

# 1S\_FB\_Design languages and applications 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:** 6 ECTS

**Total hours:** 150h

**Course:** 1

**Hours/week:** 9.4h

**Semester:** 1r

**Face-to-face hours/week:** 4.5h

**Language in which it is taught:** Catalan / Spanish

**Self-employed hours/week:** 4.9h

**Prerequisites:** User-level computing.

## 1. Presentation of the subject

The subject of *Design languages and applications 1* will provide the theoretical and expressive bases and resources for the representation and communication of design languages: structure, form, color and space.

The fundamentals of languages are necessary to be able to understand, interpret and, ultimately, act in the field of representation and visual communication. Students will learn the basics of graphic expression and experimentation to communicate graphically in the field of design and will provide them with knowledge that they will apply to the rest of the subjects.

It is a theoretical-practical subject in which theoretical knowledge will be applied and experimented with to develop the understanding of the fundamental concepts of the analysis of form, composition and perception in two-dimensional and three-dimensional space.

Students will be trained in the introduction to the knowledge of computer tools linked to the world of design so that they can develop proposals for representation and visual communication.

## 2. Course contents

- Perception.
  - The process of perception.
  - Perceptual theories.
  - Experimentation and construction with form and space with different analog and digital techniques with the concepts of; figure and background, form and counterform, positive and negative, depth of field.
  - Optical illusions.
- The morphological elements.
  - The point, the line, the plane, the shape, the texture.
  - Communicative intentionality of form. Expressive value and quality.

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- Compositional principles. Composition and organization of space. Structure. Balance. Rhythm. Direction. Basic manipulations using vector procedures.
- Networks and modules. Repetition structures and modular structures by vector procedure. (Analog and/or vector graphic features such as Illustrator and Photoshop bitmaps for the visualization and creation of shapes.)
- The color.
  - Fundamentals of color theory.
  - Dimensions of color: hue, value, saturation.
  - Chromatic perception and interactions.
  - The significance of color, symbolic values.
  - Color systems and catalogs. Color coding. Color models and reproduction.
  - Color management, color samples and libraries. Scales with formulas from bitmap programs like Photoshop and vector programs like Illustrator.

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

| Transversal skills |                                                            | Subject | Subject |
|--------------------|------------------------------------------------------------|---------|---------|
| CT-01              | Organize and plan work in an efficient and motivating way. | X       | X       |
| 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       |
| CG-03          | Establish relationships between formal language, symbolic language and specific functionality.    | X       | X       |
| CG-04          | Have a scientific view on the perception and behavior of form, matter, space, movement and color. | X       | X       |

### 4. Learning outcomes

| RA  | Description of the learning outcome                                                                                                                                                                                                              | Skills                 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| RA1 | Identify and describe the perceptual process and perceptual theories.                                                                                                                                                                            | CG-2                   |
| RA2 | Analyze perceptual theories in environmental work.                                                                                                                                                                                               | CG-4                   |
| RA3 | Organize, develop and experiment with two-dimensional and three-dimensional shapes based on perceptual theories using different analog and digital techniques (bitmap like Photoshop and vector like Illustrator)                                | CT-1, CT-4, CG-3       |
| RA4 | Recognize and experiment with morphological elements as a channel of communication and their expressive values.                                                                                                                                  | CG-2, CG-3, CG-4       |
| RA5 | Identify, distinguish and apply the compositional and organizational principles of space. Create compositions with modular networks and grids using digital techniques. (Photoshop-type bitmap and Illustrator-type vector)                      | CT-1, CT-4, CG-2, CG-4 |
| RA6 | Acquire and use chromatic resources; dimensions, standards, palettes, samples and color modes to correctly use bitmap software such as Photoshop and vector software such as Illustrator in future projects and represent and communicate ideas. | CG-4, CG-2             |
| RA7 | Know and apply chromatic interactions and symbolism to obtain specific objectives in the development of                                                                                                                                          | CT-1, CG-4             |

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|      |                                                                                           |            |
|------|-------------------------------------------------------------------------------------------|------------|
|      | work.                                                                                     |            |
| RA8  | Use analog tools and resources and appropriate computer tools.                            | CT-4, CG-4 |
| RA9  | Use and manage bitmap software such as Photoshop and vector software such as Illustrator. | CT-4       |
| RA10 | Argue and evaluate the results obtained with analytical capacity.                         | CT-1, CG-2 |

### 5. Teaching methodologies of the subject

| Code | Typology                 | Description                                                                                                                                                                                                                                                                     | Apply |
|------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| MD3  | Readings and/or comments | Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.                                                                                                                                                 | x     |
| 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. | x     |
| 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.                                                                                       | x     |
| 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.                                                                        | x     |
| MD11 | Collaborative work       | Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.                                                                                                                                          | x     |

### 6. Training activities of the subject

| Code | Description                                                                                                                                 | Duration | Percentage |
|------|---------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|
| AF1  | Theoretical/practical structured work on the application, experimentation and creation of perceptual theories and the construction of form. | 5 weeks  | 30%        |
| AF2  | Theoretical/practical guided work/s on experimentation, morphological and modular elements, composition and their expressive value.         | 5 weeks  | 35%        |
| AF3  | Theoretical/practical structured work on theories, interaction, symbology and color management.                                             | 6 weeks  | 35%        |

### 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.

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### 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 in order to guarantee 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 control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses 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 in order to be qualified. 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.
  - 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 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 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.

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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

#### ACTIVITY 1 30%

- Have conceptual resources related to visual perception. (RA1)
- Select useful information to define concepts. (RA10)
- Identify, analyze and describe images corresponding to the principles of Gestalt and optical illusions. Interpret, argue and evaluate the results obtained with analytical capacity. (RA3)
- Relate visual signs to communicative significance. (RA2)
- Use appropriate manual and computer resources and tools. (Bitmap programs such as Photoshop and vector programs such as Illustrator). (RA9)
- Generate interesting proposals that solve the problems raised. (RA8)

#### ACTIVITY 2 35%

- It has conceptual resources referring to morphological elements and modular structures. (RA4)
- Apply theoretical knowledge of composition in the analysis of designs. (RA5)
- Translate and interpret graphically concepts and/or images using basic elements. (RA4)
- Create meanings with morphological elements that interact in space. (RA5)
- Analyze the different elements that make up the composition. (RA5)
- Identify the compositional structure underlying a composition. (RA5)
- Takes care in presenting work. (RA10)
- Generate interesting proposals that solve the problems raised. (RA10)
- Use appropriate manual and computer resources and tools (bitmap type Photoshop and vector type Illustrator). (RA8)
- Degree to which the result responds objectively and correctly to the requested task. (RA10)

#### ACTIVITY 3 35%

- Select the appropriate images to apply the concepts. (RA7)
- Apply theoretical knowledge about color systems. (RA6)
- Use appropriate IT resources and tools..(RA8)
- Adequacy of the chosen elements in relation to theoretical knowledge..(RA7)
- Recognition of color systems and catalogs. Color coding..(RA6)
- Visual interest, adequate resolution and understanding of the requested concept..(RA7)
- Application of theoretical knowledge about color ranges..(RA6)
- Research, resolution and use of color palettes and samples of bitmap programs such as Photoshop and vector programs such as Illustrator. (RA6)
- Take care in presentation. (RA10)
- Degree of complexity and depth of the task required. (RA10)

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### Evaluation instruments within continuous evaluation

Rubrics.  
Application exercises.  
Individual and/or group feedback: written or oral.  
Direct observations.  
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

Follow the criteria established in the training activities.

#### Specific recovery criteria outside of continuous assessment

Follow the criteria established in the training activities.

#### Subject recovery instruments outside of continuous assessment

Follow the criteria established in the training activities.

## 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

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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 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.

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### 11. Sources of information and teaching resources

#### Basic bibliography

#### Reference bibliography and other resources

- Acaso, M. (2006). Visual language. Barcelona: Paidós.
- Albers, J. (1980). The Interaction of Color. Madrid: Alianza Forma.
- Aparici, R. and García Matilla, A. (2008). Reading images in the digital age. Madrid: Ediciones de la Torre.
- Arnheim, R. (1983). Art and Visual Perception (4th ed.). Barcelona: Alianza Forma.
- Dondis, D.A. (2008). The syntax of the image: Introduction to the visual alphabet. Barcelona: Gustavo Gili.
- Goldstein, B. (2002). Sensation and perception. Madrid: Thomson. (Chapters referring to the study topics.)
- Heller, E. (2004). Psychology of color. Barcelona: Gustavo Gili.
- Küppers, H. (1978). Fundamentals of color theory. Barcelona: Gustavo Gili. Lupton, C. (2008). Graphic design: New foundations. Barcelona: Gustavo Gili.
- Menkhoff, I. (2008). Optical Illusions. United Kingdom: Parragon Books. Pawlik, J. (1996) Color Theory. Barcelona: Paidós.
- Samara, T. (2009) The elements of design. Barcelona: Gustavo Gili.
- Villafañe, J. and Mínguez, N. (1996) Principles of General Image Theory. Madrid: Pirámide. Wong, W. (1995). Fundamentals of Design. Barcelona: Gustavo Gili.

#### Audiovisuals



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### 12. Content blocks

|                   |                   |                |
|-------------------|-------------------|----------------|
| <b>ACTIVITY 1</b> | Duration: 5 weeks | Weighting: 30% |
|-------------------|-------------------|----------------|

#### Description of the activity

Activity on identifying the main concepts and perceptual theories. Experimenting with form and space. Figure and background. Form and counterform. Positive and negative. Gestalt laws and optical illusions. Construction of the form by analog and digital procedure.

#### Contents

1. **The perception.**
  - 1.1. The process of perception.
  - 1.2. Perceptual theories.
  - 1.3. Experimentation and construction with form and space with different analog and digital techniques with the concepts of; figure and background, form and counterform, positive and negative, depth of field.
  - 1.4. Optical illusions.

#### 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

|      |                          |                                                                                                                                                                                                                                                                                 |
|------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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.                                                                                       |
| 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.                                                                        |
| MD11 | Collaborative work       | Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.                                                                                                                                          |

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MD14

Others

Digital support video tutorials

### Learning outcomes

|      |                                                                                                                                                                                                                   |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RA1  | Identify and describe the perceptual process and perceptual theories.                                                                                                                                             |
| RA2  | Analyze perceptual theories in environmental work.                                                                                                                                                                |
| RA3  | Organize, develop and experiment with two-dimensional and three-dimensional shapes based on perceptual theories using different analog and digital techniques (bitmap like Photoshop and vector like Illustrator) |
| RA8  | Use analog tools and resources and appropriate computer tools.                                                                                                                                                    |
| RA9  | Use and manage bitmap software such as Photoshop and vector software such as Illustrator.                                                                                                                         |
| RA10 | Argue and evaluate the results obtained with analytical capacity.                                                                                                                                                 |

### Continuous evaluation

#### Specific evaluation criteria within continuous evaluation 30%

- Have conceptual resources related to visual perception. (RA1)
- Select useful information to define concepts. (RA10)
- Identify, analyze and describe images corresponding to the principles of Gestalt and optical illusions. Interpret, argue and evaluate the results obtained with analytical capacity. (RA3)
- Relate visual signs to communicative significance. (RA2)
- Use appropriate manual and computer resources and tools. (Bitmap programs such as Photoshop and vector programs such as Illustrator). (RA9)
- Generate interesting proposals that solve the problems raised. (RA8)

#### Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Co-evaluation.

#### Specific recovery criteria within continuous assessment

Redo the activity based on the assessment instrument report

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### Recovery outside of continuous assessment 30%

#### Specific recovery criteria outside of continuous assessment

- Have conceptual resources related to visual perception. (RA1)
- Select useful information to define concepts. (RA10)
- Identify, analyze and describe images corresponding to the principles of Gestalt and optical illusions. Interpret, argue and evaluate the results obtained with analytical capacity. (RA3)
- Relate visual signs to communicative significance. (RA2)
- Use appropriate manual and computer resources and tools. (Bitmap programs such as Photoshop and vector programs such as Illustrator). (RA9)
- Generate interesting proposals that solve the problems raised. (RA8)

#### Recovery instruments outside of continuous assessment

Written in-person test on the content related to perception.50%

Presentation of activity 1 already mentioned.50%

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|                   |                 |                |
|-------------------|-----------------|----------------|
| <b>ACTIVITY 2</b> | Duration: weeks | Weighting: 35% |
|-------------------|-----------------|----------------|

### Description of the activity

Activity on recognition and experimentation with morphological elements as a channel of communication and their expressive values. Modules and networks. Composition and organization of space. Structure. Balance. Rhythm. Direction. Basic manipulations by vector procedure.

### Contents

#### 2 Morphological elements.

2.1 The point, the line, the plane, the shape, the texture.

2.2 Communicative intentionality of form. Expressive value and quality.

2.3 Compositional principles. Composition and organization of space.

Structure. Balance. Rhythm. Direction. Basic manipulations by vector procedure.

2.4 Networks and modules. Repetition structures and modular structures by vector procedure.

(Analog and/or vector graphics such as Illustrator and Photoshop bitmaps for the visualization and creation of shapes.)

### 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

|      |                          |                                                                                                                                                                                                                                                                                 |
|------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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.                                                                                       |
| 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.                                                                        |
| MD11 | Collaborative work       | Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.                                                                                                                                          |

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### Learning outcomes

|      |                                                                                                                                                                                                                             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RA4  | Recognize and experiment with morphological elements as a channel of communication and their expressive values.                                                                                                             |
| RA5  | Identify, distinguish and apply the compositional and organizational principles of space. Create compositions with modular networks and grids using digital techniques. (Photoshop-type bitmap and Illustrator-type vector) |
| RA8  | Use analog tools and resources and appropriate computer tools.                                                                                                                                                              |
| RA10 | Argue and evaluate the results obtained with analytical capacity.                                                                                                                                                           |

### Continuous evaluation

#### Specific recovery criteria within continuous assessment 35%

- It has conceptual resources referring to morphological elements and modular structures. (RA4)
- Apply theoretical knowledge of composition in the analysis of designs. (RA5)
- Translate and interpret graphically concepts and/or images using basic elements. (RA4)
- Create meanings with morphological elements that interact in space. (RA5)
- Analyze the different elements that make up the composition. (RA5)
- Identify the compositional structure underlying a composition. (RA5)
- Take care in presenting work. (RA10)
- Generate interesting proposals that solve the problems raised. (RA10)
- Use appropriate manual and computer resources and tools (bitmap type Photoshop and vector type Illustrator). (RA8)
- Degree to which the result responds objectively and correctly to the requested task. (RA10)

#### Evaluation instruments within continuous evaluation

Rubrics.  
Application exercises.  
Individual and/or group feedback: written or oral.  
Direct observations.  
Co-evaluation.

#### Specific recovery criteria within continuous assessment

Redo the activity based on the assessment instrument report

#### Recovery outside of continuous assessment

#### Specific recovery criteria outside of continuous assessment 35%

- It has conceptual resources referring to morphological elements and modular structures. (RA4)
- Apply theoretical knowledge of composition in the analysis of designs. (RA5)
- Translate and interpret graphically concepts and/or images using basic elements. (RA4)

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- Create meanings with morphological elements that interact in space. (RA5)
- Analyze the different elements that make up the composition. (RA5)
- Identify the compositional structure underlying a composition. (RA5)
- Take care in presenting work. (RA10)
- Generate interesting proposals that solve the problems raised. (RA10)
- Use appropriate manual and computer resources and tools (bitmap type Photoshop and vector type Illustrator). (RA8)
- Degree to which the result responds objectively and correctly to the requested task. (RA10)

### Recovery instruments outside of continuous assessment

Written in-person test on the contents referring to morphological elements. 50%

Presentation of activity 2 already mentioned. 50%

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|                   |                 |                |
|-------------------|-----------------|----------------|
| <b>ACTIVITY 3</b> | Duration: weeks | Weighting: 35% |
|-------------------|-----------------|----------------|

### Description of the activity

ACT 03.

Activity on the fundamentals of color theory; dimensions, standards, palettes, samples and color modes using manual tools and resources and vector and bitmap software.

### Contents

#### 3 The color.

3.1 Fundamentals of color theory.

3.2 Dimensions of color: hue, value, saturation.

3.3 Chromatic perception and interactions.

3.4 The significance of color, symbolic values.

3.5 Color systems and catalogs. Color coding. Color models and reproduction.

3.6 Color management, color samples and libraries. Scales with formulas from bitmap programs such as Photoshop and vector programs such as Illustrator.

### 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

|      |                          |                                                                                                                                                                                                                                                                                 |
|------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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.                                                                                       |
| 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.                                                                        |
| MD11 | Collaborative work       | Joint construction of knowledge through interaction and collaboration                                                                                                                                                                                                           |

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between students. The teacher has a guiding and dynamizing role.

MD14

Others

Digital support video tutorials

### Learning outcomes

|      |                                                                                                                                                                                                                                                  |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RA6  | Acquire and use chromatic resources; dimensions, standards, palettes, samples and color modes to correctly use bitmap software such as Photoshop and vector software such as Illustrator in future projects and represent and communicate ideas. |
| RA7  | Know and apply chromatic interactions and symbolism to obtain specific objectives in the development of work.                                                                                                                                    |
| RA8  | Use analog tools and resources and appropriate computer tools.                                                                                                                                                                                   |
| RA10 | Argue and evaluate the results obtained with analytical capacity.                                                                                                                                                                                |

### Continuous evaluation

#### Specific recovery criteria within continuous assessment 35%

- Select the appropriate images to apply the concepts. (RA7)
- Apply theoretical knowledge about color systems. (RA6)
- Use appropriate IT resources and tools..(RA8)
- Adequacy of the chosen elements in relation to theoretical knowledge..(RA7)
- Recognition of color systems and catalogs. Color coding..(RA6)
- Visual interest, adequate resolution and understanding of the requested concept..(RA7)
- Application of theoretical knowledge about color ranges..(RA6)
- Research, resolution and use of color palettes and samples of bitmap programs such as Photoshop and vector programs such as Illustrator. (RA6)
- Take care in presentation. (RA10)
- Degree of complexity and depth of the task required. (RA10)

### Evaluation instruments within continuous evaluation

Rubrics.  
Application exercises.  
Individual and/or group feedback: written or oral.  
Direct observations.  
Co-evaluation.

#### Specific recovery criteria within continuous assessment

Redo the activity based on the assessment instrument report



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### Recovery outside of continuous assessment

#### Specific recovery criteria outside of continuous assessment 35%

- Select the appropriate images to apply the concepts. (RA7)
- Apply theoretical knowledge about color systems. (RA6)
- Use appropriate IT resources and tools. (RA8)
- Adequacy of the chosen elements in relation to theoretical knowledge. (RA7)
- Recognition of color systems and catalogs. Color coding. (RA6)
- Visual interest, adequate resolution and understanding of the requested concept. (RA7)
- Application of theoretical knowledge about color ranges. (RA6)
- Research, resolution and use of color palettes and samples of bitmap programs such as Photoshop and vector programs such as Illustrator. (RA6)
- Take care in presentation. (RA10)
- Degree of complexity and depth of the task required. (RA10)

### Recovery instruments outside of continuous assessment

Written in-person test on content related to color. 50%

Presentation of activity 3 already mentioned. 50%