



istitutomarangoni



**SEMESTER COURSES
FASHION DESIGN & STYLING**

Brief descriptive summary

Over the past 90 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, Fashion Communication & Image, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Visual Design, Art History and Culture, Fragrances & Cosmetics.

Aimed at students with at least one-year previous study in their selected area, study abroad semesters (5 – 6 months) offer participants a chance gain invaluable insights into European style and lifestyle, cultural influences, trends, contemporary issues as well as the impact of luxury companies and brands, and creative and contemporary issues in art and design in Europe's capitals.

General Information

1. Certificate / Diploma awarded

Istituto Marangoni Certificate and Transcript*

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

2. Course description

The course provides a deep knowledge about both the theoretical and practical aspects of fashion, ensuring that graduates are well-prepared to thrive in the fashion industry in a variety of professional roles.

Students will explore the work of renowned fashion photographers, develop unique **visual languages, and create digital surface designs and patterns using industry-standard software**. They will also master 2D and 3D pattern-making, garment construction, and virtual prototyping.

The program includes **technical training in digital design tools and CLO3D software** for producing high hand digital fashion garments, as well as experimentation with surface design techniques. Additionally, students will analyze the influence of contemporary fashion styles on publications and gain practical experience in art direction, culminating in **planning and executing a fashion photo shoot**.

By the end of the course, students will be equipped with a versatile skill set, **preparing them for careers as designers, stylists, and art directors within the fashion industry**.

In hands-on projects, **students will also explore the use of different materials and processes to create a variety of fashion products**. By selecting materials appropriate to their design goals, they will understand how these choices affect garment construction, cost, and market appeal. Moreover, they will learn to evaluate information about fabrics and finishing techniques, using this knowledge to develop an assortment plan for fashion collections that meet specific market needs. Experimentation with surface design techniques, both hand-drawn and digital, will further enable students to enhance their fashion collections and develop unique designs.

Course Information

3. Educational Aims:

School Education 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 encourage the development of 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.

4. Teaching/Learning and Assessment Strategy Curriculum Fashion Design & Styling Semester

History of Photography and Photographic Techniques

Students will explore the evolution of photography, from its origins to contemporary digital practices, with a focus on key movements, styles, and photographers. The course also covers the basics of analog and digital techniques, offering practical insights into how photographic tools shape visual culture. Emphasis is placed on understanding photography as a medium of artistic expression and documentation.

Visualisation Techniques

This practical subject focus on the graphic production of data sheet, palettes, materials and fabrics, to make the students learn a correct technical communication with the manufacturers working in the fashion and accessories world. Students will learn how to use Photoshop and Illustrator to create professional quality print and patterns for a variety of applications. The subject will cover the fundamental concepts and techniques of pattern design, including colour theory, repetition, and scaling. Students will learn how to use the tools and features of Photoshop and Illustrator to create seamless patterns and intricate designs.

Prototyping

By having students create 3 complete outfits, the subject gives them an opportunity to develop the pattern-making techniques learned previously and use them on a more advanced level to experiment with the fashion volumes and shapes of their own personal creative design. This will provide an opportunity to verify the students' skills in moving from the two-dimensional to the three-dimensional aspects of pattern-making. Furthermore, students will replicate some garments of those outfits using a 4D CAD dedicated software.

Fashion Design Realization: Patterns I (CLO3D)

This subject introduces students to the digital creation of garment patterns using CLO3D software. Through hands-on projects, students will learn how to build, simulate, and adjust garments in 3D space, applying technical knowledge of fit and construction. The course emphasizes the transition from 2D to 3D design, promoting efficiency and creativity in pattern making for virtual prototyping and sustainable fashion workflows.

Fashion Collection Design I

This practical subject introduces visual perception as an educational tool for aesthetics and communication. Through a creative design project that combines art and fashion, students will explore a wide range of approaches to create a new aesthetic contamination. The research and ideas generated from the main theme will be used to develop concepts and design solutions for an experimental, original collection. Students will have the opportunity to interpret artistic ideas in their own way, combining single garments with other areas of study and experimentation to create a unique and original collection.

Art Direction (Fashion Styling)

This course explores the fundamentals of visual storytelling through fashion styling and creative direction. Students will develop a personal aesthetic language while working on conceptual moodboards, editorial projects, and campaigns. Through styling exercises, they will learn to translate narratives into compelling visuals, enhancing their ability to communicate brand identity, mood, and character across various media platforms.

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.

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 Structure

Fashion Design & Styling Milano

US Calendar

Subject	Lesson Hours	ECTS (if applicable)
History of Photography and Photographic Techniques	50	7
Visualisation Techniques	37,5	4
Prototyping	50	5
Fashion Design Realization: Patterns I (CLO3D)	50	5
Fashion Collection Design I	50	5
Art Direction (Fashion Styling)	35	4
Total	272,5	30

6. Personal Development Planning

The Personal Development Plan is a structured and supported process to develop the capacity of individuals to reflect on their own learning and to plan for their personal and educational career development.

All students may participate to receive guidance and where appropriate, set individual development goals. Success in achieving

these goals will be determined through their studies and through extra-curricular activities etc. At the end of the programme all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities.

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:

- Completed the first year (L4) of an Undergraduate Bachelor programme in Interior Design or similar;
- For non English/French/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);
- Portfolio;
- Good knowledge of basic design, materials and graphic design;
- Signed personal statement.

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 may be subject to change from time to time in order to comply with entry requirement regulations).

8 Student Support Strategy

Istituto Marangoni provides services and student care options to enhance the students' academic experience:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme.
- Student Desk / IM Life: care officers dedicated to support students for any personal / academic issues (where appropriate).
- Programme and Student Handbooks.
- Induction programmes for facilities including library, IT, online resources (where applicable), School facilities and media services.
- Student Representatives.

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.