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**Bachelor in Interior Design**

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Teaching guide  
Academic Year 2021/2022

# Drawing systems

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**Subject information**

### Title

Bachelor in Interior Design

### Module

Artistic

### Subject

Drawing systems

### Code

3635

### Year

First

### Semester

First

### Type

Basic

### ECTS Credits

6

### Learning

On-site learning

### Lecturer

PhD Tamar Awad Parada

### Language

Spanish

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## Subject Lecturer

### Lecturer

PhD Tamar Awad Parada

### Contact

tamar.awad@esne.es

### Academic tutorials

For any enquiries regarding the subject, students can contact the lecturers by email or during their office hours.

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## Pre-requisites

### Essential

Specific requirements of the curriculum

### Recommended

Spatial reasoning skills

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## Subject contribution to the Curriculum

### Subject's field of knowledge

This subject belongs to the Art Module. Representation Systems, as a specific discipline, must be able to integrate the application of drawing understood as an instrument of understanding and expression of spaces with the graphic instruments necessary for their manipulation (instrumental use of drawing).

### Interdisciplinary relation with other subjects from the curriculum

Representation Systems is a key subject for learning how to spatially represent interior design projects and therefore has a direct relationship with the rest of the subjects in the degree, especially those in the Project-Workshop module and the rest of the Art Module.

### Professional motivation of the subject

The common objectives are to obtain an adequate level of knowledge of plane and descriptive geometry applied to the different systems of representation, as well as the graphic learning that allows the student to use drawing as an instrument of work and expression, which will include familiarisation with the different graphic languages, from the theoretical bases to the application to real cases. It brings together skills that are fundamental in the professional field.

## Learning outcomes in relation to the competences that the subject develops

### General competences

**CG02.** Know the design tools used in the field of interior design

### Specific competences

**CE01.** Know the fundamentals of metric geometry in interior design

**CE02.** Know the analysis and theory of form and the laws of visual perception to apply them in the design of spaces

**CE03.** Use spatial representation procedures in interior design projects

**CE04.** Use computer aided programs to design spaces and environments.

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## Learning outcomes

By the conclusion of this course, students will understand/be able to:

- Understand basic concepts of technical drawing
- Apply geometric and mathematical principles of drawing
- Adequate knowledge applied to interior design of the spatial representation systems
- Develop their spatial vision abilities for subsequent design compositions

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## Contents / Syllabus / Units

### Brief description of the contents

- Foundations and principles of descriptive geometry.
- Basics of Geometric Drawing
- Basics of representation systems. Criteria for operating in three dimensions and on the plane. Simultaneous and specific uses of the Diedric system, axonometric and perspective system.
- Magnitudes, points, grid references, distance and scale.
- Line, angle, plane and three-dimensional shapes.
- Analysis and application of different representation systems.

### Syllabus

## BLOC I – GEOMETRIC DRAWING, SURFACES AND VOLUMES

### TOPIC 1.- Geometric Drawing

- o Fundamental Graphical Constructions
- o Metric operations
- o Principal plane shapes
- o Tangencies and links
- o Geometric transformations
- o Scale. Physical scale, numerical scale, graphic scale and relational scale.

### TOPIC 2.- Surfaces and volumes

## BLOC II DESCRIPTIVE GEOMETRY

### TOPIC 3.- Classification of Systems of Representation

TOPIC 4.- Diedric System: Point, line, plane. Drawing views: floors, elevations, profiles and sections.

TOPIC 5.- Single views: Axonometric System/Oblique Perspective.

TOPIC 6.- Perspective

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## Schedule

| Units / Topics                    | Period            |
|-----------------------------------|-------------------|
| 1. TOPIC 1.- Geometric Drawing    | September October |
| 2. TOPIC 2.- Surfaces and volumes | October           |

|                                                          |                     |
|----------------------------------------------------------|---------------------|
|                                                          |                     |
| 3. TOPIC 3.- Classification of Systems of Representation | November            |
| 4. TOPIC 4.- Diedric System and Drawing views            | November            |
| 5. TOPIC 5.- Axonometric System/Oblique Perspective.     | November - December |
| 6. TOPIC 6.- Perspective                                 | December January    |

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## Learning activities and teaching methodologies

| Learning activities                                                     | Teaching Methodologies                                                                               | Hours | % On-site |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------|-----------|
| <b>Lectures</b><br><br>Face-to-face lessons given by lecturers in-class | <b>Lecture</b><br>The professor introduces a topic to teach concepts, theories, ... in the classroom | 25    | 100       |

|                                                                                                                                                                                                                           |                                                                                                                                                                                          |    |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|
| <b>Workshops</b><br><br>In each subject, projects or practical cases where the student must analyse the information, detect relevant aspects, make decisions or propose solutions to improve the situation, are proposed. | <b>Work-based learning and/or case studies</b><br><br>The teacher proposes projects or practical cases for students to analyse and solve them, applying the contents previously learned. | 35 | 100 |
| <b>Tutorials</b>                                                                                                                                                                                                          | The tutor solves questions on matters already discussed in class                                                                                                                         | 10 | 0   |
| <b>Final exam</b>                                                                                                                                                                                                         | Final exam                                                                                                                                                                               | 4  | 100 |
| <b>Autonomous work</b>                                                                                                                                                                                                    | Student's personal learning through the study of the subject's contents and the reading and analysis of complementary materials                                                          | 76 | 0   |

## Learning Assessment

| Assessment activities          | Assessment criteria                                | Weight |
|--------------------------------|----------------------------------------------------|--------|
| Work completed or case studies | Activities carried out on time.<br>Objectives met. | 50%    |

|                                       |                                            |     |
|---------------------------------------|--------------------------------------------|-----|
| Final exam                            | Exam marking                               | 40% |
| Assistance and participation in class | Interest and participation in the subject. | 10% |

### General assessment criteria

A percentage of the mark will be reserved to assess the student's participation in class. Another percentage, to be determined in advance, will correspond to the resolution of practical or intermediate tests. Finally, the rest of the mark will be allocated to a final test. Whenever possible, the presentation of the student's practicals will be digital via campus..

### Attendance

Due to the workshop format of the teaching methodology, the student's daily work takes on special relevance. Regular class attendance and the development of all the practices or activities proposed in class will be extremely important and will be assessed according to the student's participatory presence in class.

Class attendance is compulsory. Without a proven attendance of at least 80%, the student will not be able to take the exam and will have to attend the next exam session. It is not necessary to justify the absences, and therefore no supporting documents will be accepted, so if the student exceeds 20% of absences, he/she will have to take the exam in an extraordinary exam.

The Direction/Coordination of the Degree may consider exceptional situations, after a documentary report, which must be approved by the Academic Direction of ESNE.

Students are required to be punctual at the start of classes. After five minutes of courtesy, the teacher may refuse entry to the classroom.

### Activities submission

In ordinary exams, students must submit and pass all the assignments requested of them.

The activities must be handed in on the dates requested by the teacher, with no later submissions allowed.

If any work has been handed in physically, once it has been graded, it must be collected by the students within a specified period of time. After this period, the work may be destroyed.

Classroom exercises will be handed in at the end of the corresponding session via Campus. Students who are unable to attend a classroom practice will receive a zero for that practice. If, exceptionally, a practice is accepted after the deadline, the maximum grade to be obtained will be 7.

Students will have to hand in all the practical exercises (at home) on the dates requested by the teacher, not being allowed to hand them in later. If, exceptionally, an assignment is accepted after the deadline, the maximum grade to be obtained will be 7.

The teacher will conduct a partial exam with the contents of block I of the subject. The contribution percentage of this exam will be 15%-20% of the total mark of the subject. If the mark obtained is higher than 5, the student will be able to release this part for the final exam, the mark being counted as 50% of the value of the final exam. If the student does not pass the partial exam ( $\geq 5$ ), he/she will have to take the final exam with the whole subject.

With the final exam, all the exercises carried out during the course will be handed in, organised temporally and in two blocks: short exercises and projects.

The minimum mark obtained in each of the parts of the exam in order to obtain a weighted average with the practical work mark will be 4.

The minimum mark obtained in each of the practical parts to make a weighted average with the exam mark will be 4.

### 1st call assessment

In both exam sessions, the minimum grade to pass the subject is 5 (five). The minimum exam mark to apply the weighting is 4 (four).

The student will pass the course in the ordinary call for the evaluation of the work done in class and out of class, taking into account the attendance, participation and interest in the classroom with 10% of the grade. It should be noted that in addition to this benefit in the proportion of the mark, these positive attitudes have a positive effect on the student's learning and development, which will also be assessed by the teacher.

The work done by the student during the course must reach the minimum level required to meet the objectives set by the subject.

### 2nd call assessment

In the extraordinary assessment, students must re-submit the work that has not been passed in the ordinary exam. In addition, the teacher of the subject may request the completion of extra work in the extraordinary assessment. If in the ordinary exam the student passes the requested assignments and fails the exam, it will be up to the teacher to request the completion of new assignments in the extraordinary exam.

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## Bibliography

### Basic bibliography

- W. Otie Kilmer Rosemary Kilmer. *Construction drawings and details for interiors: basic skills*
- Izquierdo Asensi, F. *Geometría descriptiva*. Editorial Dossat.
- Cabezas L. (2011). *Dibujo y Construcción de la realidad*. Madrid: Cátedra

- Ching, F. y Juroszek, S. P. (2005). *Dibujo y proyecto*. Barcelona: Gustavo Gili.
- Navarro de Zuñillaga, J. (2008). *Forma y Representación. Un análisis geométrico*. Madrid. Akal
- Rodríguez de Abajo, F. Javier. "Curso de Dibujo Geométrico", "Problemas de Geometría Descriptiva" y "Tratado de Perspectiva". Editorial Donostiarra, San Sebastián, 1990-1995.

### Additional reading

- Hidalgo de Aviedes, A. y S. Albillos, Gomez Marcelino, *Técnicas de la representación y dibujo*. Universidad Nacional de la Educación a Distancia, 1997.
- Pipes, Alan. *Dibujo para diseñadores*. Blume, Barcelona, 2008.
- Sappert, Shneider, *Manual práctico de dibujo técnico*. Editorial Reverté, 1995.
- Porter, T./ Goodman, S. *Manual de técnicas gráficas para arquitectos, diseñadores y artistas*. Gustavo Gili

### Web

<https://www.profesordedibujo.com>

<http://www.laslaminas.es>

<http://www.dibujotecnico.com>

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## Comments

Plagiarism evidenced in papers or exams will be graded with a "0" grade, and the student or students responsible will lose the exam.

The student must at all times respect the intellectual property of other authors by not making use of the work of others without clarifying this point and without

citing the original sources.

Students may not use unauthorised material for the exams. This will result in a "0" grade and the loss of the exam period.

Enrolled students will have four exam periods to pass the course plus two more extraordinary exam periods.

When the student is graded as "Not Presented" (NP) in the course report, the exam period will be used up.

ESNE establishes a grading system for its degrees that corresponds to that regulated by articles 5.4 and 6 of Royal Decree 1125/2003, of 5 September (which establishes the European credit system and the official university grading system valid throughout the national territory). These articles, which the university applies, regulate the following: "The results obtained by the student in each of the subjects of the syllabus will be graded according to the following numerical scale from 0 to 10, to one decimal place, to which the corresponding qualitative grade may be added... The mention of "Honourable Mention" may be awarded to students who have obtained a grade equal to or higher than 9. Their number may not exceed five percent of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Honourable Mention" may be awarded.

| Numerical scale | Qualitative qualification |
|-----------------|---------------------------|
| De 0,0 a 4,99   | Fail                      |
| De 5 a 6,99     | Pass                      |
| De 7 a 8,99     | Remarkable                |
| De 9 a 10       | Merit                     |

Students' grades are the result of a continuous assessment system, which allows their work, attitude, participation and assimilation of knowledge to be constantly assessed. Student attendance and participation in the teaching sessions are therefore essential for the development of the system and, as such, can be assessed and graded.

The following materials and/or tools will be necessary for the completion of the course.

The teacher will determine when each of them are necessary:

- Pencils HB and 2H or Mechanical pencils or lead holders 0.5 mm (HB and 2H)
- Eraser
- Drawing compass
- Ruler (approx. 30 cm)
- Triangles
- Scale
- Protractors
- White paper DIN A4 and DIN A3 according to each exercise.
- DIN A3 and DIN A4 Opaque white papers
- DIN A3 and DIN A4 Translucent papers
- Optional: curve templates, templates, and parallel bar, or T-Square, eraser shield

All submissions must be made in the format established by the teacher and in digital format (jpg or pdf).