

## 30723 - Projects 4

### Información del Plan Docente

<b>Academic Year</b>	2016/17
<b>Academic center</b>	110 - Escuela de Ingeniería y Arquitectura
<b>Degree</b>	470 - Bachelor's Degree in Architecture Studies
<b>ECTS</b>	6.0
<b>Course</b>	3
<b>Period</b>	Second semester
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### **1.Basic info**

#### **1.1.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.

#### **1.2.Activities and key dates for the course**

##### **Activities :**

1. Theoretical classes
2. Activity Workshop
3. Critical Re view
4. Seminar Program

Inhabiting Exercise 1: Vertical  
Inhabiting Exercise 2: Horizontal  
Inhabiting Exercise 3: Occupy

### **2.Initiation**

#### **2.1.Learning outcomes that define the subject**

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

To undertake a previous analysis that needs an architectural project

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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

## **2.2.Introduction**

**The changing reality** in which our contemporaneity develops, demands a continuous and distinct formulation that is capable of announcing this restless reality. Facing the stability of a provided system, ours operates in a dynamic medium of different flows. It seems that our medium is, just like Bauman qualifies it, a liquid place where everything flows and is diluted. In this new medium we exchange perception for dialogue, permanent present for permanent future, history for memory, axiom for creative reason. And everything, like the polish philosopher says, to make of this life "a work of art". The life of an artist that is capable of achieving a state of permanent transformation: to become someone different, until one is able to stop being who one has been.

## **3.Context and competences**

### **3.1.Goals**

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

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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

### 3.2.Context and meaning of the subject 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.

### 3.3.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

### 3.4.Importance of learning outcomes

## 4.Evaluation

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

### Evaluation systems

- Attendance Written/ Graphic test
- Non-attendance education, directed, with oral presentation

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- Non-attendance education, directed, without presentation
- Attendance education
- Oral presentations and discussions.

### **Evaluation as ongoing process that test:**

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

### **Evaluation criteria**

- Project presentation 50%
- Personal contribution 50%

## **5.Activities and resources**

### **5.1.General methodological presentation**

**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 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 teacher engaged in the work of discovery.

### **5.2.Learning activities**

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 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. It is proposed a new

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typology of the house, of the small town, from the construction of a new urban relationship from which emerge a new public space and a new way to inhabit.

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.

### 5.3.Program

#### The three views

The journey through this new subject, 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, it is intersected the methodological argument 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.

### 5.4.Planning and scheduling

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

### 5.5.Bibliography and recommended resources

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