

Guia Docent del Grau en Disseny

1S_FB_Drawing 1

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Languages and techniques of representation and communication

Type: Training Basic

Credits: 3 ECTS

Total hours: 75h

Course: 1

Hours/week: 4.7h

Semester: 1r

Face-to-face hours/week: 3h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 1.7h

Prerequisites: No prerequisites are required since we cover the basics of drawing from scratch, practicing expression strategies.

1. Presentation of the subject

The Drawing 1 subject is taken in the 1st semester of the 1st year and the basics of drawing are worked on, as graphic strategies of expression. It is an instrument of knowledge, which must provide a solid, useful base for multidisciplinary design, on which the different learnings will be integrated.

It is proposed as a tool for representing and interpreting forms and/or ideas. It mainly focuses on the use of the elements of graphic expression (line, plane, texture, color, etc.) and their relationships in composition. The activities are aimed at representing and interpreting simple forms, objects and natural forms.

The subject has the following main objectives:

- To train students to perceive, observe and analyze the world around them.
- Provide resources and strategies for perception and observation, for the plausible representation of simple shapes, proportions and volumes, as well as for creative interpretation through different resources and strategies.
- Work on the elements of graphic expression and the bases of plastic composition and obtain a useful basis for the different design specialties.

2. Course contents

Representation and interpretation of shapes and/or ideas, using tools, materials and elements of graphic-plastic expression (Line and Stroke, Grids and Textures, Spot and Plane, Color). The expression of line and stroke.

Observation, understanding and analysis of natural objects and forms, for their representation and/or interpretation.

Framing. The selection of the point of view. The Egyptian method in the representation of a form.

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1S_FB_Drawing 1

1

Guia Docent del Grau en Disseny

The plastic value of the sketch.

The fit, the study of proportions, the study of volumes, the response of shapes to light.

Synthesis and Composition. The stylization and essential synthesis of natural objects and forms.

3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-04	Use information and communication technologies efficiently	X	X

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Represent and structure shapes, objects and ideas with graphic resources appropriate to the expressive or communicative purpose. RA.1.1 Use the elements of graphic-plastic language: Line, spot and plane, patterns and textures, color, for the representation and interpretation of shapes, with expression and compositional hierarchy. RA.1.2. Achieve the essential synthesis of natural objects and forms. RA.1.3. Choose independently the appropriate technique and language for the representation and interpretation of forms.	CG-03 CT-01 CT-04
RA2	Represent natural forms and objects in the environment with plausibility. LO2.1. Understanding proportions and volumes through the application of light and shadow.	CG-02 CT-01 CT-04
RA3	Apply the theories of perception, color and shape in representations. LO3.1 Select the appropriate point of view and approach for the form to be represented and/or interpreted.	CG-04 CT-01 CT-04

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1, AF2, AF3
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1, AF2, AF3
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1, AF2, AF3
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies	AF1, AF2, AF3

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1S_FB_Drawing 1

2

Guia Docent del Grau en Disseny

		by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF1, AF2, AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1, AF2, AF3
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1, AF2, AF3
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF1, AF2, AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and provides active feedback during the practice.	AF1, AF2, AF3
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	AF1, AF2, AF3
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF1, AF2, AF3
MD12	Agile methodologies	Type of teamwork in which work is done in several short periods of time.	AF1, AF2, AF3
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.	AF1, AF2, AF3
MD14	Others		

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Exercises for the development of the elements of graphic-plastic expression as elements of visual language, for the representation and expression of ideas and forms. Analogue and/or digital techniques.	5 weeks	33%
AF2	Exercises in representing objects and natural forms, paying attention to proportions, volumes, lights, natural and projected shadows, and color. Analog and/or digital techniques.	6 weeks	33%
AF3	Exercises for the stylization and synthesis of forms. Exercises to develop the possibility of creating new forms. Composition. Analog and/or digital techniques.	5 weeks	33%

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1S_FB_Drawing 1

3

Guia Docent del Grau en Disseny

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential to ensure that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to monitor it. Students who do not attend a minimum of 80% of the face-to-face hours of the subject lose the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore, the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement to be graded. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.

Guia Docent del Grau en Disseny

- Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of artificial intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Represent and structure shapes, objects and ideas with graphic resources appropriate to the expressive or communicative purpose. 20% (RA1.1.)

Have developed the ability to observe and represent natural and artificial objects with proportion, anatomical correction, chiaroscuro and color in plausible drawings or creative imagination. RA1.2 (15%)

Decide and execute formal techniques autonomously, demonstrating personal judgment and coherence with the intention of the project. 15% (RA1.3.)

Compare, analyze and experiment with tonal assessment, luminosity, chiaroscuro, in own creations and those of references. 25% (RA2.1.)

Apply the theories of perspective, visual perception, Gestalt theory, color theory and form in representations. 25% (RA3.1.)

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group suggestions: written and/or oral.

Monitoring reports.

Guia Docent del Grau en Disseny

Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Specific recovery criteria outside of continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. In addition, an extraordinary exam-type test may be taken if the teachers consider it relevant. The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Subject recovery instruments outside of continuous assessment

- The instrument for recovering the subject outside of continuous assessment will be through a test-exercise and will be within the recovery period established by regulations.
- The teacher calls and informs the student of the day of the final retake test as well as the reasons that may lead to the need to take the final test.
- The group must be informed in advance (present it at the beginning of the course, it must appear in the document uploaded to Moodle with the regulations or roadmap for the subject and, always, remember it before the start of the recovery process).
- This test consists of an activity that must be completed in a session of a maximum duration of three

Guia Docent del Grau en Disseny

hours.

-The activity to be carried out must contemplate and collect the main concepts, knowledge and skills worked on in the different sessions carried out during the semester. Example: Framing, composition, fitting, proportions, formal coherence, layout, perspectives, human figure, shadows, textures, color, finishes, cleanliness, among others.

-This test also has a formative nature and is a learning opportunity for the person who did not pass the subject at the time and is in no case a penalty exam.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of artificial intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional

Guia Docent del Grau en Disseny

judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

WONG WUCIUS (1979): Fundamentals of Color Design. Barcelona. Gustavo Gili
KUPPERS, H (1978): Fundamentals of color theory. Barcelona. Gustavo Gili
GARAU, A (1992) Color harmonies. Barcelona. Paidós.
EDWARDS, BETTY: Drawing with the Right Side of the Brain. Hermann Blume
PARRAMON: Fundamentals of Artistic Drawing. Collection: Drawing and Painting. Parramon Publishing.
GOODMAN, SUE and PORTER, TOM: A Handbook of Graphic Techniques for Architects, Designers and Artists. Volumes I and II. Gustavo Gili
GUASCH, GEMMA i ASSUMPTION PASTOR, Josep: Creative drawing. Collection: Creative techniques. Ed. Parramon
MARIS DANTZIC, CYNTHIA: How to draw. Blume
MAYER, MANFRED: Elementary Design and Configuration Projects. Basic Course of the Basel School of Applied Arts. Gustavo Gili
SANMIGUEL, DAVID: The Art of Drawing. Collection: Great Works. Ed. Parramon
TORREANO, JOHN: Drawing what we see. Gestalt perception applied to drawing. Blume
MANUALS de dibuix (col·leccions PARRAMON, Taschen, Blume, etc...)
BELJON, J.J, The Grammar of Art, Celestre ed. Madrid, 1993
Websites for consulting images and references. Various platforms (e.g. Pinterest, and others).

Audiovisuals

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1S_FB_Drawing 1

8

Guia Docent del Grau en Disseny

12. Training activity sheets

ACTIVITY 1	Duration: 5 weeks	Weighting: 33%
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Activity description

ACTIVITY BLOCK TYPE 1

Exercises for the development of the elements of graphic-plastic expression as elements of visual language, for representation and expression:

Work with line and stroke with expression and compositional hierarchy.

Creation of surfaces with relief and/or simple shapes from linear patterns and textures.

Use of representation strategies through contour, surroundings, silhouette, line, plane and color, for a composition based on the synthesis of the shape(s).

Portfolio.

Contents

Representation and interpretation of shapes and/or ideas, using tools, materials and elements of graphic-plastic expression (Line and Stroke, Grids and Textures, Spot and Plane, Color). The expression of line and stroke.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.

Applied teaching methodologies

Each teacher will be able to adapt their practice by choosing, from the methodologies indicated, the one that most effectively responds to the reality and needs of the class group.

MD1. Lecture and/or master class

The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.

MD2. Debate and/or discussion

The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.

MD3. Readings and/or comments

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1S_FB_Drawing 1

9

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Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.

MD4. Tests and/or exams

Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.

MD5. Workshops and/or internships

Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.

MD6. Presentations and/or defenses

Publicly presenting the results of a work, project or research in front of an audience.

MD7. Case study

Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.

MD8. Project work

Project or problem based on the real or professional world that needs to be solved independently or in a group.

MD9. Guided practice

The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.

MD10. Flipped Classroom

Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.

MD11. Collaborative work

Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

MD12. Agile methodologies

Type of teamwork in which work is carried out in several short periods of time.

MD13. Role-playing games

Role play with the aim of illustrating a situation and the different points of view on it.

MD14. Others

Learning outcomes

Represent and structure shapes, objects and ideas with graphic resources appropriate to the expressive or communicative purpose.

- | | |
|-----|--|
| RA1 | RA.1.1 Use the elements of graphic-plastic language: Line, spot and plane, patterns and textures, color, for the representation and interpretation of shapes, with expression and compositional hierarchy.
RA.1.2. Achieve the essential synthesis of natural objects and forms.
RA.1.3. Choose independently the appropriate technique and language for the representation and interpretation of forms. |
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Guia Docent del Grau en Disseny

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Represent and structure shapes, objects and ideas with graphic resources appropriate to the expressive or communicative purpose. 20% (RA1.1.)

Have developed the ability to observe and represent natural and artificial objects with proportion, anatomical correction, chiaroscuro and color in plausible or creative imagination drawings. RA1.2 (15%)

Decide and execute formal techniques autonomously, demonstrating personal judgment and coherence with the intention of the project. 15% (RA1.3.)

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation

Specific recovery criteria within continuous assessment

- The final grade for the semester will be the arithmetic average of the total assessment activities.
- The assessment of each activity must be duly considered and specified through its percentages in the subject rubric. This rubric must be presented publicly at the beginning of the course and registered in Moodle.
- The evaluation grade results from the grade of the set of activities in the course activity dossier: The sheets, assignments, projects.
- It involves improving the activities. In order to recover the activity or activities, students must make the appropriate improvements following the teacher's instructions and within the recovery period marked by the ESDAPC calendar for the course.
- Outings outside the school and of an assessable nature: students who have not made the outing, but present a duly argued justification, will obtain a NP assessment, but will be able to do a complementary activity that is comparable in content, difficulty and time to the one not attended. Students who do NOT present a justification or present an inconsistent justification will NOT be able to do a complementary activity that is comparable in content, difficulty and time to the one not attended and will maintain the NP of the grade.

Guia Docent del Grau en Disseny

-If you do not achieve a final grade equal to or greater than 5, and have exhausted all opportunities for improvement of activities during the course, you will have failed the subject and will have to take a final exam to RECOVER THE COURSE.

-Students who have passed the semester may take the course retake exam in order to improve their grade. This exam will always be taken at the end of the course and within the period of time set by the school in the annual school calendar. The passing grade obtained in the retake automatically replaces the course grade without the possibility of returning it. It should be noted that taking the exam does NOT automatically imply an improvement in the grade, that is, there is the possibility or risk that the result of the exam may lower the final grade of the course. In order to avoid unfavorable situations, students who wish to take the exam will have 5 minutes at the beginning of the exam to read and try this exam. If they decide not to take the exam within these 5 minutes, their previous grade for the course will be kept, and if they decide to take the exam, they will obtain the grade resulting from the exam, which will automatically replace the previous average grade, without the possibility of keeping the previous one.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. In addition, an extraordinary exam-type test may be taken if the teachers consider it relevant. The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

-The instrument for recovering the subject outside of continuous assessment will be through a test-exercise and will be within the recovery period established by regulations.

-The teacher calls and informs the student of the day of the final retake test as well as the reasons that may lead to the need to take the final test.

-The group must be informed in advance (present it at the beginning of the course, it must appear in the document uploaded to Moodle with the regulations or roadmap for the subject and, always, remember it before the start of the recovery process).

-This test consists of an activity that must be completed in a session of a maximum duration of three hours.

-The activity to be carried out must contemplate and collect the main concepts, knowledge and skills worked on in the different sessions carried out during the semester. Example: Framing, composition, fitting, proportions, formal coherence, layout, perspectives, human figure, shadows, textures, color, finishes, cleanliness, among others.

-This test also has a formative nature and is a learning opportunity for the person who did not pass the subject at the time and is in no case a penalty exam.

Guia Docent del Grau en Disseny

ACTIVITY 2	Duration: 6 weeks	Weighting: 33%
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Description of the activity

ACTIVITY BLOCK TYPE 2:

Exercises in representing Natural Objects and Forms, based on given models, paying attention to proportions, volumes, lights, own and projected shadows, in B/W and/or color.

Exercises will be carried out to work on observation, analysis, fitting, the study of proportions, volumes, point of view, visual perspective, incidence of light, own and projected shadows, light and chromatic interactions, composition.

Portfolio.

Contents

Representation and interpretation of shapes and/or ideas, using tools, materials and elements of graphic-plastic expression (Line and Stroke, Patterns and Textures, Spot and Plane, Color). The expression of line and stroke.

Observation, understanding and analysis of natural objects and forms, for their representation and/or interpretation.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.

Applied teaching methodologies

Each teacher will be able to adapt their practice by choosing, from the methodologies indicated, the one that most effectively responds to the reality and needs of the class group.

MD1. Lecture and/or master class

The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.

MD2. Debate and/or discussion

The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.

MD3. Readings and/or comments

Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.

MD4. Tests and/or exams

Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students.

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13

Guia Docent del Grau en Disseny

This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.

MD5. Workshops and/or internships

Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.

MD6. Presentations and/or defenses

Publicly presenting the results of a work, project or research in front of an audience.

MD7. Case study

Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.

MD8. Project work

Project or problem based on the real or professional world that needs to be solved independently or in a group.

MD9. Guided practice

The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active suggestions during the practice.

MD10. Flipped Classroom

Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.

MD11. Collaborative work

Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

MD12. Agile methodologies

Type of teamwork in which work is done in several short periods of time.

MD13. Role-playing games

Role play with the aim of illustrating a situation and the different points of view on it.

MD14. Others

Learning outcomes

RA2 Represent natural forms and objects in the environment with plausibility.
LO2.1. Understanding proportions and volumes through the application of light and shadow.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Interpretation adjusted to the premises of the requested form. However, regarding the use of techniques and procedures. 50%

Ability to delve deeper into the requested task, ability to select and establish one's own criteria. 40%

Portfolio. Delivery of the original activity in digital format based on the requested criteria, regarding its presentation, research and analysis of references and personal conclusion. 10%

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation

Specific recovery criteria within continuous assessment

- The final grade for the semester will be the arithmetic average of the total assessment activities.
- The assessment of each activity must be duly considered and specified through its percentages in the subject rubric. This rubric must be presented publicly at the beginning of the course and registered in Moodle.
- The evaluation grade results from the grade of the set of activities in the course activity dossier: The sheets, assignments, projects.
- It involves improving the activities. In order to recover the activity or activities, students must make the appropriate improvements following the teacher's instructions and within the recovery period marked by the ESDAPC calendar for the course.
- Outings outside the school and of an assessable nature: students who have not made the outing, but present a duly argued justification, will obtain a NP assessment, but will be able to do a complementary activity that is comparable in content, difficulty and time to the one not attended. Students who do NOT present a justification or present an inconsistent justification will NOT be able to do a complementary activity that is comparable in content, difficulty and time to the one not attended and will maintain the NP of the grade.
- If you do not achieve a final grade equal to or greater than 5, and have exhausted all opportunities for improvement of activities during the course, you will have failed the subject and will have to take a final exam to RECOVER THE COURSE.
- Students who have passed the semester may take the course retake exam in order to improve their grade. This exam will always be taken at the end of the course and within the period of time set by the school in the annual school calendar. The passing grade obtained in the retake automatically replaces the course grade without the possibility of returning it. It should be noted that taking the exam does NOT automatically imply an improvement in the grade, that is, there is the possibility or risk that the result of the exam may lower the final grade of the course. In order to avoid unfavorable situations, students who wish to take the exam will have 5 minutes at the beginning of the exam to read and try this exam. If they decide not to take the exam within these 5 minutes, their previous grade for the course will be kept, and if they decide to take the exam, they will obtain the grade resulting from the exam, which will automatically replace the previous average grade, without the possibility of keeping the previous one.

Guia Docent del Grau en Disseny

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. In addition, an extraordinary exam-type test may be taken if the teachers consider it relevant. The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

- The instrument for recovering the subject outside of continuous assessment will be through a test-exercise and will be within the recovery period established by regulations.
- The teacher calls and informs the student of the day of the final retake test as well as the reasons that may lead to the need to take the final test.
- The group must be informed in advance (present it at the beginning of the course, it must appear in the document uploaded to Moodle with the regulations or roadmap for the subject and, always, remember it before the start of the recovery process).
- This test consists of an activity that must be completed in a session of a maximum duration of three hours.
- The activity to be carried out must contemplate and collect the main concepts, knowledge and skills worked on in the different sessions carried out during the semester. Example: Framing, composition, fitting, proportions, formal coherence, layout, perspectives, human figure, shadows, textures, color, finishes, cleanliness, among others.
- This test also has a formative nature and is a learning opportunity for the person who did not pass the subject at the time and is in no case a penalty exam.

Guia Docent del Grau en Disseny

ACTIVITY 3	Duration: to be carried out during the last weeks of the semester, although they can be alternated with the rest of the activities throughout the semester.	Weighting: 33%
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Description of the activity

ACTIVITY BLOCK TYPE 3:

Exercises in synthesizing shapes and composition. Exercises in interpreting shapes:

Exercises will be carried out to work on the geometrization of shapes, aspects of synthesis and stylization, formal and chromatic, as well as composition with analog and/or digital techniques.

Exercises will be carried out to work on imagination and creativity, creating new shapes and/or giving new functions to studied shapes.

Portfolio.

Contents

Representation and interpretation of shapes and/or ideas, using tools, materials and elements of graphic-plastic expression (Line and Stroke, Patterns and Textures, Spot and Plane, Color). The expression of line and stroke.

Framing. The selection of the point of view. The Egyptian method in the representation of a form.

The plastic value of the sketch.

The fit, the study of proportions, the study of volumes, the response of shapes to light.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.

Applied teaching methodologies

Each teacher will be able to adapt their practice by choosing, from the indicated methodologies, the one that most effectively responds to the reality and needs of the class group.

MD1. Lecture and/or master class

The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.

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Printed 2026-4-7

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17

Guia Docent del Grau en Disseny

MD2. Debate and/or discussion

The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.

MD3. Readings and/or comments

Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.

MD4. Tests and/or exams

Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.

MD5. Workshops and/or internships

Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.

MD6. Presentations and/or defenses

Publicly presenting the results of a work, project or research in front of an audience.

MD7. Case study

Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.

MD8. Project work

Project or problem based on the real or professional world that needs to be solved independently or in a group.

MD9. Guided practice

The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and provides active feedback during the practice.

MD10. Flipped Classroom

Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.

MD11. Collaborative work

Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

MD12. Agile methodologies

Type of teamwork in which work is carried out in several short periods of time.

MD13. Role-playing games

Role play with the aim of illustrating a situation and the different points of view on it.

MD14. Others

Learning outcomes

Apply the theories of perception, color and shape in representations.

LO3.1 Select the appropriate point of view and approach for the form to be represented and/or interpreted.

RA3

Guia Docent del Grau en Disseny

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Represent and structure shapes, objects and ideas with graphic resources appropriate to the expressive or communicative purpose. RA1.1 (20%)

Have developed the ability to observe and represent natural and artificial objects with proportion, anatomical correction, chiaroscuro and color in plausible or creative imagination drawings. RA1.2 (15%)

Decide and execute formal techniques autonomously, demonstrating personal judgment and coherence with the intention of the project. LO1.3 (15%)

Compare, analyze and experiment with tonal assessment, luminosity, chiaroscuro, in own creations and those of references. LO2.1 (25%)

Apply the theories of perspective, visual perception, Gestalt theory, color theory and form in representations. LO3.1 (25%)

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation

Specific recovery criteria within continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All exercises must be submitted. The weighted average of these must be equal to or greater than 5 to pass. In addition, an extraordinary exam-type test may be taken if the teachers consider it relevant. The evaluation

Guia Docent del Grau en Disseny

criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

- The instrument for recovering the subject outside of continuous assessment will be through a test-exercise and will be within the recovery period established by regulations.
- The teacher calls and informs the student of the day of the final retake test as well as the reasons that may lead to the need to take the final test.
- The group must be informed in advance (present it at the beginning of the course, it must appear in the document uploaded to Moodle with the regulations or roadmap for the subject and, always, remember it before the start of the recovery process).
- This test consists of an activity that must be completed in a session of a maximum duration of three hours.
- The activity to be carried out must contemplate and collect the main concepts, knowledge and skills worked on in the different sessions carried out during the semester. Example: Framing, composition, fitting, proportions, formal coherence, layout, perspectives, human figure, shadows, textures, color, finishes, cleanliness, among others.
- This test also has a formative nature and is a learning opportunity for the person who did not pass the subject at the time and is in no case a penalty exam.