



## Teaching Guide

| Teaching Guide      |   |        |  |           |
|---------------------|---|--------|--|-----------|
| Identifying Data    |   |        |  | 2023/24   |
| 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<br>Martinez Raído, Jose Luis<br>Mesejo Conde, Mónica<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>oscar.pedros@udc.es<br>juan.prieto1@udc.es |           |
| Web                 | dpauc.udc.es/   |        |  |           |
| General description | <p>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.</p> <p>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.</p> |        |  |           |

## 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)   |
| A38  | Ability to take part in the preservation, restoration and renovation of the built heritage (T)  |
| A39  | Ability to remove architectural barriers (T)  |
| A40  | Ability to practise architectural criticism   |
| A46  | Ability to apply standards and urban regulations  |
| 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.   |
| 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  |
| 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 |       |
| Upon passing this subject, the student must be able to:  |  | A34                                   | B1 C1 |
|  |  | A37                                   | B2 C3 |
| - 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.   |  | A38                                   | B3 C4 |
|  |  | A39                                   | B4 C5 |
|  |  | A40                                   | B5 C6 |
| - 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.   |  | A46                                   | B6 C7 |
|  |  | A51                                   | B9 C8 |
|  |  | A52                                   | B10   |
| - 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. |  | A53                                   | B12   |
|  |  | A55                                   |       |
|  |  | A56                                   |       |
|  |  | A57                                   |       |
| - Apply conditioning systems taking into account technical regulations and criteria related to sustainability, passive energy responses and optimization of energy resources.  |  | A58                                   |       |
|  |  | A63                                   |       |

| Contents |           |
|----------|-----------|
| Topic    | Sub-topic |



|  |  |
|--|--|
| TOPIC 1 - METHODOLOGY OF THE PROJECT II            | <ul style="list-style-type: none"> <li>- Organizational tools. Program and structure</li> <li>- Cultural tools. Tradition, history and culture of the place.</li> <li>- Building and environment: energy and passive conditioning.</li> <li>- The collective use. Spaces for relationship and meeting.</li> <li>- Processing inner spaces. Material, color, lighting.</li> <li>- Processing outdoor spaces. Pavements, gardening, courtyards.</li> </ul> |
| TOPIC II - ARCHITECTURE AND THE CITY               | <ul style="list-style-type: none"> <li>- Public and institutional architecture.</li> <li>- Architecture and heritage. The historic city. The inherited towns.</li> <li>- Architecture and landscape. Physical and cultural environment.</li> <li>- Architectural language. Materiality and structure</li> </ul>  |
| TOPIC III - INTRODUCTION TO PROJECT REGULATIONS II | <ul style="list-style-type: none"> <li>- Conditioning of spaces. Lighting, ventilation, systems.</li> <li>- Technical facilities in buildings.</li> <li>- Fire safety and evacuation infrastructures.</li> <li>- Heritage, restoration and architectural intervention.</li> </ul>  |
| EXERCISE 1 - BLUEPRINT PROJECT                     | <ul style="list-style-type: none"> <li>- Urban analysis.</li> <li>- Project of an urban facility or building with structural relevance in an unconsolidated environment.</li> <li>- Development of the materiality of the proposal: construction and structure.</li> </ul>   |
| EXERCISE 2 - EXECUTIVE PROJECT                     | <ul style="list-style-type: none"> <li>- Context analysis.</li> <li>- Public or service building project inserted in a built context of consolidated environmental and/or heritage interest.</li> <li>- Development of the materiality of the proposal: construction, structure and facilities</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 A40 B1 B3                             | 0                                    | 8                             | 8           |
| Collaborative learning  | B4 C1 C3                                  | 4                                    | 8                             | 12          |
| Directed discussion     | B1 B4 C1 C3 C4                            | 5                                    | 0                             | 5           |
| Diagramming             | A34 A37 A58 B3 B4                         | 0                                    | 8                             | 8           |
| Workshop                | A34 A37 A38 A39<br>A46 A51 A52 A53<br>A63 | 15                                   | 18                            | 33          |



|                                |  |    |    |    |
|--------------------------------|--|----|----|----|
| Guest lecture / keynote speech | A56 A57 B9 B10 B12 C8  | 15 | 0  | 15 |
| Supervised projects            | A34 A38 A46 A52 A55 B9 C6  | 14 | 20 | 34 |
| Objective test                 | A53 A55 A57 B6 C3  | 1  | 0  | 1  |
| Events academic / information  | A34 A51 A53 A55 A57 B5 B6 B12 C1 C4 C7 C8                                      | 8  | 0  | 8  |
| Student portfolio              | A34 A37 A38 A39 A46 A51 A52 A55 A56 A58 A63 B2 B4 B5 B9 B10 B12 C3 C4 C5 C7 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         | 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.   |
| Events academic / information  | <ul style="list-style-type: none"> <li>- Attendance at cultural events: Activities carried out by students that involve attendance and/or participation in scientific and/or informative events (congresses, conferences, symposiums, courses, seminars, conferences, exhibitions, etc.), indicated by the teaching staff as part of the teaching content, with the aim of deepening the knowledge of study topics related to the subject.</li> <li>- Participation in exhibitions and/or publications: Preparation of summary materials of the work carried out on the subject for publication and/or public exhibition.</li> </ul>  |



|                   |   |
|-------------------|---|
| 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  |
| Workshop<br>Directed discussion<br>Events academic / information<br>Supervised projects<br>Student portfolio | <p>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.</p> <p>The student's portfolio will be discussed through periodical and personalized reviews, to observe its evolution and verify its authorship.</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 |
| Events academic / information | A34 A51 A53 A55<br>A57 B5 B6 B12 C1<br>C4 C7 C8  | Attendance at cultural events and participation in exhibitions and/or publications indicated by the teaching staff of the subject as part of the teaching content of the course, may become part of the content of the expository teaching, and thus form part of the student evaluation.  | 5             |
| Objective test                | A53 A55 A57 B6 C3  | The instrumental knowledge contained in the expository teaching syllabus of the course will be evaluated through an objective test.  | 10            |
| Student portfolio             | A34 A37 A38 A39<br>A46 A51 A52 A55<br>A56 A58 A63 B2 B4<br>B5 B9 B10 B12 C3<br>C4 C5 C7 C8 | <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 student's personal effort and intellectual evolution must be reflected in the final documentation.</p> | 85            |

| Assessment comments |
|---------------------|
|---------------------|



To pass the course, the student must meet the following requirements:

1- Submit all proposed works, within the time limits and by correct means. 2- Attend classes and workshop on a regular basis. (A minimum attendance of 80% is required)

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

1. By not submitting works in scheduled terms, or incomplete. Works not matching the documentation required in the workshop shall be considered as incomplete.

2. Not complying the minimum attendance requirements.

3. Not attending the final test exam.

NOTE: TO BE ABLE TO PASS THE SUBJECT, THE FOLLOWING MINIMUM GRADES WILL BE REQUIRED: 3 POINTS IN THE OBJECTIVE TEST AND 4 POINTS IN EACH ONE OF THE WORKS TO BE EVALUATED.

In accordance with the contents of the Architectural Bachelor's Degree memory, a Workshop Evaluation Board may be convened to analyze the overall results of the Workshop and decide, where appropriate, on specific cases of students' evaluation.

In accordance with the memory of the Degree in Architecture, students who do not overcome this subject within the two opportunities of each call, must attend the Workshop the following year. The tests of the different opportunities will allow students to complete and/or totally or partially modify the works presented in the Workshop, in order to pass the subject.

PART TIME. Dedication measures for part-time students: not considered, as in this subject the workshop is the fundamental methodology.

Academic Exemption from Attendance Waiver. It is not considered, as in this subject the workshop is the fundamental methodology.

PLAGIARISM. The detection of plagiarism, as well as the fraudulent performance of tests or evaluation activities, once verified, will directly imply the qualification of FAIL "0" in the subject in the corresponding call, thus invalidating any qualification obtained in all the evaluation activities of facing the extraordinary call.

## Sources of information

|       |   |
|-------|---|
| Basic | <ul style="list-style-type: none"><li>- VVAA (2007). Normas do hábitat galego. <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>- VVAA (2008). Un complejo hotelero en Randan. A Coruña, UDC</li><li>- VVAA (2009). Escuela de música y albergue en St. Klara, Regensburg. A Coruña, UDC</li><li>- VVAA (2007). La plaza de Pontevedra y el frente marítimo del Orzán. A Coruña, UDC</li><li>- PROYECTOS III (Plan Antiguo) (). IACOBUS: Rehabilitación del Patrimonio Europeo. <a href="http://blogiacobus.wordpress.com/">http://blogiacobus.wordpress.com/</a></li><li>- AUGÉ, Marc (). Los no lugares. Gedisa</li><li>- ZUMTHOR, Peter (). Thinking architecture. Birkhäuser</li><li>- ASCHNER ROSELLI, Juan Pablo (2009). ¿Cómo concebir un proyecto arquitectónico?. deArq (Revista digital) num. 05</li><li>- TANIZAKI, Junichiro (1933). El elogio de la sombra. Siruela</li><li>- NEUFERT, Ernst (2007). Arte de Proyectar en Arquitectura. Barcelona, G.G.</li><li>- DAZA CAICEDO, Ricardo (2008). Buscando a Mies. Barcelona: ACTAR</li><li>- PEDRÓS FERNÁNDEZ, Óscar (2020). El Motor de los Sueños. Diez momentos en la génesis del proyecto arquitectónico. A Coruña: Labirinto de Paixóns</li><li>- DEPLACES, Andrea (2010). Construir la arquitectura: del material en bruto al edificio. Barcelona: Gustavo Gili</li></ul> |
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|                      |  |
|----------------------|--|
| <b>Complementary</b> | <ul style="list-style-type: none"><li>- TORRES TUR, Elías (2005). Luz cenital. Barcelona, Col·legi d'Arquitectes de Catalunya</li><li>- MONTEYS, X., FUERTES, P. (2001). Casa Collage. Barcelona, G.G.</li><li>- KOOLHAAS, Rem (2007). Conversaciones con estudiantes. Barcelona, G.G.</li><li>- DAZA, Ricardo (2000). Buscando a Mies. Barcelona, Actar Publishers</li><li>- SLOTERDIJK, Peter (1998-2004). Esferas . Siruela</li><li>- DELEUZE, Gille, GUATTARI, Félix (1994). Mil Mesetas. Capitalismo y esquizofrenia. Pre-textos</li><li>- BANHAM, Reyner (1965). TEORIA Y DISEÑO ARQUITECTONICO EN LA ERA DE LA MAQUINA . Buenos Aires: Nueva Visión</li><li>- BACHELARD, Gaston (). LA POETICA DE LA ENSOÑACION . Madrid: Fondo de Cultura Económica de España</li><li>- BAÑA HEIM, José (1980). COSTA DE LA MUERTE. Historia y anecdotario de sus naufragios. A Coruña: Gráficas Venus</li></ul> |
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## 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.