



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Architectural Design 5	Code		630G02021
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd 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 Martinez Raído, Jose Luis Mesejo Conde, Mónica Pedros Fernandez, Oscar Prieto López, Juan Ignacio	E-mail	cristobal.crespo@udc.es jose.luis.martinez.raido@udc.es monica.mesejo@udc.es oscar.pedros@udc.es juan.prieto1@udc.es	
Web	dpauc.udc.es/			
General description	This subject is designed to consolidate each student's individual methodology to approach the project, allowing them to verify how the launch of the project under a disciplinary and conceptual perspective is useful to cope with diverse programs, both in scale and complexity. This semester will emphasize the role of the building concerning landscape and environment. Mutual influence between the built and its surroundings is considered, under conditions ranging from intervention in a consolidated urban set of heritage value, to new developing areas in the urban fringe. Likewise, students will work on the concepts of collective uses, common and relationship spaces and privacy conditions, circulations, accesses and meeting spaces, aspects of representativeness and image, character of outdoor spaces, pavements, landscaping , courtyards and inner patios, lighting, etc.			



Contingency plan	1. Modifications to the contents: - No changes will be made to the content. - In the event of a contingency, the necessary measures will be taken to guarantee the quality of the teaching, as well as the integrity of the contents. 2. Methodologies *Teaching methodologies that are maintained: - Master sessions - Guided discussions - Mentorized projects (with personalized attention - counting for evaluation) - Personalized attention - The same teaching methodologies will be maintained. Both the master sessions, as well as the objective tests and the monitoring of the supervised works, will be adapted to virtual environments and supports, if necessary. *Teaching methodologies that are modified - Changes in teaching methodologies are not foreseen. 3. Mechanisms for personalized attention to students: - Email: Daily use. To make inquiries, request virtual meetings to answer questions and monitor supervised work. - Moodle: According to the needs of the students. They have up-to-date information on the activities of the subject and the contents of the exhibition teaching, as well as thematic forums associated with the modules of the subject. - Teams: - 2 weekly sessions in small groups to monitor the progress of supervised work, in the time slot assigned to the subject in the school calendar of the School. - 1 monthly coordination meeting on the subject and with the rest of the subjects that make up the Workshop, for follow-up and support in carrying out supervised work. This dynamic allows a standardized monitoring and adjusted to the learning needs of the students to develop the work of different subjects. - Tutorials: programmed through the specific task of Moodle, the tutorials will be adapted to the needs of the students, and will be carried out through meetings in Teams, both individually and in small groups of no more than 6 students, attending to the specificities of queries. 4. Modifications in the evaluation: - No modifications are considered in the objectives or in the evaluation methodologies. Assessment remarks: - The objective tests may be carried out on-line. - Foreign students in exchange programs may substitute the objective test for a supervised work proposed by the teacher. - Students will be required to participate actively in online teaching, under similar conditions to those required in this Guide for face-to-face teaching, to guarantee authorship and supervision of the work, and to be able to pass the course. 5. Modifications to the bibliography or webgraphy: - The bibliographic resources of the subject are available in Moodle. Specific contributions of consultation materials -in digital support- will be provided through the Moodle platform.
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Study programme competences	
Code	Study programme competences
A1	“Ability to apply graphical procedures to the representation of spaces and objects (T) ”
A2	Ability to conceive and represent the visual attributes of objects and master proportion and drawing techniques, including digital ones (T)
A3	Knowledge of spatial representation systems and projections adapted and applied to architecture
A4	Knowledge of the analysis and the theory of form and the laws of visual perception adapted and applied to architecture and urbanism
A5	“Knowledge of the metric and projective geometry adapted and applied to architecture and urbanism ”
A6	“Knowledge of graphic surveying techniques at all stages, from the drawing sketches to scientific restitution, adapted and applied to architecture and urbanism ”



A7	"Knowledge of the principles of general mechanics, statics, mass geometry and vector and tensor fields, adapted and applied to architecture and urbanism "
A10	"Knowledge of basic topography, hypsometry, mapping and earthmoving techniques adapted and applied to architecture and urbanism "
A12	Ability to conceive, calculate, design, integrate in buildings and urban units and execute building structures (T)
A13	Ability to conceive, calculate, design, integrate in buildings and urban units and execute interior partition walls, carpentry, stairs and other finished work (T)
A14	Ability to conceive, calculate, design, integrate in buildings and urban units and execute exterior walls and cladding, roofing and other structural work (T)
A17	Ability to apply technical and construction standards and regulations
A25	Adequate knowledge of conventional construction systems and pathology
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)
A39	Ability to remove architectural barriers (T)
A41	Ability to solve the passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting (T)
A44	Ability to develop civil work projects (T)
A45	Ability to design and execute urban layouts and urbanization, gardening and landscape design projects (T)
A48	Adequate knowledge of general theories of form, composition and architectural types
A49	Adequate knowledge of the general history of architecture
A50	Adequate knowledge of the methods of studying the processes of symbolization, practical functions and ergonomics
A51	Adequate knowledge of the methods of studying the social requirements, living conditions, habitability and basic housing programmes
A52	"Adequate knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources. "
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.
A54	Adequate knowledge of aesthetics and theory and history of fine arts and applied arts
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.

Learning outcomes

Learning outcomes	Study programme competences
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Upon passing this subject, the student must be able to:	A1		
	A2		
- Know how to handle material tools of a certain complexity and strengthen their cultural and intellectual arguments in order to undertake the ideation and development of a medium-scale and complex architectural project.	A3		
	A4		
	A5		
- Know how to relate the different scales of analysis and concretion of the project, from the urban to the detail, including elements of constructive definition, such as finishes and enclosures, and design and structural definition.	A6		
	A7		
	A10		
- Be able to develop adequate technical documentation for a project of medium complexity and scale, indicating with precision its formal configuration, its material, constructive, structural and facilities aspects, taking into account aspects of technical and urban regulations.	A12		
	A13		
	A14		
	A17		
- Apply conditioning systems taking into account technical regulations and criteria related to sustainability, passive energy responses and optimization of energy resources.	A25		
	A34		
	A35		
	A39		
	A41		
	A44		
	A45		
	A48		
	A49		
	A50		
	A51		
	A52		
	A53		
	A54		
	A55		
	A56		
	A57		
	A58		

Contents	
Topic	Sub-topic
TOPIC 1 - METHODOLOGY OF THE PROJECT II	- Organizational tools. Program and structure - Cultural tools. Tradition, history and culture of the place. - Building and environment: energy and passive conditioning. - The collective use. Spaces for relationship and meeting. - Processing inner spaces. Material, color, lighting. - Processing outdoor spaces. Pavements, gardening, courtyards.



TOPIC II - ARCHITECTURE AND THE CITY	- Public and institutional architecture. - Architecture and heritage. The historic city. The inherited towns. - Architecture and landscape. Physical and cultural environment. - Architectural language. Materiality and structure
TOPIC III - INTRODUCTION TO PROJECT REGULATIONS II	- Conditioning of spaces. Lighting, ventilation, systems. - Technical facilities in buildings. - Fire safety and evacuation infrastructures. - Heritage, restoration and architectural intervention.
EXERCISE 1 - ARCHITECTURAL EXECUTIVE PROJECT	- Urban analysis. - Project of an urban facility or building with structural relevance in an unconsolidated environment. - Development of the materiality of the proposal: construction and structure.
IACOBUS Erasmus+ PROGRAMME - BUILDING THE EUROPEAN HERITAGE	- This course includes one of the projects of the IACOBUS Erasmus + International Convention, which is carried out with the OTH Architecture Schools of Regensburg (Germany), ENSACF of Clermont-Ferrand (France) and NUACA of Yerevan (Armenia) - The agreement has an annual and rotating nature. Its object and theme affect the recovery of European Architectural Heritage and attention to refugees, and is configured through an International Workshop and a final presentation in the format of an architecture competition. - This project may overlap or replace any of the exercises proposed within the contents of the subject. - Students participate on a voluntary involvement basis.
EXERCISE 2 - ARCHITECTURAL BLUEPRINT	- Contextual analysis. - Project of intervention on the natural and / or built heritage.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	A10 A48 A49 A54	2	0	2
Document analysis	A3 A4 A5 A50 A51	0	12	12
Collaborative learning	A53 A55 A56 A57 A58	4	10	14
Directed discussion	A25 A41 A52	5	0	5
Diagramming	A1 A2	0	8	8
Workshop	A6 A7 A12 A13 A14 A17 A34 A35 A39 A44 A45	15	20	35



Guest lecture / keynote speech	A25 A48 A49 A52 A53 A54	15	0	15
Supervised projects	A1 A2 A10 A12 A13 A14 A17 A25 A34 A35 A41 A44	14	20	34
Objective test	A34 A44 A45 A48	1	0	1
Student portfolio	A48 A49 A50 A51 A52 A53 A54 A55 A56 A57 A58	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	Students are divided into small working groups, in which they work together to solve the tasks assigned by the teacher. The group is organized to obtain and elaborate the information 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 group and the individual works are exposed in public, to encourage group members to intervene in their own and others' creative process in a free, informal and spontaneous context.
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 is intended to promote the autonomous learning of students, under the guidance of the teacher. It refers to the learning of "how to do things"; it is the student who assumes responsibility for his training.
Objective test	There will be an objective test on the contents presented in the expository sessions, which configure 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



Student portfolio Supervised projects Workshop Directed discussion	Students will receive personalized attention by their group's teacher, concerning the work developed in the subject and in the Workshop. In the Workshop students will also 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. The student's portfolio will be discussed through periodical and personalized reviews, to observe its evolution and verify its authorship. Specific conditions related to mobility for outgoing and incoming students: - 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.
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Assessment			
Methodologies	Competencies	Description	Qualification
Student portfolio	A48 A49 A50 A51 A52 A53 A54 A55 A56 A57 A58	O resultado final dos traballos realizados na materia plasmarase no portafolios persoal do alumno, dispoñible e accesible a través da plataforma docente Moodle. Avalíanse os resultados, pero a través dun proceso docente tutelado e guiado, onde o esforzo persoal e a evolución intelectual do alumno deberán aparecer reflectidos na documentación final.	80
Objective test	A34 A44 A45 A48	Os coñecementos instrumentais contidos no temario de docencia expositiva do curso serán avaliados mediante unha proba oxeativa.	20

Assessment comments
In order to overcome 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



Basic	- NEUFERT, Ernst (2007). Arte de Proyectar en Arquitectura. Barcelona, G.G. - TANIZAKI, Junichiro (1933). El elogio de la sombra. Siruela - ASCHNER ROSELLI, Juan Pablo (2009). ¿Cómo concebir un proyecto arquitectónico?. deArq (Revista digital) num. 05 - ZUMTHOR, Peter (). Thinking architecture. Birkhäuser - AUGÉ, Marc (). Los no lugares. Gedisa - PROYECTOS III (Plan Antiguo) (). IACOBUS: Rehabilitación del Patrimonio Europeo. http://blogiacobus.wordpress.com/ - VVAA (2007). La plaza de Pontevedra y el frente marítimo del Orzán. A Coruña, UDC - VVAA (2009). Escuela de música y albergue en St. Klara, Regensburg. A Coruña, UDC - VVAA (2008). Un complejo hotelero en Randan. A Coruña, UDC - VVAA (2010). Código Técnico de la Edificación. http://www.codigotecnico.org/web/recursos/documentos/ - VVAA (2007). Normas do hábitat galego. http://igvs.xunta.es/ipecos-opencms-portlet/export/sites/default/PortalVivenda/Biblioteca/normashabi - PEDRÓS FERNÁNDEZ, Óscar (2020). El Motor de los Sueños. Diez momentos en la génesis del proyecto arquitectónico. A Coruña: Labirinto de Paixóns - DAZA CAICEDO, Ricardo (2008). Buscando a Mies. Barcelona: ACTAR
Complementary	- DELEUZE, Gille, GUATTARI, Félix (1994). Mil Mesetas. Capitalismo y esquizofrenia. Pre-textos - SLOTERDIJK, Peter (1998-2004). Esferas . Siruela - DAZA, Ricardo (2000). Buscando a Mies. Barcelona, Actar Publishers - KOOLHAAS, Rem (2007). Conversaciones con estudiantes. Barcelona, G.G. - MONTEYS, X., FUERTES, P. (2001). Casa Collage. Barcelona, G.G. - TORRES TUR, Elías (2005). Luz cenital. Barcelona, Col·legi d'Arquitectes de Catalunya - BANHAM, Reyner (1965). TEORIA Y DISEÑO ARQUITECTONICO EN LA ERA DE LA MAQUINA . Buenos Aires: Nueva Visión - BACHELARD, Gaston (). LA POETICA DE LA ENSOÑACION . Madrid: Fondo de Cultura Económica de España

Recommendations

Subjects that it is recommended to have taken before

Construction 3/630G01022
 Urban Planning 2/630G01024
 Architectural Design 4/630G02016
 Structures 2/630G02023

Subjects that are recommended to be taken simultaneously

Construction 4/630G01027
 Urban Planning 3/630G01029
 Structures 3/630G02028

Subjects that continue the syllabus

Projects 7/630G01031
 Architectural Design 6/630G02026

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.