Universidad Europea

1. /EnglishOVERVIEW

Subject Area	2-D Design Workshop
Degree	Bachelor's Degree in Design
School/Faculty	Faculty of Architecture, Engineering and Design
Year	Second
ECTS	6
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Semester 1
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

Introduction to the principles of 2-D design and practice with basic analogue and digital tools used in the design process. Methodology and information processing prior to a project. Application and understanding of the basic principles of visual, graphic and compositional language: morphology, basic figures, structures, equilibrium, proportion, harmony, typography, composition, transformation, colour, image processing, photography and editing. Methods for analysis and integration of different factors which are included in the design process: drawing, illustration, text and photography.

This module teaches students the graphic tools used in design, from analogue to digital techniques. Students gradually learn the concepts, such as 2-D to 3-D representations 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):

- 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.
- CT4: Ability to analyse and synthesize:
  being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT8: Information processing:
  ability to seek, choose, analyse and integrate information from diverse sources.
- CT13: Problem solving:
  ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT18: Use of information and communication technology (ICT):
  ability to effectively use information and communication technology such as search tools, processing and storing information, as well as developing communication skills.

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.
- CE4. Ability to use IT tools for representing both 2-D and 3-D objects and spaces.

- 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.

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

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5	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.
CT2, CT3, CT4, CT8, CT13, CT18	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.
CE1, CE2, CE3, CE4, CE7	RA4. Apply the principles of colour and design to different design projects.

4. CONTENTS

Unit 1. Collage - Topic: Identity
- Collage
- Composition
- Use of physical materials and digital resources
- Artistic/design references

Unit 2. Fundamental elements of design: point, line and plane
- Point
- Line
- Plane
- Artistic/design references
- Synthesis of image/object/space

Unit 3. Patterns - rhythm, balance and progression
- Grids
- Techniques for creating patterns Rhythm and balance
- Creating patterns Progression
- Rulers Organic and geometric creations

Unit 4. Colour in shapes
- Colour
- Tone, saturation and brightness
- Colour palettes Digital Tools
- Colour in corporate identity
- Artistic/design references
- Synaesthesia
- Visualisation of music

Unit 5. Reference designers
- Introduction
- Fundamentals of research
- Layout
- Publication

Unit 6. 2-D design in movement
- Introduction to storytelling techniques and storyboarding
- 2-D storytelling techniques:
- Poster
- Sequences (sequence of photos and comics)
- Stopmotion
- Video

Unit 7. Packaging and branding

- Introduction to packaging and branding
- Creating planes and identifying elements in packaging
- Working with style guides
- Applications and mock-ups

Unit 8. Design and communication

- Introduction
- Formats
- Posters and analogue media
- Internet and social networks
- Publication

Unit 9. Visualisation of data

- Information design
- Understanding, preparation and visualisation of data

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

5. 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	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 subject in the ordinary examination period, students must get a 5 or above in the weighted average of all the course activities. This also includes achieving a grade of at least 3.5 in the classroom work corresponding to activity 1 (of these 3.5 points, at least 1.75 must be awarded for the theory/practical section).

We will assess:
- ability to organise and plan work efficiently.
- ability to gather relevant information and then suitably analyse, synthesise and process this information.
- resources for solving problems and taking decisions in line with the final objectives.
- ability to demonstrate critical thinking.
- appropriate assimilation of knowledge and resources taught in class.
- interest, work and effort in performing designated tasks.

7.2. Extraordinary examination period

To pass this subject in the extraordinary examination period you must a grade over 5 in the weighted average of all the course activities. Grades higher than 5 in activities 2 to 7 in the ordinary examination period will not need to be repeated. However, they will contribute to the average along with the activities which do need to be repeated in the extraordinary examination period.
We will assess:
- ability to organise and plan work efficiently.
- ability to gather relevant information and then suitably analyse, synthesise and process this information.
- resources for solving problems and taking decisions in line with the final objectives.
- ability to demonstrate critical thinking.
- appropriate assimilation of knowledge and resources taught in class.
- interest, work and effort in performing designated tasks.

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 3-4
Activity 3	Week 5-6
Activity 4	Week 7
Activity 5	Week 8-9
Activity 6	Week 10-12
Activity 7	Week 13-14
Activity 8	Week 15-16
Activity 9	Week 17-18
Activity 10	To be carried out in the final week of the four months (compilation of work)

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:

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- Hampshire, M., Stephenson, K., & Guiu Navarro, S. (2008). Packaging : cómo diseñar envases para un público concreto. Index Books.

- Heller, E., & Chamorro Mielke, J. (2015). Psicología del color: cómo actúan los colores sobre los sentimientos y la razón (1ª edición). Editorial Gustavo Gili.

- Hofmann, A. (1998). *Manual de diseño gráfico. Formas, síntesis, aplicaciones.* Ediciones G. Gil

- Jute. A. (1998). Retículas: la estructura del diseño gráfico. Index Book.

- Kandinsky, Vasili Vasilievich. (2015). Punto Y Línea Sobre El Plano: Contribución Al Análisis De Los Elementos Pictóricos. Paidós.

- Lima, M. (2014). The book of trees: visualizing branches of knowledge (First edition.). Princeton Architectural Press.

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- Lupton, E., & Marcos, Á. (2019). El diseño como storytelling. Gustavo Gili.

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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.
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10.   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.