

3S_FO_GRA_Graphic design projects 1

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

Subject: Graphic design projects

Type: Mandatory Training graphic design

Credits: 8 ECTS

Total hours: 200h

Course: 2

Hours/week: 12.5h

Semester: 3r

Face-to-face hours/week: 5.5h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 7h

Prerequisites: It is recommended to have acquired all the knowledge of the Design Language and Applications I subject.

1. Presentation of the subject

The Graphic Design Projects 1 subject introduces students to the fields of visual identity design and advertising design. The combination of theory and practice will provide students with the necessary skills to analyze cases and solve introductory projects, so that, little by little, they will become familiar with the language and methodology of graphic design. The documentation will be organized and interpreted to define the objectives and conditions of the project, and a proposal will be proposed that is best suited to the context of the project, both conceptually and graphically.

Given their own solutions, students must appreciate the value of work carried out following the proposed methodology and realize the importance of the role of graphic design within our society.

2. Course contents

Process and methodologies of the graphic design project.

Areas of application:

- Advertising as a communicative element: The poster. Ephemeral supports.
- Graphic attributes

Visual identity design. Introduction. Basic applications.

- Identity concepts.
- Criteria for selecting identity traits and attributes.
- Basic identity manual.

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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-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-14	Master the research methodology in the generation of viable projects, ideas and solutions.	X	X

General skills		Subject	Subject
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	X	X
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.	X	X
GRA-03	Understand and use the capacity for meaning of graphic language.	X	X
GRA-04	Master the procedures for creating communicative codes.	X	X
GRA-06	Interrelate formal and symbolic languages with specific functionality.	X	X
GRA-10	Apply methods to verify communicative effectiveness.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Reflect on the problem and apply a coherent methodology. (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).	CT-03 CT-14
RA2	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).	CT-01 CG-01
RA3	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).	CG-01 CE-GRA-01
RA4	Know and use communication support channels.	CE-GRA-04
RA5	Structure the support and order the elements that participate in the graphic discourse according to the communication objectives of the assignment.	CG-01 CE-GRA-03 CE-GRA-04
RA6	Communicate and argue about one's own design work: Use the language of the specialty and appropriate to the recipient. Analytically develop and graphically model a graphic project report. Knowing how to coordinate and integrate with the group, responsibly assuming the relevant role within teamwork.	CG-11 CE-GRA-10

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RA7	Establish coherent relationships between form, function and communication (Experiment, propose and evaluate ideas, concepts and solutions).	CE-GRA-06
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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.	OF 1-4
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.	OF 1-4
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	OF 1-4
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.	OF 1-4
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	OF 1-4
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	OF 1-4

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Creation of a graphic support (example, postcard, flyer, Instagram post...)	3-4 weeks	20%
AF2	Creation of a graphic support (example: poster)	4-5 weeks	30%
AF3	Adaptation of graphic support.	3-4 weeks	20%
AF4	Realization of an identity of a company or entity social.	4-5 weeks	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.

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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 recovery outside the continuous assessment that is defined in the teaching guide and classroom schedule of the subject. In cases of serious absenteeism, with attendance less than 60% of the face-to-face hours of the subject, the student will lose the right to be assessed 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 submissions of the evaluation activities must conform to the deadlines, format and contents defined in the statement of the activity in order to be qualified. Activities submitted outside the deadline, format and/or minimum contents will be considered outside the continuous evaluation process, will not be evaluated within it and may be resubmitted as 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 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 originality of the exercises carried out. Any act of copying and/or plagiarism or

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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

Phase 1 + 2: 20% + 20% = 40%

Relevance of the sources consulted (RA1)

Participation in work: roles and norms (RA6)

Time management (RA2-RA3)

Analysis structure (RA2)

Information synthesis (RA2)

Problem definition (RA3)

Spelling and presentation (RA6)

Phase 3 + 4: 50%

Formal quality of the solution. 30% (RA4 - RA5 - RA7)

Quality of manual or digital graphic representation. 30% (RA4 - RA5 - RA7)

Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30% (RA4 - RA5 - RA7)

Spelling and quality of presentation. 10% (RA6)

Phase 5: 10%

Expression and communication of the project. 50% (RA6)

Graphic support / Technological resources. 50% (RA6)

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

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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

The specific evaluation criteria for each activity are taken into account. If the student wants to raise their grade, the same concept is maintained: improve the work taking into account the specific evaluation criteria for each activity.

Specific recovery criteria outside of continuous assessment

Suspended or undelivered activities must be submitted.

Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous evaluation process. Therefore, they will not be evaluated within it and will have to be resubmitted as a recovery.

Subject recovery instruments outside of continuous assessment

Activities are collected according to the course outlines and the same feedback is given as in continuous assessment.

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.

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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

AIREY, D. (2014). *Logo Design Love: A Guide to Creating Iconic Brand Identities*. 2nd Edition. Hoboken: Peachpit Press

BARNICOAT, J. (1997). *Posters, their history and their language* Barcelona: Ed. Gustavo Gili.

BASSAT, L. (1999). *The Red Book of Brands: How to Build Successful Brands* Navarre: Espasa Calpe.

BOKHUA, G. (2022). *Principles of Logo Design*. Beverly: Rockport Publishers

CHAVES, N. (1994). *Corporate image. Theory and methodology of institutional identification* Mexico: Ed. Gustavo Gili.

COSTA, J. and CIAC. (1992). *Corporate identity and business strategy* Barcelona: CEAC Editions.

DONDIS, D. (2017). *The Syntax of the Image: An Introduction to the Visual Alphabet* 2a. ed. Barcelona: Ed. Gustavo Gili.

HELLER, E. (2010). *Color Psychology: How Colors Affect Feelings and Reason* Barcelona: Ed. Gustavo Gili.

HOLLIS, R. (2006). *Swiss Graphic Design: The Origins and Growth of an International Style 1920-1965*. New Haven: Yale University Press

GARDEN, E. (2021). *Fifty-something tips on typography*. Editorial GG.

LUPTON, E. i COLE PHILLIPS, J. (2016). *Graphic design: New fundamentals*. 2a ed. Barcelona: GG

MUNARI, B. (1996). *Design and Visual Communication* Barcelona: Ed. Gustavo Gili.

ROM, J. (2002). *The fundamentals of graphic design, project process and methodology* Barcelona: Tripods.

SAMARA, T. (2020). *Design Elements : Understanding the Rules and Knowing When to Break Them*. 3a ed. Beverly: Quatro.

Audiovisuals

Generals

<https://graffica.info/>

<https://iconoclasistas.net/>

<https://www.unostiposduros.com/>

<https://swissgrid.posterhouse.org/>

<http://www.monografica.org/>

<https://www.itsnicethat.com/>

Activity 1: Graphic support

https://www.instagram.com/atelier_bingo/

Activity 2: Graphic support - The poster

<https://www.centrenationaldugraphisme.fr/en/collection>

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<https://posterhouse.org/special-project/posters-in-protest/>
<https://powertotheposter.com/>
<https://javierjaen.com/Advertising>
<https://www.isidroferrer.com/index.php?/proyectos/carteles/>
<https://disenadorasgraficas.com/biografia/paula-scher/>
<https://www.instagram.com/themovingposters/>
https://www.instagram.com/poster_blog/
<https://ajuntament.barcelona.cat/cartells/ca>

Activity 3: Identity design

<https://www.increasingvalor.com/ca/blog/wordmark-brandmark-combination-mark-and-blem/>

Activity 4: Adaptations

Branding Style Guides. The Branding Guidelines Archive. <https://brandingstyleguides.com/>
Watson, J. (2025). How I build brand guidelines without PDFs.
<https://www.youtube.com/watch?v=do35cjiUknc>

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12. Content blocks

ACTIVITY 1	Duration: 4 weeks	Weighting: 20%
Description of the activity		
Creation of a graphic support (example, postcard, flyer, Instagram post...)		
Phase 1. (individual and/or in a team) Documentary search for different graphic design proposals, studying the common factors. (collection of printed material and subsequent analysis)		
Phase 2. (individual and/or in a team) Interpretation of the data obtained		
Phase 3 + 4. (individual). Practical application. Creation of a graphic support		
Phase 5. Presentation and communication of the process until reaching the final solution.		
Contents		
Process and methodologies of the graphic design project.		
Areas of application:		
- Advertising as a communicative element: The poster. Ephemeral supports. - Graphic attributes		
Skills		
Described in the subject teaching guide		
Applied teaching methodologies		
MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	
MD5	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	Publicly presenting the results of a work, project or research in front of an audience.	
MD7	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 or problem based on the real or professional world that needs to be solved independently or in a group.	
MD11	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	
Learning outcomes		
RA1	Reflect on the problem and apply a coherent methodology. (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).	
RA2	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).	
RA3	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).	
RA4	Know and use communication support channels.	
RA5	Structure the support and order the elements that participate in the graphic discourse according to the communication objectives of the assignment.	
RA6	Communicate and argue about one's own design work: Use the language of the specialty and appropriate to the	

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recipient. Analytically develop and graphically model a report of the graphic project. Know how to coordinate and integrate with the group, assuming the relevant role within a teamwork with responsibility.
Establish coherent relationships between form, function and communication (Experiment, propose and evaluate ideas, concepts and solutions).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1 + 2: 20% + 20% = 40%

Relevance of the sources consulted

Participation in work: roles and norms

Time management

Structure of the analysis

Information summary

Problem definition

Spelling and presentation

Phase 3 + 4: 50%

Formal quality of the solution

Quality of manual or digital graphic representation

Degree of relationship between ideas and concepts that lead to developing working hypotheses

Spelling and quality of presentation.

Phase 5: 10%

Expression and communication of the project

Graphic support / Technological resources

Evaluation instruments within continuous evaluation

Rubrics

Individual and/or group feedback: written or oral.

Specific recovery criteria within continuous assessment

The same as in continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in continuous assessment

Recovery instruments outside of continuous assessment

The same as in continuous assessment

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ACTIVITY 2	Duration: 4-5 weeks	Weighting: 30%
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Description of the activity

Creation of a graphic support (example: poster)

- Phase 1. (individual and/or team) Documentary search + poster analysis
- Phase 2. (individual and/or team) Interpretation of the data collected
- Phase 3 + 4. Creation of graphic support
- Phase 5. Presentation of the process until reaching the definitive solution.

Contents

Process and methodologies of the graphic design project.

Areas of application:

- Advertising as a communicative element: The poster. Ephemeral supports.
- Graphic attributes

Skills

Described in the subject teaching guide

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role,
MD5	that of a receiver.
	Carrying out practical activities applied in a controlled environment, oriented towards learning through
MD6	experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Publicly presenting the results of a work, project or research in front of an audience.
	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing
MD8	different intervention or solution proposals through examples or references.
MD11	Project or problem based on the real or professional world that needs to be solved independently or in a group.
	Joint construction of knowledge through interaction and collaboration between students. The teacher has a
	guiding and dynamizing role.

Learning outcomes

RA1	Reflect on the problem and apply a coherent methodology. (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA2	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA3	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA4	Know and use communication support channels.
RA5	Structure the support and order the elements that participate in the graphic discourse according to the

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RA6	communication objectives of the assignment.
RA7	Communicate and argue about one's own design work: Use the language of the specialty and appropriate to the recipient. Analytically develop and graphically model a report of the graphic project. Know how to coordinate and integrate with the group, assuming the relevant role within a teamwork with responsibility. Establish coherent relationships between form, function and communication (Experiment, propose and evaluate ideas, concepts and solutions).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1 + 2: 20% + 20% = 40%

Relevance of the sources consulted

Participation in work: roles and norms

Time management

Structure of the analysis

Information summary

Problem definition

Spelling and presentation

Phase 3 + 4: 50%

Formal quality of the solution

Quality of manual or digital graphic representation

Degree of relationship between ideas and concepts that lead to developing working hypotheses

Spelling and quality of presentation.

Phase 5: 10%

Expression and communication of the project

Graphic support / Technological resources

Evaluation instruments within continuous evaluation

Rubrics

Individual and/or group feedback: written or oral.

Specific recovery criteria within continuous assessment

The same as in continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in continuous assessment

Recovery instruments outside of continuous assessment

The same as in continuous assessment

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ACTIVITY 3

Duration: 5-6 weeks

Weighting: 30%

Description of the activity

Creation of an identity for a company or social entity.

- Phase 1. (individual and/or in a team) Graphic collection. Analysis of specific typologies. Documentary search
- Phase 2. (individual and/or in a team) Interpretation of the data collected. Preparation of a basic brief
- Phase 3 + 4. Creation of identity. Basic application regulations
- Phase 5. Presentation of the process until reaching the definitive solution.

Contents

Visual identity design. Introduction. Basic applications.

Identity concepts.

Criteria for selecting identity traits and attributes.

Basic identity manual.

Skills

Described in the subject teaching guide

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role,
MD5	that of a receiver.
	Carrying out practical activities applied in a controlled environment, oriented towards learning through
MD6	experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Publicly presenting the results of a work, project or research in front of an audience.
	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing
MD8	different intervention or solution proposals through examples or references.
MD11	Project or problem based on the real or professional world that needs to be solved independently or in a group.
	Joint construction of knowledge through interaction and collaboration between students. The teacher has a
	guiding and dynamizing role.

Learning outcomes

RA1	Reflect on the problem and apply a coherent methodology. (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA2	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA3	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA4	Know and use communication support channels.
RA5	Structure the support and order the elements that participate in the graphic discourse according to the

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RA6	communication objectives of the assignment.
RA7	Communicate and argue about one's own design work: Use the language of the specialty and appropriate to the recipient. Analytically develop and graphically model a report of the graphic project. Know how to coordinate and integrate with the group, assuming the relevant role within a teamwork with responsibility. Establish coherent relationships between form, function and communication (Experiment, propose and evaluate ideas, concepts and solutions).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1 + 2: 20% + 20% = 40%

Relevance of the sources consulted

Participation in work: roles and norms

Time management

Structure of the analysis

Information summary

Problem definition

Spelling and presentation

Phase 3 + 4: 50%

Formal quality of the solution

Quality of manual or digital graphic representation

Degree of relationship between ideas and concepts that lead to developing working hypotheses

Spelling and quality of presentation.

Phase 5: 10%

Expression and communication of the project

Graphic support / Technological resources

Evaluation instruments within continuous evaluation

Rubrics

Individual and/or group feedback: written or oral.

Specific recovery criteria within continuous assessment

The same as in continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in continuous assessment

Recovery instruments outside of continuous assessment

The same as in continuous evaluation.

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ACTIVITY4	Duration: 2-3 weeks	Weighting: 20%
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Description of the activity

Adaptation of graphic support.

Phase 1. (individual and/or in teams) Documentary evidence

Phase 2. (individual i/o en equip)

- Interpretation of the data collected.
- Preparation of a basic briefing.

Phase 3 + 4. Creation of graphic support

Phase 5. Presentation of the process until reaching the definitive solution

Contents

Process and methodologies of the graphic design project.

Areas of application:

- Advertising as a communicative element: The poster. Ephemeral supports.
- Graphic attributes

Skills

Described in the subject teaching guide

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role,
MD5	that of a receiver.
MD6	Carrying out practical activities applied in a controlled environment, oriented towards learning through
MD7	experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD8	Publicly presenting the results of a work, project or research in front of an audience.
MD11	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.
	Project or problem based on the real or professional world that needs to be solved independently or in a group.
	Joint construction of knowledge through interaction and collaboration between students. The teacher has a
	guiding and dynamizing role.

Learning outcomes

RA1	Reflect on the problem and apply a coherent methodology. (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA2	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA3	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA4	Know and use communication support channels.
RA5	Structure the support and order the elements that participate in the graphic discourse according to the

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RA6	communication objectives of the assignment.
RA7	Communicate and argue about one's own design work: Use the language of the specialty and appropriate to the recipient. Analytically develop and graphically model a report of the graphic project. Know how to coordinate and integrate with the group, assuming the relevant role within a teamwork with responsibility. Establish coherent relationships between form, function and communication (Experiment, propose and evaluate ideas, concepts and solutions).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1 + 2: 20% + 20% = 40%

Relevance of the sources consulted

Participation in work: roles and norms

Time management

Structure of the analysis

Information summary

Problem definition

Spelling and presentation

Phase 3 + 4: 50%

Formal quality of the solution

Quality of manual or digital graphic representation

Degree of relationship between ideas and concepts that lead to developing working hypotheses

Spelling and quality of presentation.

Phase 5: 10%

Expression and communication of the project

Graphic support / Technological resources

Evaluation instruments within continuous evaluation

Rubrics

Individual and/or group feedback: written or oral.

Specific recovery criteria within continuous assessment

The same as in continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in continuous assessment

Recovery instruments outside of continuous assessment

The same as in continuous assessment