

30719 - Projects 3

Syllabus Information

Academic year: 2024/25

Subject: 30719 - Projects 3

Faculty / School: 110 - Escuela de Ingeniería y Arquitectura

Degree: 470 - Bachelor's Degree in Architecture Studies

ECTS: 12.0

Year: 3

Semester: First semester

Subject type: Compulsory

Module:

1. General information

The subject of Projects 3 is part of the first semester of the third year of the Degree in Architectural Studies.

In turn, the itinerary of the subjects in the area of projects is after Projects 1 and Projects 2, so that the knowledge and skills indicated in the corresponding teaching guides will be assumed in the same way that it is considered a necessary basis for the following subjects of the itinerary, particularly Projects 4 and Integrated Project Workshop 2, which will take place in the following semester.

In the learning process of the architectural project, an increase of the student's capacities is pursued for its development. In particular, the aim is to consolidate what has been learned in Projects 1 and Projects 2 and to incorporate the ability to develop a given complex program, to intuit a constructive definition capable for that program and to achieve an architectural form consistent with that intuition.

2. Learning results

According to the corresponding Verification Report, the following learning results are noted:

- To be able to analyze and understand the physical and historical aspects of a given landscape as well as its plastic potentialities.
- To be able to know and relate the different approaches of the architectural project with respect to the reality of the place and its history.
- To be able to order a given architectural program in relation to the landscape in which it is inserted.
- To be able to choose the constructive order of the project, in line with the programmatic one, according to the generation capacity of a site.
- Ability to know the different approaches of the architectural project with respect to the reality of the place, relating program, construction, landscape and history.
- To be able to organize diverse functional programs from the previous knowledge of other similar schemes.
- To be able to understand the internal order of a building by analyzing and deepening the formal relationships derived from program management.

3. Syllabus

The program of the subject will consist of the development of two exercises of similar duration, so each one will be spread over a period of between seven and eight weeks. One of the exercises will address an equipment program and will be developed preferably in an area of special landscape interest. The second will introduce a residential program and will be located preferably in a built environment with significant historical value.

The program includes the following topics:

- Environment and architecture. The context as the first call for the architectural project.
- The program as the axis of the architectural project. Plants.
- Structure and construction. The section as the backbone of the architectural project.
- Scale and measurement. It is a matter of going deeper into the program to understand that the relationship between the pieces is a necessity for the success of the project.
- Representation, Representation systems can and should be adapted to each project as an expression of its most relevant qualities and contributions. Development and presentation by hand, including mock-ups, will be encouraged, limiting the use of the computer.
- Recourse to other projects that, throughout history, may serve as a model for the intended project.

4. Academic activities

The planned academic activities are as follows:

- Theoretical lessons. They will always be oriented to the help and the best development of the project that is being developed at that moment. In principle, they will be held weekly and, unless otherwise agreed, will have an approximate duration of one hour.

- Review and corrections in the Project Workshop. They will tend to be made on a personalized basis on the work of each student although here we want to draw attention to the interest of attending to the corrections of all students, as it is found that, especially in the early stages of the project, the issues are often common.

- Joint critique sessions. In the development of the projects of each course, one or more pre-deliveries may be established which will consist of snapshots of the moment in which the project is being developed. On the dates indicated, will take the opportunity to hold these joint critique sessions to review selected projects that will serve to address common issues of interest to all. These sessions may be attended by a professor or external personnel whose point of view may be useful for the development of the subject.

- Visit to the site where the project is scheduled to take place. Preferably at the beginning of the development of the projects, visits to the sites where the projects will be developed can be programmed at . If possible and convenient, will also be used to visit other places, buildings, exhibitions, etc., that may be of interest for the development of the project.

5. Assessment system

The student must demonstrate that they have achieved the intended learning results.

In the process of learning how to carry out projects, which is typical of this area, this subject is mainly responsible for (in addition to the consolidation of the previous subjects) demonstrating the ability to integrate an architectural piece in a context, whether natural or artificial (generally urban).

For this purpose, there will be two exercises throughout the subject with an approximately equivalent development time. They will be evaluated independently and will have an equivalent value in the final grade. However, the progress expected throughout the course will be evaluated.

The intensity of the reflection on the contents as well as the density and interest of the final result will be valued. The approach to a consistent programmatic resolution, as well as the elaboration of a proposal whose form derives from a constructive intuition that is proportionate and reasonable, will be a reason for special assessment. The quality of the representation will also be taken into account in the qualification.

The deficient 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 the same. In any case, the teaching experience indicates that the key is the continuous work , which makes it difficult to propose a single final exercise. Even so, and in the event that the student does not pass the subject by means of the completion and corresponding qualification of the exercises listed, it may be agreed with the student to improve one or both exercises of the subject until an acceptable level is reached. The second option, available to all students, will be the completion of a project set on the date of the exam, which must be completed within the time limit set for this purpose and which must demonstrate a level equivalent to that achieved by students who have passed the course per year.

6. Sustainable Development Goals

3 - Good Health & Well-Being

11 - Sustainable Cities and Communities

13 - Climate Action