



istitutomarangoni



**SHORT COURSES
FASHION IMAGE & STYLING**

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 short courses prepare students in the principles of subjects such as Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Visual and Multimedia Design, Interior Design, Product Design, Art History and Art Curation.

1 Certification attained

Istituto Marangoni Certificate

Course information

2 Educational & Programme Aims

Education Aims:

The educational aims are:

- to develop flexible approaches to programme delivery and student support, which reflect the needs and expectations of our learners;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to encourage the development of students' intellectual abilities, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on completion from all courses;
- 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.

3 Course Learning Outcomes

On successful completion of the course, students will be able to:

- Recognise fashion styles in combining historical and contemporary images and trends;
- Examine different type of aspects (shapes, faces, physiognomy) in order to realize a correct image and style;
- Conduct an iconographical research collating information from research tools;
- Apply key notions in photo shoot planning and narrative;
- Present their photo shooting using retouching and editing.

4 Teaching/Learning and Assessment Strategy

Curriculum:

The short course focuses on the analysis of image and the development of style. Participants will gain knowledge of different styles, defined from the past to their present interpretation. They will evaluate aspects related to traits of the body and learn how to enhance and complement physical characteristics. They will work on the development of an individual style through the construction of a 'total look' that will be captured in a photo shoot via a vocational learning approach.

Week 1: Style overview: participants study and explore key periods in history that represent past and present styles, future fashion trends, and the elements that characterize and influence them. They will also be guided in sourcing and collating information from research tools.

Week 2: Personal identity: participants evaluate different human face and bodies types and are introduced to styling skills and techniques used to enhance particular physical features such as hairstyling and make-up. They will gain an understanding of the fundamental elements used to dictate a style (i.e. the importance of color, silhouette, accessories and their combination) and key notions in photo shoot planning and narrative.

Week 3: Participants create a photo shooting applying all the knowledge and skills received during the first two weeks. They build a basic photo-shoot story (portfolio) by retouching and editing the photos with assistance from course tutors. Students have the opportunity to demonstrate their achievement during a class presentation of final photoshoot styling results.

Assessment:

Formative Assessments:

This consists in a daily interaction with the tutors that through feedback help the trainees to adopt a critical appraisal of their own learning experience, and helps them assess their own performance in relation to the learning outcomes set for each element of study.

Summative Assessments:

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

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit and contained within a single folder or portfolio. Portfolio assessment could take a variety of formats depending on the subject and stipulated by the tutor.

Practical and class-based projects allow students to apply their theoretical understanding of a specific subject area.

Written Reports are required in some study areas and these will in some cases be a response to industry briefs, allowing students to reflect real industry requirements and to present work to industry standards through report writing.

Presentations are used in some subjects to allow students to develop their creative, professional communication and presentation skills, formalising their arguments in a critical manner. When giving presentations students are actively encouraged to embrace new technologies and media in an innovative way where appropriate.

5 Course structures

Subjects

Style Analysis and Developments

Trend Development

Research Method

Image Consultancy

Color Semiology

Photoshoot Experience

6 Personal Development Planning

PDP/Individual Development Tutorial.

The Director of Education and the Academic Service support the personal development of students. One-to-one appointments may be made by phone, through the receptionists or by email. Students can expect to be seen almost immediately to discuss any issues they may have.

7 Tutor Responsibilities

The Director of Education has the responsibility for implementing the strategic direction of the courses and the co-ordination of the academic teams and administration, necessary for the successful day-to-day operation of the school.

The Tutors' responsibilities include:

1. all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting students;
2. advice to the Director of Education on appropriate delivery for the continuing development of the programme;
3. recommendations in areas for curriculum development;
4. liaison with the Student Support Officer to ensure appropriate study support is available to students;
5. recommendation of the appropriate level of resource required for the short course;
6. maintaining the quality of educational standards.

8 Student Support Strategy

Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the student experience, in a pedagogic, practical and pastoral way:

- a. programme handbooks provide relevant information to students;
- b. the use of the Library, online resources (where available), and the centre facilities help students to reach the skills and knowledge expected on the course;
- c. Tutors and the Director of Education guide students to the most appropriate help.

Student Support Officers

Istituto Marangoni provides Faculty Student Support Officers, who act as the first point of contact for students for pedagogical counselling.

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

- finding their way around;
- managing their time;
- dealing with stress;
- exam tips;
- 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 Feedback

Student feedback is essential to 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 the Tutor, and through appointments with academic staff;
- end of course online questionnaires where students will be invited to reflect on their overall experience at the School.

Istituto Marangoni would prefer that on most occasions students be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognises this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.