

5S_FO_GRA_Traditional graphic techniques

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

Subject: Technology applied to graphic design

Type: Mandatory Training graphic design

Credits: 6 ECTS

Total hours: 150h

Course: 3

Hours/week: 9.4h

Semester: 5th

Face-to-face hours/week: 4.5h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 4.9h

Prerequisites:

1. Presentation of the subject

The subject Traditional Graphic Techniques introduces students to the contents, resources and techniques for resolving a graphic design, engraving or sign on a surface, up to its printing and reproduction.

Students will use different traditional graphic techniques for engraving graphic work, applied to binding and two-dimensional and three-dimensional graphic proposals.

The subject has, among other objectives:

- Acquire applied knowledge of different graphic techniques based on the analysis and study of real cases.
- Know how to integrate knowledge into the processes of creation, printing and graphic reproduction and also interpret them as expressive and communicative means in the practical resolution of design proposals based on supervised practices.
- Obtain a broader, more flexible vision that is more suited to the needs of design by combining technical and problem-solving knowledge with the practice and application of formal, expressive and graphic communication resources for problem solving.

2. Course contents

1. Engraving and printing or printing of graphic work.

- Introduction to engraving. Background. Outstanding works.
- The technical process. Evolution.
- Materials and support for graphic expression: tools, media, supports.

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- Characteristics: different line techniques and tonal assessment. Stain and continuous tone according to the procedures and materials used.
- Serial production versus a single work.
- Relationship with artistic manifestations (photography, painting, etc.). Transversality between techniques, mixed techniques.

2. Traditional graphic printing and reproduction techniques.

- Relief engraving: woodcut or linocut. Characteristics. Technique and process.
Supports, tools and materials. Preliminary tests.
Selection, classification, analysis and evaluation. Transversality between techniques, mixed techniques.
- Vacuum engraving or bas-relief: drypoint, cardboard, plastic... Characteristics. Technique and process.
Supports, tools and materials.
Previous tests.
Selection, classification, analysis and evaluation.
Transversality between techniques, mixed techniques.
- Planographic engraving: monotypes, litho-offset plate... Characteristics. Technique and process.
Supports, tools and materials. Preliminary tests.
Selection, classification, analysis and evaluation. Criteria in the selection of techniques.
Transversality between techniques, mixed techniques.
- Pre-print preparation, original.
Creative paper manipulation techniques and creative binding.
- Possibilities of paper, physical and plastic properties –cuts, folds, incisions...–
- Binding, type: Paperback, Cardboard, Paperback.
- Procedures: editing, milling, Japanese...
- Book binding processes: Folding, binding. Covers, book nomenclature.
Materials, supports and utensils necessary for binding (paper, cardboard, PVC, inks, paints, colors, etc.)
- Pre-printing preparation, original and/or die.

3. Experimental engraving techniques applied to illustration.

- Application of different mixed techniques in the printing process and single or serial reproduction: collage, transfers, stencil, embossing, SCREEN PRINTING, incorporation of other media: typography, stamps, dies, Letterpress, etc.
- Description of each technique. Characteristics. Technique and process. Supports, tools and materials.
Previous tests.
Selection, classification, analysis and evaluation.
Transversality between techniques, mixed techniques.

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- Use of materials, supports and tools. Experimentation, transversality.
- Preparation of pre-model and mock-up.
- Pre-print preparation, original and/or die

3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.	X	X

General skills		Subject	Subject
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	X	X
CG-10	Be able to adapt to changes and industrial technological evolution.	X	X
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.	X	X
GRA-11	Master the technological resources of visual communication.	X	X
GRA-12	Master digital technology for processing images, texts and sounds.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Have systematic resources specific to the technology used.	GRA-08
RA2	Correctly apply digital technology to express and develop communicative ideas. Choose the appropriate technological resource depending on the objective set.	GRA-11 GRA-12 CG-04
RA3	Correctly apply digital technology to develop the executive project and its reproduction and justify with technical criteria the use of reproduction and printing material and its suitability for the design proposals.	CG-10 CT-12
RA4	Plan, organize and develop work optimizing resources.	CT-03
RA5	Develop collaborative attitudes that promote and optimize teamwork.	CG-15

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5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	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.	ALL
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	ALL
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.	ALL
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	ALL except AF1
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.	ALL

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Resolution of a practical and/or exhibition activity that shows the different traditional engraving techniques and their relationships.	2-3 weeks	10-20%
AF2	Develop a game and its packaging.	4-5 weeks	30-40%
AF3	Creation of a book with mobile or three-dimensional PopUp	4-5 weeks	30-40%
AF4	Make a flyer, brochure, box, etc.	0-3 weeks	0-25%

7. Evaluation systems

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

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

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7.1. Continuous evaluation

General evaluation criteria

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

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- 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.

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- 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 are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Work process 20% (RA4/RA5/RA1)

- Make correct use of the tools/techniques/resources used.
- Follow the guidelines indicated for solving each practice.

Work resolution 40% (RA2/RA3)

- Choose the right tools, use them appropriately and with discretion.
- Develop, consolidate and apply.
- Deepen, evaluate and relate. Expressive and communicative formalization of the final resolution in accordance with the established requirements.

Presentation 10% (RA3)

- Order and clarity.
- Cleanliness and neatness.
- Adaptation of sizes and formats.
- Care in the finishes.

Descriptive technical report and process documentation 30% (RA2)

- Use of specific terminology
- The expression of communicative ideas, justification and reflection
- Description of the technical and creative conceptualization process based on the indicated sections.

Evaluation instruments within continuous evaluation

Evidence is collected through:

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Reports and technical documentation of the process.

Feedback is given orally in the classroom and through Moodle based on the files submitted.

Self-assessment.

Co-evaluation.

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7.2. Recovery

General recovery criteria

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

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

All the steps and points requested in each activity must be completed and submitted. It is understood that students will have to use their own resources and those of each campus according to the teacher's instruction. It is a practical subject with an important use of the engraving workshop and the application of different techniques. The recovery of the activities will depend on the accessibility of the students to the workshops of each campus.

Specific recovery criteria outside of continuous assessment

All the activities of the subject must be carried out and submitted, as well as an expansion of the technical aspects of the different printing techniques worked on. This will be included in an extra section of the descriptive report of the activity.

Subject recovery instruments outside of continuous assessment

Expansion sections within the descriptive reports of each activity.

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

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

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

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

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

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

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

Garrido, C. (2014) Engraving: processes and techniques. Madrid: Akal Editions.

Martin, Judy. (1993) Encyclopedia of printing techniques. Barcelona: Editorial Acanto. Catafal. Jordi / Oliva, Clara. (2007) The Engraving. Barcelona: Editorial Parramón.

Grabowski, Beth / Fick, Bill. (2009) Engraving and Printing. Barcelona: Editorial Blume.

Pozo Puértolas, Rafael. (2016) Graphic Design and Production. Technical manual for training in the design and manufacturing process of printed graphic products. The industrial production of the book. Barcelona: CPG Editions.

Avella, Natalie. (2006) Designing with Paper. Barcelona: Gustavo Gili.

Foster, John. (2015) Paper and Ink, Barcelona: Gustavo Gili.

Mooncie, Vanessa. The Print Making Book, GMC. Vostok: Triunfar Estampando (2018) GGDYY, Barcelona

Rivers, Charlotte. (2012) New Typographic Printing. Barcelona: Gustavo Gili.

Sheldon, Carmen. (2012) Handmade. Madrid: Editorial Anaya.

K.Smith, Esther. (2008) Magic Books. New York: Potter Craft.

K.Smith, Esther. (2007) How to Make Books. New York: Potter Craft.

Taylor, Terry. (2009) Eco Books. New York: Lark Crafts.

Shannon, Faith. (1991) Papermania. Madrid: Anaya Group.

Hazell, Rachel. (2018) Bound. 15 Beautiful booking projects. Toronto: Kyle Books.

Zlatkis, Geninne D.(2012) Making an impression: Designing & Creating Artful Stamps. Toronto: Lark.

Stanfield, Frances and McGeown, Lucy. (2019) Engraving and artisanal printing: Discover the tricks of great contemporary artists. Barcelona: Promopress.

Jackson, P. (2015) The Big Book of Folding. Folding Techniques for Designers and Architects, vol. 2 London Centre for Book Arts. The Arts of the Book.

A guide to making and binding books at home. (2017) Barcelona: Gustavo Gili.

Doggett, Sue. (2008) The book binding handbook. New York: Chartwell Books Inc.

Goy- Nadia Corazzini, Anne (2019) Pop-Up Elementary Manual. France: Grandes Personnes.

Finch, Keith A. (2013) The Uncovered Paper Engineering. Barcelona: Promopress.

Webography

<http://tecnicasdegrabado.es/2009/concepto-de-grabado-i>

<http://mcarmenepv.blogspot.com.es/2011/11/tecnicas-de-grabado-el-linoleo.html>

<http://elmaravillosomundodelgrabado.blogspot.com.es> <https://tecnicasdegrabado.es/todas-las-entradas>

<https://www.youtube.com/watch?v=ryRNyMZIRak>

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 2-3 weeks	Weighting: 10-20%
Description of the activity		
Resolution of a practical and/or exhibition activity that shows the different traditional engraving techniques and their relationships. Include criteria such as: characteristics, diversity, suitability, technology, analog and digital media and processes, applications, results, etc..		
Contents		

1. Engraving and printing or printing of graphic work.

- Introduction to engraving. Background. Outstanding works.
- The technical process. Evolution.
- Materials and support for graphic expression: tools, media, supports.
- Characteristics: different line techniques and tonal assessment. Stain and continuous tone according to the procedures and materials used.
- Serial production versus a unique work.
- Relationship with artistic manifestations (photography, painting, etc.). Transversality between techniques, mixed techniques.

2. Traditional graphic printing and reproduction techniques.

- Relief engraving: woodcut or linocut. Characteristics. Technique and process. Supports, tools and materials. Preliminary tests. Selection, classification, analysis and evaluation. Transversality between techniques, mixed techniques.

- Vacuum engraving or bas-relief: drypoint, cardboard, plastic...

Characteristics.

Technique and process.

Supports, tools and materials.

Previous tests.

Selection, classification, analysis and evaluation.

Transversality between techniques, mixed techniques.

- Planographic engraving: monotypes,

litho-offset plate... Characteristics.

Technique and process.

Supports, tools and materials.

Preliminary tests.

Selection, classification, analysis and evaluation.

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Criteria in the selection of techniques.
Transversality between techniques, mixed techniques.
-Pre-print preparation, original.
-Pre-printing preparation, original and/or die.
Selection, classification, analysis and evaluation.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-10	Be able to adapt to changes and industrial technological evolution.
GRA-12	Master digital technology for processing images, texts and sounds.

Applied teaching methodologies

MD1	Conference and/or master class
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD9	Guided practice

Learning outcomes

RA2	Correctly apply digital technology to express and develop communicative ideas. Choose the appropriate technological resource depending on the objective set.
RA3	Correctly apply digital technology to develop the executive project and its reproduction and justify with technical criteria the use of reproduction and printing material and its suitability for the design proposals.
RA4	Plan, organize and develop work optimizing resources.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Work process 20% (RA4/RA5/RA1)

- Make correct use of the tools/techniques/resources used.
- Follow the guidelines indicated for solving each practice.

Work resolution 40% (RA2/RA3)

- Choose the right tools, use them appropriately and with discretion.
- Develop, consolidate and apply.
- Deepen, evaluate and relate. Expressive and communicative formalization of the final resolution in accordance with the established requirements.

Presentation 10% (RA3)

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- Order and clarity.
- Cleanliness and neatness.
- Adaptation of sizes and formats.
- Care in the finishes.

Descriptive technical report and process documentation 30% (RA2)

- Use of specific terminology
- The expression of communicative ideas, justification and reflection
- Description of the technical and creative conceptualization process based on the indicated sections

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Reports and technical documentation of the process

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation..

All the steps and points requested in each activity must be completed and submitted. It is understood that students will have to use their own resources and those of each campus according to the teacher's instructions. It is a practical subject with an important use of the engraving workshop and the application of different techniques. The recovery of the activities will depend on the accessibility of the students to the workshops of each campus.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All the activities of the subject must be carried out and submitted, as well as an expansion of the technical aspects of the different printing techniques worked on. This will be included in an extra section of the descriptive report of the activity.

Recovery instruments outside of continuous assessment

Expansion sections within the descriptive reports of each activity.

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ACTIVITY 2	Duration: 4-5 weeks	Weighting: 30-40%
Description of the activity		

Develop a game and its packaging. It can be made up of a set of objects or elements. It can be about a theme, an author, an artist, etc. applying different engraving techniques.

Contents

1. Engraving and printing or printing of graphic work.

- Introduction to engraving. Background. Outstanding works.
- The technical process. Evolution.
- Materials and support for graphic expression: tools, media, supports.
- Characteristics: different line techniques and tonal assessment. Stain and continuous tone according to the procedures and materials used.
- Serial production versus a unique work.
- Relationship with artistic manifestations (photography, painting, etc.). Transversality between techniques, mixed techniques.

2. Traditional graphic printing and reproduction techniques.

- Relief engraving: woodcut or linocut. Characteristics. Technique and process.
Supports, tools and materials.
Preliminary tests.
Selection, classification, analysis and evaluation.
Transversality between techniques, mixed techniques.
- Vacuum engraving or bas-relief: drypoint, cardboard, plastic... Characteristics.
Technique and process.
Supports, tools and materials.
Previous tests.
Selection, classification, analysis and evaluation.
Transversality between techniques, mixed techniques.
- Planographic engraving: monotypes, litho-offset plate...
Characteristics.
Technique and process.
Supports, tools and materials.
Preliminary tests.
Selection, classification, analysis and evaluation.
Criteria in the selection of techniques.
Transversality between techniques, mixed techniques.
- Pre-print preparation, original.

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Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-4	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.

Applied teaching methodologies

MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD5	Workshops and/or internships

Learning outcomes

RA1	Have systematic resources specific to the technology used.
RA2	Correctly apply digital technology to express and develop communicative ideas. Choose the appropriate technological resource depending on the objective set.
RA3	Correctly apply digital technology to develop the executive project and its reproduction and justify with technical criteria the use of reproduction and printing material and its suitability for the design proposals.
RA4	Plan, organize and develop work optimizing resources.
RA5	Develop collaborative attitudes that promote and optimize teamwork.

Continuous evaluation

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Specific evaluation criteria within continuous evaluation

Work process 20% (RA4/RA5/RA1)

- Make correct use of the tools/techniques/resources used.
- Follow the guidelines indicated for solving each practice.

Work resolution 40% (RA2/RA3)

- Choose the right tools, use them appropriately and with discretion.
- Develop, consolidate and apply.
- Deepen, evaluate and relate. Expressive and communicative formalization of the final resolution in accordance with the established requirements.

Presentation 10% (RA3)

- Order and clarity.
- Cleanliness and neatness.
- Adaptation of sizes and formats.
- Care in the finishes.

Descriptive technical report and process documentation 30% (RA2)

- Use of specific terminology
- The expression of communicative ideas, justification and reflection
- Description of the technical and creative conceptualization process based on the indicated sections

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Reports and technical documentation of the process

Specific recovery criteria within continuous assessment

All the steps and points requested in each activity must be completed and submitted. It is understood that students will have to use their own resources and those of each campus according to the teacher's instructions. It is a practical subject with an important use of the engraving workshop and the application of different techniques. The recovery of the activities will depend on the accessibility of the students to the workshops of each campus.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

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All the activities of the subject must be carried out and submitted, as well as an expansion of the technical aspects of the different printing techniques worked on. This will be included in an extra section of the descriptive report of the activity.

Recovery instruments outside of continuous assessment

Expansion sections within the descriptive reports of each activity.

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ACTIVITY 3	Duration: 4-5 weeks	Weighting: 30-40%
Description of the activity		

Creation of a book with a mobile or three-dimensional PopUp, which includes engraving or mixed techniques and printing and manipulation of paper or other materials.

Use folding and cutting as a design tool and in the creation of products.
Pre-print preparation, original and/or die.

Contents

1. Creative paper manipulation techniques and creative binding.

- Possibilities of paper, physical and plastic properties –cuts, folds, incisions...–
- Binding, type: Paperback, Cardboard, Paperback.
- Procedures: editing, milling, Japanese...
- Book binding processes: Folding, binding. Covers, book nomenclature.

Materials, supports and utensils necessary for binding (paper, cardboard, PVC, inks, paints, colors, etc.)
-Pre-printing preparation, original and/or die.

2. Experimental engraving techniques applied to illustration.

Application of different mixed techniques in the printing process and single or serial reproduction: collage, transfers, stencil, embossing, SCREEN PRINTING, incorporation of other media: typography, stamps, dies, Letterpress, etc.
- Description of each technique.
Characteristics. Technique and process.
Supports, tools and materials.
Previous tests.
Selection, classification, analysis and evaluation.

Transversality between techniques, mixed techniques.

- Use of materials, supports and utensils. Experimentation, transversality.
- Preparation of pre-model and mock-up.
- Pre-print preparation, original and/or die.

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Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-4	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.

Applied teaching methodologies

MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice

Learning outcomes

RA1	Have systematic resources specific to the technology used.
RA2	Correctly apply digital technology to express and develop communicative ideas. Choose the appropriate technological resource depending on the objective set.
RA3	Correctly apply digital technology to develop the executive project and its reproduction and justify with technical criteria the use of reproduction and printing material and its suitability for the design proposals.
RA4	Plan, organize and develop work optimizing resources.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Work process 20% (RA4/RA5/RA1)

- Make correct use of the tools/techniques/resources used.
- Follow the guidelines indicated for solving each practice.

Work resolution 40% (RA2/RA3)

- Choose the right tools, use them appropriately and with discretion.
- Develop, consolidate and apply.
- Deepen, evaluate and relate. Expressive and communicative formalization of the final resolution in accordance with the established requirements.

Presentation 10% (RA3)

- Order and clarity.
- Cleanliness and neatness.
- Adaptation of sizes and formats.
- Care in the finishes.

Descriptive technical report and process documentation 30% (RA2)

- Use of specific terminology
- The expression of communicative ideas, justification and reflection
- Description of the technical and creative conceptualization process based on the indicated sections

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Reports and technical documentation of the process.

Specific recovery criteria within continuous assessment

All the steps and points requested in each activity must be completed and submitted. It is a practical subject with significant use of the engraving workshop, this fact can pose a problem for the recovery of the various activities, understanding that students will have to find their own way to perform the different printing techniques worked on.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All the steps and points requested in each activity must be completed and submitted. It is understood that students will have to use their own resources and those of each campus according to the teacher's instructions. It is a practical subject with an important use of the engraving workshop and the application of different techniques. The recovery of the activities will depend on the accessibility of the students to the workshops of each campus.

Recovery instruments outside of continuous assessment

Expansion sections within the descriptive reports of each activity.

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ACTIVITY 4	Duration: 0-3 weeks	Weighting: 0-20%
Description of the activity		

OPTIONAL. Create a fold-out, brochure, box, etc. made with different graphic and experimental techniques. Integrate images made using traditional techniques into three-dimensional paper formats. Control the formal resources of expression and visual communication. Pre-print preparation, original and/or die.

Contents

3. Experimental engraving techniques applied to illustration.

Application of different mixed techniques in the printing process and single or serial reproduction: collage, transfers, stencil, embossing, SCREEN PRINTING, incorporation of other media: typography, stamps, dies, Letterpress, photopolymer stamps, etc.

- Description of each technique.

Characteristics. Technique and process.

Supports, tools and materials.

Previous tests.

Selection, classification, analysis and evaluation.

Transversality between techniques, mixed techniques.

- Use of materials, supports and utensils. Experimentation, transversality.
- Preparation of pre-model and mock-up.
- Pre-print preparation, original and/or die.

Skills	
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-4	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.
GRA-08	Know the channels that support visual communication and use them according to the project's communication

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	objectives.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.

Applied teaching methodologies

MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice

Learning outcomes

RA1	Have systematic resources specific to the technology used.
RA2	Correctly apply digital technology to express and develop communicative ideas. Choose the appropriate technological resource depending on the objective set.
RA3	Correctly apply digital technology to develop the executive project and its reproduction and justify with technical criteria the use of reproduction and printing material and its suitability for the design proposals.
RA4	Plan, organize and develop work optimizing resources.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Work process 20% (RA4/RA5/RA1)

- Make correct use of the tools/techniques/resources used.
- Follow the guidelines indicated for solving each practice.

Work resolution 40% (RA2/RA3)

- Choose the right tools, use them appropriately and with discretion.
- Develop, consolidate and apply.
- Deepen, evaluate and relate. Expressive and communicative formalization of the final resolution in accordance with the established requirements.

Presentation 10% (RA3)

- Order and clarity.
- Cleanliness and neatness.
- Adaptation of sizes and formats.
- Care in the finishes.

Descriptive technical report and process documentation 30% (RA2)

- Use of specific terminology

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- The expression of communicative ideas, justification and reflection
- Description of the technical and creative conceptualization process based on the indicated sections.

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Reports and technical documentation of the process.

Specific recovery criteria within continuous assessment

All the steps and points requested in each activity must be completed and submitted. It is understood that students will have to use their own resources and those of each campus according to the teacher's instructions. It is a practical subject with an important use of the engraving workshop and the application of different techniques. The recovery of the activities will depend on the accessibility of the students to the workshops of each campus.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

All the activities of the subject must be carried out and submitted, as well as an expansion of the technical aspects of the different printing techniques worked on. This will be included in an extra section of the descriptive report of the activity.

Recovery instruments outside of continuous assessment

Expansion sections within the descriptive reports of each activity.