istitutomarangoni

THREE-YEAR COURSES
ARTS CURATING   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, Arts Curating.
Students will initially acquire basic skills, advancing over the 3 years into independent learners, ready for a career in their chosen profession.

General Information

1. Certification attained
Istituto Marangoni certificate

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 that will enhance global employment opportunities on graduation in all programmes;
• 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:
The aim of the three-year course in Arts Curating is to educate future artistic professionals table to work in the cultural field of a given project, supplying course participants with the tools to contextualise critical works, supported by a deep historical vision projected to the future. The market is currently demanding for more and more cultural experts endowed with specific art competences and prepared to work in the field of 'interdisciplinarity'; that implies all those subjects belonging to the culture of a contemporary project, together with the ability to translate the multitude of contemporary artistic practices.
The course aims to supply students with a historical and critical methodology to allow them to interpret and analyse works of art, through the contextualisation and the interpretation of their languages and implicit contents.
Students learn how to communicate acquired notions and their own projects both in an academic manner (oral and written), addressing a mainstream audience, and more specifically, addressing an audience of art experts. Cultural management is useful to identify the most suitable methods to be able to plan and manage of a cultural project in todays contemporary contexts.

3. Course Learning Outcomes
Educational Outcomes ("Dublin Descriptors")
Outcomes and skills achieved by students after completing the curriculum of studies:
• Knowledge and understanding
   In-depth knowledge and understanding of the evolution of the different disciplines that are part of the creativity sector, with particular attention to the history of art, fashion, the cinema and communication.
• Applying knowledge and understanding
   Highly professional approach to the development of interdisciplinary projects between different fields of creativity, making the communication process, with the multiple theoretical and technical aspects that characterise it, the means by which operations of dissemination, promotion and distribution are contextualised in the art, fashion and design sectors.
• Making judgements
   Ability to use curating as a tool for research and planning, able to analyse, verify and develop aspects of contemporary society through short and/or long term projects.
• Communication skills
   Knowledge and understanding of the principles of writing, analysing the multiple techniques and textual conventions belonging to different areas (academic, journalistic, creative and for social media) and dedicated to a heterogeneous or sector reference audience.
• Learning skills
   Ability to communicate one's ideas effectively in writing, orally and through the production of multimedia documents.

Final Award Learning Outcomes
On successful completion of their course of study students will be able to:
• possess a deep cultural understanding on a wide range of forms of art, practices and cultural contexts;
• apply professional research and writing skills respecting international didactic standards;
• develop tools to support independent thinking, and critique;
• apply design skills in the identification of original ideas, and in their development, from concept to practical realisation;
• produce and manage an individual project, comprising all cultural, economic and communication projections.

4. Teaching/Learning and Assessment Strategy
Curriculum:
Throughout the entire first year of the course (divided into 3 phases) key knowledge will be acquired in how the visual language works and in the relationship with the cultural context. The main subjects will be art history, history of fashion and design, history of photography, methodology and resources for art historical researches. In parallel, notions on the main theories in communication will be introduced.
In the first phase the course introduces students to the complex system of culture facing the aspect of an historical approach to the past. Semiotics will be also discussed through the acquisition of visual cultural elements within the artistic research.
The second phase develops a deeper understanding of Museology, Methodologies of Interdisciplinary Practices and a first introduction to Curating.
Phase three introduces emblematic examples to further understand and comprehend the application of newly acquired competences in research techniques, with the specific purpose of developing and cultivating individual research and art curation. The course includes elements of student revision and individual presentations as well as group presentations via seminars.
The second year follows the same structure, over three phases, where students acquire a confidence with writing as a tool of research, investigation and production of new contents.
The first and second phase look at the publishing system, related to art and fashion, together with in-depth research that will be put into practice on an individual project in the third phase. Students will be introduced to research, writing and oral presentation skills, by analysing the rules and the various methods of art publications of projects (cinema and contemporary art) and their related interpretative concepts.
During the third year the course focuses on aesthetic analysis and on critique that will be developed and investigated more in depth throughout the year. Students are introduced to cultural management and to key contemporary organisations and their policies, which currently support this increasingly important and debated sector. Students complete their work with the development of an individual project (art exhibition or editorial project) where they will be responsible for all cultural and curatorial aspects, its economic managerial strategy, as well as communication strategy. Individual work is constantly reviewed to ensure comprehension and successful progress, alternating with lectures and seminars-testimonials by cultural managers, key players and experts in the field. The final project outcome, in form of original artwork and its presentation, is evaluated by a group of tutors and art experts.

Programme 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 leaning experience;
• guest speakers provide the students with a full, broader and real prospective 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 semester 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 course.
Practical Coursework > allows the students to demonstrate their understanding and application of practical areas of study.
Written Reports > are required is some study areas, where a clear and structured brief is provided and the students are asked to submit work to me 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 structure

Year 1

Semester	Subject	Lesson Hours
A	Style, History of Fashion and Costume	90
A	History of Fashion	75
S1	Photography	45
S2	Computer graphics	50
S1	Theory and Methodology of Art History	50
A	Visual Communication Design methodology	75
S1	Image phenomenology	45
S2	Interactive systems	50

Year 2

Semester	Subject	Lesson Hours
A	New Media Aesthetics	60
A	History of Contemporary Art	90
S1	Anthropology of Art	30
A	Art direction	112
S1	Publising Design	50
S2	Concept Planning	75
S1	Cataloguing and Archive Management	75
S2	Communication and Valorisation of museum collections	75

Year 3

Semester	Subject	Lesson Hours
S1	Economics and Art Market	45
A	Museography	100
A	Contemporary Museology	75
A	Museology and Management of Exhibitions	75
S2	Art Management	30
S1	Visual Art Aesthetics	30
S2	Visual Art Trends	30
S1	Information for the Arts: tools and methods	50
S2	Dissertation	

6. Career service for three year courses
The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work.
Monitoring, guidance and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

7. 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.
Candidates must have a sufficient command of the English or the chosen language of the course to be able to meet the requirements of the programme in every respect.
When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:
• the applicant's qualifications (High School Diploma or equivalent school certificate);
• the applicant's personal statement;
• Completion of entry test.

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).

8. Programme Leader 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.
Programme Leader's Responsibilities:
• 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 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 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 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.

9. 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, 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.

10. 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 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 attedance, 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 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.