

5/6S_ON_Expression workshop

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

In the design and projection processes, from the blank sheet to the final result, various creative processes can be followed, more or less experimental, artisanal, transversal...

This elective aims to work on various creative strategies, making it clear how the project process, manual work, error, chance and experimentation, both with the material and with the form, can determine the final result and, even, have the capacity to provide more value or interest to the project itself. Understanding the value of the project process, an important part of the work will also consist of documenting and explaining this process.

In an era where everything seems to go through the digital sieve, we experiment by valuing the physical and material approach to final solutions and manual work, but without neglecting the possibilities offered by current new manufacturing trends.

2. Course contents

- The project process. Tools, strategies and working methods.
- The image: composition, technique and narrative.
- A look at the form.
- The module and modular networks
- The expressiveness of the subject.
- Material experimentation in the design process: Materials, techniques and transformation and work processes.

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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	
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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to 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	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.	GRA-02 INT-07 INT-08 MOD-03 PRO-07
RA-02	Interpret and assess possibilities of resources and techniques to promote incorporation into work processes related to their specialty.	GRA-02 INT-07 INT-08 MOD-03

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		PRO-07
RA-03	Acquire traditional or current techniques and evaluate their application to design specialties.	CT-16
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.	CT-03 CG-02
RA-05	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.	CT-03 CG-02
RA-06	Identify current trends and movements.	CT-03 CG-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.	AF1 AF2 AF3 AF4
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.	AF1
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.	AF1 AF2 AF3 AF4
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1 AF2 AF3 AF4
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.	AF1 AF2 AF3 AF4
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.	AF1 AF2
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF1 AF2 AF3 AF4

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Visual Poetry	3/5 weeks	20%-30%
AF2	Module	3/5 weeks	20%-30%

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AF3	From paper to volume	3/5 weeks	20%-30%
AF4	Expressiveness and matter	3/5 weeks	20%-30%

The proposed activities provided in this teaching guide may be adapted by the teachers depending on the characteristics, needs and learning pace of the group, as well as the effective timing of the subject. Likewise, modifications may be introduced derived from the needs of coordination with other disciplines, areas or interdisciplinary projects of the center and will be included in the classroom schedule.

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".

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- 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

AF1 Visual poetry

Photographic composition (70%)

Experiment and provide innovative, creative and original solutions

Generate images appropriate to the concept proposed.

Create a coherent photographic series, both conceptually, compositionally and formally.

Work on the basic principles of composition, proportion and visual hierarchy

Processes images appropriately, controlling the technical aspects worked on

RA-01 / RA-02 / RA-03

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Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria

Present the dossier in a neat and understandable way

Describe the work process in a clear, coherent and orderly manner

Incorporates intentional and technically appropriate images of both the work process and the final result

Work on graphic documentation looking for a unique and expressive language

Make original and creative application proposals linked to the specialty.

RA-04 / RA-05 / RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.

Uses the specific vocabulary of the field appropriately.

Justify the conceptual, compositional and technical decisions adopted.

Communicates the work process and results in a synthetic and coherent way.

Respond in an argumentative manner to questions or comments about the project.

AF2 Module

Modular composition (70%)

Experiment and provide innovative, creative and original solutions

Work on the basic principles of composition, proportion and visual hierarchy

Select materials that are consistent with the concept and work proposal.

Work on modulation correctly, controlling the rhythm of repetition and the resulting geometry.

Uses appropriate tools and work techniques for handling materials

The final composition is polished and technically well resolved.

RA-01 / RA-02 / RA-03

Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria

Present the dossier in a neat and understandable way

Describe the work process in a clear, coherent and orderly manner

Incorporates intentional and technically appropriate images of both the work process and the final result

Work on graphic documentation looking for a unique and expressive language

Make original and creative application proposals linked to the specialty.

RA-04 / RA-05 / RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.

Uses the specific vocabulary of the field appropriately.

Justify the conceptual, compositional and technical decisions adopted.

Communicates the work process and results in a synthetic and coherent way.

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Respond in an argumentative manner to questions or comments about the project.

AF3 From Paper to Volume

Volumetric composition (70%)

Experiment and provide innovative, creative and original solutions

Approach the project with a creative outlook and an experimental spirit.

Experiment with matter and its transformation process.

Select materials appropriate to the concept being worked on.

Uses appropriate tools and work techniques for handling materials.

The final composition is polished and technically well resolved.

RA-01 / RA-02 /RA-03

Work file(15%)

Clearly explains the project idea, references, concepts and compositional and design criteria

Present the dossier in a neat and understandable way

Describe the work process in a clear, coherent and orderly manner

Incorporates intentional and technically appropriate images of both the work process and the final result

Work on graphic documentation looking for a unique and expressive language

Make original and creative application proposals linked to the specialty.

RA-04 / RA-05 /RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.

Uses appropriate vocabulary specific to the field.

Justify the conceptual, compositional and technical decisions adopted.

Communicates the work process and results in a synthetic and coherent way.

Respond in an argumentative manner to questions or comments about the project.

AF4 Experimentation and matter

Material composition (70%)

Approach the project with a creative outlook and an experimental spirit.

Select materials that are consistent with the concept and work proposal.

Experiment with matter, its possibilities and possible transformation processes.

Make a proposal capable of communicating the concept proposed.

Uses appropriate tools and work techniques for handling materials.

The final composition is polished and technically well resolved.

RA-01 / RA-02 /RA-03

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Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria

Present the dossier in a neat and understandable way

Describe the work process in a clear, coherent and orderly manner

Incorporates intentional and technically appropriate images of both the work process and the final result

Work on graphic documentation looking for a unique and expressive language

Make original and creative application proposals linked to the specialty.

RA-04 / RA-05 / RA06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.

Uses the specific vocabulary of the field appropriately.

Justify the conceptual, compositional and technical decisions adopted.

Communicates the work process and results in a synthetic and coherent way.

Respond in an argumentative manner to questions or comments about the project.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

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

To recover, the pending activity or activities must be submitted within the recovery period that

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established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of individually suspended students, specific assignments will be requested in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is found that deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of recovery will be required. Possibility of content expansion activity.

The final grade will be calculated using a weighted average, with the following criteria. The activities will represent 40% of the grade and the practical tests, 60%. The practical tests must be passed to make the weighted average of the subject activities.

Subject recovery instruments outside of continuous assessment

Rubrics.

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

Arnheim, R. (1954) Art and Visual Perception. Madrid: Alianza Editorial

Berger, J. (2000) Ways of Seeing. Barcelona: Gustavo Gili

Solanki, S. (2018) Why materials matter. Editorial Prestel Publishing

Franklin, K. & Till, C. (2018) Radical Matter: Rethinking Materials for a Sustainable Future. Editorial Thames &

Hudson McDonough, W. & Braungart, M. (2002) Cradle to Cradle: Remaking the Way We Make Things. New York: North point press

Reference bibliography and other resources

Munari, B. (1981) How objects are born. Notes for a design methodology. (2nd edition) Barcelona: Gustavo Gili

Madoz, C. (2014). Chema Madoz: Masterpieces. (5th edition) The Factory

Danilowitz, B. i Horowitz, F. (2009) Josef Albers: to open eyes. Londres: Phaidon Press Limited

LoSiento Studio (2021) Lo Siento Studio. All projects <http://www.losiento.net/>

Greetings from Javier Jaén Studio — javierjaen.com. (s.f.).

<https://javierjaen.com/Greetings-from-Javier-Jaen-Studi>

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 3 weeks	Weighting: 20-30%
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Description of the activity

This first activity consists of decontextualizing objects in order to generate visual narratives, photographic compositions in the form of visual poetry. This exercise will allow you to work on composition, form, as well as imagination and ingenuity, highlighting the great number of opportunities for interpretation that everyday objects have and the possibilities of giving them new meanings. It will also serve to work on basic notions of photography using non-professional means.

* Each activity will be accompanied by a work dossier, in which a description and justification of the activity will be made.

proposal, the work process will be detailed, described and documented with images, photographs and conclusions of the final result will be included and a proposal will be made of possible applications of the project in the specific design field of each specialty. The treatment and presentation of this graphic documentation will be important, seeking a personal, communicative and expressive language.

Contents

The project process. Tools, strategies and working methods.

The image: composition, technique and narrative.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-016	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

MD-01	Conference and/or master class
MD-02	Debate and/or discussion
MD-05	Workshops and/or internships
MD-06	Presentations and/or defenses
MD-07	Case study
MD-09	Guided practice

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MD-11 Collaborative work

Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Interpret and assess possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Acquire traditional or current techniques and evaluate their application to design specialties.
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA-05	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.
RA-06	Identify current trends and movements.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Photographic composition (70%)

Experiment and provide innovative, creative and original solutions
Generate images appropriate to the concept proposed.
Create a coherent photographic series, both conceptually, compositionally and formally.
Work on the basic principles of composition, proportion and visual hierarchy
Processes images appropriately, controlling the technical aspects worked on
RA-01 / RA-02 / RA-03

Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria
Present the dossier in a neat and understandable way
Describe the work process in a clear, coherent and orderly manner
Incorporates intentional and technically appropriate images of both the work process and the final result
Work on graphic documentation looking for a unique and expressive language
Make original and creative application proposals linked to the specialty.
RA-04 / RA-05 / RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.
Uses the specific vocabulary of the field appropriately.

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Justify the conceptual, compositional and technical decisions adopted.
Communicates the work process and results in a synthetic and coherent way.
Respond in an argumentative manner to questions or comments about the project.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

Specific recovery criteria within continuous assessment

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of individually suspended students, specific assignments will be requested in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is

If deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of recovery will be required. Possibility of content expansion activity.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 2	Duration: 3 weeks	Weighting: 20-30%
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Module

In this activity we will continue with the creative exercise of decontextualizing everyday objects. We will take objects and elements that on their own may seem to have no aesthetic or artistic value, but from the repetition and combination of these elements they will allow us to generate new geometries and compositions, modular networks that give the object a new value, generating a set that brings formal and conceptual interest to a graphic or volumetric composition. In this activity we will have to choose a base element that acts as a unitary module and work on its grouping to generate a modular network.

* Each activity will be accompanied by a work dossier, in which a description and justification of the activity will be made.

proposal, the work process will be detailed, described and documented with images, photographs and conclusions of the final result will be included and a proposal will be made of possible applications of the project in the specific design field of each specialty. The treatment and presentation of this graphic documentation will be important, seeking a personal, communicative and expressive language.

Contents

A look at the form

The module and modular networks

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-016	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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
MOD-03	Know the characteristics, properties and behavior of the materials used
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

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Applied teaching methodologies

MD-01	Conference and/or master class
MD-05	Workshops and/or internships
MD-06	Presentations and/or defenses
MD-07	Case study
MD-09	Guided practice
MD-11	Collaborative work

Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Interpret and assess possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Acquire traditional or current techniques and evaluate their application to design specialties.
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA-05	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.
RA-06	Identify current trends and movements

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Modular composition (70%)

Experiment and provide innovative, creative and original solutions

Work on the basic principles of composition, proportion and visual hierarchy

Select materials that are consistent with the concept and work proposal.

Work on modulation correctly, controlling the rhythm of repetition and the resulting geometry.

Uses appropriate tools and work techniques for handling materials

The final composition is polished and technically well resolved.

RA-01 / RA-02 / RA-03

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Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria
Present the dossier in a neat and understandable way
Describe the work process in a clear, coherent and orderly manner
Incorporates intentional and technically appropriate images of both the work process and the final result
Work on graphic documentation looking for a unique and expressive language
Make original and creative application proposals linked to the specialty.
RA-04 / RA-05 / RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.
Uses appropriate vocabulary specific to the field.
Justify the conceptual, compositional and technical decisions adopted.
Communicates the work process and results in a synthetic and coherent way.
Respond in an argumentative manner to questions or comments about the project.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

Specific recovery criteria within continuous assessment

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of individually suspended students, specific assignments will be requested in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is

If deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of recovery will be required. Possibility of content expansion activity.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 3	Duration: 4 weeks	Weighting: 20-30%
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From paper to volume

This activity aims to work on geometric and volumetric experimentation based on the manipulation of a material as simple and accessible as paper. By working with this material and understanding its properties and the techniques for manipulating it, it will be possible to project and convert a two-dimensional element into volume, moving from 2D to 3D.

It will be necessary to design taking into account the proportions, the density of the material, the modulation, the fit, the volume, the shadows and reliefs that it generates according to the incidence of light. The type of paper, the amount of material to use and the technique used will be the students' decision.

* Each activity will be accompanied by a work dossier, in which a description and justification of the activity will be made.

proposal, the work process will be detailed, described and documented with images, photographs and conclusions of the final result will be included and a proposal will be made of possible applications of the project in the specific design field of each specialty. The treatment and presentation of this graphic documentation will be important, seeking a personal, communicative and expressive language.

Contents

A look at the form

The expressiveness of the subject.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-016	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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
MOD-03	Know the characteristics, properties and behavior of the materials used
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

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5S-6S_OPT_TATR_Expression Workshop

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Applied teaching methodologies

MD-01	Conference and/or master class
MD-05	Workshops and/or internships
MD-06	Presentations and/or defenses
MD-07	Case study
MD-11	Collaborative work

Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Interpret and assess possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Acquire traditional or current techniques and evaluate their application to design specialties.
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA-05	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.
RA-06	Identify current trends and movements.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Volumetric composition (70%)

Experiment and provide innovative, creative and original solutions
Approach the project with a creative outlook and an experimental spirit.
Experiment with matter and its transformation process.
Selection to materials appropriate to the concept worked on
Uses appropriate tools and work techniques for handling materials
The final composition is polished and technically well resolved.
RA-01 / RA-02 / RA-03

Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria
Present the dossier in a neat and understandable way

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Describe the work process in a clear, coherent and orderly manner
Incorporates intentional and technically appropriate images of both the work process and the final result
Work on graphic documentation looking for a unique and expressive language
Make original and creative application proposals linked to the specialty.
RA-04 / RA-05 /RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.
Uses the specific vocabulary of the field appropriately.
Justify the conceptual, compositional and technical decisions adopted.
Communicates the work process and results in a synthetic and coherent way.
Respond in an argumentative manner to questions or comments about the project.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

Specific recovery criteria within continuous assessment

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of individually suspended students, specific assignments will be requested in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is found deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of the recovery will be required. Possibility of content extension activity.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 4	Duration: 4 weeks	Weighting: 20-30%
Experimentation and matter		

The last activity aims to experiment with different materials and conceptualize a project, whether graphic (two-dimensional) or volumetric (three-dimensional).

Based on the manipulation and experimentation with tangible materials, the aim is to work on the expressiveness of the material, the use of trial and error, the transformation and understanding of the cultural concepts associated with each material. Students will be offered various topics that work on transversal skills, so that they develop a proposal experimenting with the material and the processes to transform it, inviting them to investigate, play, rehearse and experiment to obtain expressive, tactile and material results.

* Each activity will be accompanied by a work dossier, in which a description and justification of the activity will be made.

proposal, the work process will be detailed, described and documented with images, photographs and conclusions of the final result will be included and a proposal will be made of possible applications of the project in the specific design field of each specialty. The treatment and presentation of this graphic documentation will be important, seeking a personal, communicative and expressive language.

Contents

The expressiveness of the subject.

Material experimentation in the design process: Materials, techniques and transformation and work processes.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-016	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.
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products, services and systems

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RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA-05	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.
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Specific evaluation criteria within continuous evaluation

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Approach the project with a creative outlook and an experimental spirit.
Experiment with matter and its transformation process.
Select materials appropriate to the concept being worked on.
Uses appropriate tools and work techniques for handling materials
The final composition is polished and technically well resolved.
RA-01 / RA-02 / RA-03

Working file (15%)

Clearly explains the project idea, references, concepts and compositional and design criteria
Present the dossier in a neat and understandable way

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Describe the work process in a clear, coherent and orderly manner
Incorporates intentional and technically appropriate images of both the work process and the final result
Work on graphic documentation looking for a unique and expressive language
Make original and creative application proposals linked to the specialty.
RA-04 / RA-05 / RA-06

Oral presentation (15%)

Explain and defend the project in a clear and structured way.
Uses the specific vocabulary of the field appropriately.
Justify the conceptual, compositional and technical decisions adopted.
Communicates the work process and results in a synthetic and coherent way.
Respond in an argumentative manner to questions or comments about the project.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

Specific recovery criteria within continuous assessment

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of individually suspended students, specific assignments will be requested in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is found deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation..

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with

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the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of recovery will be required. Possibility of content expansion activity.

Recovery instruments outside of continuous assessment

Rubrics.