

Academic Year/course: 2021/22

30723 - Projects 4

Syllabus Information

Academic Year: 2021/22

Subject: 30723 - Projects 4

Faculty / School: 110 - Escuela de Ingeniería y Arquitectura

Degree: 470 - Bachelor's Degree in Architecture Studies

ECTS: 6.0

Year: 3

Semester: Second semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

C.E.33.OB To eliminate architectural barriers

C.E.36.OB Design and execution of development projects

C.E. 39.OB Draw up functional programs

C.E. 50.OB Study method of social needs and quality of life

C.E. 51.OB Proper knowledge of sustainability by preserving the environment and ecology

C.E. 52.OB Well knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations, aesthetics and theory and history of fine arts and applied arts

C.E. 57.OB Proper knowledge of civil, administrative and planning regulations

C.E. 58.OB Feasibility analysis capacity and coordination of integrated projects

Sustainable Development Goals and Targets, SDGs, of Agenda 2030

Goal 8. Decent work and economic growth

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

Goal 10. Reduced inequalities

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

Goal 11. Sustainable cities and communities

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

Goal 13. Climate action

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

1.2. Context and importance of this course in the degree

Projects class, climbed on the shoulders of the other subjects, constitutes then the complete experience that coagulates the technical and constructive knowledge of a history turned memory. The exercise has, from this point of view, the ambition of achieving a global understanding of the project fact. Its development intends to be progressive, incorporating to the complexity of those other subjects the attention to different issues that we raise in the theory of the project -the form of the function, the space of a place, the time of a memory- like the structure and construction of an order and composition.

1.3. Recommendations to take this course

To take this course, it is recommended to have passed the previous subjects in the area: Architectural Project 2 and 3.

2. Learning goals

2.1. Competences

- C.E.33.OB To remove architectural barriers
- C.E.36.OB To develop, execution and management of different levels of architectural project
- C.E.39.OB Capacity to develop functional programs
- C.E.50.OB Method of study on quality of life and social groups
- C.E.52.OB Well knowledge of Western Architectural and urban planning traditions
- C.E.57.OB Well knowledge of Civil Regulation, Administrative Regulation and Technical Regulation in the Building Sector
- C.E.58.OB Feasibility analysis and Project Coordination

2.2. Learning goals

Student must demonstrate the necessary knowledge and professional ability in order to:

- To undertake a previous analysis that needs an architectural project
- To manage its graphic expression
- To organize functional programs
- To know different design strategies
- To engage with the architectural history
- To handle the different known models

In order to achieve:

- To tackle the project from the idea
- The capacity to dialogue with our own reality
- Link creative reason and idea built

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that it has achieved the intended learning outcomes through the evaluation activities

This assessment will have two sittings:

First call. There will be a global assessment test, to which all students will be entitled.

Second call: this will be carried out by means of a global test carried out in the period established in the academic calendar.

Evaluation as ongoing process that test:

- Use of concepts
- Clarity in designing
- Idea development process

Evaluation criteria

- Project presentation 50%
- Personal contribution 50%

Evaluation

The assessment of each exercise will be agreed upon by the group of teachers, under the coordination of the person in charge of the subject. This procedure helps to achieve an even more rigorous and fair evaluation of the student's work, which in turn is enhanced by the rotation of teachers in the teaching groups.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The role of the coordinator

At the beginning of the course, the list of registered students will be divided into as many groups as there are teachers of the course. The coordinating teacher responsible for the subject will be responsible for the constitution and formalisation of the distribution of the students in the respective groups. Each of the groups will be assigned a teacher for each of the exercises that will rotate throughout the semester so that the teachers of the subject know all the students and so that the final grade is more accurate and rigorous.

The methodology followed in this course is oriented towards the achievement of the learning objectives. A wide range of teaching and learning tasks are implemented, such as lectures, workshops, critical reviews, and seminars.

The system of teaching and learning is based on the practiced exercise of concepts and ideas. Thus, teaching is proposed in mirror halves.

The first teaching method is one of discovery. The teacher explores a new geography of concepts with the student, making the classroom the room for new ideas. The new lecture is now a tactic in the field. The teacher marks with those ideas, conceptual places where students lock their future operations of design. It identifies strategically a new map, a new place. This conceptual space, once those workshops, is now inhabited by students in a new positive attitude.

A second teaching method consists of the creation and management of concepts. In this new room students manipulate and relate those concepts to explore the possibility of generating their own, under the premise of always being credible and scientifically demonstrable. In this active process of constructing knowledge, concepts take on a multiplicity of meanings: the multiple definitions of the same concept/idea in a given context. Students inhabit with their ideas that conceptual place drawn by the teacher, where students and teachers engage in the work of discovery.

4.2. Learning tasks

This course is organized as follows:

The workshop offers an insight into the work of contemporary living space. The result of this search and research process is to propose their reality as the construction of a new place that links the domestic and the urban

It is intended to return to mean the word room, a place that occupies an edge, a remote location. A new typology of the house is proposed, of the small town, from the construction of a new urban relationship from which a new public space and a new way to inhabit emerges.

Intensification work is used as a tool able to track all the capabilities and potentials of certain parameters of the architectural work to discover them as necessary architectural strands. From its review should arise the value and recognition of the emerging concepts of contemporary architecture and its necessary integration as core values in the architectural fact.

4.3. Syllabus

This course will address the following topics:

The three views

The journey through this new course, passes vertically into three stages. Three stages assigned to three different ways of looking. First, look in the eyes of others: know what the others saw. This is followed by the construction of its own view, learning to look the same. And finally look what is not looked: light the unseen. Its goal will be scanning new realities. The look is investigating, making the architectural design the best act of creative reason.

As way to "understand and see? these three perspectives, the methodological argument is intersected with a teaching action workshop that unfolds Integration under these looks. This is a workshop that is developed with the ambition to integrate the space -as an architectural project-, structure -as a technique- and location -as city-.

4.4. Course planning and calendar

Every project has seven consecutive sessions:

- Session 1: Presentation of the project and itinerary
- Session 2-5: Research Literature/ Research Work/ Research Workshop
- Session 6: Final Presentation
- Session 7: Final Review

Inhabiting Exercise 1: Vertical

Inhabiting Exercise 2: Horizontal

Inhabiting Exercise 3: Occupy

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the College of Higher Engineering and Architecture (EINA) website (<https://eina.unizar.es/>) and Moodle.

4.5. Bibliography and recommended resources

<http://psfunizar7.unizar.es/br13/privado/index.php>

