

Guia Docent del Grau en Disseny

5/6S_ON_Calligraphy

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

Subject: Workshop on applications, techniques and resources

Type: Optional

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 5/6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites:

1. Presentation of the subject

The origin of the word calligraphy comes from the Greek terms cali, which means beautiful, lovely to behold, and graphia which translated means tracing, drawing or handwriting. Calligraphy therefore means the art of writing with beauty and grace.

For some time now, calligraphy has regained prominence in graphic communication and has quickly spread to other areas of design such as textile prints, mural painting, space signage or the customization of different types of products.

This is why the elective is designed as an introduction to calligraphy aimed at students of all specialties who want to acquire theoretical and technical knowledge to develop their calligraphic proposals in an autonomous and coherent way.

The course covers everything from the evolution and structure of historical writings to knowledge of basic techniques and tools, to then develop more personal and expressive work in the medium or area that the student chooses.

2. Course contents

- Calligraphic technique
- The main historical alphabets
- Calligraphic tools and materials
- Theoretical or scientific bases
- Handicraft and digital techniques
- Historical and current calligraphers
- The labeling technique
- The lettering
- Knowledge and use of labeling tools
- Nature and behavior of materials
- Traditional and digital techniques.

Guia Docent del Grau en Disseny

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-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	x	X

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

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	X	X

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	Identify and use tools and materials.	CT-16
RA-02	Acquire traditional or current techniques and evaluate their application to design specialties.	CT-01, CT-03
RA-03	Interprets and evaluates possibilities and techniques to promote subsequent ideation processes.	CT-03
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.	GRA-02, CG-02
RA-05	It locates traditional or current techniques and resources in the design process, connects them and assesses the possibility of integrating them into design processes.	CG-02
RA-06	It values the experience and contribution of artisanal techniques, appreciates the cultural fact as well as the valuation of them within the current design panorama.	CT-16
RA-07	Identify current trends and movements.	CT-16

5. Teaching methodologies applied to 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.	AF 1, AF 2
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies	Recovery outside of

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

5S-6S_OPT_TATR_Calligraphy

Printed 2026-06-26

2

Guia Docent del Grau en Disseny

		by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	continuous assessment
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.	AF 1, AF 2
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.	AF 1, AF 2

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	The calligraphic technique	8 weeks	50 %
AF2	The lettering technique. Lettering	8 weeks	50 %

7. Evaluation systems

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

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

7.1. Continuous evaluation

General evaluation criteria

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

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential 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

Guia Docent del Grau en Disseny

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 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.

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.

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. 50%

Dossier with historical alphabets, sketches and calligraphic references. RA-01, RA-02, RA-03, RA-04 (20-40%):

- Apply the writing models worked on in class.
- Knows how to use calligraphic tools, techniques and resources.
- He searches for quality calligraphic references indicating their authorship.
- Present and organize the dossier in a neat and coherent manner.

Guia Docent del Grau en Disseny

Calligraphic work. RA-01, RA-02, RA-03, RA-04 (30-50%):

- Integrates knowledge of calligraphic techniques and tools into the work process.
- Apply the basic principles of composition, color and visual hierarchy in accordance with the communicative intention.
- It shows cohesion and graphic unity throughout the work.
- It presents calligraphic work in a neat and orderly manner.

Experimental approaches in the work process and in the final result. RA-05, RA-06, RA-07 (20-40%):

- It provides multiple, creative and original solutions in calligraphic work.
- Experiment with alternative tools and media.

ACTIVITY 2. 50%

Dossier amb proves de lettering. RA-01, RA-02, RA-03, RA-04 (20-40%):

- Works from the labeling models
- Knows how to use labeling tools, techniques and resources.
- Research significant lettering references, indicating their authorship.
- Formal and expressive quality of the images of the final result.
- Present and organize the dossier in a neat and coherent manner.

Lettering assignment resolution. RA-01, RA-02, RA-03, RA-04 (30-50%):

- Integrates knowledge of labeling techniques and tools into the work process.
- Success in selecting technical and expressive resources in accordance with the communicative intention.
- It applies labeling techniques appropriately in the student's specialty.
- Formal quality of the final result.

Experimental approaches in the work process and in the final result. RA-05, RA-06, RA-07 (20-40%):

- It provides multiple, creative and original solutions in lettering work.
- Experiment with alternative techniques and materials.

Evaluation instruments within continuous evaluation

Written/practical tests

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

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:

Guia Docent del Grau en Disseny

- 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.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Submission of pending work with the same initial requirements and evaluation criteria (value 50%).
- Written/practical test with the content of the entire subject (value 50%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Subject recovery instruments outside of continuous assessment

Delivery of pending work.
Written/practical tests.

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.

Guia Docent del Grau en Disseny

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.

Guia Docent del Grau en Disseny

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

Barber, K. (2020). *House Industries Lettering Manual*. Watson-Guptill.

Castro, I. (2017). *The ABCs of Lettering: A Guide to Letter Drawing*. Editorial Campgràfic.

Castro, I. (2018). *Lettering a tope* Larousse Publishing House.

Flor, M. (2017). *The great secrets of lettering* Gustavo Gili Publishing House.

Haslam, A. (2011). *Lettering: Production and Design Manual* Gustavo Gili Publishing House.

Hische, J. (2015). *In Progress: See Inside a Lettering Artist's Sketchbook and Process, from Pencil to Vector*. Chronicle Books.

Mediavilla, C. (2009). *Calligraphy: From the calligraphic sign to abstract painting*. Editorial Campgràfic.

Middendorp, J. (2012). *Hand to Type* Gestalten Publishing.

Noordzij, G. (2009). *The stroke: Theory of writing*. Editorial Campgràfic.

Reaves, M., & Schulte, E. (1993). *Brush Lettering: An Instructional Manual of Western Brush Lettering*. Design Books.

Wilson, D. H. (1996). *Encyclopedia of calligraphy techniques* Acanthus.

Audiovisuals

Levine, F., & Macon, S. (Directors). (2013). *Sign Painters* [Documentary film]. Samuel J. Macon. Available at <https://vimeo.com/93170848>

Guia Docent del Grau en Disseny

12. Training activity sheets

ACTIVITY 1	Duration: 8 weeks	Weighting: 50%
-------------------	-------------------	----------------

Description of the activity

The calligraphic technique

Calligraphic work requires, in addition to precise and harmonious execution, an important conceptual base. Defining what you want to achieve in each case, what characteristics the writing should have and knowing the main styles are the main steps to carry out the calligraphic exercise correctly.

Collection of guided practice exercises. Learning and knowledge of techniques and materials. Presentation of calligraphy materials and tools.

The main historical alphabets

Explanation of the basic notions: morphology, writing angle, ductus, module and rhythm.

Contents

Calligraphic technique

The main historical alphabets

Calligraphic tools and materials

Theoretical or scientific bases

Handicraft and digital techniques

Historical and current calligraphers

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA-02	Master the formal resources of expression and visual communication.

Applied teaching methodologies

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.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment,

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

5S-6S_OPT_TATR_Calligraphy

Printed 2026-06-26

9

Guia Docent del Grau en Disseny

oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.

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.

Learning outcomes

RA-01	Identify and use tools and materials.
RA-02	Acquire traditional or current techniques and evaluate their application to design specialties.
RA-03	Interprets and evaluates possibilities and techniques to promote subsequent ideation processes.
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA-05	It locates traditional or current techniques and resources in the design process, connects them and assesses the possibility of integrating them into design processes.
RA-06	It values the experience and contribution of artisanal techniques, appreciates the cultural fact as well as the valuation of them within the current design panorama.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Dossier with historical alphabets, sketches and calligraphic references. RA-01, RA-02, RA-03, RA-04 (20-40%):

- Apply the writing models worked on in class.
- Knows how to use calligraphic tools, techniques and resources.
- He searches for quality calligraphic references indicating their authorship.
- Present and organize the dossier in a neat and coherent manner.

Calligraphic work. RA-01, RA-02, RA-03, RA-04 (30-50%):

- Integrates knowledge of calligraphic techniques and tools into the work process.
- Apply the basic principles of composition, color and visual hierarchy in accordance with the communicative intention.
- It shows cohesion and graphic unity throughout the work.
- It presents calligraphic work in a neat and orderly manner.

Experimental approaches in the work process and in the final result. RA-05, RA-06, RA-07 (20-40%):

- It provides multiple, creative and original solutions in calligraphic work.
- Experiment with alternative tools and media.

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

Written/practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Submission of pending work with the same initial requirements and evaluation criteria (value 50%).
- Written/practical test with the content of the entire subject (value 50%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.
Written/practical tests.

Guia Docent del Grau en Disseny

ACTIVITY 2	Duration: 8 weeks	Weighting: 50%
-------------------	-------------------	----------------

Description of the activity

The lettering technique. Lettering

Lettering consists of drawing the letter while respecting its historical structure. The activity consists of applying lettering techniques.

Explanation of the basic notions: morphology, writing angle, ductus, module and rhythm.

Contents

The labeling technique

The lettering

Knowledge and use of labeling tools

Nature and behavior of materials

Traditional and digital techniques.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.

Applied teaching methodologies

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.
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.
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.

Learning outcomes

RA-01	Identify and use tools and materials.
RA-02	Acquire traditional or current techniques and evaluate their application to design specialties.
RA-03	Interprets and evaluates possibilities and techniques to promote subsequent ideation processes.
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

5S-6S_OPT_TATR_Calligraphy

Printed 2026-06-26

12

Guia Docent del Grau en Disseny

affinities and uses in design specialties.

RA-05 It locates traditional or current techniques and resources in the design process, connects them and assesses the possibility of integrating them into design processes.

RA-06 It values the experience and contribution of artisanal techniques, appreciates the cultural fact as well as the valuation of them within the current design panorama.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Dossier amb proves de lettering. RA-01, RA-02, RA-03, RA-04 (20-40%):

- Works from the labeling models
- Knows how to use labeling tools, techniques and resources.
- Research significant lettering references, indicating their authorship.
- Formal and expressive quality of the images of the final result.
- Present and organize the dossier in a neat and coherent manner.

Lettering assignment resolution. RA-01, RA-02, RA-03, RA-04 (30-50%):

- Integrates knowledge of labeling techniques and tools into the work process.
- Success in selecting technical and expressive resources in accordance with the communicative intention.
- It applies labeling techniques appropriately in the student's specialty.
- Formal quality of the final result.

Experimental approaches both in the work process and in the final result. RA-05, RA-06, RA-07 (20-40%):

- It provides multiple, creative and original solutions in lettering work.
- Experiment with alternative techniques and materials.

Evaluation instruments within continuous evaluation

Written/practical tests

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Guia Docent del Grau en Disseny

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Submission of pending work with the same initial requirements and evaluation criteria (value 50%).
- Written/practical test with the content of the entire subject (value 50%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.