



## Course guides

# 290621 - TECNOI14 - Interior Spaces Technology

Last modified: 06/10/2020

**Unit in charge:** Vallès School of Architecture  
**Teaching unit:** 753 - TA - Department of Architectural Technology.  
**Degree:** DEGREE IN ARCHITECTURE STUDIES (Syllabus 2014). (Compulsory subject).  
**Academic year:** 2020    **ECTS Credits:** 7.0    **Languages:** Catalan, Spanish

### LECTURER

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**Coordinating lecturer:** JOAN LLUIS ZAMORA MESTRE  
**Others:** Primer quadrimestre:  
TÖRSTEN MASSECK  
JOAN LLUIS ZAMORA MESTRE - 1

### PRIOR SKILLS

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Recognition of anatomical construction elements  
Basic vocabulary building  
Main technical functions of buildings

### REQUIREMENTS

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Technical bases for building  
Environmental design of the building  
Building Systems

### DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

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#### Specific:

ET2G. An aptitude for applying technical and building standards.  
ET7G. The ability to conceive, calculate, design and implement systems for the division of interiors, carpentry, stairs and other finishing work and integrate them into existing buildings and urban areas (T).  
ET14G. Adequate knowledge of conventional construction systems and their pathology.  
ET15G. Adequate knowledge of the physical and chemical characteristics, production procedures, pathology and use of construction materials.  
EP19G. Adequate knowledge of ecology, sustainability and the principles of conservation of energy resources and environmental resources.

#### Generical:

CE7. Knowledge of the methods for research and preparation of construction projects.  
CE8. An understanding of structural, construction and engineering design problems related to building design.  
CE9. Adequate knowledge of the physical problems, technologies and functions of buildings so as to provide them with comfortable indoor conditions and protection from climate factors.

## TEACHING METHODOLOGY

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Reflective.

The learning environment must encourage theoretical reflection. In this way, students can go becoming aware of how they learn and make improvements in their own learning process.

Likely.

The teacher must present students with real situations. This is to facilitate learning through the relationship of the student with a real and complex context.

Flexible.

The learning environment must allow students to learn when they can.

Open.

Students must be allowed that some of the content can learn for themselves; should offer them the opportunity to investigate and inquire, for it is best to allow access to different and varied sources of information.

constructive

We must help the new information is developed and built on the previous one, helping the students learn from their work and correcting their progress later.

On.

Internet allows students to take a more active role in the process of acquiring knowledge. It also promotes interaction, participation and generation of knowledge by the students themselves.

Collaborative.

The students not only acquire knowledge but also skills to interact, communicate and work together with other students.

## LEARNING OBJECTIVES OF THE SUBJECT

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1. Analyze the technical requirements, formal and informal, that raises every project of construction and conditioning of an interior space.
2. Understand the sensitive nature of the interior construction: it is the construction we feel and that makes the interior space livable.
3. Use with solvency vocabulary of materials, products, elements of work proper to the interior construction.
4. Know the regulations that condition the adequacy interventions in the interior of the buildings.
5. Understand and organize the processes of execution of works proper to the interior construction.
6. Integrate construction techniques and interior conditioning of buildings with the rest of subsystems.
7. Understand and prevent the anomalous phenomena and aging of the building elements in the interior.
8. Represent and specify the instructions and own orders of the project and interior work management.
9. Adopt professional decisions with environmental, economic and social responsibility in their interventions to adapt the interior space.

## STUDY LOAD

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Type	Hours	Percentage
Hours large group	38,5	22.00
Hours medium group	38,5	22.00
Self study	98,0	56.00

**Total learning time:** 175 h



## CONTENTS

### Syllabus

**Description:**

To know the requirements, technical resources, constraints and impacts of construction and conditioning activities of interior architectural spaces, with regard to your application in the project and project management.

**Specific objectives:**

Concept requirement for use. Concept of technical requirement. Formal rules: the CTE. The informal rules. Environmental impact of the adequacy of internal sector.

The construction and conditioning of the interior elements.

The primary base closures: land, floors, platforms, firm.

Vertical primary closures: partitions, screens, partitions.

Primary coverage closures: roofs, ceilings.

Fixing light systems.

The integration of services and facilities in the interior space. Demands and problems. techniques. constructive solutions.

Linings lower: pavements.

Vertical linings: facings.

The interior topcoats: ceilings.

Internal openings.

Artificial lighting systems.

General concepts of higrotermia.

Heating systems: systems for water and air systems.

Cooling systems: systems for water and air systems.

Ventilation systems.

basics of acoustics and electro-acoustics.

Materials and products for architectural interiors.

The process of placing.

Analysis of constructive goodness of applied technical solutions.

Project documentation necessary for the execution and legalization of the work.

acting trades and work organization.

Quality control methodology, time and costs.

Control of the environmental impact of internal work processes.

**Related activities:**

Visits to buildings in operation

Visits to showrooms and fairs

Visits to works

Conference professionals

Expert Conference

Business Conferences

**Full-or-part-time:** 77h

Theory classes: 38h 30m

Practical classes: 38h 30m

## GRADING SYSTEM

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The objective of the evaluation proposal is to ensure the end of the academic year of the course achieving their learning goals.

It is also important that the extent of the possibilities available student is also informed of their rate of progress.

It is proposed to make a continuous assessment throughout the course in successive acts of evaluation. This acts have been designed so that its realization also have a reflection in the maturation of the student with professional future. For this reason they will develop both personal work environments as teamwork, both in field activities as cabinet, and so on propositional activities such as monitoring and management.

To pass the course is essential that the student is present and exceeds all assessment tests consisting of:

\* 1 work CAMP,(tracking form a construction and interior fittings selected by the students themselves), tutored and assisted to schedule consultations (quantitative participation of this assessment in the final assessment of the performance of the subject is 25%). Monitoring selected by the student and approved by the teacher, work is done throughout the semester, according to the proposed format Athena. The result is delivered and assessed at the end of the first third of the development of the subject. Should responsible for the work request, a supporting document of academic writing of this monitoring will be delivered.

\* 1 studio work (competition format technical solutions), tutored and attended the consultation schedule (the quantitative participation of this assessment in the final assessment of performance is 25%). This work consists of the constructive development of a generic prototype interior room. It will be delivered at the end of the second third of the development of the subject.

\* 1 test of theoretical and applied knowledge, held in class within school hours (see schedule) on the last day of the course (the quantitative participation of this assessment in the final assessment of performance is 25%) and result is delivered and evaluated at the end of the course.

\* Practical exercises developed in class and delivered every week at ATENEA. (the quantitative participation of this evaluation in the final evaluation of the performance is of 25%)

Assistance to the visits, conferences and other parallel academic events promoted by the subject is compulsory and will be carried out, whenever possible, within the timetable of the subject. (This attitude of participation of the student will increase the final evaluation of the performance by the end 10%).

The final grade of each student calibrate its regularity, its progression and the balanced acquisition of practical and theoretical knowledge.

## EXAMINATION RULES.

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The exercises, visits, conferences, etc are programmed previously in the detailed program of the course each term deposits and update Athena.

## BIBLIOGRAPHY

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### Basic:

- Pile, John. Drawings of architectural interiors. Paperback ed. New York: Whitney Library of Design, 1979. ISBN 0823071588.
- Reznikoff, S. C. Specifications for Commercial Interiors : professional Liabilities, Regulations, and Performance Criteria. New revised edition. New York: Watson-Guption Pub, 1989. ISBN 9780823048939.
- Interiores. Barcelona: Ediciones CEAC, 1991. ISBN 843292024X.
- Pilatowicz, Grazyna. Eco-interiors : a guide to environmentally conscious interior design. New York [etc.]: Wiley, cop. 1995. ISBN 0471040452.
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- Kilmer, W. Otie; Kilmer, Rosemary. Construction drawings and details for interiors : basic skills. New York: John Wiley & Sons, cop. 2003. ISBN 0471109533.
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- Gesimondo, Nancy; Postell, James Christopher. Materiality and interior construction. Hoboken, New Jersey: John Wiley & Sons, 2011. ISBN 9780470445440.
- Hausladen, Gerhard; Tichelmann, Karsten. Interiors construction manual : integrated planning, finishings and fitting-out, technical services. Basel: Birkhäuser, 2010. ISBN 9783034602822.
- Ballast, David Kent. Interior construction & detailing for designers and architects. Sixth edition. Belmont, California: Professional Publications, Inc, 2013. ISBN 9781591264200.

### Complementary:

- Jofré, Carlos. Color y textura en pavimentos y paramentos de hormigón. Madrid: Instituto Español de Cemento y sus Aplicaciones (IECA), 2003. ISBN 8489702187.
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- Arcarons Camps, Ignasi. Estudi dels revestiments interiors i les tècniques constructives i d'acabat del segle XVIII i inicis del XIX a Barcelona. Barcelona, 2003.
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## RESOURCES

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### Other resources:

Professional organizations:

<http://www.codic.org> [Official College of Decorators and Designers of Catalonia]

<http://www.adp-barcelona.com> [association of professional designers]

<http://www.arq-infad.org> [Association of Architects and Interior Designers]

Organizations and associations:

<http://www.bcd.es> [Barcelona Design Centre]

<http://www.fadweb.com> [promotion of decorative arts]

<http://www.moblescat.com> [Catalan Federation of Furniture Traders]

<http://www.iida.org> [international association of interior design]

decoration:

<http://www.dekoracion.com> [Decoration Portal, news, current affairs ...]

<http://www.decoracioatres.com> [integrated projects Interior]

Museums:

<http://www.museuartsdecoratives.bcn.es> [Museum of Decorative Arts in Barcelona]

<http://www.macm.org> [Museum of Decorative Arts in Montreal, Canada]

<http://www.moma.org> [Museum of Modern Art (MOMA)]

<http://www.design-museum.org.uk> [Decorative Arts Museum of London]

schools:

<http://www.baued.es> [Bau, School of Design]

<http://www.eina.edu> [Eina School of Art and Design]

<http://www.iccic.edu/elisava> [Elisava School of Design]

<http://www.escolamasana.es> [Escola Massana]

<http://www.deiadisseny.com> [Deia, School of Design]

<http://www.laiedu.org> [Lai, School of Design]

<http://www.artdisseny.com> [Municipal School of Art in Terrassa]

others:

<http://www.fotomobil.com> [Search for photos]

<http://www.rutadisseny.com> [Bars, buildings, spaces, etc. Barcelona]

<http://www.designboom.com> [information, studies and interviews on the world of design]