



istitutomarangoni



**STUDY ABROAD
ARTS CURATING SEMESTER**

Version 01

Brief descriptive summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Art History and Culture.

General Information

1. Certification attained

Istituto Marangoni Certificate and Transcript*

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

Programme Information

2. Educational & Programme Aims

Educational Aims:

- to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to develop the students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills;
- to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
- to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

Programme Aims:

Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.

Study abroad semesters at Istituto Marangoni offer participants a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion. Courses are offered twice a year, in autumn and spring. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs.

On this semester course participants explore the language and meaning of art, learning ways to articulate their ideas and communicate their findings to a knowledgeable art audience, or to the general public. Aimed at students with at least one-year previous undergraduate study in art history, art & design, or similar fields, this inspiring course develops skills in creative research and analysis of visual materials including art, sculpture, contemporary objects and images, through critical awareness, creative thinking, and effective written communication skills including publishing, art writing and journalism.

Discover the multitude of art practices, contemporary art sources, and business activity within the arts industry.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Arts Curating will be able to:

LO1 - Analyze artworks within their specific cultural context;

LO2 - Demonstrate a theoretical knowledge of the contemporary art publishing industry;

LO3 - Differentiate various methodological approaches in art criticism;

LO4 - Combine different analytical tools to analyze communication dynamics in society;

LO5 - Identify artworks in relations with their specific cultural context and describe artworks related with the precise context;

LO6 - Create valuable layouts for art related publications through graphic design tools.

4. Teaching/Learning and Assessment Strategy Curriculum:

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Editorial System Unit

The unit EDITORIAL SYSTEM aims to lay the foundations for a path of deepening the publishing world. The subject History of Art Criticism outlines the itinerary of criticism within the world of art and the development of art history as a discipline from the fifteenth century (Leon Battista Alberti, Giorgio Vasari) until the twentieth century. Art Criticism aims to provide the student with a confidence in academic writing, supporting him/her in the developing of a personal approach and style. The History of Art Media subject provides the knowledge to consciously orient oneself in the world of contemporary book and magazine publishing, analyzing them as a cultural, industrial, physical and commercial products. This knowledge will be contextualized by the Publishing System subject, in which the structure of the publishing world will be analyzed, from the organization of publishing houses and the publishing processes.

Academic and Journalistic Writing Unit

The unit Academic and Journalistic Writing aims to consolidate the student's preparation with technical-practical knowledge in the editorial field. The subjects Art Writing and Editing and Art Journalism are focused on training the student for work in publishing houses specialized in art publishing and in periodical publications (offline and online magazines, blogs, ...), illustrating the specific modalities of this profession while specializing in writing techniques. This unit tackles the editorial aspects with a well-rounded education, starting from traditional editing up to the one for the web. The subject of Media Arts & New Technologies provides students with the methodology of analysis and design of audiovisual products in order to be able to communicate audiovisual art products, and to evaluate their effectiveness. The intent is to provide relevant notions the main aspects and problems of the sociology of communication, from media research to audience studies, with particular reference to the problems of Internet Governance and the use of social media and a basic knowledge of the theoretical and technical tools of political communication. The Graphic Design for Publishing subject faces the aspects of graphic design within complex communication systems involving different media and articulated tools and languages: from the exhibition catalog to the digital magazine, from the blog to the video for a cultural event, from the site web app and presence on social media.

History of Contemporary Art Unit

The unit History of Contemporary Art deepens the knowledge of the students of the 19th and 20th Century art history and the aesthetic considerations of the XXI Century. It links historical, political and cultural facts with the transformation of visual arts and the profound renewal of the aesthetic paradigm of what we call today contemporary art.

Industrial society in the second half of the 19th century introduces a wider reflection that comes to the crucial moment of historical avant-garde movements, up to the crisis of the two World Wars, Pop culture, the radical one of the radical controversy, to the postmodernism and the actuality.

History of Cinema and Video Art Unit

The unit History of Cinema and Video Art deals with the relationship between art and media, offering a complex panorama of the connections between art history and the development of tools and languages related to technologies, first analogue and then digital. Each of the three terms addresses a specific topic of deepening. The first term is devoted to the history of photography, from Parisian origins to contemporary trends. The second term addresses some issues related to the history of cinema while the third term deals more specifically on the hybrid territory that poses cultural and visual issues between Moving Image and visual arts.

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systems involving different media and articulated tools and languages: from the exhibition catalog to the digital magazine, from the blog to the video for a cultural event, from the site web app and presence on social media.

Writing: Multimedia Unit

The goal of the Writing: Multimedia Unit is to put the technical skills learned in the previous Unit into practice and expand on their computer knowledge applied to online and offline publishing, and to reinforce student's preparation with technical-practical skills in the editorial setting. The Art Writing workshop will be centered on delving into what was learned during the respective courses in T2; similarly, the Multimedia Publishing workshop puts what was learned in the course related to T2 into practice. The IT Tools subject will provide computer instrument insight applied in the art editorial setting, previously analysed in the Theories & Techniques for Visual Languages and Graphic Design for Publishing subjects in T2.

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Programme teaching methods:

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths.

The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.

It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms.

A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;
- study, trips, external projects and competitions present the students with another dimension to their learning experience;
- guest speakers provide the students with a full, broader and real perspective to their specialist field of study.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

Course Specific Assessment Criteria:

The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

Assessment methods to support learning:

the programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Different forms of assessment can, and where appropriate should, be used to test different types of skills and learning.

Formative Assessment:

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
- self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward the learning goal.

Summative Assessments:

These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria. **Summative assessments** can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff.

Formal Examinations are required in some study areas.

Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.

Student Projects are used when the student is required to submit work to be marked independently and anonymously.

5. Course structures

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Term 1 • Editorial System Unit

Subjects	Total Hours	IM Credits*
History of Art and Fashion Media	20	15
History of Art Criticism	20	
Art Criticism	20	
Publishing System	20	

Term 2 • Academic and Journalistic Writing Unit

Subjects	Total Hours	IM Credits*
Art Writing and Editing	20	15
Art Journalism	20	
Media Arts & New Technologies	20	
Graphic Design for Publishing	20	

Term 1 and 2 • History Of Contemporary Art Unit

Subjects	Total Hours	IM Credits*
History of Contemporary Art	20	15
History of Cinema and Videoart	20	

*Istituto Marangoni credits system is equivalent to European Credit Transfer System (ECTS).

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Term 2 • Academic and Journalistic Writing Unit

Subjects	Total Hours	IM Credits*
Art Writing and Editing	20	15
Art Journalism	20	
Media Arts & New Technologies	20	
Graphic Design for Publishing	20	

Term 3 • Writing: Multimedia Unit

Subjects	Total Hours	IM Credits*
Art Writing Workshop	20	15
Multimedia Publishing Workshop	20	
Interdisciplinary Project	20	
IT Tool 2	20	

Term 2 and 3 • History Of Contemporary Art Unit

Subjects	Total Hours	IM Credits*
History of Contemporary Art	20	15
History of Cinema and Videoart	20	

*Istituto Marangoni credits system is equivalent to European Credit Transfer System (ECTS).

6. Course Specific Admission Requirements

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Admission requirements are listed below:

- Completed the first year (L4) of an Undergraduate Bachelor programme in Art or similar;
- For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
- Piece of Written Work/Essay¹;
- Good knowledge of applied arts and design history.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:

- Signed personal statement;
- Transcript from an Undergraduate Bachelor programme in Art or similar;
- Piece of Written Work/Essay;
- Certificate of the chosen language of the course.

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).

(Admission requirements are subject to change in order to comply with entry requirement regulations).

7. Programme Leader's Responsibilities

They will have responsibility for implementing the strategic direction of the courses within their programme and for co-ordinating the academic administration necessary for its successful day-to-day operation.

1) Applicants are requested to submit either:
a piece of written work/Essay/Exam developed in his/her study pathway completed before the application. If the applicant doesn't have a written work to submit, he/she might be requested to develop an essay based on indications received by the School he/she wants to attend, and related to the area of study he/she is applying to.

Programme Leader's responsibilities are:

- chairing the Programme Committee, and arranging for such meetings of the Committee as considered appropriate;
- acting as the Chief Executive Officer to the programme. As such he/she will be responsible, within the agreed policies of the Programme Committee, and Academic Boards, for the efficient operation of the programme as approved by the Institute;
- supporting and encouraging their teaching team including PDP;
- advise the Programme Committee on its proper responsibility for the continuing development of the programme;
- liaise on behalf of the Programme Committee with all staff as appropriate;
- be empowered to take on behalf of the Programme Committee any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Unit and ensure that it is communicated to students and the Director of Education;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required for the Unit and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- actively participate and organise Peer Support systems;
- monitor & respond to the student voice including regular meetings with the student Rep.;
- monitor Unit and course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring, joint marking, internal verification;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

8. Student Support Strategy

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising in the programme;
- Student Support Officers for student referral where appropriate;
- Academic documentation, such as Unit, Programme and Student Handbooks;
- induction programmes for facilities including: Library, IT, online resources (where available), school facilities and media services;
- student group representatives (student voice).

Student Support Officers

A dedicated Student Support Officer is available for all students on the programme.

For academic counselling, Student Support Officers will liaise with tutors and Programme Leaders to offer practical advice to resolve specific academic difficulties.

A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.

For matters of pastoral care the Student Support Officers will help in:

- finding their way around;
- managing their time;
- dealing with stress;
- getting the best from their course;
- understanding and applying the school's rules;
- anything else the officers can advise on.

One-to-one appointments may be made by phone, through the receptionists or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

9. Student Evaluation

Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:

- Informal contact with Programme Leader and subject Tutor through appointments with academic staff;
- Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Formal Student Representation;
- Semester/Term Questionnaire;
- Resources Questionnaire (at the end of each academic year);
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

It would be desirable that students provide details of their identity when giving constructive feedback on the course and teaching

methods. There might be occasions when that is not appropriate and Istituto Marangoni recognises such exceptions. In these instances, the programme teams and central support services will ensure that anonymity and confidentiality are respected.

In order to 'close the feedback loop' and to communicate any improvements resulting from participants attendance, at least once in the academic year, programme teams relate back to participants the actions taken in response to their views.

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones.

The data will be analysed and the Programme Leader will be required to comment on:

- key strengths and issues arising from student performance;
- key strengths and issues arising from student feedback;
- actions and improvements for the next academic year.