Course guide
290621 - TECNOI14 - Interior Spaces Technology

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: 2022 ECTS Credits: 7.0 Languages: Catalan, Spanish

LECTURER
Coordinating lecturer: JOAN LLUIS ZAMORA MESTRE

Others:
Primer quadrimestre:
TORSTEN ANDREAS MASSECK - 1
RAÚL SERRA FABREGÀ - 1
JOAN LLUIS ZAMORA MESTRE - 1
Segon quadrimestre:
TORSTEN ANDREAS MASSECK
RAÚL SERRA FABREGÀ - 1
JOAN LLUIS ZAMORA MESTRE -

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

REQUIREMENTS
Technical bases for building
Environmental design of the building
Building Systems

DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

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:
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

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours medium group</td>
<td>38,5</td>
<td>22.00</td>
</tr>
<tr>
<td>Hours large group</td>
<td>38,5</td>
<td>22.00</td>
</tr>
<tr>
<td>Self study</td>
<td>98,0</td>
<td>56.00</td>
</tr>
</tbody>
</table>

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:
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: 60h
Theory classes: 45h
Practical classes: 15h
GRADING SYSTEM

The aim of the proposed assessment is to guarantee at the end of the academic period of the subject the achievement of its learning objectives.

It is also important that as far as the possibilities available the student is also informed of their pace of progress.

It is proposed to make a continuous assessment throughout the course in successive assessment acts. These events have been designed so that their realization also has a reflection on the maturation of the student with a professional future. For this reason, they will be developed in both personal and team work environments, both in field activities (if COVID allows it) and in the office, and both in proposing and monitoring and management activities.

In order to pass the subject it is essential that the student takes and passes most of the assessment tests consisting of:

* 1 work of CAMP, (format of follow-up of a work of construction and interior conditioning selected by the own student), tutored and assisted to the schedule of consultations. The work selected by the student and approved by the teacher is monitored throughout the semester, according to the format proposed to Athena. The result is delivered and evaluated at the end of the first third of the subject. In the event that the person in charge of the work requests it, a written document accrediting the academic nature of this follow-up will be delivered. (The quantitative participation of this evaluation in the final assessment of the performance of the subject is 0%. THIS ACTIVITY HAS BEEN ELIMINATED BY COVID)

* 1 STUDY work (technical solutions competition format), tutored and assisted in the consultation schedule (the quantitative participation of this evaluation in the final assessment of performance is 33%). This work consists of the constructive development of a generic prototype of an interior room. It will be delivered at the end of the second third of the development of the subject.

* 3 partial tests of knowledge and skills, GROUP (test type format), carried out in class within the school hours (see calendar) in FORUM format: each group answers in public to a question asked just the previous time and another question group. (The quantitative share of this evaluation in the final performance assessment is 33%). The assessment will be individualized by ROLS.

* Weekly practical EXERCISES developed in class and in GROUP that are delivered every week to ATENEA. (the quantitative participation of this evaluation in the final assessment of performance is 33%)

Attendance at visits, conferences, exercises and other parallel academic events promoted by the subject is mandatory and will be carried out, whenever possible, within the schedule of the subject. (This attitude of student participation will increase the final assessment of performance by a maximum of 10%. For COVID these activities have been suspended).

The final grade of each student will weigh their regularity, their progression and the balanced acquisition of practical and theoretical knowledge.

EXAMINATION RULES.

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

Basic:

Complementary:
RESOURCES

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.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.deiadiseny.com [Deia, School of Design]
http://www.laiedu.org [Lai, School of Design]
http://www.artdiseny.com [Municipal School of Art in Terrassa]

others:
http://www.fotomobil.com [Search for photos]
http://www.rutadiseny.com [Bars, buildings, spaces, etc. Barcelona]
http://www.designboom.com [information, studies and interviews on the world of design]