

Course Syllabus for Degree in Desing

Name of the subject	Representation Drawing
Year	1º
Mention	Common
Teaching staff name	Gabriela Cohn
Number of credits ECTS	6
Language of instruction	English

Subject description

Basic elements of the linear plot, plane geometry, space and the adaptation of the drawing to the project will be learned. We will also address the portrait, perspective and the human figure, as well as color, and textures. The course introduces students to the problem of representation through freehand drawing. Observation and analysis skills are developed through the use of drawing as a means of knowledge. In a practical way, they will learn and experiment with different graphic techniques to discover their expressive possibilities.

Prerequisites established in the Study Plan

This subject has no prerequisites established in the curriculum

Necessary prior knowledge

No prior knowledge is required to take the subject

Competences and Learning Outcomes

Basic skills

CB1 - That the students have demonstrated that they possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, also includes some aspects that involve insights from the cutting edge of your field of study.

CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

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

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

Specific skills

Learning objectives. That the student is able to:

1. Perceive and observe the environment to capture the formal aspects of reality.
2. Analyze and solve problems of representation of shapes and spaces through drawing conventions.
3. Know the fundamentals of color and its application in visual communication projects.
4. Master the realization of freehand sketches and perspectives.
5. Identify, formulate and solve semiotic coding problems in a multidisciplinary environment.
6. Develop the analytical capacity that allows conceptual determination in all phases of the formal configuration process, especially those related to the detection and definition of design problems.
7. Development of the critical capacity to discern, assess and select judiciously, facilitating the emergence of solid and well-argued design solutions.
8. Acquire, through praxis, habits related to formal creation processes, according to personal predispositions, developing selection criteria, verification of the creation process, analysis and evaluation of results.

Also taken into consideration:

1. Instrumentalization of the contents of the subject as language, attending to specific situations of expression, communication and configuration.
2. Development of creative skills, ingenious, imagination, intuition, a critical and reflective attitude, and the capacity for autonomy.
3. Strengthen the research capacity of students and acquire a way of working that they can apply in their creative projects.
4. Know all the characteristics of the form from different areas and be able to apply all its options in the proposed works.
5. Encourage creative unlocking by addressing the form from its different aspects.

Learning objectives

We will emphasize the student's ability to represent an idea through drawing. To achieve this, students will be given the basic tools to acquire skill and technique. Throughout the course, we will cover technical concepts such as tonal values, fitting, observation, proportion, composition, perspective, shading, and so on, with objects, spaces, and the human figure.

By the end of the course, the goal is for students to be able to express any idea through drawing, and for those ideas to be creative.

Specific skills. Learning objectives. That the student is able to:

1. Perceive and observe the environment to capture the formal aspects of reality.
2. Analyze and solve problems of representation of shapes and spaces through drawing conventions.
3. Master the realization of freehand sketches and perspectives.
4. Understand, assimilate and solve the human figure and the portrait.

Content

Knowledge, visual competence and psychomotor capacity.

Basic variables of the linear plot. Notions of the value of the line.

Figure apprehension methods: perception, knowledge and description.

Descriptive and cognitive drawing: rational and intuitive systems. Techniques to fit objects and spaces, plane and spatial geometry. Axonometric and conical perspective. Portrait and Human Figure.

Modeling and surface awareness.

Color, textures and light value. It is a theoretical-practical subject. The theoretical part is basic and fundamental, supported by a series of guidelines that will be applied in a pragmatic way.

1. Objects and Spaces:

- 1.1 - Materials and Supports
- 1.2 - Beginning to Draw: Basics
- 1.3 - From flat to volume draw
- 1.4 - Observation / Objects
- 1.5 - Perception / Shapes
- 1.6 - Drawing from Nature
- 1.7 - Introduction to Visual and Poetic Play: Creating a Story. Refining the Idea
- 1.8 - Dihedral
- 1.9 - Geometric Synthesis: Abstract Composition

1.10 - Perspective

1.11 - Conceptual Synthesis

1.12 - Collage and Drawing

1.13 - Portrait

2. The Human Figure:

2.1 - Structure, Proportions

2.2 - Study of the Human Figure: Basic Volumetric Synthesis and Graphic Interpretation

2.3 - Hand Study

2.4 - Model Sessions Understanding movement, rhythm, and gestures

2.5 - The human figure in space, interaction, movement

2.6 - Continuous line drawing. Formal synthesis.

- Line and Shape
- Proportion and Scale
- Observational Skills
- Seeing vs. Looking
- Assignments and Projects

Methodology

It is a theoretical-practical subject in which students will develop their observation skills through different exercises.

This course is primarily studio-based. This means that classwork is essential.

Theoretical sessions will be interspersed, but it is generally a practical course. During class, while the student is working, individualized tutorials will be held, discussing the progress of the specific exercise, as well as any questions and problems that arise.

We will always work in class using an A3 format. We will also use an A4 format for the notebook/sketchbook outside of class. This notebook will require periodic work outside of the university; students must carry the sketchbook with them and draw regularly. Using the sketchbook regularly outside of class is part of the weekly assignments and essential for student progress.

The sessions are face-to-face and an essential requirement is that the students bring all the necessary material to class.

- Continuous evaluation through the periodic delivery of exercises.
- Continuous evaluation through the follow-up of the work in the classroom and the delivery of periodic exercises announced in advance.
- Continuous and individualized analysis of learning results.
- Continuous evaluation of the sketchbooks.
- To make the average, students must have a minimum of 4 points in the first semester.

Ordinary and Extraordinary Calls

Evaluation in ordinary call (continuous evaluation)

According to the school's general evaluation regulations, in order to pass the course, all assessable elements must be submitted and must obtain a minimum grade of 4 to be averaged. If any element is not submitted, its grade will be an NP (not submitted) and the final grade for the regular exam period will also be an NP. If any of the assessable elements do not reach a grade of 4, the final grade for the course will be evaluated as an NA. In both cases, the course cannot be passed during the regular exam period, and the student will have to take the extraordinary exam period according to the following point.

Weight of continuous assessment activities:

Sketch book 20%

Class drawing 10%

Drawing from Nature 10%

Wrapping objects 10%

Draw a Story 5% (group work)

ICP Museum 5%

Drawing on the Right Side of the Brain 5%

Ernst Haeckel_Morphology of Organisms 5%

Portrait 5%

Human Figure 10%

Collage & Draw / Create a drawing combined with the collage technique inspired by
a poem / film / music / text10%

Perspective 5%

Extraordinary Call

Students who do not pass the course in the regular session at the end of the class period may present themselves for the extraordinary recovery session, the dates of which are indicated in the academic calendar.

In extraordinary examinations, the professor will personally decide the assessment method for each student, based on the circumstances that have prevented them from passing the subject in the ordinary examination period. However, two main cases can be identified:

- a. Students who have attended class more or less regularly, for whom the instructor can attest to an acceptable level of engagement with the course material and who have submitted a portion of the required assignment: In this case, the student will need to complete the missing assignments or improve them to pass the course. In the case of written exams, if these have been failed, the student

will need to retake them. The instructor may decide to change the content of the assignments to ensure that the student demonstrates a minimum level of knowledge of the course material.

- b. Students who have not attended class or whose attendance has been irregular and who have practically not submitted any assignments during the course and therefore the teacher cannot attest to a minimum follow-up and knowledge of the contents: In this case, in addition to completing the required submission during the course (with modifications to avoid plagiarism or not) and possibly having to do some extraordinary task, the student will have to compulsorily take a level test (written or oral exam, workshop practical test, etc.) to pass the subject.

The weighting percentages and minimum grades to be obtained for each assessable element will be defined by the professor in each case.

The assessment method for the extraordinary call:

- Complete all required submissions during the course.
- Take an exam consisting of a life drawing (still life of objects or bust/human figure) in the classroom.

This drawing exam will be held on the day the remaining assignments are submitted.

It will be a two-hour session, A3 format, and will be extremely demanding.

Passing this test will determine the evaluation of the remaining submissions, and therefore the final grade. If this assignment is failed, the course will be failed. If this assignment is passed, the evaluation of the remaining assignments will maintain the same weighting as the final grade for the course.

The grade for this assignment will not be averaged, as it serves as a filter and validation of the authorship of the assignments. The purpose of this placement test is to verify that the student has the necessary knowledge to pass the course.

Since the student has barely attended class, the instructor must ensure that the student has reached that level. The level of rigor will be very high, and students will be required to apply all the knowledge explained in class throughout the course.

Therefore, students are strongly encouraged to attend class and submit exercises regularly during the regular session. This is, of course, the way to learn and assimilate knowledge, through practice and individualized tutoring with the professor, as well as contact with other students in the workshop.

The weighting percentages and minimum grades to be obtained for each assessable element may vary during the extraordinary session and will be defined by the professor on a case-by-case basis.

The professor will inform the students in writing about the assessment.

Students are required to independently inform themselves of the requirements they must meet during the session.

Students are required to attend classes.

Failure to comply with this rule may result in the loss of the right to continuous assessment (regular exam) for the subject.

The general regulations indicated in the ESDi academic guides apply to this subject.

In particular, regarding class attendance, it is important to note that: The minimum attendance rate to maintain the right to continuous assessment is 80%; that is, a student may have a maximum of 20% unexcused absences.

In the case of justified absences, a very high number of absences, even if justified, does not exempt students from having to follow the subject and continuous assessment appropriately.

That is, they must submit the assignments required by the professor and complete the planned tests.

When the total number of absences, including justified and unjustified absences, reaches 30%, the student may also be suspended from continuous assessment.

The professor will consult with the tutor or academic coordinator before making and communicating the decision to suspend a student from continuous assessment.

Punctuality at the start of classes is important: Once the 10-minute mark for the start of class, exam, or assignment submission period has elapsed, the student will not be allowed to enter the classroom unless they can justify the delay with a valid document.

Lateness slips from Renfe Cercanías are not considered valid documents to justify a delay.

Given Renfe's frequent delays, it is necessary to plan trips in advance to allow sufficient time to arrive to class on time.

Attendance at a class is complete if the student attends from beginning to end. Students who leave the class before the end without speaking to and justifying their absence from the professor will be charged with absence from the entire class.

Notifying the teacher does not necessarily mean that the student is not absent; this is at the teacher's discretion, depending on the reason for the student's absence.

The teacher may restrict or even prohibit the use of technological devices (computers, tablets, mobile devices, etc.) if misuse is evident, particularly if they are used in the classroom for tasks unrelated to the subject being taught. This rule may be applied individually or collectively.

Sources of information

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Important note:

The content of this teaching guide may be modified during the course if the instructor deems it necessary, based on the progress of the course and the needs of the group. The instructor will communicate any proposed changes to the classroom before the new guide is published.