1. OVERVIEW

Subject Area	Drawing I
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	First
ECTS	6 ECTS
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

This subject deals with concepts regarding the content of materials and boards used in the drawing process. Basic drawing techniques. Observational skills and insight. Basic elements of composition. Understanding and analysis of objects. Freehand drawing.

This course teaches students the tools used in design, from analogue to digital techniques. Students gradually learn the concepts, such as 2-D to 3-D transformations and multimedia and website content.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on 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.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT1: Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT2: Self-confidence: ability to evaluate their own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT3: Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT8: Information processing: ability to seek, choose, analyse and integrate information from diverse sources.

Specific skills (CE, as per the Spanish acronym):

- CE1. Good understanding of colours and their applications, the theory of shapes and how to analyse them, and the laws of visual perception.
- CE2: Ability to apply concepts of metric and projective geometry and systems of spatial representation.
- CE3. Ability to use graphic representation techniques as a form of analysis, conception, communication and expression in design.
- CE7: Understanding of theories of shape and composition to create designs to suit user needs and requirements, ensuring they respect the relationship between shape, function and the context in which they are used.

Learning outcomes (RA, as per the Spanish acronym):

- RA1: Students will learn to: Represent and analyse shapes and images shown on a planar projection surface (two-dimensional). Understand the basic principles and applications of drawing, colour and design in 2-D with particular emphasis on the relationship with human behaviour and response.
- RA2: Master, apply and understand the basic principles of visual, graphic, compositional, organisational and expressive language.
- RA3: Understand and apply correct use of scales, size and proportion in a design and its representation.
- RA4: Apply the principles of colour and design to different design projects.
- RA5: Understand and apply the systems of spatial representation and their relationship with graphic conceptualisation and visual expression in the different phases of design and architectural rendering with complete understanding of projection skills.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB3 CT1, CT3 CE3, CE7	RA1: Students will learn to: Represent and analyse shapes and images shown on a planar projection surface (two-dimensional). Understand the basic principles and applications of drawing, colour and design in 2-D with particular emphasis on the relationship with human behaviour and response.

CB2, CB5 CT2, CT8 CE3	RA2: Master, apply and understand the basic principles of visual, graphic, compositional, organisational and expressive language.
CB4, CB5 CT2, CT3,	RA3: Understand and apply correct use of scales, size and proportion in a design and its representation.
CB1, CB2 CT8 CE1	RA4: Apply the principles of colour and design to different design projects.
CB3, CB4, CT1, CT3, CE2	RA5: Understand and apply the systems of spatial representation and their relationship with graphic conceptualisation and visual expression in the different phases of design and architectural rendering with complete understanding of projection skills.

4. CONTENTS

The subject matter is divided into seven teaching units:

- Learning Unit 01: Introduction to drawing: materials and drawing boards. Core techniques.
- Learning Unit 02: Basic elements of composition.
- Learning Unit 03: Analytical tools for understanding models. Geometric shapes and light and shadow.
- Learning Unit 04: Perception and analysis of the classical model. The human figure.
- Learning Unit 05: Analysis of space and perspectives.
- Learning Unit 06: Introduction to the creative process.
- Learning Unit 07: Creation methods and processes.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Problem-based learning (PBL)
- Project-based studies (PBS)
- 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:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	12.5h (on-site)
Directed learning, practical exercises and problem-solving	50h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (off-site)
Research work and projects	12.5h (off-site)
Self-study	25h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150 h

7. ASSESSMENT

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

On-campus:

Assessment method	Weight
Submission and/or presentation of projects	90-100%

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.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1	Week 1-2
Activity 2	Week 2-3
Activity 3	Week 4-5
Activity 4	Week 6-7
Activity 5	Week 8-9
Activity 6	Week 10-12
Activity 7	Week 13-15

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- CH., BLANC, Gramática de las Artes del Dibujo, Buenos Aires, Editorial Víctor Lerú, 1947
- D. POWELL, *Técnicas de presentacion : guía de dibujo y presentación de proyectos y diseños*, Barcelona, Blume, 1986
- G.ALLEN, *Arte y proceso del dibujo arquitectónico*, Barcelona, Gustavo Gili, 1982.
- GARCÍA NAVAS, *Dibujar después de 1910*, Barcelona, Ed. U.P.C., 1997
- R. GIMÉNEZ MORELL, Espacio, visión y representación en el dibujo y en la pintura del siglo XX, Universidad Politécnica, Valencia, 1988
- S. NAMBERT, El dibujo : técnica y utilidad, Madrid, Hermann Blume, 1985
- SCHINNERER, *El desnudo en el dibujo : 108 dibujos de los grandes maestros desde el siglo XV hasta el siglo XX*, Barcelona, Orbis, 1944

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.
This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:
orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.