ESNE Centro adscrito a Universidad Camilo José Cela

Bachelor in Interior Design

Teaching guide

Academic Year 2022/2023

Visualizing and representing space I

Subject information

Title
Bachelor in Interior Design

Module
Artistic

Subject
Visualizing and representing space I

Code
3634

Year
First

Semester
First

Type
Basic

ECTS Credits
6

Learning
On-site learning

Lecturer
Peter William Rae

Language
English

Subject Lecturer

Lecturer
Peter William Rae

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

Pre-requisites

Essential

Specific requirements of the curriculum

Recommended

Spatial reasoning and awareness

Subject contribution to the Curriculum

Subject's field of knowledge

This subject belongs to the Artistic Module. Through it, the student will master drawing as an instrument of design and communication, developing the ability to represent and analyze volumes in the three dimensions of space, and will develop the necessary skills to materialize an idea in various forms of representation.

Interdisciplinary relation with other subjects from the curriculum

This course is directly related to the rest of the subjects of the Artistic Module and provides the student with the tools to develop ideas for the purpose of representation and construction. The knowledge acquired in this subject complements their project design and presentation methodologies. This subject provides a working method for the development of design based on spatial understanding and its representation, as well as the link between observation and projection of architectural forms within the design process.

Professional motivation of the subject

Visualization and Representation of Space I develops the study and projection of architectural forms. We will look at the process of constructing a drawing, solid, void and the relationships between the two as well as their implications related to light. We will study and project spaces, anticipating the work, the act of construction. In this way, we aim to solve spatial problems both in the academic and professional fields.

Learning outcomes in relation to the competences developed by the subject

Basic competences

CB1. Students have demonstrated to possess and understand knowledge in an area of study that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge coming from the forefront of their field of study.

CB3. Students have the ability to collect and interpret relevant data (usually within their area of study) to issue judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4. Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5. Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

General competences

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

Transversal competences

CT01. Search, select, analyse and integrate information from different sources.

CT02. Choose the strategies, tools and moments you consider most effective for learning and independently implementing what you have learned.

CT03. To adapt to conceptual, instrumental and work environment changes based on the training received.

CT04. Manage time and resources efficiently.

CT07. Use materials, resources and technologies in a responsible, safe and efficient way.

CT10. Communicate and express themselves with confidence and creativity in various languages, taking into account the recipient and the environment.

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

Learning outcomes

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

- Develop graphic expression tools as way for designing and analysing spaces.
- Recognize the drawing and the model as an element of anticipation of what is projected.
- Improve their spatial ability.
- Use freehand sketch as a way of data collection and a direct and immediate way of expression.
- Sketch development based on measures and scale

Contents / Syllabus / Units

Brief description of the contents

- Graphic language accurateness and expressiveness.

- Control of the form: order, Proportion and relation- Measurement: Absolute and relative.
- Graphic construction: uses of architectural drawing systems: Perception, knowledge and description
- Graphic codes . Section-projection, others. Special cases, stairs, windows and door openings . Universal communication and personal expression
- Scale concepts: Physical, conceptual and relational scales
- Graphic skills: Dot, line and plane
- Graphic tools : Drawing surfaces, techniques and materials. Graphite and paper: from sketching to communication drawing.
- Formal definition: Perception, knowledge and description - General and partial issues.

Syllabus

Unit 1 will incorporate several stages of work. Beginning with control and use of construction lines, we will define line weights in the form of drawing compositions. The drawing compositions will be the basis for figure ground studies and axonometric projection. Students will be introduced to techniques for representing natural elements as well as water.

Unit 2 will make use of the work producing during unit 1. We will analyze the drawings and produce physical models, defining and further capturing characteristics of the spaces you have created. Models will be photographed using sun light to cast shadows and capture light and texture.

Unit 3 will be a case study on the Helicoidal Stair by Lina Bo Bardi. This unique stair lends itself as an excellent exercise on how to understand the intricacies of a stair but also how to take it apart piece by piece via drawing. We will sketch the stair in various forms and in addition to understanding the stair as a design and kit of parts, we will draw the stair in perspective and produce iterations of its perspective representation.

Unit 4. Will be the final project of Semester 1 and will focus on specific aspects of Les Arcs, a paramount work by Charlotte Perriand.

Note: This knowledge is enhanced and mixed throughout the practical development of the subject. Each Unit may have a series of submissions to assure that students progress with the work and can develop the preceding exercise.

Schedule

Units / Topics	Period
1. Unit 1. Development, Iteration and Sequence	1,2,3,4
2. Unit 2. Techniques for Physical Models	5,6,7
3. Unit 3. Helicoidal Stair – Lina Bo Bardi	8,9,10,11
4. Unit 4. Les Arcs – Charlotte Perriand	12,13,14,15,16

Learning activities and teaching methodologies

Learning activities	Teaching Methodologies	Hours	% On-site
Lectures Face-to-face lessons given by lecturers in-class	**Lecture** The professor introduces a topic to teach concepts, theories, ... in the classroom	20	100
Workshops 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.	**Work-based learning and/or case studies** The teacher proposes projects or practical cases for students to analyse and solve them, applying the contents previously learned.	40	100
Tutorials	The tutor solves questions on matters already discussed In class	10	0
Final exam	**Final exam**	4	100
Autonomous work	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. Objectives met.	70%
Final exam	Exam marking	20%
Assistance and participation in class	Interest and participation in the subject.	10%

General assessment criteria

A percentage of the grade will be reserved to assess the attendance and participation of the student in class. Another percentage to be determined previously will correspond to the resolution of practices or intermediate tests. Finally, the rest of the grade will be determined by a definitive test. When possible, the student's work submissions will be presented digitally on campus.

Attendance

Class attendance is mandatory. Without a demonstrated attendance of at

least 80%, the student will not be able to take the exam and must attend the next exam offered. There will be no need to justify absences and proof of them will not be accepted, therefore after 20% of absences are exceeded, the student must appear for a ‘convocatoria extraordinaria’.

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

If students who have not reached 80% attendance are allowed to attend the final exam (to assess their level of knowledge), it should be recognized as an unofficial test, that will not be graded.

Punctuality will be required from the student at the beginning of classes. After five minutes of courtesy, the teacher may deny entry into the classroom.

Attitude and participation have a maximum evaluation of 10% and is not only the percentage of attendance, but also the attitude and behavior as recognized in the classroom. Those who have not attended class will not be able to obtain a final grade of 10.

Activities submission

For standard submissions, students must submit as requested within the established deadlines. Failure to submit work will mean suspending the course.

The works must be delivered on the dates requested by the instructor, not submitting subsequent deliveries. If under exceptional circumstances, a work is accepted after the deadline, the instructor will apply a penalty to the grade.

In group work, the grade will be individual for each student, according to criteria of knowledge of the subject, effort, presentation, attendance at tutorials, etc. Therefore, members of the same group can have different qualifications. The works, once qualified, must be withdrawn by the students at a time to be determined. After this period, the works may be destroyed.

1st call assessment

A student passing grade will be determined by evaluation standard submissions of work, work done in class, attendance, participation, and interest in the classroom.

In addition to the delivery of the work, the students must take the face-to-face exam. Students who obtain a grade lower than 4.0 in the exam will not be able to pass the course regardless of the grades of the deliveries and active participation in class.

The student work carried out throughout the duration of the course must reach the minimum level required to satisfy the objectives set by the subject.

2nd call assessment

In the event of an extraordinary evaluation, students must resubmit the works that have not been approved or delivered as standard submissions and must take the face-to-face exam. In addition, the professor of the subject may request the completion of an extra project as part of the extraordinary evaluation.

If an extraordinary evaluation is undertaken, a student will receive a lower score than otherwise would have been obtained with a standard submission of the same unit of work. It will then be the grade of this latest submission (The extraordinary submission) that will considered as your final score for this unit.

In the evaluation of an extraordinary submission, the same percentages established in the continuous evaluation will be applied.

Bibliography / Webgraphy

Basic bibliography

● Binggeli, Corky and Francis D. K. Ching (2015), Interior design. A manual. Barcelona: Gustavo Gili
● Bustamante Acuña, Manuel (2013). Form and space: graphic representation of architecture. Mexico City: UIA
● Ching, F. and Juroszek, S. P. (2005). Drawing and project. Barcelona: Gustavo Gili.
● Navarro de Zuvillaga, J. (2008). Form and Representation. A geometric analysis. Madrid. Akal
● Neff, Ludwig and Peter Neufert. Home. Living place. Yard. The project and the measures in the construction. Barcelona: Gustavo GilI.
● Jiménez, J., Ortega, D. (2014), Freehand drawing for interior designers. Badalona. Parramón.

Additional Bibliography

● Baker, G. and Castán, S. (2000): Le Corbusier: Analysis of the form. Barcelona: Gustavo Gili
● Beinhauer, Peter (2012). Atlas of construction details. Barcelona: Gustavo Gili.
● Cabezas L. (2011). Drawing and Construction of reality. Madrid: Chair.
● Ching, F. (2015). Visual dictionary of architecture. Barcelona: Gustavo Gili.

● Deplazes, A. (2005): Contructing Architecture. Materials, processes, structures. Zürich: Birkhäuser.
● Elsenman, P. (2006): The formal basis of modern architecture. Zürich: Lars Müller.
● Gómez Molina, JJ. (nineteen ninety five). The lessons of drawing. Madrid: Chair
● Lewis, P. Tsurumaki, D. and Lews, D. (2016): Manual of Section. Princeton Architectural Press.

Magazines and Other Publications

- DOMUS magazine. Milan: Editoriale Domus.
- EL CROQUIS Magazine. Madrid: Editorial El Croquis.
- PASAJES Magazine (Architecture, design and innovation). Madrid: Reverse Architecture.
- CASABELLA Magazine. Milan: Arnoldo Mondadori Editore
- DETAIL Magazine. Milan: Arnoldo Mondadori Editore

Websites

- https://drawingmatter.org
- https://thedrawingprize.worldarchitecturefestival.com/

Comments

Plagiarism evidenced in papers or exams will be graded "0", and will result in the loss of that submission, for the student or students responsible.
The student must always 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.
For the execution of the exams the student will not be able to make use of unauthorized material. This will be reason for qualification "0" and loss of that submission.
The enrolled students will have four submissions to pass the subject plus two further extraordinary ones.
If during the scheduled time of the course the student is classified as "Not present", the submission will not be accepted.
ESNE establishes a qualification system for its degrees that corresponds to what is regulated by articles 5.4 and 6 of Royal Decree 1125/2003, of September 5 (which establishes the European credit system and the university qualification system of official character and valid throughout the national territory). In these articles, which the university applies, the following is regulated: "The results obtained by the student in each of the subjects of the study plan will be graded according to the following numerical scale from 0 to 10, with an expression of one decimal, to which may be added its

corresponding qualitative grade ... The mention of "Honor Roll" may be awarded to students who have obtained a grade equal to or greater 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 a single "Honor Roll" may be awarded.

Numerical Scale	Qualitative Ranking
From 0.0 to 4.99	Suspenso (SS)
From 5 to 6.99	Aprobado (AP)
From 7 to 8.99	Notable (NT)
From 9 to 10	Sobresaliente (SB)

The students' grades are the result of a continuous evaluation system, which allows their work, attitude, participation, and assimilation of knowledge to be constantly assessed. Student attendance and participation in teaching sessions, therefore, are essential for the development of the system, and, as such, evaluable and gradable.