



ONE YEAR INTERIOR DESIGN

MILÃO

27 de janeiro de 2025

22 de setembro de 2025

inglês e italiano

INTERIOR DESIGN

Crie a 'identidade' de espaços residenciais, comerciais, públicos e de exposição. Planejar um espaço interior significa criar uma história de estilos, humores, cor e luz, refletindo o estilo de vida contemporâneo ou reinterpretando um tema a partir de um breve design dado. Para aqueles com pouco tempo à disposição, este curso fornece os conceitos técnicos e teóricos relacionados com espaços interiores, concentrando-se nas metodologias para o desenvolvimento de um conceito e as técnicas de representação aplicáveis de um projeto de design de interiores. Os participantes começam a analisando vários estilos de interiores para o espaço doméstico, incluindo o impacto da mobília, materiais e tecidos, padrões, cores e tons, progredindo para projetos mais complexos no varejo comercial e espaços de lazer (por exemplo, restaurantes, bares, clubes de lazer). Eles entendem como introduzir o conceito e a visão de uma marca de luxo em seus projetos e como analisar várias tendências de design, diferentes estilos de móveis e os conceitos de escala e proporção.

Com uma introdução às competências técnicas de desenho (CAD) e às técnicas de esboço à mão livre, os participantes são capazes de demonstrar perspectiva em propostas de design e preparar layouts do projeto. Eles aprendem a avaliar e preparar gráficos de cores interiores e a gerir o seu próprio bloco de desenho de pesquisa e modelos. Além das competências-chave de design, os melhores designers de interiores reconhecem a 'identidade' de um espaço. Eles trabalham para produzir 'sensações', atendendo a demandas de bem-estar físico e de desempenho do espaço em questão. Os participantes investigam a relação entre a localização, a construção, o design e a pesquisa do espaço e analisando suas influências sobre as emoções combinadas com a funcionalidade. Os principais momentos históricos do design de interiores colaboram com o pensamento criativo e com o desenvolvimento dos seus próprios estilos individuais e, finalmente, com a 'assinatura' em uma proposta de design.

Durante todo o curso, o foco é dado às necessidades e à criatividade dos interiores específicos para o mundo dinâmico e competitivo da moda e da indústria de luxo.

FOCO DE APRENDIZAGEM

- Técnicas de ilustração para interiores
- Interiores em moda, na indústria de luxo e no varejo
- Representação de imagem de marca e de interiores
- Apresentação profissional de layout
- Análise de cor e humor, estilo e bem-estar
- Criação de portfólio profissional
- Culturas de design e pesquisa
- Design emocional
- Definição de estilo de vida
- Métodos de pesquisa criativa

POSSÍVEIS CARREIRAS

- Designer de interiores públicos / privado
- Designer de varejo
- Designer de evento
- Designer de exposições
- Consultor para interiores

ABOUT MARANGONI

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian, and international fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills, Istituto Marangoni also provides short preparatory courses covering a variety of fashion, design, and creative processes, put together for personal enrichment and enjoyment, or for aspiring creatives who may be considering further study.

PROGRAMME INFORMATION

ACADEMIC ACHIEVEMENT

Istituto Marangoni Certificate of Attendance

EDUCATIONAL APPROACH

- 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.

CONTENTS' OVERVIEW

Curriculum

The Interior Design Intensive is focused on seminars, tutorials, workshop inductions, lectures, workshops about professional opportunities and about how to write a CV, library sessions, group projects, and independent research. At the beginning of the course, students will acquire the necessary notions to recognize and define the style of an interior design project. A space design analysis will be performed along with the relevant technical and graphic project layout. Students will then approach the design of a private house (apartment – loft) in a metropolitan context influenced by the student's country of origin. Additionally, a Retail Design project of a store will be examined (flagship store of an international fashion brand). The objective of this project is the interpretation and conversion of a Fashion Brand Concept. Another project will relate to the design of a public space (Restaurant – Pub – Club) incorporating ethnic influences in a metropolitan context. All the projects are aimed at a detailed analysis of the various types of interior design layouts and a progressive design layout.

Programme Aims:

Interior Designers plan and organise the design and decoration of interiors. Their work can involve homes, offices, hotels, shops, public buildings and exhibitions or design set. Interior Designers work with customers or architects to create a design that suits the building and the client. They have to consider the purpose of the building and how it will be used, as well as cost and time-scale. Adapting styles to various type of interiors, selecting furnishings and harmonising every aspect of the design process; creating outstanding interiors and gaining a more practical working knowledge of furniture and their arrangement, materials used and various fabrics, patterns, colours and tones: these are the building blocks learnt during this course.

LEARNING OUTCOMES

Educational Outcomes

On successful completion of their course of study students will be able to:

- apply skills of critical analysis to real world situations within a defined range of contexts;
- demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management;
- express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;

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- develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives; manage their professional development reflecting on progress and taking appropriate action;
- find, evaluate, synthesise and use information from a variety of sources;
- articulate an awareness of the social and community contexts within their disciplinary field.

Final Award Learning Outcomes

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

- Develop an original and highly creative fully illustrated collection, starting from a brief based on creative research within art and cultural contexts, that complies with relevant market development;
- Engage with a variety of hand drawing techniques and digital design tools to communicate and develop fashion illustration for shoes and accessories design collection.
- Show awareness of the connections between the functionality of design and construction techniques;
- Demonstrate an understanding of contemporary fashion culture and emerging trends;
- Demonstrate awareness of contemporary marketing strategies and their application within their area of professional practice;

STUDY PLAN

Term	Subject
I	Computer Aided Design (CAD)
I	Information Technology Fundamentals
I	Design Methods
I	Basic Design
I	Interior Design
II	Rendering
II	Multimedia Planning
II	Design Education
II	Innovative Technologies and Materials
II	Light Design
II	Environment Design

TEACHING AND LEARNING METHODS

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 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.

ASSESSMENT STRATEGY

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 subject 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 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.

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;
- a portfolio of work (if appropriate to the subject).

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)

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 on the programme;
- Student Support Officers for student referral where appropriate;
- 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

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

- finding their way around;
- time management;
- dealing with stress, or absences;
- getting the best from the course;
- understanding and applying school rules;
- future study options or other issues.

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