

Guia Docent del Grau en Disseny

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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 Wood Carving subject is part of the set of elective subjects that are oriented towards the acquisition of specific techniques and resources to apply them across the four design specialties. The aim is for students to experiment and manipulate wood and its derivatives with a very practical vision.

Nowadays, wood is tradition, culture, sustainability, craft..., but it is also innovation. The latter years, a revolution has been taking place. New technologies have made it possible to create transformed woods that

They have provided new features to the material (more resistance, more durability...) and, therefore, more uses.

These new tools are also transforming traditional carpentry workshops that now incorporate technological machinery, such as 2D and 3D numerical controls. Also the movements Maker or fablabs offer new ways of working and interacting with materials.

No one can deny that wood generates empathy. Its warmth, tradition, comfort, nature, proximity, humility... are inherent and genuine to the material. The aim is for students to learn and be able to

integrate this sensitivity into design processes and projects.

The elective is intended as an introduction to the world of wood and is aimed at all students who be curious to learn about and manipulate this material with a respectful view of the planet and with a warm gesture towards the territory.

The course is structured with a series of practices to be carried out with manual, table and

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semi-industrial, so that students can transfer the techniques learned to the needs and current design challenges.

2. Course contents

The Wood Carving subject is developed around the following contents:

- Wood. Sustainability, proximity and innovation.
- Manual and/or table tools and creative processes.
- Techniques, machinery and maker movement.

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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior 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
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RA-01	Identify, know and use tools and materials.	CT-16 INT-07 INT-08 PRO-07
RA-02	Acquire traditional or current techniques and evaluate their application to design specialties.	CT-03
RA-03	Interprets and evaluates possibilities and techniques to promote subsequent ideation processes.	CT-01 CT-03 CT-16
RA-04	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.	CT-01 CG-02 GRA-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.	INT-07 INT-08 PRO-07
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.	INT-07 INT-08 PRO-07
RA-07	Identify current manufacturing trends and movements.	INT-07 INT-08 PRO-07

5. Teaching methodologies applied to the subject

Code	Typology	Description	Apply
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
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	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 AF3
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF2 AF3 AF4

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Small individual activities that relate, on the one hand, the knowledge, skill and correct use of manual and/or table tools (gouges, hand jig, hand milling machine...) and, on the other, the creative capacity and one's own experimentation. of the designer.	5-7 Weeks	30-40%

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AF2	Construction of an object or piece of furniture designed by students or from an open source repository (twistab, distribuyeddesign, opendesk...) manipulated or modified by students and made with technological techniques and machinery (CNC, laser cutting, 3D printing...).	7-9 Weeks	40-50%
AF3	Finishing work on the finished object. Transformation of surfaces with manual and/or technological tools (laser engraving, manual polishing, etc.). Use of appropriate varnishes and/or oils with or without pigments.	1 Week	10%
AF4	Presentation dossier of the pieces made in AF1 and AF2.	1 Week	10%

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. This request 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

The specific evaluation criteria within the continuous evaluation are the following:

Activity 1 30-40%

Knows how to use manual and semi-industrial tools used in woodworking. 25% RA01, RA02

Provides multiple, creative and original solutions. 25% RA03, RA04

Expresses sensitivity towards wood 10% RA03, RA06

Researches quality references indicating their authorship. 10% RA06, RA07

Apply the basic principles of composition, color and visual hierarchy in accordance with the communicative intention. 10% RA04, RA05, RA06

Shows cohesion and unity in the set of activities carried out. 20% RA04, RA05, RA06

Activity 2 40-50%

Integrates knowledge of techniques and tools in the work process. 25% RA02, RA04, RA05

Provides multiple, creative and original solutions. 25% RA03, RA04

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Expresses sensitivity towards wood 10% RA03, RA06

Researches quality references indicating their authorship. 10% RA06, RA07

Success in selecting technical and expressive resources in accordance with the communicative intention.
10% RA04, RA05

Experiment with alternative techniques and materials. 10% RA04, RA07

Formal quality of final result. 10% RA04, RA05

Activity 3 10%

Integrates knowledge of techniques and tools in the work process. 20% RA02, RA04, RA05

Provides multiple, creative and original solutions. 10% RA03, RA04

Expresses sensitivity towards wood 30% RA03, RA06

Researches quality references indicating their authorship. 10% RA06, RA07

Success in selecting technical and expressive resources in accordance with the communicative intention.
30% RA04, RA05

Activity 4 10%

Apply the basic principles of composition, color and visual hierarchy in accordance with the
communicative intention. 60% RA04, RA05, RA06

Success in selecting technical and expressive resources in accordance with the communicative intention.
40% RA04, RA05

Evaluation instruments within continuous evaluation

Rubrics

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:

- 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

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The specific recovery criteria within continuous assessment are the same as for continuous assessment.

Specific recovery criteria outside of continuous assessment

The specific criteria for making up outside of continuous assessment are the same as for continuous assessment. Therefore, course activities must be submitted during the make-up week.

Subject recovery instruments outside of continuous assessment

The subject's recovery instruments outside of continuous assessment are the rubric of the activities presented during the recovery week, assessed with the same evaluation criteria as for continuous assessment.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

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

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

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be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

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Reference bibliography and other resources

ALLÉ, Francis (2020). The Life of Trees. Barcelona: Editorial Gustavo Gili.

MARTÍNEZ, O., MESTRES, A., HINOJOS, M. Deconstructing the Maker Manifesto. Hospitalet de Llobregat.

Publisher: Transit projec/Maker convent.

<https://conventagusti.com/maker/wp-content/uploads/sites/5/Deconstruyendo-el-manifiesto-maker.pdf>

MARI, E (2017) Self-projects. Publisher: Hueders.

CONFEMADERA (2010). Guide to building with wood. Chapter 1, 2 and 3. Edition: Confemadera habitat.

https://egoin.com/wp-content/uploads/2017/04/Guia-Construccion_en_madera.pdf

<https://www.scribd.com/document/377455676/Guia-de-Construir-con-Madera-Capitulo-1-Productos-de-Maderapara-la-Construccion-pdf>

https://www.researchgate.net/publication/281321494_Guia_de_la_Madera_Capitulo_2_Durabilidad_Documento_de_Aplicacion_del_CTE

PYE, CHRIS (2019) Wood Carving Course and Reference Manual, Acanto Publishing House Barcelona

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 5-7 weeks	Weighting: 30-40%
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Description of the activity

Small individual activities that relate, on the one hand, the knowledge, skill and correct use of manual and/or table tools (gouges, hand jig, hand milling machine...) and, on the other, the designer's own creative and experimental capacity.

Contents

- Wood. Sustainability, proximity and innovation.
- Manual and/or table tools and creative processes.
- Techniques, machinery and maker movement.

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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD5	Workshops and/or internships
MD9	Guided practice

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Learning outcomes

RA-01	Identify, know 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.
RA-07	Identify current manufacturing trends and movements.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Knows how to use manual and semi-industrial tools used in woodworking. 25% RA01, RA02

Provides multiple, creative and original solutions. 25% RA03, RA04

Expresses sensitivity towards wood 10% RA03, RA06

Researches quality references indicating their authorship. 10% RA06, RA07

Apply the basic principles of composition, color and visual hierarchy in accordance with the communicative intention. 10% RA04, RA05, RA06

Shows cohesion and unity in the set of activities carried out. 20% RA04, RA05, RA06

Evaluation instruments within continuous evaluation

Grades are made using rubrics for each activity. At the same time, feedback is provided through individual and/or group feedback, both written and oral, and direct observations are made in the development of classroom activities.

Specific recovery criteria within continuous assessment

The specific recovery criteria within continuous assessment are the same as for continuous assessment.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for making up outside of continuous assessment are the same as for continuous assessment. Therefore, course activities must be submitted during the make-up week.

Recovery instruments outside of continuous assessment

The subject recovery instruments outside of continuous assessment are not the same as for continuous assessment, since students will not receive feedback or direct observations, they will only be graded with the rubric of the activities presented during the recovery week, assessed with the same evaluation criteria as for continuous assessment.

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ACTIVITY 2	Duration: 7-9 weeks	Weighting: 40-50%
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Activity description

Construction of an object or piece of furniture designed by students or from an open source repository (twistak distribuyeddesign, opendesk...) manipulated or modified by students and made with technological techniques and machinery (CNC, laser cutting, 3D printing...).

Contents

- Wood. Sustainability, proximity and innovation.
- Manual and/or table tools and creative processes.
- Techniques, machinery and maker movement.

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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD5	Workshops and/or internships
MD9	Guided practice
MD11	Collaborative work

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Learning outcomes

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.
RA-07	Identify current manufacturing trends and movements.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Integrates knowledge of techniques and tools in the work process. 25% RA02, RA04, RA05
Provides multiple, creative and original solutions. 25% RA03, RA04
Expresses sensitivity towards wood 10% RA03, RA06
Researches quality references indicating their authorship. 10% RA06, RA07
Success in selecting technical and expressive resources in accordance with the communicative intention.
10% RA04, RA05
Experiment with alternative techniques and materials. 10% RA04, RA07
Formal quality of final result. 10% RA04, RA05

Evaluation instruments within continuous evaluation

Grades are made using rubrics for each activity. At the same time, feedback is provided through individual and/or group feedback, both written and oral, and direct observations are made in the development of classroom activities.

Specific recovery criteria within continuous assessment

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Recovery outside of continuous assessment

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Specific recovery criteria outside of continuous assessment

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Recovery instruments outside of continuous assessment

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ACTIVITY 3	Duration: 1 week	Weighting: 10%
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Description of the activity

Finishing work on the finished object. Transformation of surfaces with manual and/or technological tools (laser engraving, manual polishing, etc.). Use of appropriate varnishes and/or oils with or without pigments.

Contents

- Wood. Sustainability, proximity and innovation.
- Manual and/or table tools and creative processes.
- Techniques, machinery and maker movement.

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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD5	Workshops and/or internships
MD9	Guided practice
MD11	Collaborative work

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Learning outcomes

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.
RA-07	Identify current manufacturing trends and movements.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Integrates knowledge of techniques and tools in the work process. 20% RA02, RA04, RA05

Provides multiple, creative and original solutions. 10% RA03, RA04

Expresses sensitivity towards wood 30% RA03, RA06

Researches quality references indicating their authorship. 10% RA06, RA07

Success in selecting technical and expressive resources in accordance with the communicative intention.
30% RA04, RA05

Evaluation instruments within continuous evaluation

Grades are made using rubrics for each activity. At the same time, feedback is provided through individual and/or group feedback, both written and oral, and direct observations are made in the development of classroom activities.

Specific recovery criteria within continuous assessment

The specific recovery criteria within continuous assessment are the same as for continuous assessment.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for making up outside of continuous assessment are the same as for continuous assessment. Therefore, course activities must be submitted during the make-up week.

Recovery instruments outside of continuous assessment

The subject recovery instruments outside of continuous assessment are not the same as for continuous assessment, since students will not receive feedback or direct observations, they will only be graded with the rubric of the activities presented during the recovery week, assessed with the same evaluation criteria as for continuous assessment.

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ACTIVITY 4	Duration: 1 week	Weighting: 10%
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Description of the activity

Presentation dossier of the pieces made in AF1 and AF2.

Contents

- Wood. Sustainability, proximity and innovation.
- Manual and/or table tools and creative processes.
- Techniques, machinery and maker movement.

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
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD5	Workshops and/or internships
MD11	Collaborative work

Learning outcomes

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.

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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

Apply the basic principles of composition, color and visual hierarchy in accordance with the communicative intention. 60% RA04, RA05, RA06

Success in selecting technical and expressive resources in accordance with the communicative intention. 40% RA04, RA05

Evaluation instruments within continuous evaluation

Grades are made using rubrics for each activity. At the same time, feedback is provided through individual and/or group feedback, both written and oral, and direct observations are made in the development of classroom activities.

Specific recovery criteria within continuous assessment

The specific recovery criteria within continuous assessment are the same as for continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for making up outside of continuous assessment are the same as for continuous assessment. Therefore, course activities must be submitted during the make-up week.

Recovery instruments outside of continuous assessment

The subject recovery instruments outside of continuous assessment are not the same as for continuous assessment, since students will not receive feedback or direct observations, they will only be graded with the rubric of the activities presented during the recovery week, assessed with the same evaluation criteria as for continuous assessment.