

## 1. OVERVIEW

<b>Subject Area</b>	History of Art, Design and Architecture
<b>Degree</b>	Design
<b>School/Faculty</b>	Faculty of Architecture, Engineering and Design
<b>Year</b>	First
<b>ECTS</b>	6
<b>Type</b>	Core
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	First
<b>Academic Year</b>	2024-2025
<b>Coordinating professor</b>	

## 2. INTRODUCTION

Within the Contextualisation module, this subject looks at modern and contemporary history highlighting the most relevant artistic and cultural movements since the 19th Century. It also deals with the historical avant-garde movements and art during the second half of the 20th Century, as well as how modern and contemporary ideas were received. It provides an introduction to the main trends in design and architecture, and their relationship with art.

## 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.
- CT5: Ability to put knowledge into practice
- using the skills acquired through the study of mock situations based faithfully on real life issues in the relevant profession.
- CT6: Oral or written 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.
- CT12: Critical thinking: ability to analyse an idea, occurrence or situation from
- different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- CT16: Decision making: ability to choose between different options or methods to effectively solve different problems or situations.

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

- CE8. Understanding of the history of art and design, how it has evolved technically and the criteria behind certain models being considered as a reference.
- CE9. Ability to analyse different artistic and design work to place them in their correct historical, cultural and stylistic context.
- CE10. Ability to critically evaluate works of art and design with understanding, using the correct terminology and reaching objective, meticulous and accurate conclusions.

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

- RA1. Students will learn to: Understand the history of art, architecture, decorative arts and design.
- RA2. Analyse works of art/design/architecture gradually learning how to critically evaluate them.
- RA3. Develop an understanding of the elements, aspects and common language of art and design. At the same time, students will understand how these elements interact with each other to use this knowledge in analysis and learning. Acquire the ability to situate and classify works of art/design and the artistic movements in their historical, cultural and stylistic contexts. As a result, students will be able to associate artistic works and movements first seen as separate.

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

Skills	Learning outcomes
CB1, CB5 CT1, CT3, CE8	RA1. Understand the history of art, architecture, decorative arts and design.

CB2, CB4, CT18, CE14, CT1, CT2, CT5, CT6, CT12, CT16, CE9	RA2. Analyse works of art/design/architecture gradually learning how to critically evaluate them.
CB3, CB4 CT1, CT2, CT3. CT5, CT6, CT12. CT16, CE10	RA3. Develop an understanding of the elements, aspects and common language of art and design. At the same time, students will understand how these elements interact with each other to use this knowledge in analysis and learning. Acquire the ability to situate and classify works of art/design and the artistic movements in their historical, cultural and stylistic contexts. As a result, students will be able to associate artistic works and movements first seen as separate.

## 4. CONTENTS

- Introduction to the Contemporary World.  
General outlook on the concepts and methodology (Information sources). Modernity and avant-garde. Visual culture. New ways of looking.
- II - Change of century (19th to the 20th)  
Realism and impressionism  
Arts and Crafts  
Avant-garde breakthrough:  
Expressionism  
Cubism  
Futurism  
Dadaism  
Surrealism  
Bauhaus  
Architecture and urbanism (transversal)
- III - 1945 onwards (Art to artistic practices)  
Action art  
Land art  
Arte Povera  
Conceptual art  
Video art  
Remake
- IV - 21st Century Current state of art and design  
Fanzine, self-publishing and editorial design  
Latest trends in art and design

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture.
- Collaborative learning.
- Problem-based learning (PBL).

## 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	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

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

### On-campus:

Assessment method	Weight
Knowledge test: written test and practical exercise	70%
Submission and/or presentation of projects	30%

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.

Attendance to classes is compulsory and to pass the course, students must successfully complete all the class activities and exercises. Attendance and punctuality is compulsory for equal to or more than 75% of classes and activities (if attendance to class and activities is lower than 75%, students will automatically fail the ordinary examination period and have to undertake the extraordinary examination period). Students must submit 100% of the exercises.

### 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. Furthermore, the final assessment (written test and/or practical exercise) will be retaken if necessary.

## 8. SCHEDULE

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

Assessable activities	Date
New contemporary outlook	Week 1-2
Photography and impressionism	Week 2-3
Arts and crafts product design	Week 4-5
Avant-garde manifests	Week 6
Ornament vs rationalism	Week 7
Artistic performance practical	Week 8-9
Self-representation and image	Week 10
Fanzine workshop	Week 11
Final assessment (written and practical exercise)	Week 12-14

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 (both general and specific):

### GENERAL BIBLIOGRAPHY FOR HISTORY OF ART

GOMBRICH, E.H.: La Historia del Arte, Phaidon, Londres y Nueva York 1997.

MAYAYO, Patricia: Historias de mujeres, historias del arte, Madrid: Cátedra, 2003.

RAMÍREZ, J.A (Ed.): Historia del Arte (4 Vols.), Alianza Editorial, 2006 (1997)

### HISTORY OF CONTEMPORARY ART

ALBARRÁN, Juan y ESTELLA, Iñaki (eds.), *Llámalo performance: historia, disciplina y recepción*, Madrid: Brumaria, 2015.

AAVV (HAL FOSTER, etc.): *Art since 1900*, Thames & Hudson, Londres 2007 (2004)  
Traducción en editorial Akal

AAVV: *Modern Art: Practices and Debates* Serie que incluye los siguientes títulos:

*Modernity and Modernism: French painting in the Nineteenth Century Primitivism, Cubism, abstraction: The Early Twentieth Century Realism, Rationalism, Surrealism: Art between the Wars*

*Modernism in dispute: Art since the Forties*

Yale University Press y The Open University, New Haven y Londres 1993

AAVV: *Col. Arte Hoy* (Diversos títulos, monografías de arte contemporáneo centradas en autores y temas), Editorial Nerea

BERGER, J.: *Modos de ver*, Gutavo Gili, Barcelona 2000 (1974)

BRETTELL, RICHARD B.: *Modern Art 1851-1929*, Oxford University Press, Oxford 1999  
BOZAL, Valeriano: *Arte del Siglo XX en España* (2 vols.), Summa Artis (Espasa), Madrid 1998

DE DIEGO, Estrella, *No soy yo. Autobiografía y performance y los nuevos espectadores*, Madrid: Siruela.

FERNÁNDEZ POLANCO, Aurora et al. *Prácticas artísticas contemporáneas*, Madrid: Centro de Estudios Ramón Areces, 2015.

GUASCH, Anna María: *El arte último del siglo XX. Del posminimalismo a lo multicultural*, Alianza Forma, Madrid, 2011 (2000)

HARRISON, CH. and WOOD, P.: *Art in Theory 1900-2000*, Blackwell Publishing, USA and UK, 2004  
HEARD HAMILTON, George: *Pintura y escultura en Europa 1880-1940*, Ed. Cátedra, Madrid 2003 (1980)  
HOPKINS, DAVID: *After Modern Art 1945-2000*, Oxford University Press, Oxford 2000

LUCIE-SMITH, Edward: *Art Today*, Phaidon, London 2000

MARTÍNEZ COLLADO, Ana / PANEA, José Luis (eds.), *Secuencias de la experiencia, estadios de lo visible. Aproximaciones al videoarte español*, Madrid: Brumaria, 2017.

RAMÍREZ, J.A (Ed.): *Historia del Arte: El mundo contemporáneo (Vol.4)*, Alianza Editorial, 2006 (1997)  
WALTER, Ingo F. (Ed): *Arte del siglo XX* (2 vols.), Taschen, Madrid, etc. 2000

## 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](mailto: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.