Universidad Zaragoza

Academic Year/course: 2022/23

30732 - Projects 6

Syllabus Information

Academic Year: 2022/23
Subject: 30732 - Projects 6
Faculty / School: 110 - Escuela de Ingeniería y Arquitectura
Degree: 470 - Bachelor's Degree in Architecture Studies
ECTS: 6.0
Year: 4
Semester: Second semester
Subject Type: Compulsory
Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives: 1. Following what has been learned in previous courses, special emphasis is placed on the desire to synthesize the project from the equivalence of constructive, projective and aesthetic decisions. 2. Understand the visual and constructive values ??of the architectural form. 3. Continue to instruct the student in understanding the tectonic value of project decisions, understanding the relationship between structuring, enclosure and partition elements, from the coherence between matter, structure and form. 4. Deepen the value of the project as a definer of the construction system. Constructive language as a result of the language of the project. Material and formal coherence. 5. Interaction of idea, program and structural typology in its calculated and dimensioned reality: interrelationships between space and structure. 6. Understanding of the project as a channel and determination of the different facilities. Interaction of idea and spatial morphology derived from a proposal of facilities according to use. Adoption of a pre-calculated installation and section.

1.2. Context and importance of this course in the degree

The subject of PROJECTS 6, in the second semester of the fourth year of the degree, continues the learning process begun in the previous three years. In this case, evaluating the maturity of the student who understands architecture as a constructed fact, if you will, as a constructed idea. As in the previous year, the aim is to stimulate the student to analyze the exemplary projects that are offered to them in their personal search so that, with the data obtained, they can once again tour, visualize and represent the spaces. From this constructive understanding, in turn, a comparative analysis is made possible. This search in the exemplary projects of others does not have the direct object of copying but to resume learning where they left off. This is the only way ideas in architecture are nurtured. We understand that the teaching of the project, also in its final stages, is only possible from the knowledge of the precedents. It is about enhancing the knowledge and understanding of the intrinsic elements of the architecture project, thus feeding the creativity of the student, in this case from the constructive values ??that are obviously not forgotten by those already worked on in the program or place. This subject, in the context of the degree course, is taken at the same time as the Integrated Project Workshop 3. The aim is for the student to understand the integration of construction in the genesis of the architectural project. In this way, both subjects are designed together and it is convenient that, even during hours, they coincide on the same day.

1.3. Recommendations to take this course

In order to take this subject, it is recommended to have passed the previous subjects in the area, that is, Projects 1, 2, 3, 4 and 5. In any case, it is understood that it should only be taken with only pending Projects 5. This subject is associated with that of Integrated Project Workshop 3, so they must be taken together. No student will be admitted to this subject who does not take these two subjects simultaneously.

2. Learning goals

2.1. Competences

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Upon passing the subject, the student will be more competent to ...
Identify the different constructive alternatives with which the architectural project can resp
Understand and extract lessons for your projects from the constructive and spatial relationsh
Adequately solve a project integrating the construction criteria from its genesis.
Manage a provisioning program, not strictly and exclusively from the functional point of view,
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Discern the tectonic logic of a project and its choice according to the attitude and intentior
The powers defined in the Ministerial Order and included in the Study Plan:
C.E.33.OB. Aptitude for: Removing architectural barriers (T)
C.E.34.OB Ability to: Solve passive environmental conditioning, including thermal and acoustic
C.E.36.OB Capacity for the conception, practice and development of: Basic and execution projec
C.E.38.OB Capacity for the conception, practice and development of: Construction management (T
EC. 39.OB Ability to: Develop functional programs for buildings and urban spaces. (T)
EC. 40.OB Ability to: Intervene in and conserve, restore and rehabilitate the built heritage.
EC. 41.OB Ability to: Exercise architectural criticism.
EC. 51.OB Adequate knowledge of: Ecology, sustainability and the principles of conservation of
EC. 57.OB Knowledge of: Civil, administrative, urban planning, building and industry regulatic
EC. 58.OB Knowledge of: Feasibility analysis and supervision and coordination of integrated pr

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ... Being able to understand the internal order of a building by analyzing and deepening the formal relationships derived from program management. Ability to understand the architectural project as a synthetic fact, integrating the knowledge acquired in other construction and structure matters. Appreciation of the visual and constructive values ??of the form as generators of the architectural project. Understanding of construction as a determinant of form and ability to project from the security of projective, constructive and aesthetic equivalence. Ability to integrate construction into the project as an essential creative act, responding to criteria of efficiency and sustainability. Knowledge of the regulations and provisions that affect the architectural project as well as the technical bases for construction management.

2.3. Importance of learning goals

The learning results are understood as basic to be able to reach the last grade course. We want the student to discover in the elaboration of the project how the construction intensifies the architectural form. It is usually customary to conclude a project with a vague notion of its constructive qualities in order to ultimately develop, on a smaller scale, its resolution through what has been agreed to be called ?constructive detail?. The result of this subject pretends the opposite because such a way of proceeding does not identify the constructive act as an essential act of architectural creation. The conception of the architectural form implies simultaneous work on all scales, while the form itself lacks scale, understood as a system of relationships that gives consistency to the whole. If the student is able to internalize and build a project from these premises, they will be able to study the last year of the degree.

3. Assessment (1st and 2nd call)

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

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities The learning process is progressive. Weekly, following the evolution of the student, the teacher will accompany and supervise the process and progress of the project exercises. This implies that the student has to work throughout the semester presenting their evolution every week. Being an eminently practical subject, it requires continuous monitoring to be effective and, consequently, the intermediate and final installments of each exercise must be completed. Therefore, in order to be qualified by course, the student must have delivered the exercises on the required date as well as the partial deliveries that are assigned in each of them. At the end of each exercise, the teacher will indicate the learning status of each student. The intensity of the reflection on the contents will be valued as well as the maximum density and interest of the final result. It will be a reason for special evaluation to have finally approached the correct resolution of the proposed program in the projects and the preparation of a formally consistent and solvent representation. The poor evaluation of the first exercise does not presuppose a negative final grade since, in an evolutionary process, maturity can be reached at the end of it. In any case, teaching experience indicates that continuous work is the key, so it is difficult to propose a final exam in this subject, understood as a specific exercise. For this reason, the student who does not pass the subject per course will be assigned a job for the holiday period and will consider an exercise in September, lasting two weeks, part of which must be done in the classroom-workshop assigned for this purpose. . This test can be considered as the final exam that all students who have not passed the course can take. The percentage of each exercise in the final evaluation of the course is as follows: Exercise 1: 50% Exercise 2: 50%

The evaluations carried out by each teacher of the works presented by the students of their group must be agreed with the coordinator of the subject, who will carry out a work of homogenization between the different groups, listening, if necessary, to all the teachers who You may call a session for this purpose. It is understood that the final specific test is meaningless, since the evolution and learning of the student reflected in the different exercises of the course, which require a laborious extensive dedication over time, constitute the basis for determining the final grade of the call for June. In the event that the student does not pass the subject, they can consider completing the course exercises, start a new exercise to be delivered on the second call in September or propose a specific exercise in September, part of which must be developed in the classroom designated for this purpose.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following: The development of the project exercises, guided weekly by the teachers, both in the theoretical joint class and in the hours of workshop in groups where

each student will develop their exercise individually. The project learning method goes through the continuous exercise. For this, the student is provided with references during the theoretical classes in such a way that their creative process must have exemplary projects as the basis, not as a copy. The examples provided are analyzed by the teacher in the theory class. The student is provided with a specific bibliography as well as project examples directly related to the proposed topics. Each student must analyze these projects by making interpretive sketches of them that he will complete in his personal notebook along with other references that, in his research, he could find. The project teaching methodology is based on personal experimentation and research, logically guided and fed with the resources provided by the teachers. The learning process also includes participation in public corrections sessions, both individual and scheduled for all students, analyzing those selected projects.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities ... Theoretical lessons for all the students, one hour a week. The lesson, aimed at all the students, will be based on topics related to the proposed exercise. These classes aim to illustrate and shape the student's gaze. It is absolutely convenient to attend these classes since their contents are directly related to those of the practical exercises that are developed in the course. Criticisms in the project workshop, individualized on the work of each student. These criticisms will be carried out in groups in such a way that the student participates in the comments, not only about his project, but about the rest of the classmates. Criticism, in the tradition of the jury of the Anglo-Saxon schools, in the intermediate and final installments of the works with the participation of external teachers. Visits to various works to learn about the construction processes as well as how they affect the ultimate visual reality of architecture.

4.3. Syllabus

The program is summarized in the completion of two exercises. The first one, carried out in groups of 3 or 4 students, takes the theme of a National Concusro for students. In previous years the Pladur contest has been successfully developed, but it can be opened to others like Hipalyt. The second exercise, to be developed individually or in pairs, refers to a limited program, either equipment or residential, that enables the student to reach an advanced degree of constructive definition of the project. The program includes the following topics that will be developed both in the theoretical classes and in the practical exercises. 1. Construction systems and architectural form 2. The constructive determination of architecture 3. The nature of materials and the idea of ??continuity at Wright - The significant value of the materials 4. Mies and the construction of the great form - Construction as an essential creative act - Equivalence of the constructive, design and aesthetic decision - The shape as a result of a laborious distillation process 5. Material, structure and order in Kahn's work - Constructive syntax and radical consistency - Structure as support and creator of form - Sincerity and coherence: the ontological nature of the material - Sensitive material experience: light, matter, texture 6. Alternatives and rejection of modernity - The construction revolution: artisan architecture - The recovery of the value of the material: the next - The project as overcoming material limits: matter overcomes itself 7. Technique and project: the extension of the discourse in the contemporary situation - Density and material minimization - The constructive manipulation: destructuring, delaying

4.4. Course planning and calendar

Calendar of face-to-face sessions and presentation of works Each of the two exercises is publicly presented to all students in the first week assigned to each of the assignments. In this presentation, the objectives of the exercise and its content are weighted. In each of the seven weeks assigned to each exercise, the face-to-face sessions begin with the theory class aimed at all the students. The students are then divided into as many groups as necessary, with a maximum of about fifteen students per teacher being optimal for monitoring projects, leading to a project workshop teaching. Individualized critiques of the work are developed but always in group and public, so that the students learn as much from the comments about their work as from those indicated to their peers. Each exercise will have an intermediate delivery. It will analyze the work of the students, in sessions of the whole group, in which the criteria will be coordinated and general guidelines for correction will be given. The final deliveries of each exercise, in the seventh week of the same, will be valued according to the exposed criteria and the students will be informed of it. For these deliveries, a joint class is also designed, with the participation of a guest professor, which summarizes the objectives achieved in the work. These sessions are articulated around the selected projects of the students. The selection criteria will be the one that shows the variety of the proposals and those that, pedagogically, have the most interest for the whole class. The student must work the projects during the week so that the progress can be analyzed by the teachers of the workshop. This personal work also involves reviewing and researching the topics explained in the theoretical classes. The fact that it is an eminently practical subject not only does not exclude the study of the projects and topics presented, but they are needed. Well at the beginning of the work in the presentation session or during the course of the same, field visits can be made in order to know the environment in which the project to be carried out is located. At the time of starting the subject, the schedule of intermediate and final deliveries of each of the exercises will be provided.

1. Theoretical classes: one theoretical class per week will be taught directly related to the practical exercise that is currently taking place. 2. Workshop activity: in the framework of the project workshop, as a central axis of teaching, the student will have individualized criticism of their work. The students are divided into groups, assigning a teacher for each of them. Students are invited to participate in all workshop sessions. 3. Joint criticism sessions: both in the intermediate deliveries of the exercises and in the final ones there will be joint criticism sessions in which the students, or a selection of them, will explain to the rest of the group as well as to the teachers of the subject, your work. 4. Personal notebook: each student will be in charge of preparing their own "travel notebook" for the semester, writing down, drawing, referring to any project objective. This notebook is the expression of being an architect attentive to reality and extracting from it everything beautiful. The key dates of the subject are those specified for the presentation of the works and for the intermediate and final deliveries.

4.5. Bibliography and recommended resources

We recommend the architectural magazine TECTONICA as well as Tribuna de la Construcción, TC, edited by Universidad Politécnica de Valencia.

http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=30732