Approval date: **29/06/2023**

COURSE GUIDE

Architectural Projects 8 (2091151)

Grado (Bachelor's Degree)	Grado en Estudios de Arquitectura	**Branch**	Technology, Engineering and Architecture
Module	Proyectos Arquitectónicos	**Subject**	Proyectos Arquitectónicos, Desarrollo y Aplicación

Year of study	5º	**Semester**	1º	**ECTS Credits**	9	**Course type**	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

Basic Competences.
B01: That students have demonstrated knowledge and understanding in an area of study that starts from the base of general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve insights from the cutting edge of your field of study.
B02: That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
B03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
B04: That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
B05: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.
Instrumental generic competences.
G01: Analysis and synthesis capacity.
G02: Organization and planning capacity.
G03: Oral and written communication in the native language.
G04: Knowledge of a foreign language.
G05: Computer knowledge related to the field of study.
G06: Information management capacity.
G07: Troubleshooting.
G08: Decision making.
Personal generic competencias
G09: Teamwork.
G10: Interdisciplinary teamwork.
G11: I work in an international context.
G12: Skills in interpersonal relationships.
G13: Recognition of diversity and multiculturalism.
G14: Critical reasoning.
G15: Ethical commitment.

G16: Autonomous learning.
G17: Adaptation to new situations.
G18: Creativity.
G19: Leadership.
G20: Knowledge of other cultures and customs.
G21: Initiative and entrepreneurial spirit.
G22: Motivation for quality.
G23: Sensitivity towards environmental issues.
Transversal generic competences.
G24: Collaborative work with shared responsibilities.
G25: General graphic ability.
G26: Imagination.
G27: Spatial vision.
G28: Numerical comprehension.
G29: Mechanical intuition.
G30: Aesthetic sensitivity.
G31: Manual ability.
G32: Historical culture.
G33: Eagerness of emulation.
Specific Competences. (ECI / 3856/2007):
EN05a.- Ability to apply technical and construction standards.
EN08a.- Knowledge of deontologies, the collegiate organization, the professional structure and civil liability.
EN08b.- Knowledge of administrative and management procedures and professional processing.
EN08c.- Knowledge of the organization of professional offices.
EN08d.- Knowledge of the methods of measurement, assessment and expertise.
EN08e.- Knowledge of the safety and hygiene project on site.
EN08f.- Knowledge of the direction and management of real estate.
EN09a.- Aptitude for the conception, practice and development of basic and execution projects, sketches and preliminary projects.
EN09b.- Aptitude for the conception, practice and development of urban projects.
EN09c.- Ability to design, practice and develop construction management.
EN10a.- Ability to develop functional programs for buildings and urban spaces.
EN10b.- Ability to intervene and conserve, restore and rehabilitate the built heritage.
EN10c.- Ability to remove architectural barriers.
EN10e.- Ability to resolve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy performance and natural lighting.
EN11a.- Ability to carry out security, evacuation and property protection projects.
EN11b.- Ability to draft civil works projects.
EN11c.- Ability to design and execute urban layouts and urbanization, gardening and landscape projects.
EN11d.- Ability to apply urban regulations and ordinances.
EN11e.- Ability to prepare environmental, landscape and environmental impact correction studies.
EN12a.- Adequate knowledge of the general theories of form, composition and architectural types.
EN12c.- Adequate knowledge of the study methods of symbolization processes, practical functions and ergonomics.
EN12d.- Adequate knowledge of the study methods of social needs, quality of life, habitability and basic housing programs.
EN12e.- Adequate knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources.
EN12f.- Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

EN13a.- Knowledge of civil, administrative, urban, building and industry regulations related to professional performance.
EN13b.- Knowledge of feasibility analysis and supervision and coordination of integrated projects.
EN13c.- Knowledge of real estate appraisal.
Specific Competences. (Andalusian Network):
EA13a.- Aptitude for the conception, practice and development of basic and execution projects and architectural drafts.
EA13b.- Aptitude for the conception, practice and development of urban projects.
EA14a.- Ability to develop functional programs for buildings and urban spaces.
EA14b.- Ability to intervene in and conserve, restore and rehabilitate the built heritage.
EA14c.- Ability to remove architectural barriers.
EA14d.- Ability to exercise architectural criticism.
EA15a.- Ability to design urban layouts and urbanization, gardening and landscape projects.
EA16a.- Adequate knowledge of the general theories of architectural form, composition and types.
EA16b.- Adequate knowledge of the study methods of symbolization processes, practical functions and ergonomics.
EA16c.- Adequate knowledge of the study methods of social needs, quality of life, habitability and basic housing programs.
EA16d.- Adequate knowledge of ecology and sustainability.
EA16e.- Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as its technical, climatic, economic, social and ideological foundations.
EA16f.- Adequate knowledge of the relationship between cultural patterns and the architect's social responsibilities.
EA16g.- Adequate knowledge of the bases of vernacular architecture.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

The project as interpretation/transformation of reality. Architectural projects and practice of architecture. Knowledge, information, memory and invention. The materials of architecture and their integration through the project. Place and heritage. Subject and culture. Fundamentals of living and material culture. Generation processes of the architectural form: City and Society. Modification, transformation. Permanences and discontinuities. Materiality, technique and architectural project. Sustainable environment and heritage destination. Urban projects, landscape projects. Heritage intervention projects. The architectural project as an integrator of the disciplines that concur in architecture. The construction process of the project.
Descriptor according to Study Plan
The architectural project in relation to integration, systems and technology.
Applied technique, reason and intention. Complex programs. Project and execution of works. Management systems and organization of works. Building pathologies. Specialization. The terrain, geotechnics and foundations. Soil consolidation. Normative.

SKILLS

GENERAL SKILLS

- CG01 - Capacidad de análisis y síntesis
- CG02 - Capacidad de organización y planificación
- CG03 - Comunicación oral y escrita en la lengua nativa

- CG04 - Conocimiento de una lengua extranjera
- CG05 - Conocimientos de informática relativos al ámbito de estudio
- CG06 - Capacidad de gestión de la información
- CG07 - Resolución de problemas
- CG08 - Toma de decisiones
- CG09 - Trabajo en equipo
- CG10 - Trabajo en un equipo de carácter interdisciplinar
- CG11 - Trabajo en un contexto internacional
- CG12 - Habilidades en las relaciones interpersonales
- CG13 - Reconocimiento de la diversidad y la multiculturalidad
- CG14 - Razonamiento crítico
- CG15 - Compromiso ético
- CG16 - Aprendizaje autónomo
- CG17 - Adaptación a nuevas situaciones
- CG18 - Creatividad
- CG19 - Liderazgo
- CG20 - Conocimiento de otras culturas y costumbres

SUBJECT-SPECIFIC SKILLS

- CE05 - Aptitud para: a) Aplicar las normas técnicas y constructivas; b) Conservar las estructuras de edificación, la cimentación y obra civil; c) Conservar la obra acabada; d) Valorar las obras.
- CE08 - Conocimiento de: a) La deontología, la organización colegial, la estructura profesional y la responsabilidad civil; b) Los procedimientos administrativos y de gestión y tramitación profesional; c) La organización de oficinas profesionales; d) Los métodos de medición, valoración y peritaje; e) El proyecto de seguridad e higiene en obra; f) La dirección y gestión inmobiliarias.
- CE09 - Aptitud para la concepción, la práctica y desarrollo de: a) Proyectos básicos y de ejecución, croquis y anteproyectos; b) Proyectos urbanos; c) Dirección de obras.
- CE10 - Aptitud para: a) Elaborar programas funcionales de edificios y espacios urbanos; b) Intervenir en y conservar, restaurar y rehabilitar el patrimonio construido; c) Suprimir barreras arquitectónicas; d) Ejercer la crítica arquitectónica; e) Resolver el acondicionamiento ambiental pasivo, incluyendo el aislamiento térmico y acústico, el control climático, el rendimiento energético y la iluminación natural; f) Catalogar el patrimonio edificado y urbano y planificar su protección.
- CE11 - Capacidad para: a) Realizar proyectos de seguridad, evacuación y protección en inmuebles; b) Redactar proyectos de obra civil; c) Diseñar y ejecutar trazados urbanos y proyectos de urbanización, jardinería y paisaje; d) Aplicar normas y ordenanzas urbanísticas; e) Elaborar estudios medioambientales, paisajísticos y de corrección de impactos ambientales.
- CE12 - Conocimiento adecuado de: a) Las teorías generales de la forma, la composición y los tipos arquitectónicos; b) La historia general de la arquitectura; c) Los métodos de estudio de los procesos de simbolización, las funciones prácticas y la ergonomía; d) Los métodos de estudio de las necesidades sociales, la calidad de vida, la habitabilidad y los programas básicos de vivienda; e) La ecología, la sostenibilidad y los principios de conservación de recursos energéticos y medioambientales; f) Las tradiciones arquitectónicas, urbanísticas y paisajísticas de la cultura occidental, así como de sus fundamentos técnicos, climáticos, económicos, sociales e ideológicos; g) La estética y la teoría e historia de las bellas artes y las artes aplicadas; h) La relación entre los patrones culturales y las responsabilidades sociales del arquitecto; i) Las bases de la arquitectura vernácula; j) La sociología, teoría, economía e historia urbanas; k) Los fundamentos metodológicos del planeamiento urbano y la ordenación territorial y metropolitana; l)

Los mecanismos de redacción y gestión de los planes urbanísticos a cualquier escala.
- CE13 - Conocimiento de: a) La reglamentación civil, administrativa, urbanística, de la edificación y de la industria relativa al desempeño profesional; b) El análisis de viabilidad y la supervisión y coordinación de proyectos integrados; c) La tasación de bienes inmuebles.
- CE27 - Aptitud para la concepción, la práctica y desarrollo de: a) Proyectos básicos y de ejecución y anteproyectos de arquitectura; b) Proyectos urbanos.
- CE28 - Aptitud para: a) Elaborar programas funcionales de edificios y espacios urbanos; b) Intervenir en y conservar, restaurar y rehabilitar el patrimonio construido; c) Suprimir barreras arquitectónicas; d) Ejercer la crítica arquitectónica.
- CE29 - Capacidad para: a) Diseñar trazados urbanos y proyectos de urbanización, jardinería y paisaje.
- CE30 - Conocimiento adecuado de: a) Las teorías generales de la forma, la composición y los tipos arquitectónicos; b) Los métodos de estudio de los procesos de simbolización, las funciones prácticas y la ergonomía; c) Los métodos de estudio de las necesidades sociales, la calidad de vida, la habitabilidad y los programas básicos de vivienda; d) La ecología y la sostenibilidad; e) Las tradiciones arquitectónicas, urbanísticas y paisajísticas de la cultura occidental, así como de sus fundamentos técnicos, climáticos, económicos, sociales e ideológicos; f) La relación entre los patrones culturales y las responsabilidades sociales del arquitecto; g) Las bases de la arquitectura vernácula.
- CE31 - Conocimiento de: a) La reglamentación civil, administrativa, urbanística, de la edificación y de la industria relativa al desempeño profesional; b) El análisis de viabilidad y la supervisión y coordinación de proyectos integrados; c) La tasación de bienes inmuebles.
- CE55 - Aptitud para la concepción, la práctica y desarrollo de: a) Proyectos de ejecución; b) Proyectos urbanos; c) Dirección y gestión de obras.
- CE56 - Aptitud para: a) Elaborar programas funcionales de edificios y espacios urbanos; b) Intervenir en y conservar, restaurar y rehabilitar el patrimonio construido; c) Suprimir barreras arquitectónicas.
- CE57 - Capacidad para: a) Realizar proyectos de seguridad, evacuación y protección en inmuebles; b) Redactar proyectos de obra civil; c) Diseñar y ejecutar trazados urbanos y proyectos de urbanización, jardinería y paisaje; d) Aplicar normas y ordenanzas urbanísticas.
- CE58 - Conocimiento adecuado de: a) Los métodos de estudio de los procesos de las funciones prácticas y la ergonomía; b) Los métodos de estudio de las necesidades sociales, la calidad de vida, la habitabilidad y los programas básicos de vivienda; c) La ecología, la sostenibilidad y los principios de conservación de recursos energéticos y medioambientales; d) La relación entre los patrones culturales y las responsabilidades sociales del arquitecto; e) Los mecanismos de redacción y gestión de los planes urbanísticos a cualquier escala.
- CE59 - Conocimiento de: a) La reglamentación civil, administrativa, urbanística, de la edificación y de la industria relativa al desempeño profesional; b) El análisis de viabilidad y la supervisión y coordinación de proyectos integrados; c) La tasación de bienes inmuebles.

LEARNING OUTCOMES

The subject of Projects 8, in the last year of the architecture degree, aims to bring the student closer to the reality of architecture, where the solutions adopted are the answer to certain problems. Responses to people's needs in accordance with the place and integrating technologies and materials to give a precise response to them. Response to contemporary challenges such as energy efficiency, the obsolescence of a large part of the buildings in cities.

An approach to the project according to the same criteria that are requested in a Project at the end of the degree, criteria of rationality, creativity and technical, spatial, formal, utility, economy, sustainability and optimization of resources and opportunities.
All this with an adequate technical development and integration of systems and technology. The solution adopted, in accordance with the criteria or general considerations to which it must respond and consider in its formulation, listed in the previous paragraph, must be sufficiently defined in the documentation submitted, both written and graphic.
OBJETIVES
Influence the existing, and propose the rehabilitation of urban areas as an alternative to the consumption of new land.
Acting on existing realities, rearranging urban spaces, eliminating excess or inserting new intelligent proposals capable of giving new meaning to the area. Possibility of acting on the building itself through transformation or adaptation operations, or through the rearrangement of the existing space.
Understand the use of scales as a project element.
Put into practice urban transformation strategies, based on the ability of architecture to order and qualify urban space.
Delve into the spatial, utilitarian and formal control aspects of free spaces, their possible basic typologies and the role they play as an object and setting for architecture.
Understanding the project as a complex integration process, whose mission is to serve for the materialization of the imagined architecture and which, therefore, must integrate the rest of the knowledge and disciplines that allow it to be made viable.
"A comprehensive understanding of architecture and its learning as processes unequivocally oriented to the construction of the real".
The documentation to be presented, which will define the adopted solution, will comply with the principles of clarity, rigor, precision, concretion and coherence with the proposal as a whole.

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

The syllabus is made up of the material that the activity of students and teachers produces throughout the course, and whose assimilation and application by students to their work will allow the teacher to evaluate them.
This approach gives great importance to class participation, personal contribution and sharing reflections, doubts and proposals, in short, creating a collective space for the production of architecture, or in other words, a project workshop.
The content of the subject (The architectural project in relation to integration, systems and technology.), Together with the objective of understanding construction as a tool for planning, will lead to a selection of didactic material, in the form of master classes, expert interventions , visits to certain places and buildings, or critical study of built architectures, etc., which throughout the course will build the theoretical body of the subject. These activities will be carried out in coordination with the evolution of the students' work and may give rise to complementary exercises.
Critical knowledge of architecture provides the architect with a good part of the raw material necessary to project. Architecture can be understood, therefore, as project material. The comparative study of different references, the reflection and study of different alternatives, the discussion and argument about one's own ideas and those of others, the search for a balance between reason and emotion, mark the learning process.
Understanding the relationships between program, form and place, assessing the fit between material reality and visual reality and judging the meaning and consistency of the architectural form analyzed will be of great help in developing one's own ability to face the project and make a

judgment. critic of architecture.
The scope of the collective will be the preferred scenario where the course of projects will focus its activity. The analysis of what exists, its transformation and public space and facilities will focus thematic attention.

PRACTICAL SYLLABUS

During the semester (15 weeks) TWO EXERCISES will be developed, which
They must be carried out individually, based on four milestones or levels of definition, with the following percentages in the final grade:
EXERCISE 1: General planning and adaptation of public spaces: 30%
EXERCISE 2: Residential building or residential complex 70%
PRACTICES/DEVELOPMENT MILESTONES:

- Analysis and prior information (practical work to be carried out by groups)
- Progress of ideas (Ideation and definition at the draft level)
- Basic Project (general definition of the conceptual, formal and functional characteristics)
- "Definition" project (definition of the conceptual, formal, functional and technical aspects that allow verifying the feasibility of the proposals. Their possibility of becoming a "built reality".)

It is recommended that each student reflect in the documentation of each phase or milestone or, failing that, have a DRAWING NOTEBOOK in which the development work during the course is captured. This notebook, like a diary or album of images, will collect the research and reflections carried out regarding the exercises: travel photos, drawings, class notes, and everything that has been of personal interest to propose each exercise.
At the beginning of the course, students will be provided with the statement of the subject with the two exercises and the practices/development milestones foreseen. This statement will be uploaded to the PRADO teaching platform.

RECOMMENDED READING

ESSENTIAL READING

AAVV Glosario de reciclaje urbano, valencia 2014
PARICIO Y XUST, La vivienda contemporánea ITEC Barcelona, 2000.
GARCÍA VÁZQUEZ, Carlos, la ciudad hojaldre Gustavo Gili, Barcelona 2005.
SMITHSON, Meter y Alison, Cambiando el arte de habitar, Barcelona 2001.
MORALES, José, La disolución de la estancia. Transformaciones domésticas, Editorial Rueda S.L. Madrid 2005
FRAMPTON, Kenneth, Estudios sobre cultura tectónica, AKAL Arquitectura, Madrid 1999
AA.VV., La Casa, el arquitecto y su tiempo, COAM, Madrid 1990.
ARNUNCIO PASTOR, Juan Carlos, elogio de la arquitectura moderna. Lección inaugural 2004-2005. Valladolid 2004
CANDELA, Félix, En defensa del formalismo y otros escritos, Xarait ediciones, Bilbao 1985.
CANO LASO, Julio, Conversaciones con un arquitecto del pasado, Fundación Esteyco, Madrid 1996.
CARLOS MARTÍ ARÍS, La cimbra y el arco, Silencios elocuentes. Ed UPC. Barcelona 2002.
CARLOS MARTÍ ARÍS. Silencios elocuentes. Ed UPC. Barcelona 2002.
DE LA SOTA. Alejandro de la Sota, Arquitecto. Editorial Pronaos 1997
DELCLAUX, Federico, el silencio creador, Rialp, Madrid 1996.
ESPUELAS, Fernando, El claro del bosque, Arquithesis 5 edición caja de arquitectos, Barcelona 1999

GUITTON, Jean, El trabajo intelectual, rialp, Madrid 2000
JUNICHIRO TANIZAKI. El elogio de la sombra. Ed, Siruela. Madrid 1994.
KANDINSKY, De lo espiritual en el arte. Editorial Labor. Colombia 1993 (1912).
KOOLHAAS, R., Conversations with students, Princeton Architectural Press, Houston (Texas)/ N. York 1996.
LOOS, Adolf. Escritos II. El Croquis. Madrid, 1993.
LLEÓ, Blanca. Sueño de habitar. Fundación Caja de Arquitectos. Barcelona, 1989.
MARÍAS, Julián, Breve tratado de la ilusión, Alianza Forma, Madrid 1993.
MARINA, José Antonio, Teoría de la Inteligencia Creadora, Anagrama, Barcelona 1993.
MARTINEZ SANTAMARÍA, Luis, Intersecciones, editorial rueda, Madrid 2005.
MARTIENSSEN, R.D, La idea de espacio en la arquitectura griega, Nueva visión Buenos Aires 1977
NAVARRO BALDEWEG, Juan, La habitación Vacante, editorial pretextos, Girona, 1999
NEUMEYER, Fritz: Mies van der Rohe, la palabra sin artificio, El Croquis editorial, Madrid,1995
NORBERG- SCHULZ, Christian. Louis I. Kahn, idea e imagen. Xarait ediciones. Madrid 1981
PIÑÓN, Helio, curso básico de proyectos, Ediciones UPC, Barcelona, 1998
RODRIGUEZ CHEDA, J.M., Alejandro de la Sota. Construcción, idea y arquitectura, COAG, Santiago de Compostela 1994.
SIZA, A., Imaginar la evidencia, ABADA editores, Madrid 2003.
SOLAGUREN-BEASCOA DEL CORRAL, F., Arne Jacobsen, Gustavo Gili, Barcelona 1989.
SOSA DIEZ-SAAVEDRA José Antonio, Contextualismo y abstracción.Universidad de las Palmas, 1995
TORRES CUECO, Jorge, Le Corbusier: visiones de la técnica en cinco tiempos edición caja de arquitectos, Barcelona 2004
VALERO RAMOS, Elisa, La material intangible, reflexiones sobre la luz en el proyecto de arquitectura, Ediciones Generales de la construcción. Valencia 2004
WORRINGER Abstracción y Naturaleza. Breviarios del Fondo de Cultura Económica. México. Buenos Aires. 1966(1908)

COMPLEMENTARY READING

AA.VV., Joseph Beuys, Catálogo de la exposición del mismo nombre, edit. Museo Nacional de Arte Reina Sofía, Madrid, 1994
AA.VV., Herzog & de Meuron, Revista El Croquis nº 60, edit. El Croquis, Madrid
AA.VV., Steven Holl, Revista El Croquis nº 78+93+108, edit. El Croquis, Madrid
AA.VV., Toyo Ito, Revista El Croquis nº 123, edit. El Croquis, Madrid
ARGULLOL, R., Naturaleza; la conquista de la soledad, edit. Fundación César Manrique, Lanzarote, 1995
DE LAS RIVAS, J.L., El espacio como lugar. Sobre la naturaleza de la forma urbana, edit. Universidad de Valladolid, 1992
DE LAS RIVAS, J.L., El paisaje construido sobre el nuevo espacio residencial, en Revista "Mediambiente" de Castilla y León nº 1, verano-otoño, 1994
DE LAS RIVAS, J.L., La naturaleza en la ciudad-región: paisaje, artificio y lugar, en "El paisaje. Arte y naturaleza 2", edit. Diputación de Huesca, Huesca, 1996
DORFLES, G., Naturaleza y artificio, edit. Lumen, Barcelona, 1972
GILLLES DELEUZE, Crítica y clínica, edit. Anagrama, Barcelona, 1996
GÓMEZ AGUILERA, F., Arte, ciudadanía y espacio público, edit. On the W@terfront y Fundación César Manrique, marzo, 2004
LYAAL, S., Landscape. Diseño del espacio público. Parques, plazas, jardines, edit. Gustavo Gili, Barcelona, 1991
LYNCH, K., Environmental adaptability, en American Institute of Planners Journal, 1958
LYNCH, K., y HACK, G., La planificación del sitio, edit. Gustavo Gili, Barcelona, 1984
LYNCH, K., Echar a perder. Un análisis del deterioro, edit. Gustavo Gili, Barcelona, 2005
MADERUELO, J., El arte público, edit. Diputación de Huesca, Huesca, 1994

MARS, W.M., Landscape Planning. Environmental applications, edit. John Wiley and Sons, Inc. New York, 1991
McHARG, I.L., Design with nature, edit. John Wiley and Sons, Inc. New York, 1992 (1ª edición 1967)
SARAVIA, M., "El planeamiento urbano otra vez en crisis", en AA.VV., El malestar urbano en la gran ciudad, Madrid,
Fundación COAM, 1998
-SENNET, R., La conciencia del ojo, edit. Versal, Barcelona, 1991
SMITHSON, R., Un recorrido por los monumentos de Passaic, edit. Gustavo Gili, Barcelona

DIGITAL BIBLIOGRAPHY

http://afasiaarchzine.com/
https://www.archdaily.com/
https://elcroquis.es/
Colección de casas olvidadas: http://ofhouses.tumblr.com/

SPECIFIC BIBLIOGRAPHY

The specific bibliography of the course will be detailed in the statement of the exercises that will be delivered at the beginning of the semester.

RECOMMENDED LINKS

http://citywiki.ugr.es
http://etsag.ugr.es/

RECOMMENDED LEARNING RESOURCES/TOOLS

TEACHING METHODOLOGY

Face-to-face activities (40%)

AF1: Lectures (Theoretical☒expository classes, in large groups). Description: Presentation in the classroom of the fundamental concepts and development of the proposed contents. Explanation of the thematic content to the large group by the teaching staff or invited specialist professionals. Lectures and/or experimental classes will complement teaching by motivating students in their cognitive and critical development of observation of reality and their environment.

AF2: Practical activities (practical classes or work groups). Description: Activities through which it is intended to show students how to act from the application of the knowledge acquired. Several exercises of increasing complexity will be proposed that will be linked to the other activities of the course. With the dynamics of the workshop, the involvement of the student in all the activities is essential, with unavoidable assistance throughout the course, since its philosophy is based on the mutual and continuous encouragement that attendance and participation in the continuous debate of the course entails. development of the work of all its components, as well as the work of the tutor who directs, guides, complements and assesses their content.

The exercises will be of short duration (first milestone) and medium duration (rest of milestones): 1 work or exercises for one week, the next for 4 weeks and the last two for five weeks. The presentations will be public, leaving 3 minutes of exposure for each of the students. This type of method ensures that the classes are active, participatory and the complex training process in the project experience is done through the mentor (other milestones) as well as the participation of the other classmates.

AF3: Seminars Description: Attendance at conferences, seminars, workshops, congresses, talks on topics related to the subject, which provoke debate and reflection in the students.

AF6: Academic tutorials. Description: Periodic individual and/or group meetings between teachers and students to guide, supervise and orient the different academic activities proposed.

Non face-to-face activities (60%)

AF4: Individual non face-to-face activities (Autonomous work and individual study).

Description: Carrying out activities aimed at the study and development of work, as well as the search, review and analysis of documents, databases, web pages, etc. All of them related to the subject matter, which in turn
they serve as a support for learning. The workshop will promote the reading and consultation of bibliography, advising and disseminating it with a specific and/or generic nature.
AF5: Non face-to-face group activities (study and group work). Description: Development of teamwork related to work in seminars and workshops.
The method on which the acquisition of the ability to design architecture is traditionally based is practice. This is carried out by programming performances, simulations or fictions. Course after course, project students perform repetitive exercises of varying complexity. The exercises respond to a statement made by the teachers that proposes to solve a specific spatial problem. The long list of circumstances that come into play, the infinity of combinations to be processed and the innate subjective -creative- intention of the one who approaches the solution mean that there is not a single one for the same statement. With the format of work in workshops and through a successive critical dialogue designed, coordinated and directed by the teacher, the proposals of the students are developed, collated and defined through their individual and group work.

- The workshop as a space and physical place for the development of the teaching activity and the learning of the architectural project.
- Presentation and exposition of statements. Critical reflection of objectives proposed with them.
- Theoretical lessons on the matter.
- Presentations and approaches to practical exercises.
- Exhibition and individualized treatment of works.
- Exhibition and collective debate of the student's work.
- Visits to workplaces. Possible study trips related to the teaching theme
- The teaching is completed with master classes and/or experimental classes and with the exchange of ideas with other teaching workshops that work on the subject and other teachings.

Additional information: Training activities
The project is an activity that involves theory and practice in itself. Therefore, it is not possible to separate the theory from the praxis, it is a unique and complete action, with a broad dimension. From the pedagogical point of view, the approaches to the construction of the project are carried out through the development of different activities such as program presentations, information production, critical analysis, orientation sessions and debates, etc. All of them, activities aimed at building the body of the project:
- Presentation of the course program and phases
- Presentation exercises
- Critical analysis (Sessions aimed at graphic and oral analysis of architectural projects. Reflection on concepts related to the course content)
- Recapitulations (Orientation sessions and group discussions on the proposals under development.)
- Critical Sessions (Graphic and oral review of the results of each exercise. Joint debate on it)
- Trips, workshops, seminars, conferences, visits...

Visits to workplaces are essential and constitute an approximation to what is understood by real or imaginary physical territory. The information coming from the recognition of the physical space where it will be intervened and its possibilities is essential for the construction of the project. The realization of the mapping as a broad census of sensitivities of a medium constitutes the basic argument for the reformulation of new programs. The course is completed with other possible visits and cultural trips that help promote the student's training.
The conferences will offer a specialized or complementary look at the topic of work and will be given by specific teachers of the subject or other guests for the occasion.
The distribution of credits is carried out in a non-homogeneous way between these activities, although the average number of credits for each of them is of the order of 15% of the total for the

theoretical sessions of the course; 75% for the development of individual and group work, with critical analysis and recapitulations; and the remaining 10% for collective exhibitions in the workshop and critical sessions with the participation of jury.

ACTIVITY PROGRAM

A work process is proposed based on successive approximations that give rise to the corresponding
work milestones. (Duration of the course 15 weeks).

During the first quarter, the phase of analysis, information, supporting theoretical presentations, critical review of the needs program and advancement of ideas will take place. The work in the draft phase will be addressed, from its relationship with the city and the nearby urban fabric, proposing a spatial and architectural organization that responds to the proposed objectives.

From this first phase, the work in the basic project phase will be addressed, proposing a concrete and complete solution regarding the program defined in the statement of the exercise.

In the second half of the course, the development of the proposal up to the project level of definition.

_Preliminary project phase (Approximate duration five weeks).

_Basic project phase (Approximate duration five weeks).

_Project definition phase (Approximate duration five weeks).

Each of the parts will have a delivery that will lead to public exposure and general critical sessions. Before the presentation of works, the norms for the presentation of the same will be indicated.

The project will be fully defined, without calculations of facilities or structure but taking into account the pre-dimensioning of both and with the constructive development of the most outstanding or singular aspects of the project. In addition to the planned deliveries or milestones, each student will collect, throughout the course in a Notebook, the annotations, drawings, sketches, etc. that you carry out in relation to the subject and that you will deliver at the end of the course.

TEACHING METHODS

- MD01 - Lección magistral/expositiva
- MD02 - Sesiones de discusión y debate
- MD03 - Resolución de problemas y estudio de casos prácticos
- MD05 - Prácticas de campo
- MD07 - Seminarios
- MD08 - Ejercicios de simulación
- MD09 - Análisis de fuentes y documentos
- MD10 - Realización de trabajos en grupo
- MD11 - Realización de trabajos individuales

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

For the ordinary call, it will be preferable to take this subject through CONTINUOUS ASSESSMENT of the student, although, in exceptional cases, a SINGLE FINAL ASSESSMENT is contemplated as long as the student requests it within the deadlines established by said regulations, alleging and accrediting the reasons that assist him. to not be able to follow the continuous evaluation system.

- Continuous assessment

The continuous evaluation system on the work of each student allows for assessing its evolution throughout the course and the maturation of their ideas through a series of exercises directed by the teacher in relation to the contents of the subject. To pass the subject, the student must comply with the delivery schedule and development stages of each exercise proposed in the course statement.

By its very practical nature, the ordinary final exam will consist of the DELIVERY OF THE WORKS CARRIED OUT IN THE WORKSHOP during the course, on the date and place indicated in the official exam calendar approved by the Center Board.

The EVALUATION CRITERIA of the exercises will be carried out according to the following aspects:

- Permanence and participation. Workshop teaching requires the continuous attendance of teachers and students in class. The continuous evaluation, the public exchange of information, the recapitulations of the exercises, and the critical sessions do not make sense without the permanence and constant participation of teachers and students of the workshop. It is intended that students use part of class hours to complete their proposals. Each professor will establish at the beginning of the course the minimum compulsory attendance based on their specific course program.
- Critical attitude. All learning requires a personal disposition towards the knowledge treated. A disposition that, in this case, does not only refer to specific teaching contents but has to do with an attitude towards things and with the effects that this attitude causes in the personality of each one. It is, therefore, to encourage the student to develop a certain critical awareness towards the work they do.
- Interpretation and argumentation. All project activity starts from a program of needs and a base territory, which leads to the need to acquire a critical and personal judgment about the workplace and the conjunctural circumstances in which the architectural project is developed. It is necessary to interpret reality and the program, situate oneself in front of the activity, what is it referring to?, in order to be able to argue about it. Establish a logical sequence between the proposal and the final idea of the project.
- Representation. The academic activity in workshops is a simulation of the constructive activity, the drawing is the first construction of an idea and, therefore, an essential means to express ourselves in architecture. The drawing will have two profiles: the one that tries to establish a universal language that serves as communication with other people; and a more personal profile, with which to check your own ideas. In both, the architect's capacity for expression is equally important. The development of other techniques with which the student can express the arguments of the project or certain developments of it is also considered important.
- In any case, the documentation presented must allow the understanding of the project through a sufficient definition of the geometry and construction of the projected building, valuing clarity, precision, rigor, coherence and specificity.
- Constructive logic. The materials and their various characteristics, the force of gravity, the facilities and the construction systems constitute an inevitable pattern of the project, the logical adaptation to these limitations supposes an essential value in the consideration of each proposal.
- Economy of means. In the physical and intellectual environment, one can speak of "economy of means" as the attitude to eliminate everything that is superfluous or non-essential for the purpose pursued, including in this concept the greater or lesser complexity of each proposal.
- Quality of the project in order to the following aspects:

1. The coherence and general adequacy of the project in its formal, functional and technological aspects with respect to the objectives and intentions stated by the author.
2. The appropriate relationship between the project and its context, understood in its broadest sense: geographic, urban, cultural, social, architectural, technological, etc. The adequate implantation of the architecture in the place in relation to the topography, the climate or the

orientation, as well as with the other environmental conditions (urban planning, protection, accessibility, and other techniques).
3. The correct solution of the program of uses.
4. The opportunity, suitability, feasibility, effectiveness and interest of the proposed architecture.
5. Attention to construction techniques and their use as generating material for the project, with criteria of rationality and sustainability.
6. The adequacy in the choice of the systems that make up the projected architecture and the degree of coherence between them: shape, structure, envelope, spatial organization, construction, installations, finishes, etc.
7. Attention to the aesthetic component and the perceptual control of the proposed architectural form and its relationship with its environment.
8. The degree of innovation in the project, in any of its aspects.
Also valuing creativity, architectural culture, technological knowledge, skill and artistic sensitivity visible in the project.

Numerical evaluation

At the end of each exercise presented by the student throughout the course in the different partial deliveries, the teacher will make a critical assessment of their work and notify the student of the provisional grade obtained in each of them.
The final grade for the subject will be obtained on the day of the ordinary exam after the complete presentation and review by the student of all the exercises carried out during the course according to the critical evaluation previously carried out by the professor. This final grade will be the weighted average of the different exercises, although depending on the trajectory followed by the student, their attendance, attitude, and participation in class, the final grade could exceed this weighted average. To pass the subject, the minimum grade of pass 5 must have been obtained.
To pass the subject, it will be an essential requirement that the student has attended at least 80% of the classes and the activities scheduled during the course, as well as having presented all the work on the dates established for the different deliveries during the course.

EXTRAORDINARY EXAMINATION DIET

All students who have not passed the subject in the ordinary call may attend it, regardless of whether or not they have followed the continuous assessment process.
The exam will consist of two tests:
A) A first test consisting of the presentation and oral exposition of all the course work together with the work processes (sketch notebook, drawings, models, perspectives, etc. that explain the projects carried out by the student until reaching the solution final), according to the contents and development established in the statement of the subject (60% of the grade).
B) And a second test consisting of carrying out an exercise with face-to-face development related to the theme of the course during the time established for the exam, which the students will present to the teaching staff that same day at the end of the test (40% of the qualification).
The evaluation criteria of the work carried out in both tests of the exam will be the same as those established for the continuous evaluation (except for the section "Permanence and participation").
The course grade will be the weighted average of the two tests that make up the exam (60% for A) and 40% for B)). In any case, to pass the exam, students must obtain a minimum grade of 5 in the first test, as well as in the exercise with face-to-face development of the second test.

Compliance with UGR Regulations

For everything included and not included in this Teaching Guide regarding Evaluation, Announcements, Qualifications, System, Publications, and Review, it will be interpreted and/or will be as directly established in the Regulations for Evaluation and Qualification of Students of the University of Granada.

Following the recommendations of the CRUE and the Secretariat of Inclusion and Diversity of the UGR, the systems of acquisition and evaluation of competencies included in this teaching guide will be applied in accordance with the principle of design for all people, facilitating learning and demonstration of knowledge.

SINGLE FINAL ASSESSMENT (evaluación única final)

All students who have not passed the subject in the ordinary call may attend it, regardless of whether or not they have followed the continuous assessment process.
The exam will consist of two tests:
A) A first test consisting of the presentation and oral exposition of all the course work together with the work processes (sketch notebook, drawings, models, perspectives, etc. that explain the projects carried out by the student until reaching the solution final), according to the contents and development established in the statement of the subject (60% of the grade).
B) And a second test consisting of carrying out an exercise with face-to-face development related to the theme of the course during the time established for the exam, which the students will present to the teaching staff that same day at the end of the test (40% of the qualification).
The evaluation criteria of the work carried out in both tests of the exam will be the same as those established for the continuous evaluation (except for the section "Permanence and participation").
The course grade will be the weighted average of the two tests that make up the exam (60% for A) and 40% for B)). In any case, to pass the exam, students must obtain a minimum grade of 5 on the first test, as well as in the exercise with face-to-face development of the second test.

ADDITIONAL INFORMATION

FORMATION ACTIVITIES
The project is an activity that involves theory and practice in itself. Therefore, it is not possible to separate the theory from the praxis, it is a unique and complete action, with a broad dimension. From the pedagogical point of view, the approaches to the construction of the project are carried out through the development of different activities such as program presentations, information production, critical analysis, orientation sessions and debates, etc. All of them, activities aimed at building the body of the project:
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The conferences will offer a specialized or complementary look at the topic of work and will be given by specific teachers of the subject and other guests for the occasion.
The distribution of credits is carried out in a non-homogeneous way between these activities, although the average number of credits for each of them is of the order of 20% of the total for the

theoretical sessions of the course; 80% for the development of individualized and group work, with critical analysis and recapitulations; and the remaining 10% for collective exhibitions in the workshop and critical sessions with the participation of a jury.
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