



# ONE YEAR - FASHION STYLING & MULTIMEDIA INTENSIVE

## MILÃO

27 de janeiro de 2025  
22 de setembro de 2025  
inglês e italiano

## FLORENÇA

22 de setembro  
inglês e italiano

# FASHION STYLING & MULTIMEDIA INTENSIVE

Os estilistas de moda desempenham um papel crucial no sucesso de uma coleção, marca ou produto. Eles não apenas gerenciam a complexa mistura de referências contemporâneas, culturais e estéticas, mas também são capazes de apresentar uma comunicação cativante, inovadora e eficaz. Ao explorar o panorama da moda, os participantes usarão uma variedade de mídias para criar um portfólio profissional e entrar na indústria da moda. Este curso intensivo dinâmico treina os participantes nos aspectos técnicos e teóricos essenciais relacionados ao desenvolvimento de conteúdo criativo para moda (fotografia, vídeo, styling e direção de arte). Para aqueles com tempo limitado, o curso foca na comunicação visual, investigando os diversos aspectos do styling de moda, utilizando imagens e conteúdos multimídia para persuadir, inspirar e criar uma resposta emocional.

O trabalho de um estilista de moda deve ser tanto estratégico quanto criativo: atento ao contexto histórico e cultural da moda, às tendências atuais e aos desenvolvimentos da indústria, mantendo-se, ao mesmo tempo, consistente com o briefing do cliente ou a identidade da marca. Durante o curso, os participantes são introduzidos aos principais processos de criação e desenvolvimento de conteúdo visual profissional usando diferentes mídias, compreendendo como interpretar as últimas tendências da moda por meio de iluminação, acessórios, poses e elementos de cena, traduzindo o estilo de maneira contemporânea, além dos aspectos técnicos e estéticos. A pesquisa sobre a interação entre moda, design e arte aprimora ainda mais o conhecimento dos participantes sobre tendências e estéticas atuais da moda, enquanto uma análise de momentos históricos chave na moda e na imagem, bem como na arte e no vestuário, auxilia no pensamento criativo, examinando o styling a partir de diferentes contextos e culturas, para produzir propostas de imagem marcantes e inovadoras.

## POSSÍVEIS CARREIRAS

- Estilista de Moda
- Gerente de Conteúdo Digital
- Diretor de Arte
- Fotógrafo de Moda
- Diretor de Mídias Sociais
- Ilustração de moda e design de coleção

## FOCO DE APRENDIZAGEM

- Produção e Edição Digital
- Comunicação Visual e Publicação
- Design Gráfico
- Desenvolvimento e Análise de Styling
- Construção de um Portfólio Profissional

# 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

#### **Programme Aims:**

The Fashion Styling & Multimedia Intensive course provides students with a variety of communication techniques used by the fashion industry for selling, promoting and seducing, techniques that are often considered an art form. The course addresses a series of practical projects that includes all the key skills required to create visual content for Fashion. Students will learn how to create a professional layout book and develop their own technical style and image.

## Curriculum

In the first part of the course students will consolidate their knowledge about professional style research methods. Students will gain knowledge about the evolution of fashion trends in different historical periods and in the present time, together with an analysis of the development of fashion visual content. Students will integrate the culture of fabrics with recent creative improvements and will learn how to define their first personal style projects.

Participants will then approach the publishing and commercial world by developing and defining projects for brand catalogues and editorials for sector magazines; students will be also involved in the development of photoshoots, following all the professional steps. Moreover, they will come to know the world of promotion of the fashion product with all the players involved, new professional profiles and media. At the end of the course, students will implement the skills acquired applying them into a concrete project application, as well as taking advantage of the creative languages and the professional tools available while developing and completing their design projects.

## **STUDY PLAN**

Semester	Subject
I	Style Analysis
I	Photography 1
I	Styling 1
I	Graphic Design 1
I	History of Photography
I	Art, Dress & Fashion Culture
II	Web Promotion
II	Styling 2
II	Photography 2
II	Style Development
II	Post Production & Multimedia
II	Graphic Design & Portfolio

## **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;
- 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.

### **Programme-Specific Learning Outcomes**

On successful completion of the Fashion Styling & Multimedia Intensive course, students will be able to:

- carry out research, analyze style and re-interpret it in a contemporary manner;
- professionally assemble a layout book with a clearly identifiable technical style, while increasing content visibility;
- plan, organize and develop a brief through images;
- acquire first-hand knowledge about fashion creativity through observation, analysis, criticism and concept development;
- demonstrate skills and confidence in the development of digital content;
- plan and propose a promotion project for oneself or for one's customers by using images and graphic design tools;
- understand and assess customer needs against the requirements of the market and the fashion industry;

## **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

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**

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;
- 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.