the workshop works and practices.</p>
Document analysis	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>
Workbook	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>
Diagramming	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>

Personalized attention	
Methodologies	Description
Workshop	<p>The professor in charge of the workshop will guide simultaneously the group work as well as the work of each student assuring the individual evolution thru the project process.</p> <p>This personalized attention will be extended to the partially shared teaching task that takes place in Project Design 2 with the professors of Architectural Analysis 1, who will join the tutoring of the group at the collective as well as at the individual level.</p>
Document analysis	
Diagramming	
Workbook	

Assessment			
Methodologies	Competencies	Description	Qualification



Objective test	A34 A37 C1 C3	<p>For passing the subject in First Opportunity it will be necessary to comply with three requirements:</p> <p>1- Class assistance of 80%.</p> <p>2- All the exercises should have been turned in on time and with a complete proposal, according to the subject's timetable.</p> <p>3- First Opportunity exam. It will be an exam that will show in a synthetic manner the abilities and competences acquired by the student in relation to the issues studied while developing the course exercises.</p> <p>The course's final evaluation will comply with the following percentages:</p> <p>-80% will be related to the work developed during the four month period.</p> <p>-20% will be related to the First Opportunity exam.</p> <p>It will not be admissible to turn in additional work between first and second opportunity exams.</p> <p>If any of the three requirements mentioned above are not fulfilled, the grade will be ?No Presentado?. In such case, the Second Opportunity will have the same ?No Presentado? grade due to the fact that it does not comply with the condition of continuous evaluation.</p>	0
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B10 B12 C1 C3 C4 C5 C6 C7 C8	<p>Project Design 2 will be taught in the workshop during approximately 30 meetings, of which 15 have shared teaching. It will be graded thru continued evaluation for which the student will develop continuous work with partial results that will show a rising progress. Besides the good quality and the rising progression of the courses work, it is an indispensable requirement to have turned in all the exercises on time and in accordance with the courses guidelines as well as having complied with the minimum assistance , in the workshop as well as in the shared teaching, of 80% in each one.</p> <p>The student personal work will be graded taking into account the two exercises developed thru the four-month period in the workshop.</p> <p>It will be graded as Non Presented any student that falls into the following circumstances:</p> <p>-it has not completed the minimum assistance required.</p> <p>-it has turned in work that lacks prepositive content and incomplete.</p> <p>It will be forbidden to complete or modify the courses work beyond the date of completion if it lacks sufficient development.</p>	85
Document analysis	A34 A37 A53 A55 A56 A57 B6	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>	5
Diagramming	A34 A37 A53 A55 A56 B6	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>	5
Workbook	A34 A37 B1 B2 B3 B6	<p>Student Portfolio: It will summarize the data that the student has produced from the theoretical sections as well as the personal thoughts related to the architectural project; graphic data, images, drawings, bibliography and notes related to the place of work as well as to the development of each one of the exercises proposed.</p> <p>This methodology will be obligatory for the evaluation of the Project Design Workshop</p>	5



## Assessment comments

## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"><li>- ALEXANDER, Ch. (). El lenguaje de patrones. Ed. G. Gili.</li><li>- ARNHEIM, R. (). Arte y percepción visual. Gustavo Gili</li><li>- DE LLANO, P. (). Arquitectura popular en Galicia: Razón e construción. COAG</li><li>- DESPLAZES, A. (). Construir la Arquitectura. .</li><li>- GAUSA, M., GUALLART, V., MÚLLER, W.M (). (). Diccionario Metapolis de Arquitectura Avanzada. Barcelona, Actar</li><li>- HERTZBERGER, H. (). Lessons for students in architecture. 010 Publishers</li><li>- KANDINSKY, Wassily (). Cursos de la Bauhaus. Alianza Forma</li><li>- KLEE, Paul (). Pedagogical sketchbook. N.Y., Praeger Pu</li><li>- LENAGHAN, P. (). Fotografías de Ruth Matilda anderson en Galicia. Fund. Caixa Galicia</li><li>- McHARG, I. (). Design with nature. Doubleday</li><li>- MONEO, Rafael (). Comentarios sobre los dibujos de 20 arquitectos actuales. ETSAB</li><li>- MONTAÑOLA Th., J. (). Arquitectura y contexto. eD UPC</li><li>- NORBERG-SCHULZ, Ch. (). Espacio existencial-espacio arquitectónico. Gustavo Gili</li><li>- OTERO PEDRAYO, R. (). Paisaxe e cultura.. Vigo, Ed. Galaxia</li><li>- PALLASMA, J., (). Los ojos de la piel. La arquitectura y los sentidos. Barcelona, Gustavo Gili</li><li>- ZEVI, Bruno (). Saber ver la arquitectura. Poseidón</li><li>- ABALOS, I. (). Naturaleza y artificio. Barcelona, Gustavo Gili</li></ul>
<b>Complementary</b>	

## Recommendations

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

Xeometría Descritiva/630G02003  
Debuxo de Arquitectura/630G02002  
Análise de Formas Arquitectónicas/630G02007  
Proxectos 1/630G02001  
Xeometría da Forma Arquitectónica/630G02014

### Subjects that are recommended to be taken simultaneously

Análise Arquitectónico 1/630G02012

### Subjects that continue the syllabus

Proxectos 3/630G02011

### Other comments

Specific  
conditions related to mobility for incoming and outgoing students. Since  
Project Design 2 pursues a continued evaluation for all students, including  
those who are in outgoing or incoming mobility, the same conditions of  
evaluation will be applied for all students, notwithstanding the fact that  
specific attention will be given to incoming students because of language or  
other clear differences between the schools of origin and destiny.

(\*)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.