# 1. BASIC DETAILS

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|---|---|
| **Course** | Art Direction I |
| **Degree** | Bachelor's Degree in Advertising |
| **School/Faculty** | Social and Communication Sciences |
| **Year** | 3º |
| **ECTS** | 6 ECTS |
| **Type** | Compulsory |
| **Language(s)** | Spanish |
| **Delivery Mode** | On campus |
| **Semester** | 2nd semester |

# 2. INTRODUCTION

The Art Direction course in the third year of the Bachelor's Degree in Advertising at Universidad Europea mainly aims to provide students with a sound education in the field of advertising art direction. Through this subject, students acquire the knowledge and skills required to design and carry out both innovative and effective advertising campaigns from a visual and creative perspective.

The themes covered in this course include the history of art direction in advertising, creative conceptualisation, brand building, typography, advertising photography, art direction in digital media, graphic and audiovisual production, art direction in film and television, as well as others.

Students also have the chance to develop technical and creative skills by carrying out practical projects that allow them to apply the theoretical knowledge acquired in the subject. At the end of the course, students will have an in-depth knowledge of the creative and technical processes involved in advertising art direction, and will be capable of applying these to create successful advertising campaigns.

# 3. SKILLS AND LEARNING OUTCOMES

**Key skills (CB, by their acronym in Spanish):**

CB1- Students have shown their knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area

CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters

CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

**Transversal skills (CT, by their acronym in Spanish):**

CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives in order to find the best solutions and effective negotiations

CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

**Specific skills (CE, by their acronym in Spanish):**

CE28 - Ability to creatively solve problems by meeting the specific communication needs of advertisers.

CE29 - Understand and take part in the work and creation processes of various professional profiles in the different scopes of advertising creativity.

CE30 - Ability to use the necessary communication tools to carry out each job professionally, implementing the knowledge acquired in the preparation and production of a work portfolio.

**Learning outcomes (RA, by their acronym in Spanish):**

RA1:  Identify the scope of the Art Director based on their dual role: as communicator by conceptualising an idea with which they try to make an impact and subsequently making this idea a reality within a multidisciplinary work environment.

RA2:  Have the basic knowledge to be able to perform their role in both online and offline contexts.

RA3:  Obtain both a graphic and audiovisual knowledge base which allows them to acquire new skills in the use of visual codes, supports, typographies, typesetting, format and space, as well as identify resources and tools to perform the role of art director.

| Skills | Learning outcomes |
| --- | --- |
| CB4, CT4, CE30 | RA1 |
| CB4, CT4, CE30 | RA2 |
| CB4, CT4, CE30 | RA3 |

# 4. CONTENTS

- Art direction concepts, identifying targets and visual codes, together with aesthetic criteria and graphic elements that will make it possible for an online and/or offline project to become a reality with other requirements that, as regards production, an Art Director must take into account according to the support used.

# 5. TEACHING/LEARNING METHODS

**ON CAMPUS STUDY MODE**
- Lecture/online conference
- Case studies
- Collaborative learning
- Learning based on workshop teaching

# 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

| Learning activity | Number of hours |
|---|---|
| Lectures | 15 |
| Asynchronous lectures | 10 |
| Oral presentations | 10 |
| Drawing up reports and written work | 20 |
| Group tutorials | 10 |
| Independent working | 50 |
| Workshops and/or laboratory work | 35 |
| **TOTAL** | **150** |

# 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

**On-campus:**

| Assessment system | Weighting |
|---|---|
| On-campus knowledge tests | 40.0 |
| Laboratory work | 20.0 |
| Portfolio of learning | 20.0 |
| Performance observation | 20.0 |

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

# 8. BIBLIOGRAFÍA

The work of reference for follow-up of the course is:

The recommended bibliography is indicated below:

Ambrose, G., & Harris, P. (2011). Diseño gráfico: Nuevos fundamentos. Editorial Gustavo Gili.

Armstrong, H. (2010). Guía de diseño gráfico: Todo lo que necesitas saber para diseñar y crear imágenes espectaculares. Blume.

Barrett, T. (2013). Crítica de la estética. Ediciones Paidós.

Bonsiepe, G. (2001). Del objeto a la interfaz: Mutaciones del diseño. Editorial Gustavo Gili.

Bringhurst, R. (2004). Elementos del estilo tipográfico. Omega.

Dondis, D. A. (1992). La sintaxis de la imagen: introducción al alfabeto visual. Editorial Gustavo Gili.

Heller, S., & Vienne, V. (2013). Diseñar para la comunicación. Editorial Gustavo Gili.

Kandinsky, W. (2006). Punto y línea sobre el plano. Ediciones Paidós.

Lupton, E. (2010). Pensar con tipos. Editorial Gustavo Gili.

Meggs, P. B., & Purvis, A. W. (2012). Meggs: Historia del diseño gráfico. Editorial Gustavo Gili.

Norman, D. A. (2013). La psicología de los objetos cotidianos. Paidós.

Tufte, E. R. (2004). The Visual Display of Quantitative Information. Graphics Press.