

2nd edition

# **GLOBAL DESIGN**

Junior Summer Courses 2018

**Calendar:** from July 16th to July 27th 2018

**Timetable:** Monday to Friday, from 9.30am to 2.30pm

**Language:** English

## Introduction

Now that the official year has ended, the nerves brought on by exams and the last-minute handing in of papers, the personal drive to get good grades and the uncertainty of what to study next year have all been left behind. Summer is here and although some people will take private classes, consolidate their knowledge or go on holiday, we propose that you take a two-week break and join the Global Design Junior Course.

What is the Global Design Junior Course?

It is a course that helps you to discover the different areas of design: product, interior and graphic design. It offers an opportunity to explore the creative processes linked to these disciplines so to discover the potential within and activate your radar in the world of creation.

This course is in keeping with IED Barcelona's multicultural approach, where the aim is to seek knowledge and pursue ideas beyond each specific area.

## Objectives

The course is intended to boost motivation, confidence and self-knowledge, so that the students incorporate their experiences into their own academic path and personal life and gain a better understanding of how designers in different areas think and work.

The syllabus has been conceived to create a space where students can establish bonds and share their own distinctive features. Technical knowledge and tools are provided so that the students can develop their own individual ideas and know how to express them.

The design process is laid out so that they can understand how important observation, investigation, concept association, logic and communication are to each discipline.

## Methodology

The programme is designed to immerse the students in the different design disciplines by exploring their specific tools and resources.

Moreover, students will explore several techniques and languages from a global perspective involving poetry, visual art, plastic art, sculpture, theatre and music.

All exercises are rounded off by putting experience into practice; on the last day, the group is asked to jointly create a piece that combines tools and knowledge in design and art.

## Skills Developed

- Learning mechanisms for observation and analysis.
- Obtaining resources for turning ideas into a physical reality.
- Immersion in an interdisciplinary design project.
- Ability to organize one's own ideas, to think and communicate them effectively.
- Learning to express oneself using different techniques.

### **Student profile**

Young students between 15 and 17 years old who are considering how to further their academic education and have an interest in the different design disciplines.

It is aimed towards young people who are not developing their creative or artistic potential and wish to explore their skills. Also for students who need to find themselves and learn how to get organised and enjoy learning.

## Course program

### DESIGN PROCESS AREA

#### Visual thinking

- Seeing, looking, becoming involved, imagining and showing.  
In the world of design, it is important to keep an open mind in order to absorb all the stimuli provided by one's environment. Observing and becoming involved creates new scenarios in which a designer can offer new ideas.
- Photography exercise

#### Mental maps and other frameworks for display

- The main topic, branches, words, images, colour, style, material, role and analogies.  
Six questions for analysing an idea, analysing using pairs of words and other diagrammatic methods.
- Storyboard exercise.

#### Volume, interior space, visual resources and accessories

- Volumetric conceptualisation, feeling and recognising spaces in order to redesign them, communicating using graphical resources and designing accessories by decontextualising them from their normal scope of action.
- Volume exercise.

#### Drawing

- How can we gain credibility and confidence in our drawings?  
Observation and credibility, practical advice, representation systems, ability to synthesise...  
Freehand drawing is the most practical tool for a designer (a thinker). It is not a question of being a virtuoso at drawing but of simply having the intention to communicate and be able to think and put down the ideas. With the advice offered, the students will draw with more confidence and increase the quality of their drawings exponentially.
- Drawing exercise.

### EMOTIONAL AREA

A series of exercises will be used to help create a relaxed atmosphere in the classroom so that the students can deal with all the exercises related to the design process and be helped to understand how to focus on and channel their abilities.

#### Motivation

Confidence, concentration, communicate-transmit-express, the need to take risks, thoughtfulness, self-criticism, attitude and passion.  
Through a series of group exercises an atmosphere is created that promotes self-confidence. With this attitude, the students are able to offer new ideas that may be useful for developing their passion for any of the design disciplines.

### **Influence of sensory stimuli**

The labyrinth of the senses.

Sensitivity and the emotions are an indispensable factor that designers must incorporate into their products. Knowing how to use and channel emotions can help both at the different stages of a designer's work and in real life.

### **Mental strategies**

Techniques and strategies for developing creativity.

In the current context of rapid change, there is a growing need for people with the attitudes, skills and tools that can promote and increase their organisational abilities and creativity.

### **Course Coordinator**

Each summer course has the advice of a specialist in the field, who plays an active role in developing the study plan and the content of the course in cooperation with the Masters' teaching methods department.

### **David Ortega Gómez**

Teacher and designer

A Graduate in Interior Design, he has his own graphic design, industrial design and, in particular, interior design studio. He combines working from his studio with teaching and has been a lecturer at IED Barcelona since 2006. He recently published the book "Dibujo a mano alzada para diseñadores de interiores" (Freehand drawing for interior designers) published by Editorial Paramón.

Since 2011 he has been vice-chairman of "CODIC Col·legi de Decoradors i Dissenyadors d'Interiors de Catalunya."

In recent years, he has become interested in all things related to creativity, strengthening the inner abilities of individuals and teaching classes in high schools, art centres and companies.

### **Teaching team of previous edition**

#### **Hernán Ordóñez**

Graduate in Graphic Design by the Faculty of Architecture, Design and Urban Planning by the Universidad de Buenos Aires (FADU-UBA), Argentina. Designer and professor, he collaborates with design studios and schools in Argentina and Spain.

#### **Irma Arribas**

PhD Architect, Designer, Space Communication. Founder of BAAANG (Basis of Architectural Action with No Guarantees).

#### **Carles Rodrigo**

Graduated in 2008 from Eina, Barcelona. He began his professional career at Mucho. He works on a wide range of identity, editorial, signage, and packaging projects, being the creation and use of typography the base of his work process. He established himself as an independent designer in 2014, founding Carles Rodrigo Studio.

*The Management of the Istituto Europeo di Design reserves the right to change the Course Program according to the didactic aims requested.*