

Geometry at Fine Arts and Design Faculties
Porto- Mayo 2018

**e/s/d/
madrid** escuela
superior
de
diseño

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Geometry at Fine Arts and Design Faculties
Porto- Mayo 2018

SPEAKERS

- Margarita Del Cerro Delgado
ARCHITECT 1988
Arts and Craftst and Design teacher
Superior Design School of Madrid Teacher



Lecture: REPRESENTATION SYSTEMS AT esdmadrid



- Carlos Gómez Jimeno
FINE ARTS BACHERLOR DEGREE 1995
Arts and Craftst and Design teacher
Superior Design School of Madrid Teacher
Head of the Design Languajes Department

Considerations: THE GRAPHIC AREA AT
esdmadrid



- Esdmadrid was created in 2011 in Madrid as a way to integrate state Arts and crafts design schools in the European Higher Education Area

e/s/d/
madrid

Escuela Superior de Diseño de Madrid

Superior Design School, Madrid

Madrid design public school for undergraduate EEU levels in design :

Fashion, Graphic, Interior and Product design. 240 ECTS

EHEA European Higher Education Area.

SUPERIOR EDUCATION FOR THE ARTS AND DESIGN



<http://esdmadrid.org>

The graphic area at ESDmadrid

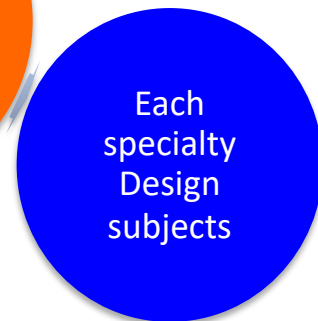
Department of Design Languages

Esdmadrid syllabus structure: 240 ects

1st, 2nd



2nd + 3rd



1st course 48 ects common subjects + 12 specific desing subjets

2nd, 3rd, 4th course: Design subjects

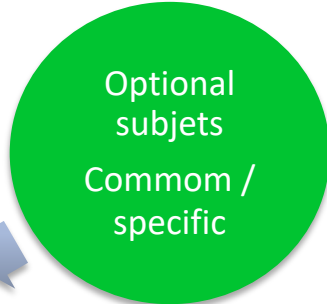
2nd, 3rd, 4th Optional subjets: common / specific

4th



ECTS DISTRIBUTION

4th



4th course: 12 ects entreprise traineeship

4th: 12 ects final projet

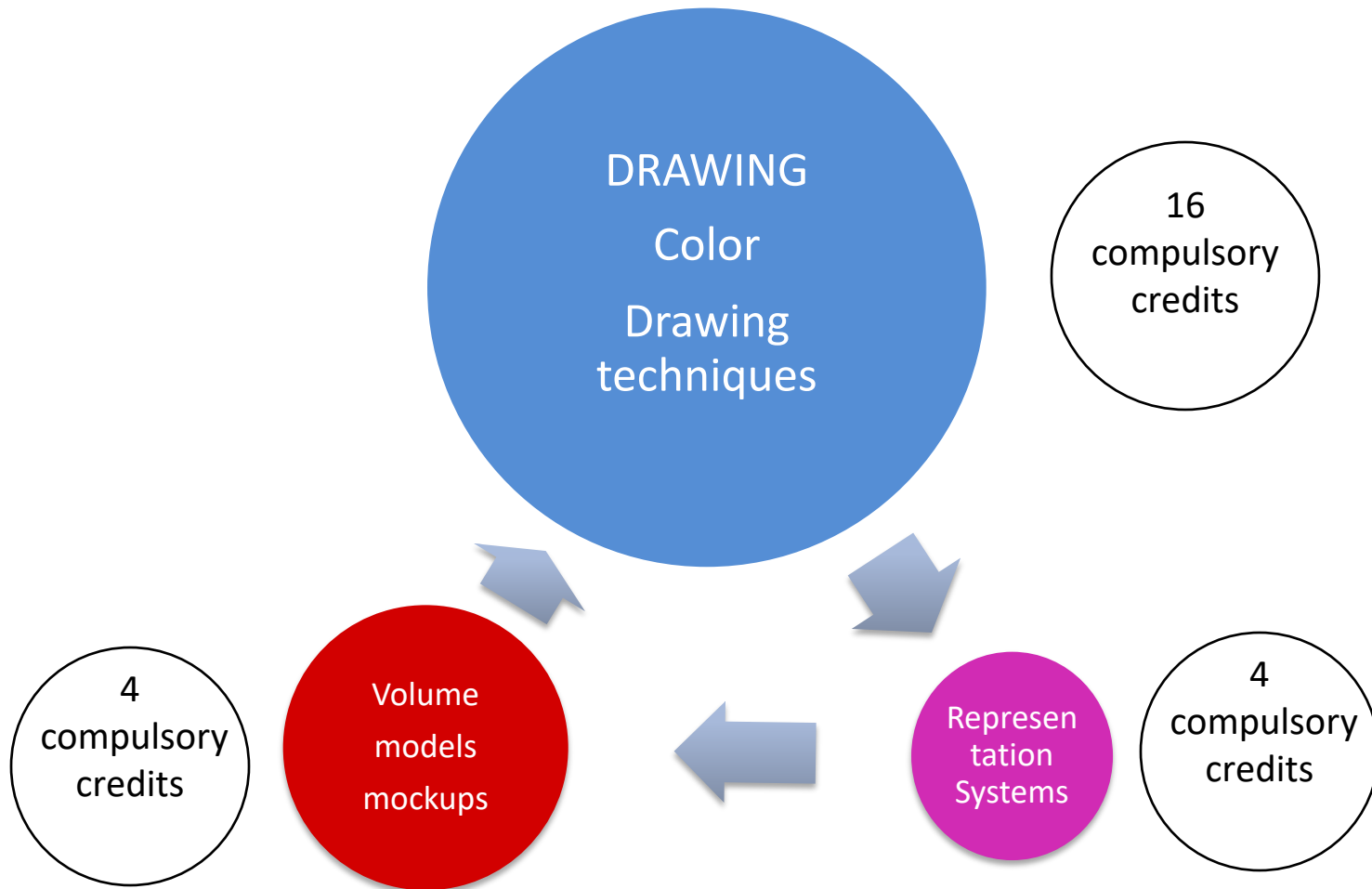
4th



2nd + 3rd
+ 4th

Department of design languages

Basic common subjects



DRAWING AND GRAPHIC AREA AT THE SCHOOL

DISTRIBUCIÓN: Every subjects has 4 ECTS

- FIRST COURSE

- DRAWING AND REPRESENTATION **BASIC**
- DRAWING AND COMMUNICATION **BASIC**
- COLOUR **BASIC**
- **REPRESENTATION SYSTEMS** **BASIC**

- SECOND COURSE

- EXPRESSION AND COMMUNICATION TECHNIQUES **BASIC**
- GRAPHIC EXPRESSION TECHNIQUES **GRAPHIC DESIGN**
- **SYSTEMS OF REPRESENTACIÓN APPLIED TO FASHION** **FASHION**
- FASHION DRAWING **FASHION**

- THIRD COURSE

- PROCESSES AND LANGUAGE OF ILLUSTRATION **GRAPHIC DESIGN**
- ILLUSTRACIÓN AND VISUAL COMMUNICATION **GRAPHIC DESIGN**

Representation systems

Superior Design School of Madrid

what the students' work is consist in?

Creative process



Representation Systems

Objective / Realible / Universal



Final video



Idioms in class

1. Knowing “how to see” is knowing “how to do”
 1. -From general to particular
-From the idea to the detail
3. We put in order (GEOMETRY) to the CAOS (idea of the project)
4. Straight line is endless (infinite)

PERSONAL CONSIDERATIONS (1)

GEOMETRY



NECESSITY TO RELATE

HUMAN BEING



UNIVERSE

KNOWN



UNKNOWN

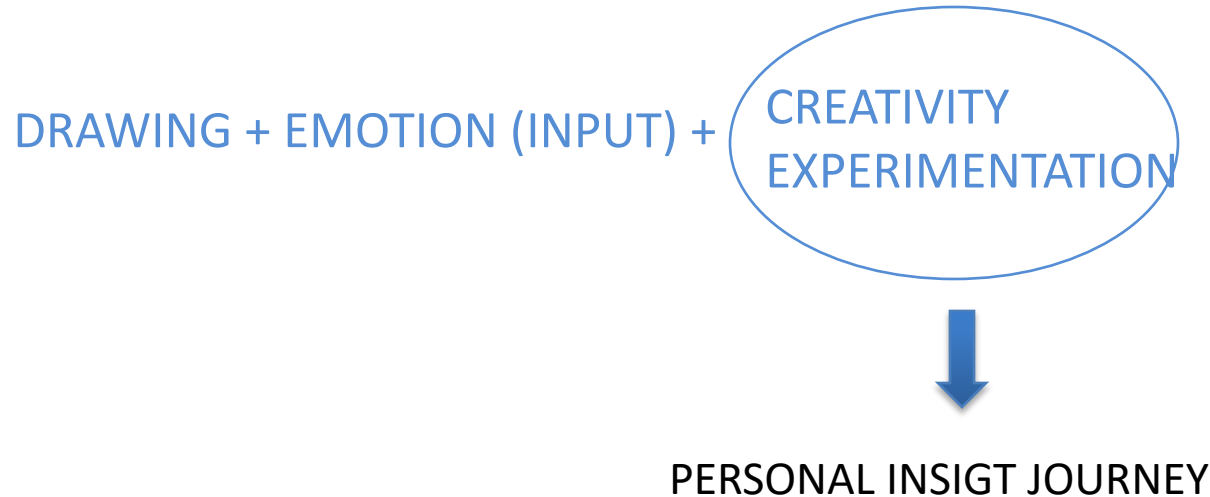
MAKE VISIBLE



WHICH IS HIDDEN



PERSONAL CONSIDERATIONS (2)



TEACHING STARTING POINT

ASPECTS TO BE CONSIDERED

Aspects to be considered- starting point:

- Little time for the subject (12/14) weeks
- Students' low level of knowledge of starting point (low and disrupted)
- Educational policy objectives: generic nature, open/ vague and ambiguous

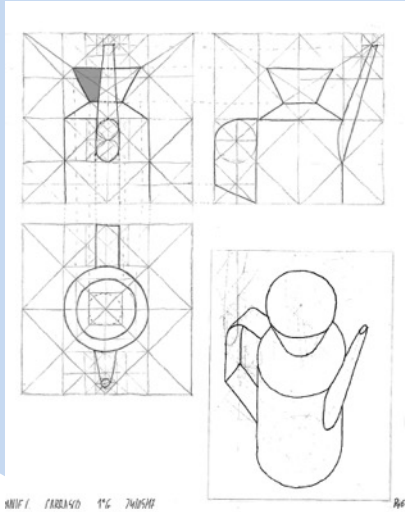


Definition of basic teaching objectives: Guiding principles

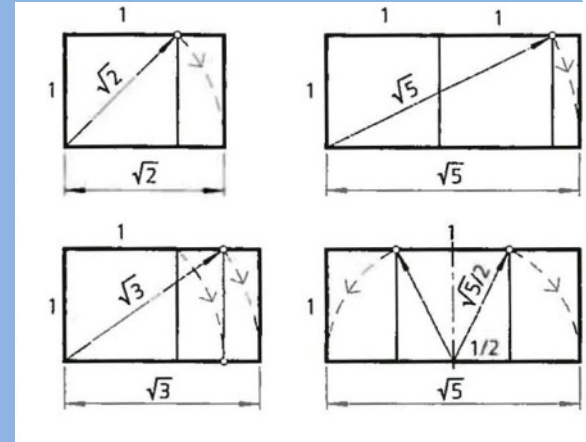
- Focus on Practical knowledge.
- Avoid abstract concepts.
- Graphic iconic definition to communicate ideas

WORKING TOOLS

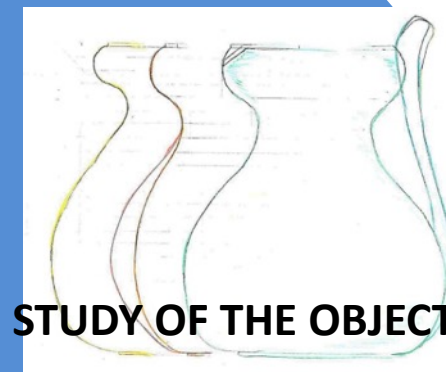
FREEHAND DRAWING



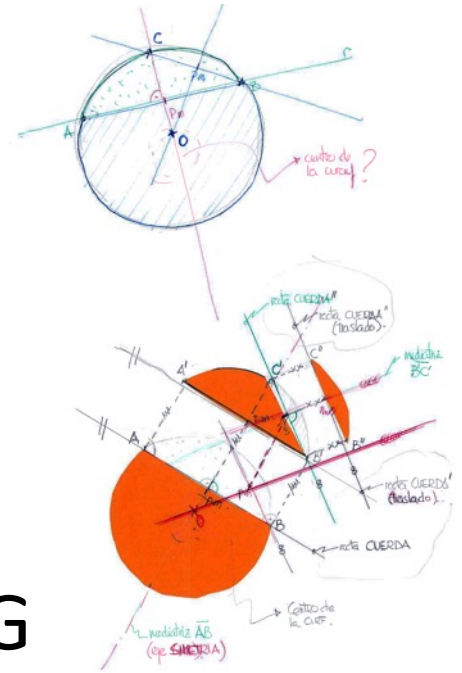
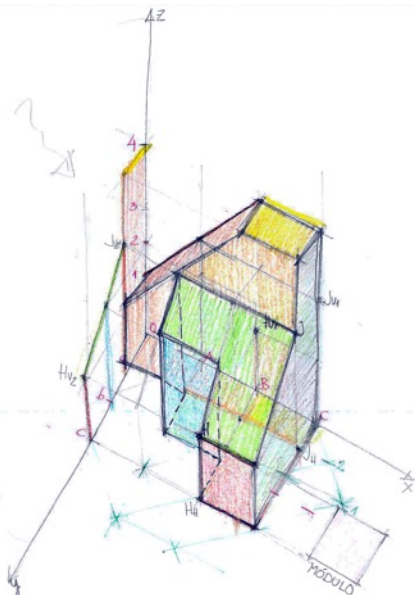
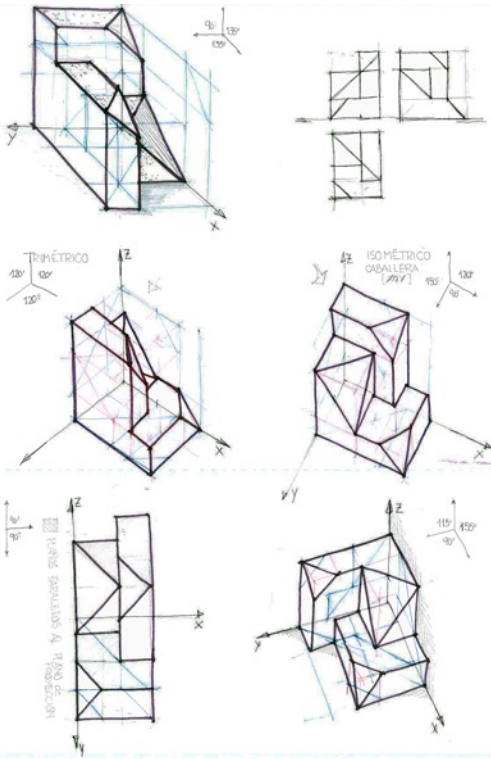
PROPORTION



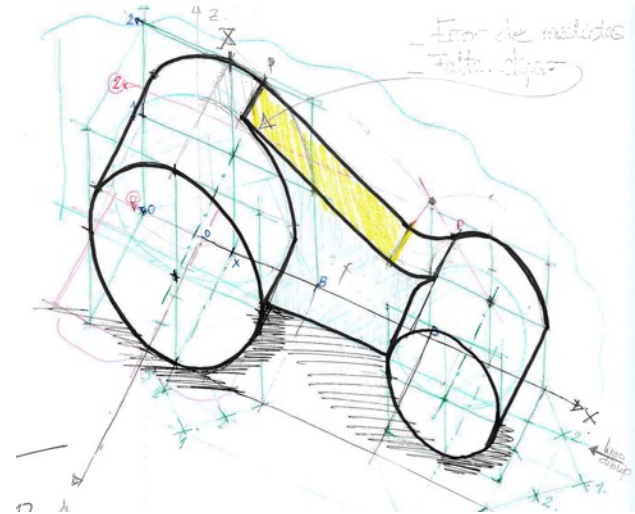
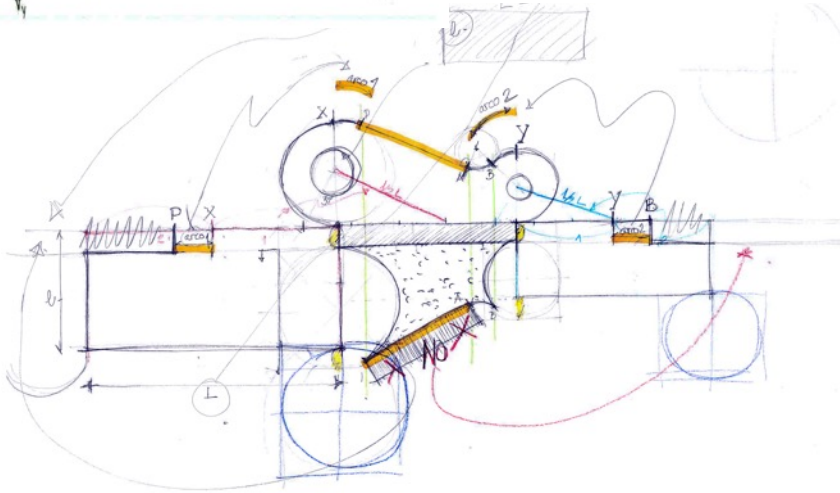
REPRESENTATION SYSTEMS

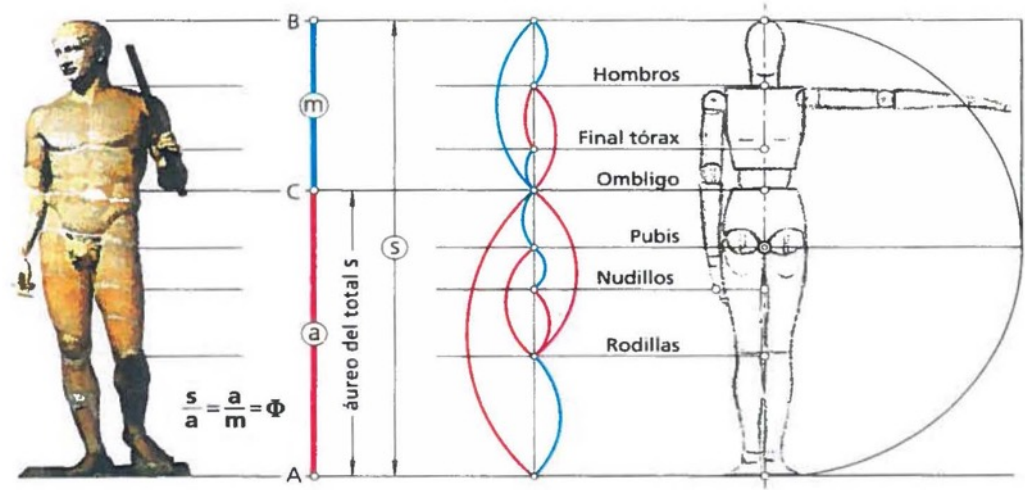
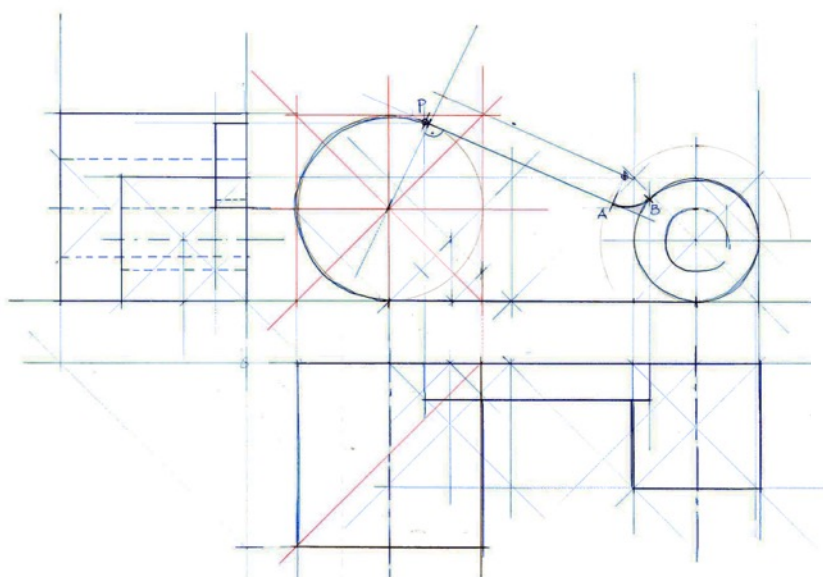


STUDY OF THE OBJECT SHAPES



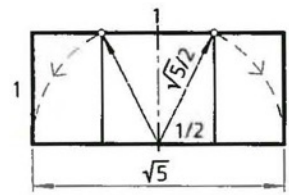
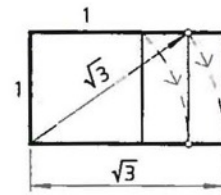
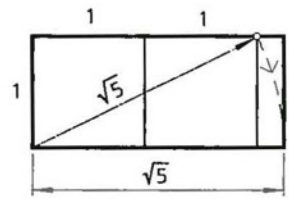
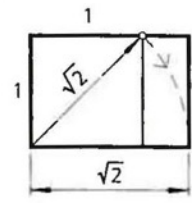
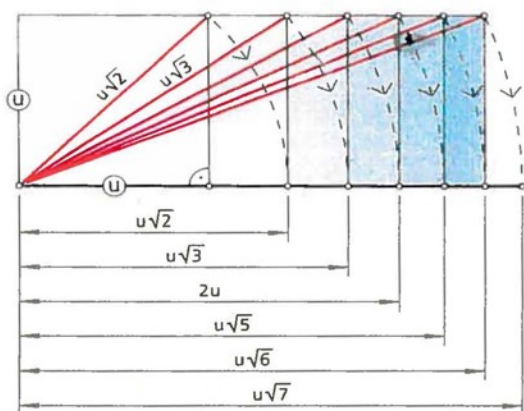
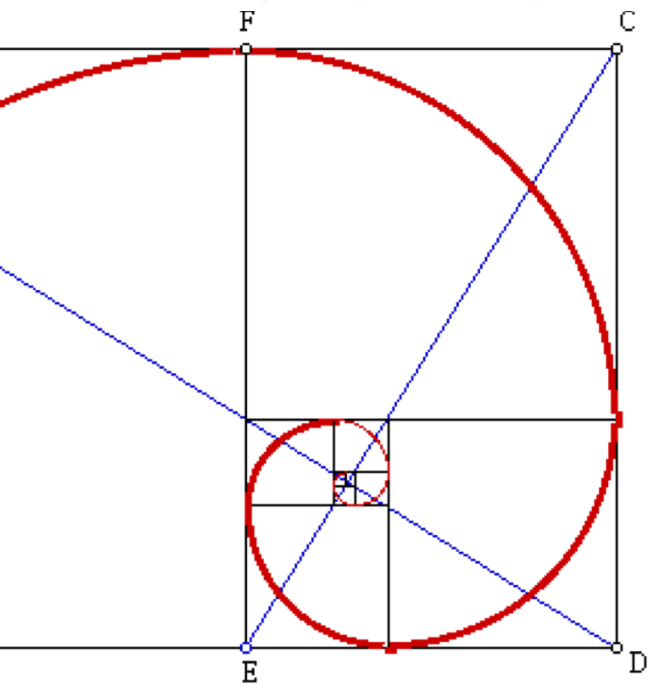
FREEHAND DRAWING

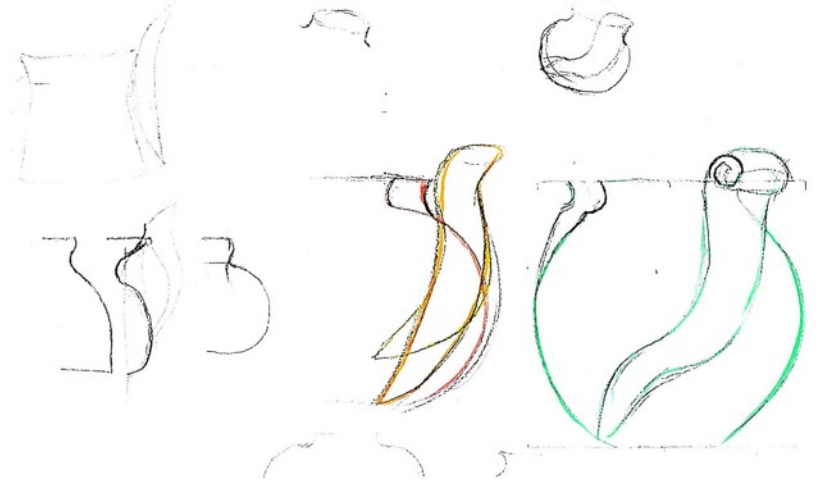
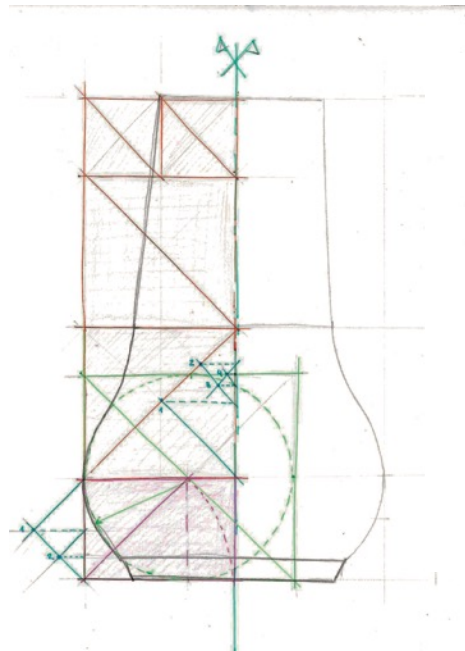
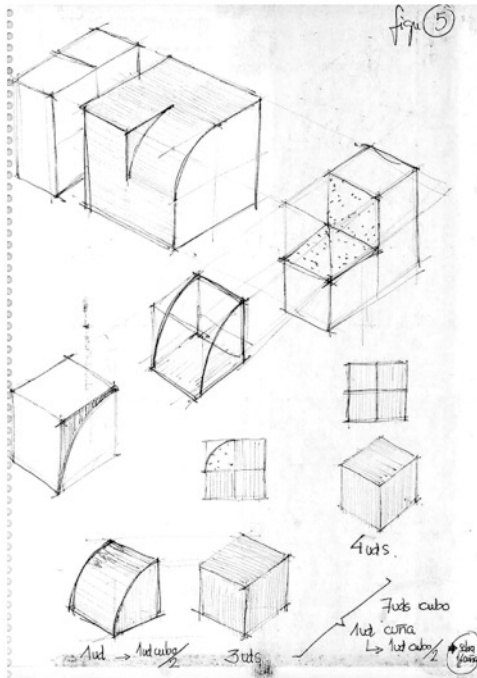




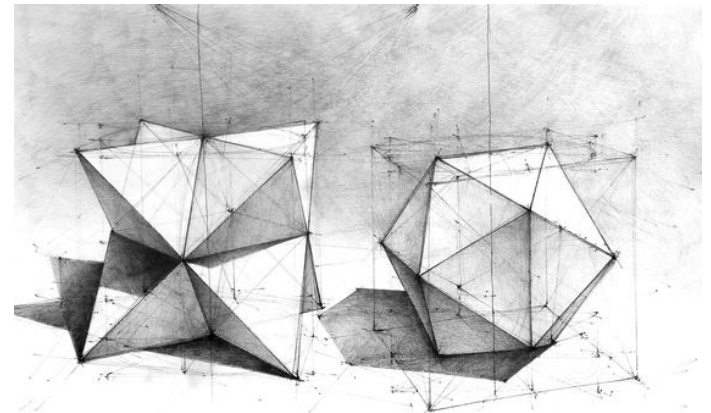
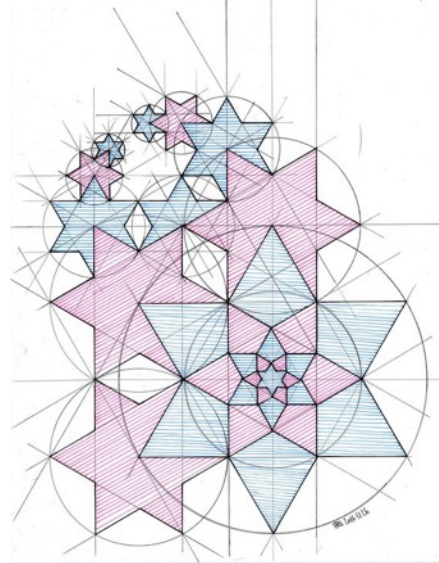
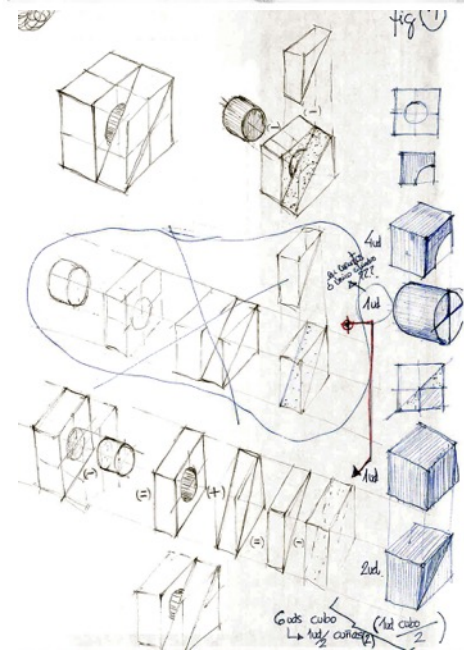
gen Álvaro de Sandoval Guerra

PROPORTION

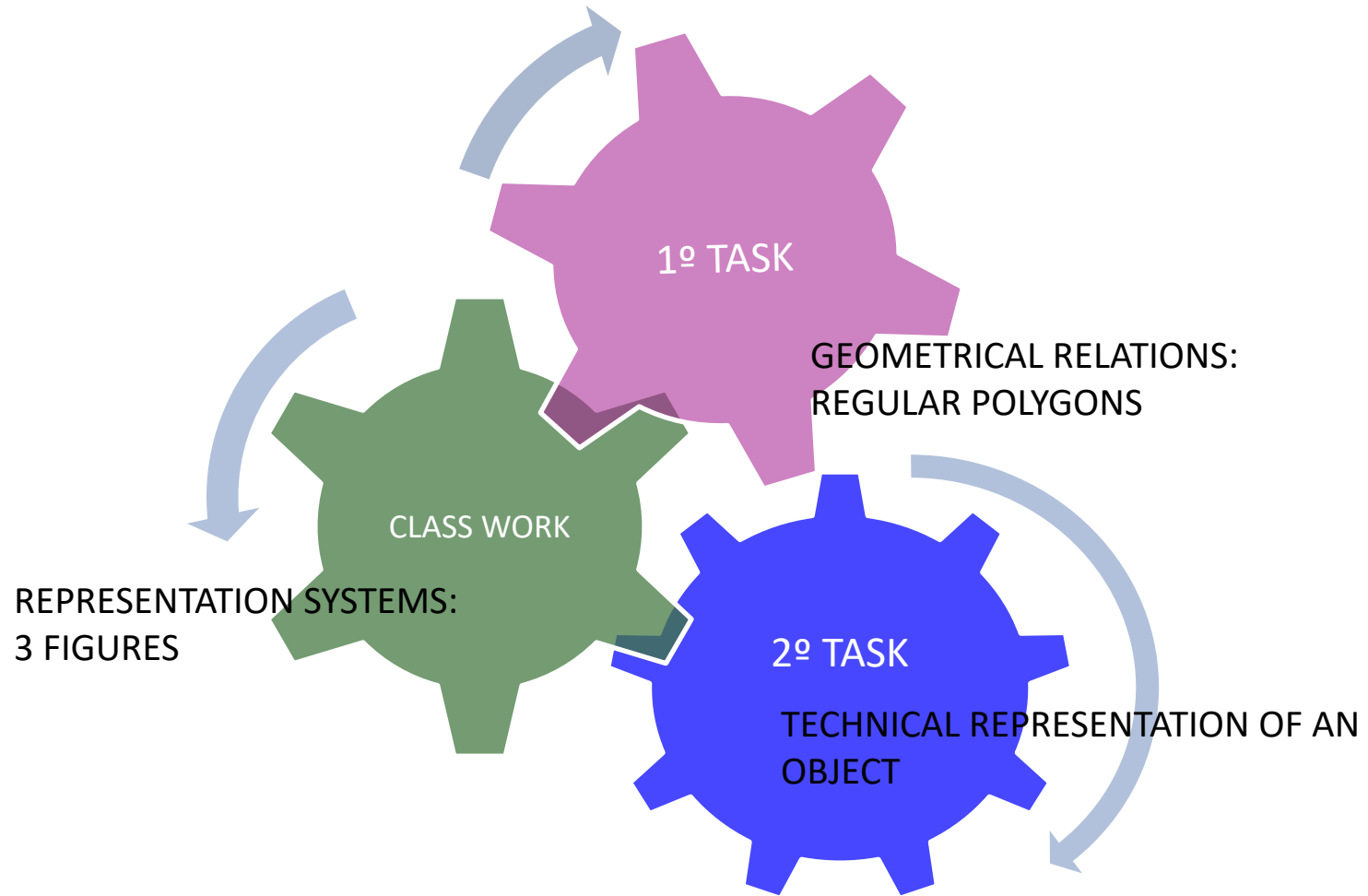




STUDY OF THE SHAPE



IMPLEMENTATION IN CLASS



CONSIDERATIONS

- CAN THE ANALITIC DRAWING **PROCESS-THINKING** BE REPLACED BY THE DIGITAL TECHNOLOGY?
- SHOULD THE FINE ARTS AND DESIGN TEACHING INSTITUTIONS **SUPPORT DRAWING** AS A WAY OF EXPRESSION AND TRANSFORMATION OF IDEAS?
- DOES THE PRESENT DESIGN EDUCATION PROVIDE THE REQUIRED **GRAPHIC-THINKING** RESOURCES TO BECOME A DESIGNER?

STUDENTS' EXERCISES