

IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	PROJECTS IV		
Туре:	Compulsory	ECTS credits:	6
Year:	3	Code:	3739
Teaching period:	Sixth semester		
Subject:	Projects		
Module:	Projectual		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

Learn to identify and propose PROJECT SYSTEMS: To seek an approach to different systems and possibilities for ordering architectural processes.

Learn to define a problem and to develop a project from the territorial scale to the architectural scale. Learn to develop a DESIGN PROCEDURE, define a theme, to have self-criticism, to elaborate a discourse, to have a theoretical position

Projects IV aims to continue the path of education with a transformative perspective that began in previous project subjects, capable of formalizing architectures that respond to the person as a whole. The creation of a residential fabric is one of the architect's main tasks, in which a large number of factors come into play: sociological, cultural, landscape, functional... but which focuses on understanding what the place of human habitation should be like.

Questions about the ethics of living, anthropology, the meaning or limits of architecture appear on the scene. The Project IV subject consists of carrying out Residential Architecture Projects that solve the fundamental questions of people's housing from the large scale to the domestic scale with intensity through a process that crystallizes into neighborhoods and homes that improve people's lives and the world in which we live: an integrative architecture in line with current times capable of collecting the best of the past and looking to the future. The Project IV course will specifically explore meeting spaces at all levels: with nature, with others and with oneself through the degrees of intimacy with which residential architecture works.

As part of the subject, students will take the "Star in Your Future" Program. This program seeks to accompany them in this second stage of university education, closer to the beginning of their professional career, generating spaces for reflection that update the question of personal vocation, providing them with an overview of the reality of the market, promoting the development of fundamental transversal competencies and accompanying them in making decisions about their future professional career.

GOAL

The ultimate goal is to acquire a transformative vision capable of generating an architecture that enriches people's lives and responds to their encounter with the world. This transformative view goes hand in hand with a capacity for analysis that identifies existing needs and a design process that, born from a large scale analysis and with fruitful design strategies, crystallizes in the formalization of residential architectural projects in accordance with the surrounding landscape and society and, above all, with the person at the center of all decisions, accessible to all and responding to their real needs. Learn to resolve a person's encounter with nature, the world, things, others, the transcendent and with themselves.

PRIOR KNOWLEDGE

It is advisable to have passed the subjects: 3711 Architectural Concepts and Creativity, 3715 Form Analysis I, 3720 Form Analysis II, 3717 Form Analysis III, 3721 Construction I, 3724 Projects I, 3728 Projects II, 3733 Projects III

COURSE SYLLABUS

The contents of the course are born from an intelligent and purposeful analysis of reality to arrive at design strategies that touch on the following topics, capable of educating the eye for future projects. URBAN - PRODUCTIVE STRUCTURE Configuration of the urban fabric (Fragmentation versus Contiguity) Morphology and suburban characteristics New ways of inhabiting Programmatic mix, New uses and common activities. Private or community urban permeabilities Development of production units on a local scale Alternative programmatic dynamics NATURAL MEDIA/ARTIFICIAL MEDIA Territorial and Landscape Conditions Logical for connecting natural environments (fauna and flora) with artificial media (human activities) Hydrographic, geographical and topographic logics in relation to urban developments Conditions of limits and borders Use Preservation of natural resources to link fragmented territory ENERGY AND ENVIRONMENT Consumption habits, energy flows, new

technologies New practices and uses of common and private space New concepts of energy savings in buildings and homes (Density, Diversification, Use and Distribution Flexibility) INFRASTRUCTURE AND MOBILITY Stability and dynamism of everyday space Connectivity and road, cycling and pedestrian accessibility New mobility infrastructures that act in urban planning. New social networks generated by new mobility MEMORY AND MUTATION Traces of the Past, Reconverting, Reprogramming, Requalifying Cultural Identities (from Global to Local) From generic repetitive space to the development of own identities Profitability of existing heritage/Densification SOCIETY AND GOVERNANCE Participatory systems, new norms, social changes, citizen culture New uses and common activities

EDUCATION ACTIVITIES

Face-to-face activities - Expository classes: Presentation of contents and activities by the teacher, comments, recommended readings, and with the participation of students in the debate and resolution of doubts about the topics proposed in class. - Carrying out exercises: Solve, individually on the blackboard or on the table, exercises proposed in class to apply the fundamental knowledge received. -Project workshop: Group correction of different sizes of the projects that students carry out in the classroom or at home, and are nuanced in the light of the exercises of their classmates and the instructions of their teachers. - Evaluation: Carrying out knowledge assimilation controls throughout the course and with the greatest possible continuity. -Personalized tutoring: Individual attention to the student with the objective of reviewing and discussing the topics presented in class and clarifying questions that the student cannot understand in their personal study. - Group Tutoring: Attention to a small group of students who need additional help to follow the subject.

Non-face-to-face activities - Preparation of projects for discussion in class: Project and prepare a public presentation of an exercise proposed in class. - Group work: Group design and development of works. - Theoretical and practical study: Study of the theoretical and practical contents of the program and preparation of recommended readings.

At PTF, students will carry out practical and guided workshops. They will also have individual mentoring outside of class hours. Workshops and mentoring are mandatory. All activities and tasks derived from these are also mandatory, since they contribute to the achievement of the learning results of the subject.

- PTF workshop: 2 hours in total
- PTF tutored individual learning (mentoring) = 2 hours (two mentorships of 1 hour each)
- Self-employment (exercises and tasks for workshops and mentoring) = 2 hours.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Aptitude to create architectural projects that meet both aesthetic and technical requirements.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

Knowledge of research methods and those pertaining to the preparation of construction projects.

An understanding of the problems involved in structural design, construction and engineering associated with building projects.

An adequate knowledge of the physical and various technological problems that may exist, and those pertaining to

the function of buildings, with a view to providing them with internal conditions of comfort and of protection from adverse climatic factors.

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Specific skills

Ability to develop functional programs for buildings and urban spaces.

Adequate knowledge of general theories of form, composition and architectural types.

Adequate knowledge of methods for studying social needs, quality of life, habitability and basic housing programs.

Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Adequate knowledge of the relationship between cultural patterns and the architect's social responsibilities.

LEARNING RESULTS

Delivery in accordance with the requirements of the statement.

Definition of the different possible design scales.

Definition of territorial and urban strategies applied with sustainable thinking.

Preparation of explanatory and analytical schemes for a project

Definition of a starting concept for the proposal.

Architectural definition of plans, sections and elevations at a scale of 1:200.

Composition and layout of explanatory panels.

Development of three-dimensional images representative of the proposal.

Development of models representative of the proposal.

Public presentation of the project

LEARNING APPRAISAL SYSTEM

The realization of Star in Your Future is the key to passing the course. The student will be qualified as Apt/Unsuitable based on compliance with the program.

A. CONTINUOUS EVALUATION This course is based on continuous evaluation and is based on in-class corrections with oral feedback. Periodically, there will also be papers to submit related to the exercises of the course. To pass the subject each academic year, it will be mandatory to submit the exercises published in the virtual classroom on time. During the course, the assigned works and the presentations of the project exercises will be evaluated, and the weighting will be carried out giving priority to the evolution of the course. CRITERIA FOR PASSING The student will pass a certain academic year if: - He attends at least 80% of the classes. - He submits all the exercises of the course on the established dates and times. If any work is not completed, it will be assigned a grade of 0 and this grade will be included in the calculation of the average. A work is considered correctly delivered when it meets all the format requirements (paper and digital) required by the teacher. All exercises will be delivered by hand or digitally during the corresponding task published in the VIRTUAL CLASSROOM, depending on the nature of the assigned task. Suspended internships can be compensated by others that are approved, since what is important is the average grade. Any comment or observation made in class about a student's work will affect others, and that correction will be considered transmitted. Therefore, students are expected to pay attention to their classmates' presentations. Therefore, it will not be necessary to repeat to each student what should be improved if these improvements are repeatedly exposed in the context of a public correction.

B. EVALUATION OF REVIEW SESSIONS

B.1. EVALUATION OF THE FINAL COURSE TESTS Following the indications set out in the Report for the Verification of the Degree in Architecture, students who present the exercises and attend classes (at least 80%) may choose to take the final exam. The final grade will be the average of the exercises that have been delivered during the course with the exam or final delivery. The exam will consist of the delivery and presentation of the

corresponding exercise published in the virtual classroom at the beginning of the official exam time. Students who have not attended the course or have not completed all the exercises before the end of classes will not be eligible to take the exam.

B.2. EVALUATION OF REPEATED EXAMS (EXTRAORDINARY EXAM) Following the indications set out in the Report for the Verification of the Degree in Architecture, students who fail the course and fail the final exam may choose to take a subsequent or extraordinary exam. The final grade will be the average of the exercises delivered during the course and in the extraordinary exam. The exam will consist of the (digital) delivery of the pending or revised exercises, and possibly a complementary physical test. Students who decide to take the extraordinary exam will not have the right to tutoring after the ordinary exam, as they must demonstrate autonomy with what they learned during the course. Students who have not attended the course or have not completed all the exercises before the end of classes will not be able to take the extraordinary exam.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(<u>https://www.ufv.es/gestion-de-la-informacion_biblioteca/</u>).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the <u>Guide for the Responsible Use of Artificial Intelligence in Studies at UFV</u>. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

ABALOS, IÑAKI Nature and Artifice Ed.Gustavo Gili, Barcelona, 2009

Gilles Climent. Manifesto of the Third Passage/Barcelona:Ed. Minimum GG, 2007.

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Rem Koolhaas... [et al.]. Mutations/Mutations: Actar, 2000.

MCDONOUGH, WILLIAM AND BRAUNGART, MICHAEL. Cradle to Cradle. Remaking the way we make things. Point Press, 2002

MVRDV FAR MAX. Excursions on Density 010 Publishers. Rotterdam, 1998

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Additional

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Alfonso López Quintás. Discovering the greatness of life: a path to personal maturity/2nd ed. Bilbao:Desclée De Brouwer, 2011.

Tomás Melendo. The dignity of work/Madrid:Rialp, D.L. 1992.

Italo Calvino. The Invisible Cities/Madrid: Siruela, 2008.

Rem Koolhaas. Delirium of New York: A Retroactive Manifesto for Manhattan/Barcelona:Editorial Gustavo Gili, [2004]