

5/6S_ON_Illustration and graphic narrative

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

Illustration is an integrated value in the procedures linked to design. Currently, it enjoys a prominent place in the current panorama through a wide range of stylistic and conceptual trends. Illustration is part of the solution to very diverse approaches through the forms and methodologies that are its own as a discipline, as an experience and as a storytelling tool.

The activities deploy creative methodologies, techniques and resources. The practice coexists in a unitary plurality of procedures and technologies, and attention is paid to processes and their variables. The expression of illustration in supports and materials and, by extension, its application to designs is promoted, with the mood to offer a transversal vision, of fusion and integration between the specialties of graphics, interiors, fashion and product. The subject provides a broad vision in the projection of challenges and results through the analysis of projects, belonging to the four designs, resolved with illustration as a response or as an extension.

The expectations regarding the depth and cultural use of illustration and graphic narrative are completed with a brief section on research “for” and “in” illustration, from which emerges the authority and breadth of intellectual skills associated with the discipline as knowledge-based practices, and a high assessment of all contexts and applications. It is observed what place these methodologies occupy in current debates on the production of knowledge.

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2. Course contents

Observation and introduction to the elements of graphic narrative:

- Visualization of styles and cataloging in the professional and commercial environment.
- The concept and ideation of character, systematization and parameterization.
- Ideation and representation of spaces, synthesis and significance. Urban space and natural space.
- Platforms and movements for narrative creation. The image as a narrative tool.

Technical-creative resources and formal exploration methodologies:

- New imaginaries of portrait and landscape, and use in designs.
- Formal exploration in illustration from morphological elements, the expression between art and illustration.
- Collage, consonances and meaning.
- Photography, between the process and participation in illustration.
- Coexistence between visual styles. Possible orders of coexistence.
- Exploration in media and materials.

The expressive codes of graphic narrative:

- Narrative units.
- Treatment of space and time.
- Assembly resources.

Application to design specialties:

- Illustration as an experience integrated into the design project.
- The illustrated object or the object illustration.
- Illustration as an intervention in space.
- Illustration in fashion and for fashion.
- Illustration in graphic design.
- Illustration as an extension or communication in the design project.
- Illustration as a legitimate form of research

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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-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

Specific Interior Design skills		Subject	Subject
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design	X	X

Specific Fashion Design skills		Subject	Subject
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.	X	X

Specific Product Design Skills		Subject	Subject
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems	X	X

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	Learn about traditional and current tools, as well as software suitable for illustration.	CT-16, CG-02
RA-02	Learn about online platforms and narrative creation movements.	CT-16, CG-02
RA-03	It evaluates traditional and digital techniques, analyzes their suitability and communicative results.	CT-01, CT-16, CG-02, GRA-02
RA-04	It creates new imaginaries based on traditional styles and values their application to design.	CT-16, CG-02, GRA-02, CT-03
RA-05		CT-16, CG-02,

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	Creates illustrations and provides suitable support or application for specialty products.	GRA-02, CT-03, INT-07,MOD-03, PROD-07,
RA-06	Appreciates, recognizes and values the significance of illustration in design specialties.	CT-16
RA-07	Analyzes and evaluates design and communication projects solved with illustration.	CT-16, CG-02
RA-08	It explores individual or group processes and is open to the variables that arise.	CT-01, CG-02
RA-09	Learn about the expressive codes of graphic narrative and come up with communication possibilities.	CG-02, GRA-02

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.	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
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
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.	X
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	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
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
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	X

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6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Resources, techniques and methodologies for illustration	8 weeks	50%
AF2	Application of experimental techniques and processes to the four design specialties	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 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

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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. 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.

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

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Application to specialties 20-30%

- Suitability of reasoning in the application of techniques and resources to the design specialty.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation.

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Evaluation instruments within continuous evaluation

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

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 professors in their teaching guide and classroom schedule within the same semester. In the event that the professors have 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

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Application to specialties 20-30%

- Suitability of reasoning in the application of techniques and resources to the design specialty.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation.

Recovery instruments within continuous assessment

Describe how evidence is
collected, how feedback and
grading are given.

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

Specific recovery criteria outside of continuous assessment

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation

Subject recovery instruments outside of continuous assessment

Rubrics.
Questionnaires.
Complementary exercises /
extension 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.

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

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

9. Copying, plagiarism, and academic honesty

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

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

10. Use of Artificial Intelligence (AI)

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

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

Fernández Díez, F. (1999). Basic manual of audiovisual language and narrative. Barcelona. Paidós.

Boerboom, P. and Proetel, T. (2018). Drawing space. Barcelona: Gustavo Gili.

Champán, L. (2017). Drawing people in action. Barcelona: Gustavo Gili.

Male, A. (2014). Illustration Meeting the brief. London: Bloomsbury.

Salisbury, M (2007). Images that tell stories. Barcelona: Gustavo Gili.

Scheinberger, F. (2019). Stains and strokes. The art of merging painting and drawing. Barcelona: Gustavo Gili.

www.hayonstudio.com

www.graphicambient.com

www.boamistura.com

www.hestudio.com

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 8 weeks	Weighting: 50%
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Description of the activity

The activity includes a deployment of creative methodologies and technical resources that bring us closer to illustration and the expressive codes of graphic narrative. From the simultaneous use of visual and verbal components, it is possible to explain, describe and exhibit stories, meanings and knowledge. The individual and group dynamics offer a range of processes. The viewing of graphic styles and projects demonstrates the application to the four designs. Most of the practices are carried out in the classroom, but trips to outdoor spaces are planned.

Contents

Observation and introduction to the elements of graphic narrative

- Viewing styles and cataloging in the professional and commercial environment.
- The concept and ideation of character, systematization and parameterization.
- Ideation and representation of spaces, synthesis and significance. Urban space and natural space.

Technical-creative resources and formal exploration methodologies

- Spontaneity of the stroke, the stain and the gesture.
- Monotype lines.
- Vector graphic synthesis.
- Chiaroscuros.
- Combinatorics processes.
- Coexistence between visual styles. Possible orders of coexistence.
- Exploration in media and materials.

The expressive codes of graphic narrative

- Narrative units.
- Treatment of space and time.
- Assembly resources.

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 done. performs.
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.

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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.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA-01	Learn about traditional and current tools, as well as software suitable for illustration.	CT-16, CG-02
RA-02	Learn about online platforms and narrative creation movements.	CT-16, CG-02
RA-03	It evaluates traditional and digital techniques, analyzes their suitability and communicative results.	CT-01, CT-16, CG-02, GRA-02
RA-04	It creates new imaginaries based on traditional styles and values their application to design.	CT-16, CG-02, GRA-02, CT-03
RA-05	Creates illustrations and provides suitable support or application for specialty products.	CT-16, CG-02, GRA-02, CT-03, INT-07, MOD-03, PROD-07,
RA-06	Appreciates, recognizes and values the significance of illustration in design specialties.	CT-16
RA-07	Analyzes and evaluates design and communication projects solved with illustration.	CT-16, CG-02
RA-08	It explores individual or group processes and is open to the variables that arise.	CT-01, CG-02
RA-09	Learn about the expressive codes of graphic narrative and come up with	CG-02, GRA-02

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communication possibilities.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation.

Evaluation instruments within continuous evaluation

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

Specific recovery criteria within continuous assessment

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

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Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation

Recovery instruments outside of continuous assessment

Rubrics.

Questionnaires.

Complementary exercises / extension activities

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ACTIVITY 2	Duration: 8 weeks	Weighting: 50%
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Description of the activity

The activity explores and values illustration and narrative in processes, products and other interventions linked to the four design specialties, and encourages fusion and transversality between them.

Contents

- Knowledge and use of techniques, resources, tools and materials for illustration.
- Resources and codes for graphic narrative. Application.
- Current trends in illustration applied to the design of the four specialties.

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.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design
	Know the characteristics, properties and behavior of the materials used
MOD-03	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of
PRO-07	products, services and systems

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.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.

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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

RA-01	Learn about traditional and current tools, as well as software suitable for illustration.
RA-02	Learn about online platforms and narrative creation movements.
RA-03	It evaluates traditional and digital techniques, analyzes their suitability and communicative results.
RA-04	It creates new imaginaries based on traditional styles and values their application to design.
RA-05	Creates illustrations and provides suitable support or application for specialty products.
RA-06	Appreciates, recognizes and values the significance of illustration in design specialties.
RA-07	Analyzes and evaluates design and communication projects solved with illustration.
RA-08	It explores individual or group processes and is open to the variables that arise.
RA-09	Learn about the expressive codes of graphic narrative and come up with communication possibilities.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation.

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Evaluation instruments within continuous evaluation

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

Specific recovery criteria within continuous assessment

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.
- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Graphic experimentation, exercises of various types 20-40%

- Correct selection and skill in applying and using resources, tools and materials.
- Insistence on graphic experimentation and ability to take risks.
- Contribution and willingness to participate in group dynamics, if applicable.
- Technical rigor in the use of techniques and resources.
- Ability and willingness to assess the variables that arise throughout a process.

Critical analysis, graphic narrative 20-30%

- Use of appropriate terminology in the analysis and observation of graphic narratives.

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- Critical reasoning towards the selection of expressive techniques and resources to achieve a specific result.

Results and presentation 20-30%

- Quality of the final results.
- Quality of presentation

Recovery instruments outside of continuous assessment

Rubrics.

Questionnaires.

Complementary exercises / extension activities