

Guia Docent del Grau en Disseny

2S_FB_Audiovisual media

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

Subject: Languages and representation techniques

Type: Basic Training

Credits: 3 ECTS

Total hours: 75 h

Course: 1

Hours/week: 4,7 h

Semester: 2

Face-to-face hours/week: 3 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 1,7 h

Prerequisites:

1. Presentation of the subject

The Audiovisual Media subject introduces students to the technique, treatment and application of audiovisual language. It covers both the procedural aspects associated with the capture and editing of moving images and the expressive and communicative capacity of audiovisual language.

Once the subject is completed, students will be able to:

To identify, use and evaluate the expressive and communicative characteristics of audiovisual creation.

To know and use the camera for recording and editing a short audiovisual speech (synthesis) with the technical and technological resources acquired and which, subsequently, will be used as a tool of expression and communication in the subjects of design projects and others in the curriculum.

2. Course contents

1. The audiovisual language:

- Introduction to space, time and light.
- Shot composition, types of shots and camera movements.
- Assembly principles
- Script guidelines

2. Capture and creation of digital moving images:

- Pre-production.
- Production.

3. Digital moving image processing:

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- Post-production.
- The sun.

4. Application of the moving image to different areas linked to Design:

- File preparation. Internet, web, mobile, etc.
- Search for moving images and sounds. Archives.
- Publication of moving images.

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. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Identify the expressive and communicative characteristics of audiovisual creation.	CG-02
RA-02	Understand and value the audiovisual image as a communicative expression.	CG-03
RA-03	Apply the technical and technological resources of audiovisual media to the capture of moving images.	CG-04
RA-04	Have audiovisual resources to produce a simple visual discourse	CT-01 / CT-04

5. Teaching methodologies applied to the subject

Get up	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.	x
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.	x
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the	x

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		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.	
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	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
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.	x
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	x

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Guided practice activity that includes various contents where the student must apply the knowledge learned through the analysis of specific cases.	6 weeks	30-40%
AF2	Practical activity where the applicability of the contents and knowledge acquired is considered, taking into account the student's creativity..	6 weeks	30-40%
AF3	Examination with equivalent proficiency.	Duration to be determined	20-30%

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 specific evaluation and grading criteria of each subject:

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- 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 will have to be resubmitted as a recovery.
- 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 student or a first-degree relative, coincidence with an official language level or driving license ex 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 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 must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

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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

Memory 5%

Conceptual and formal quality of memory

Formal and aesthetic quality 30%

Composition and aesthetics. (RA-01) (RA-02)

Technical quality 60%

Technical control. (RA-03)

Image post-production. (RA-03) (RA-04)

Publication quality 5% (RA-01)

Adaptation of the publication according to requirements.

Export quality.

Suitable export format.

Evaluation instruments within continuous evaluation

The evaluation instruments that will be used will be:

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-evaluation / 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 teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

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Specific recovery criteria within continuous assessment

Memory 5%
Conceptual and formal quality of memory
Formal and aesthetic quality 30%
Composition and aesthetics. (RA-01) (RA-02)
Technical quality 60%
Technical control. (RA-03)
Image post-production. (RA-03) (RA-04)
Publication quality 5% (RA-01)
Adaptation of the publication according to requirements.
Export quality.
Suitable export format.

Resubmit the activity(ies) duly corrected or improved.

Students who wish to increase their grade, considering that they can also lower it, must resubmit the activity during the make-up week established in the ESDAPC calendar. It should be noted that the grade that will count will be the one obtained upon submission of the improved activity, whether higher or lower than the initial one.

Specific recovery criteria outside of continuous assessment

Memory 5%
Conceptual and formal quality of memory

Formal and aesthetic quality 30%
Composition and aesthetics. (RA-01) (RA-02)

Technical quality 60%
Technical control. (RA-03)
Image post-production. (RA-03) (RA-04)

Publication quality 5% (RA-01)
Adaptation of the publication according to requirements.
Export quality.
Suitable export format.

Subject recovery instruments outside of continuous assessment

Students will have to present the course activities (application exercises) and take the specific remedial test. The activities will have 50% of the final grade and the specific remedial test 50%.

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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)

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. 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, recommended whenever it is used as an assistant during the research process or as another source. In both cases, it must comply with the [citation regulations established by the APA](#).

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the evaluation activities and citing the tools used and, specifically, to identify the texts or images generated by AI systems, which they may not present as their own.

Misuse of this tool can seriously affect the evaluation of the assessment activities. If in doubt, it is recommended that, before submitting the activity, a consultation be sent to the teacher.

For the evaluation, students are responsible for any possible errors that Artificial Intelligence may make.

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11. Sources of information and teaching resources

Basic bibliography

From Diego, J. (2014) Control the video mode of your SLR camera. Madrid: JDEJ Editores
Fernández, F. and Martínez, J. (2000). Basic manual of audiovisual language and narrative. Barcelona: Paidós.
Marqués, P. (2004) Introduction to audiovisual language. Barcelona: Department of Applied Pedagogy, Faculty of Education UAB

Reference bibliography and other resources

FERRÉS, J. Educating in a culture of the show. Paidós, Barcelona, 2000.
FRISBY, J. From the eye to The vision. Alianza, Madrid, 1987.
SÁNCHEZ, J. L. History of cinema, film theory and genres, photography and television. Alianza, Madrid, 2002.
SÁNCHEZ-BIOSCA, V. Film Editing. Theory and Analysis. Paidós, Barcelona, 1996.
Various Authors. History of Cinema. V. Photography, Television and Multimedia Art. 43. Documentary and Realism photographic.

Audiovisuals

CHION, M. How to Write a Screenplay. Cátedra, Madrid, 2001.
CHION, M. Music in Film. Paidós Editions, Barcelona, 1997.
CHION, M. Audiovision. Introduction to a joint analysis of music and sound. Editions Paidós, Barcelona, 1993.
FERRÉS, J. Television and education. Paidós, Barcelona, 1994.
FERRÉS, J. Subliminal Television. Paidós, Barcelona, 1996.
GARCÍA, M. Popular television fiction, an evolution of television series in Spain. Gedisa, Barcelona, 2002.
GAUDREAU, A.; JOST, F. The cinematic narrative. Paidós, Barcelona, 1995.
GUBERN, Roman: Mirror of ghosts. Espasa Calpe, Madrid, 1993.
OBACH DOMÈNECH, Xavier (author), FERRÉS i PRATS, Joan (coord). How to watch TV?. II-Them News. Audiovisual Council of Catalonia, Barcelona, 1998.
PONS i BUSQUETS, Jordi: Cinema, a history of fascination. Museum of the Tomàs Mallol cinema-collection, Girona City Council, Àmbit Serveis Editorials, Girona, 2002.
QUIN, Robyn / MACMAHON, Barrie: Stories and Stereotypes. La Torre Editions, Madrid, 1997.
REISZ, K.; MILLAR, G. Technique of cinematographic montage. Taurus, Madrid, 1990.

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12. Training activity sheets

ACTIVITY 1	Duration: 6 weeks	Weighting: 30-40%
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Description of the activity

Delivery of the folder of guided practices based on the following contents.

Contents

The audiovisual language:

- Introduction to space, time and light
- Shot composition, types of shots and camera movements
- Assembly principles
- Script basics

Capture, creation and processing of digital moving images:

- Pre-production
- Production
- Post-production
- The sun
- Digital lab techniques

Application of the moving image to different areas linked to design:

- Preparation of files. Internet, web, mobile, etc.
- Search for moving images and sounds. Archives, etc.
- Publication of moving images.

Skills

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

Applied teaching methodologies

MD-01	Conference and/or master class.
MD-02	Debate and/or discussion.
MD-12	Agile methodologies.

Learning outcomes

RA-01	Identify the expressive and communicative characteristics of audiovisual creation.
RA-02	Understand and value the audiovisual image as a communicative expression.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

The specific evaluation criteria are maintained, taking into account:

Level of mastery of the contents.
Degree of achievement with respect to abilities and skills.
Appropriate presentation.

Evaluation instruments within continuous evaluation

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

Specific recovery criteria within continuous assessment

The specific evaluation criteria are maintained.

Improvement or repetition of suspended activities.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific evaluation criteria are maintained, taking into account:

Improvement or repetition of suspended activities.
Delivery of undelivered activities.
Carrying out a complementary theoretical-practical test to demonstrate the achievement of skills.
Students will have to present the course activities (application exercises) and take the specific remedial test. The activities will have 50% of the final grade and the specific remedial test 50%.

Recovery instruments outside of continuous assessment

Rubric.
Complementary theoretical-practical test of achievement of skills.

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ACTIVITY 2	Duration: 6 weeks	Weighting: 30-40%
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Description of the activity

Delivery of the folder of applied practices based on the following contents.

Contents

The audiovisual language:

- Introduction to space, time and light
- Shot composition, types of shots and camera movements
- Assembly principles
- Script basics

Capture, creation and processing of digital moving images:

- Pre-production
- Production
- Post-production
- The sun
- Digital lab techniques.

Skills

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

Applied teaching methodologies

MD-08	Project work.
MD-09	Guided practice.
MD-10	Flipped classroom.
MD-12	Agile methodologies.

Learning outcomes

RA-01	Identify the expressive and communicative characteristics of audiovisual creation.
RA-02	Understand and value the audiovisual image as a communicative expression.
RA-03	Apply the technical and technological resources of audiovisual media to the capture of moving images.
RA-04	Have audiovisual resources to create a simple visual discourse.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

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The specific evaluation criteria are maintained, taking into account:

Level of mastery of the contents.

Degree of achievement with respect to abilities and skills.

Experimentation, study, research, analysis, synthesis, critical sense, communicative and aesthetic coherence, appropriate presentation.

Transfer of knowledge to new approaches and/or analogous situations.

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written and oral.

Direct observations.

Co-evaluation.

Specific recovery criteria within continuous assessment

The specific evaluation criteria are maintained, taking into account:

Level of mastery of the contents.

Degree of achievement with respect to abilities and skills.

Experimentation, study, research, analysis, synthesis, critical sense, communicative and aesthetic coherence, appropriate presentation.

Transfer of knowledge to new approaches and/or analogous situations.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific evaluation criteria are maintained, taking into account:

Improvement or repetition of suspended activities.

Delivery of undelivered activities.

Carrying out a complementary theoretical-practical test to demonstrate the achievement of skills.

Students will have to present the course activities (application exercises) and take the specific recovery test. The activities will have 50% of the final grade and the specific recovery test 50%.

Recovery instruments outside of continuous assessment

Rubric.

Complementary theoretical-practical test of achievement of skills.

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ACTIVITY 3	Duration: To be determined by the teacher	Weighting: 20-30%
Description of the activity		
Examen o prova equivalent.		
Contents		
Audiovisual language. Capture, creation and processing of digital moving images. Application of moving images to different areas linked to design.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-02	Use information and communication technologies efficiently.	
CG-02	Establish relationships between formal language, symbolic language and specific functionality.	
CG-03	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	
Applied teaching methodologies		
MD-04	Tests and/or exams.	
Learning outcomes		
RA-01	Identify the expressive and communicative characteristics of audiovisual creation.	
RA-02	Understand and value the audiovisual image as a communicative expression.	
RA-03	Apply the technical and technological resources of audiovisual media to the capture of moving images.	
RA-04	Have audiovisual resources to create a simple visual discourse.	
Continuous evaluation		
Specific evaluation criteria within continuous evaluation		
Level of mastery of the contents.		
Evaluation instruments within continuous evaluation		
Rubrics. Application exercises. Individual and/or group feedback: written and oral. Direct observations. Co-evaluation.		
Specific recovery criteria within continuous assessment		
Carrying out a complementary theoretical-practical test to demonstrate the achievement of skills		

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Carrying out a complementary theoretical-practical test to demonstrate the achievement of skills.

Recovery instruments outside of continuous assessment

Rubric.

Complementary theoretical-practical test of achievement of skills.