

NABA

NUOVA ACCADEMIA
DI BELLE ARTI

**SAP-
SEMESTER
ABROAD
PROGRAMMES**

**A.Y. 2025-26
HANDBOOK**

www.naba.it



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WELCOME

Message from the Dean

A warm welcome to NABA to you all!

By enrolling in one of our courses, you have become part of a heterogeneous, multidisciplinary Academy, where you will never be left without incitement and occasions to develop your creativity and professional skills.

You will have the chance to get to know your professors - the core of our educational path. Thanks to them, you will be able to experiment with and touch, first hand, every aspect of your chosen profession.

A hard, ambitious path lays in front of you. Something that requires great commitment from your side, in order to give its best: I encourage you to take part into all activities within and without the classroom, to do more than you are required, to push yourselves beyond your limits, and to nourish your thirst for knowledge - which has taken you to our Academy.

Knowledge can not only be transferred, but also acquired through experience. You will learn how to use professional and technical tools, as well as to place them in the right context, also in consideration of their cultural, social, critical and academic aspects.

You will test yourselves with increasingly complex projects, that will make you gain self-confidence and a professional approach, and will be the starting point of your future careers.

So, I now wish you all the best for your study course.

Prof. Guido Tattoni

Dean

NABA, Nuova Accademia di Belle Arti



THE ACADEMY

history in brief

Our roots.

NABA is a private academy founded in Milan in 1980 by Ausonio Zappa, with the involvement of Guido Ballo and Tito Varisco, with the aim of leaving rigid academic traditions behind and introducing new visions and languages based on contemporary artistic and professional practice. In 1981, NABA was accredited by the Italian Ministry of University and Research (MUR).

The '80s the Academy of artists: art, design, project.

During the 1980s, the school grew into its status as a leading arts academy, attracting to its faculty a core group of internationally renowned artists, including Kengiro Azuma, Emilio Isgrò, Carlo Mo, Emilio Tadini, Lucio Del Pezzo, Franco Grignani, Mario Carrieri, Umberto Mariani, Roberto Menghi, Aldo Montù, Walter Valentini, Gino Negri, and Hidetoshi Nagasawa. Another famous name to join the faculty was kinetic artist Gianni Colombo, who served as NABA's director from 1985 to 1993. Colombo was profoundly influential in shaping NABA's educational philosophy promoting overcoming the boundaries between disciplines to let art stray in design and architecture. In 1984 the courses in Advertising and Graphic Design are added to the ones in Painting, Sculpture and Set Design, and then, in 1988 the course in Fashion Design too.

The '90s the international turn.

In the nineties, NABA began to expand its international reach joining ELIA (European League of Institutes of the Arts) and launching degree programmes in English to attract more international students. At the same time, the Academy is strongly linked to its territory and in 1995 it received a Certificate of Civic Merit from the Mayor of Milan, who awarded NABA this prestigious award with the accolade: "NABA has grown in prestige and fame and has become the Italian reference point for fine arts academies in Europe and internationally." Meanwhile, the educational offer is enriched by the new programmes in Design.

The new Millennium.

Our catalogue of educational programmes continues to expand, adding further specialist educational paths, including Academic Masters and Master of Arts degrees, in addition to international courses for foreign students.

In the meantime, we continue to collaborate with international institutes and schools and with numerous companies, enabling students to gain multidisciplinary experience and providing them with the means to enter the professional creative world.



THE ACADEMY

History in brief

A member of the Laureate International Education network between 2009 and 2017, in 2018, NABA became part of the Galileo Global Education group, one of the main international players in private higher education, offering courses that ranges from applied arts, to fashion, design, digital and web, to economics and medicine.

NABA's path of growth continued over 2019 with the opening of the new campus in Rome, which offers an extensive range of courses, including the Bachelor of Arts degree in Graphic Design and Art Direction, Fashion Design, Media Design and Multimedia Arts, Painting and Visual Arts.

To meet the new requirements of modern society, as from the 2020-2021 academic year, the courses offered by the Academy will include new Master of Arts degrees in the areas of Design, Fashion Design and Media and New Technologies.

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Faculty

The Department of Visual Art and the Department of Design and Applied Arts include two type of Faculty members:

- About 600 freelance professors appointed by the Academy to teach one or more disciplines. These professors have very strong professional skills in their discipline and represent the utterly important link between the Academy and the professional and creative world. They contribute to keep the syllabus up to-date and contemporary.
- A “core faculty”: a team of 48 professors that are part of the Academy structure and often, although not necessarily, carry out management, consulting or organisational tasks besides teaching, on top of practising a professional activity in their field. The core faculty represents the heart of the pedagogic philosophy of NABA and contributes to the definition of its courses.

The core faculty is divided between managerial and organizational roles, in order to better manage the didactic activities of the department. The teaching staff (Lecturers and Senior Lecturers) mainly carry out the didactic task of classroom lessons. Every professor is qualified to teach in one or more disciplinary areas, where they carry out the teaching and didactic activities as described hereafter.

Every course is directed by the Course Leader, who is responsible for the general outline of the course program and for the consistency among subjects. To do this, they hold frequent meetings with the teachers, for whom they are the main point of reference. Every year, the Course Leaders review the curriculum and make sure all courses keep being innovative and professional, as the Academy requires.

The Dean and the Department Director, supported by the Area Leaders, has the final responsibility for the academic quality of the courses, and for making decisions that have an impact on the whole departments - such as the courses organization, their structure and specific academic features.

Faculty members who distinguish themselves for their long professional experience, have the role of Academic Advisors, and support the decisions made by Director, Area Leaders and Course Leaders by providing their highly professional and culturally profound point of view.



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Faculty

For the actual Academic Year, the members of the core faculty are:

DEAN

Prof. *Guido Tattoni*

DIRECTOR DEPARTMENT VISUAL ARTS

Prof. *Marco Scotini*

DIRECTOR DEPARTMENT DESIGN AND APPLIED ARTS

Prof. *Luca Poncellini*

AREA LEADERS

Prof. *Vincenzo Cuccia* - Media Design, New Technologies and Set Design Area Leader

Prof. *Claudio Larcher* - Design Area

Prof. *Colomba Leddi* - Fashion Design Area

Prof. *Patrizia Moschella* - Communication and Graphic Design Area Leader

COURSE LEADER

Prof. *Simone Domenico Liscio* - Short Programmes Course Leader

COORDINATION OFFICE

The faculty works in close contact with the coordination office, that provides support to students during their academic life, guarantees the monitoring of didactic activities in compliance with procedures and best practices; provides full operational support to Course Leader and for lecturers in the organization of academic activities.

Chiara Vaghi - Academic Coordination Manager

Alice Valtorta - No Degree Programs Academic Coordination Specialist

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Studying at NABA

While keeping the necessarily different approaches in relation to specific disciplines, all Study Programmes at NABA share the same structure and teaching methods.

Learning by doing, learning by designing.

Even though the theoretical elements play a big role, consistently with the typical Fine Arts Academies artistic education, a relevant part of teaching at NABA develops through projects, experience and activities. We believe that through the constant exposition to different types and structures of project experience, as well as through an increasingly complexity of the projects the students can develop, by the end of the study program, a personal method and language. It is for this reason that the main teaching mode sees the professors engaged in revising the students' work, be it individual or team-based. Also the majority of the exams is based on projects and exercises.

Self-sufficiency and central role of the students.

For the learning by designing model to work, it is necessary for the students to understand how, especially in comparison with the typical education systems in other parts of the world, university education in Italy requires high degrees of pro-activity, self-sufficiency and independence, in particular in what concerns the teaching of creative subjects. Whereas other levels of education see the biggest responsibility in the hands of the teachers, at NABA's courses this responsibility is re-balanced, with a shift towards the students.

In other words, it is necessary for the students to actively take part into the learning process, by producing and submitting their contributions whether conceptual or project-based. The majority of the classroom time is spent on revisions. These can only prove useful if the students bring in high quality material and ideas for discussion. Simply attending classes and activities is not enough to grant positive outcomes: the students' individual contribution is vital to their personal and professional development path. Every student is also responsible for never failing this contribution that should be of the highest possible quality.

This aspect, typical of Fine Arts Academies and of the Italian university culture in general, may surprise those students who struggle to take up a proactive attitude, thus missing important learning occasions. It is therefore very important that students understand it at the very first stages of their courses so that they can make the most of their learning experience.

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Studying at NABA

The courses.

During the development of Study Program, the students will get the chance to take part in different academic activities. The activities organized by the Academy pursue different goals through different methods: this section of the Handbook intends to lay out their main aspects.

The first division under the academic activities is defined by the Ministerial Regulations that divide teachings between theoretical and cognitive-practical.

Theoretical courses mainly focus on historical, critical, or theoretical subjects - such as History of art, Cultural Anthropology, etc. In general, these courses are held as lectures, where the professors cover complex topics encouraging discussions and/or research also after the class itself. In accordance with the ministerial dispositions, 1 credit (Credito Formativo Accademico, CFA=ECTS) is granted every 6-8 hours of theoretical teaching.

The cognitive-practical courses that make up the majority of the classes combine similar theoretical elements to a strongly project-oriented approach. Subjects such as Interior Design, Product Design, Fashion Design, etc. are taught through project-based classroom work. Mostly, the professors introduce a topic or theme with a brief theoretical presentation, and spend the rest of the time revising the ongoing projects. For this reason, cognitive-practical based classes are often longer, and 1 CFA is granted every 10-12 hours of teaching.

Given this preliminary remark, regardless to the kind of teaching, each professor, in agreement with the Course Leader, will choose the most suitable activities for their classes, alternating the following ones.

Classroom lectures.

This is probably the best-known and most common activity. During a lecture, the professor presents different topics under a theoretical, historical, conceptual, critical or reflective perspective. It usually covers theoretical content, and the students' contribution can be requested in a subsequent discussion/analysis phase. Lectures require great efforts on the professor's side, both for the preparation and for the delivery of the class, but also great concentration on the students' side. For this reason, lectures are usually short, and the professor normally allows a break - especially if the class is over 1,5 - 2 hours long. Lectures are very common for theoretical teachings, but are also used in cognitive-practical courses.

Exercises and revisions.

Exercises and revisions are, on the other hand, the most common activities in cognitive-practical courses. Exercises consist in project activities to let the students experience some specific aspects of the professions they are studying

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Studying at NABA

for. They can be limited to one class, or carry on over more classes depending on their complexity. On the most advanced courses, the students develop actual, complex projects that often span over the entire semester.

Alongside the exercises you will always see revisions that is the checking on the ongoing work by the professor. During a revision, the professor observes the work of individual students or groups (in case of team work) and gives them advice, feedbacks and support, guiding them towards the goal of their projects. While the professor is busy assisting a student or group, the others keep working until their turn comes. In a class, a professor can carry out one or more revisions, depending on individual necessities.

Active engagement of the students.

It is well-known that some theoretical skills, in particular the ones involving analytical and critical abilities, can better develop when the students' participation is active. Engagement can take place in different ways, such as discussions, presentations and peer assessment. It is very important for the students to learn and take part in these activities - a fundamental part of the learning process - and to do their best in terms of quantity and quality of their contribution. Courses that involve high levels of participation often see among their assessment criteria the students' engagement in the activities - penalizing the ones who do not actively participate.

Laboratories.

Some classes are held in specific laboratories because they involve the use of dedicated areas and machinery. During laboratory classes, it is very important for all the students to keep a safe attitude, avoiding all potentially hazardous behaviors. Some of the machinery is for industrial use and requires the use of personal protective equipment. It is absolutely mandatory to abide by the teachers' and laboratory technical staff directions.

All students must attend mandatory safety courses, provided by the Academy, before entering and using all laboratories. Further information will be given at the beginning of the semester.

Educational outings.

Studying in a city such as Milan enables a plunge in many creative industries, and professors might organize visits related to the professional field of interest. For example, to museums, art galleries, companies, places of architectural interest, etc. Preparation for field trips is recommended, as researching about the destination place enables the students to make the most out of the experience.

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Studying at NABA

Individual or group study and research.

A relevant part of the learning activity is carried out outside class hours. In particular, but not only, theoretical courses require a more in-depth study of the covered topics through individual or group study and research. What professors explain during their lectures is only a small part of what is needed in order to master the subjects and, consequently, score high at the exams. Students who limit their work to repeating what they have heard in class don't show suitable levels of preparation.

The need for individual work is also reflected in the ratio between classroom hours/CFA of the theoretical courses. According to the European standard university regulations, one CFA corresponds to about 20- 25 total hours of work. The ministerial regulation recommends to spend 6-8 out of these 20-25 hours in class, leaving the rest for individual research and study.

Individual or group projects.

Beside a certain amount of individual study and research, cognitive-practical subjects require time to carry on the work started in class. In this kind of activity, the time spent in class with the teacher is longer than in the theoretical courses - about 10-12 hours per CFA -, so the time to be accounted for in order to carry on projects and in-depth study is about 10-15 hours per CFA.

Individual sessions and tutoring.

The Departments encourage individual revision or tutoring in case of necessity. The majority of the professors, in particular the core faculty, is available upon appointment to further support the students who need it, and among the tasks of the Course Leader there is support to the students in project-related activities. Students who need an appointment with the faculty are kindly invited to contact their professor or Course Leader via e-mail.

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Assessment

Introduction.

Assessment is a crucial moment of the academic career. At the exam, professors are asked to express, by means of an A/F scale, their assessment of the students' work.

Professors exert their necessary and professional independency in assessing their students, taking in consideration the many discipline-related, specific factors. While respecting this autonomy, the Academy has established some guidelines and rules to make assessment more consistent among different courses.

Compulsory attendance.

Class attendance is mandatory, and punctuality is essential. Attendance will be taken every class period. Late arrival or early leave will be counted as absences. Every absence will lower the attendance grade. If more than 20% of the scheduled class hours are missed (4 absences or more), the final grade will be "F" and NO credits will be given for this course.

Students shall attend at least 80% of the classes.

Meeting the attendance requirement is compulsory to be admitted to the final exam and receive the final transcript.

Only in extraordinary cases, supported by appropriate certification, the Academic Coordination Office will evaluate the exemption from attendance in the case of absences exceeding the percentage of 20% and will allow enrolment to the exam.

Students' attendance is recorded through the online register. The online register is activated by the teacher.

Students are recommended to verify that attendance has been recorded by the teacher.

Tests and assignments.

The course will have a mid-term review and a final exam.

Mid-term exams are mandatory: if a student does not take a mid-term exam, he/she will be assessed with an F grade that will affect the overall result.

Grading system.

The following elements will be evaluated for the final grade: the total number of attended lessons; the result of the mid-term review and the final exam.

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Assessment

Grading scale.

A+	97% - 100%
A	93% - 96%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	68% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0% - 59%

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Types of examination

Introduction.

Exams can be of different types, depending on the discipline or on the specific assessment criteria. Each course ends with one or more exams.

Oral exams.

Oral exams are often used to assess theoretical and expository skills. During the oral exams, usually individual, students have an interview with the professor who asks them questions and explanations, triggers arguments or suggests topics to be analyzed and thought over. Oral exams can be the only course assessment or complement other exams, such as exercises or projects.

Written exams.

Some courses, especially the mainly theoretical ones, might end with a written exam. At this kind of exam a theme is assigned to all the attending students, who are then given a certain amount of time to develop it in writing. It could be open questions, multiple choice questions, themes or ideas to be developed, problems to be solved, and so on. Usually, no subsidiary material is allowed at the exam. However, students are invited to check on this with their professors before the examination date.

Practical exams.

When the subject is strictly practical, the exam might consist in a practical exercise where the students need to prove their technical and practical skills. For example, students might be requested to use a software program to develop a project, or to create drawings or other visual material by hand or using tools, including digital ones. A practical exam can be the same for all the students attending the session, who will develop it individually at the same time (for example when requested to develop a software project in a computer lab), or different for every student, who will be requested to take the exam individually.

Exercises.

Sometimes the exam request can be an exercise. This term usually refers to a text or written material, while for different kinds of outcome the term project is commonly used. As opposed to exams, where the theme is revealed on the examination day, exercises are developed over a longer period of time, sometimes the entire semester. Exercise examples can be: research or short dissertations, critical essays, scripts, scenarios, etc.

Another kind of exercise can require the development of a specific element of a project, with no request for the entire project. This is common in the early stages of the study, when design skills are not fully developed. Project exercises can be mood boards, storyboards, visual research, material research, sketches, etc. Very

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Types of examination

often, the students are requested to submit their exercises some time before the exam, to enable the professors to correct and, if necessary, discuss them at oral exams.

Completion of comprehensive projects.

The completion of comprehensive projects sees the students handle all the phases of the project foundations. The assessment will focus not only on the quality of the finished product, but also on the method applied. Comprehensive projects often follow a brief, assigned by the professor or independently created, that explains the project goals and needs. Fulfilling the brief is a vital criteria of the project assessment. Assessing this kind of projects is often a long, structured process that stretches over the semester and ends with the presentation of the project at the exam. The development of the projects is carried out both during classes and during individual or group study time, and can involve the use of laboratories or specific equipment.

Revisions or graded mid-term exams.

Should the assessment be particularly complex, professors set specific moments for mid-term evaluations that is before the exam, both to define the progress phases and to focus on few aspects at the time, allowing for a more comprehensive final assessment. Mid-term assessment can be carried out through any of the above mentioned practices, and contributes to the final mark. Sometimes professors choose to calculate the actual average of the mid-term graded exercises, other times they only use the results as indicators of the students' progress - with no impact on the final mark. You can find more details in each course session or by the professors.



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References

- Academic Coordination Office
shortprograms@naba.it
- Academic Registration Office
segreteria@naba.it
studentsupport@naba.it
- Psychological desk
well.desk@naba-da.com
- Student Life
studentlife@naba.it
- Reception
reception@naba-da.com
+39.02.973721
- Library
library@naba-da.com
+39.02.97372.285 / 02.97372.116
- IT office
helpdesk@naba.it
- Student badge
- NABA e-mail account (name_surname@studenti.naba.it)
Wi-fi network
Lab mac/pc account
Printers
- How NABA communicates with students
APP (notices, grades, news)
NABA email Institutional communication from Academic Registration Office,
Coordinators, Faculty.



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References

- NABA platform
<https://gge-ita.onelogin.com/>
- 1. BlackBoard (platform used by professors to upload materials and communicate with classes);
- 2. Hyperplanning (timetable);
- 3. MyNABA (main reference to access the noticeboard and get information about calendars and forms, enrollment to exams and completion of questionnaires).

- Badge:
 1. students' cafeteria (The Corner, building R);
 2. vending machines;
 3. printers (building N and Library in T building).

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General Academic Calendar*

DATE	TIME	ACTIVITY
August 28 th 2025		Welcome and orientation days
September 1 st 2025		Beginning of classes
October 13 th - 17 th 2025		Mid Term Exam Week
December 8 th		Bank holiday
December 9 th - 12 th 2025		Final Exam Week

** Schedules may be subjected to changes. The Academy reserves the right to make any changes that in our absolute discretion we consider necessary or appropriate for reasons of operational efficiency or due to any other circumstances that are beyond our control.*

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Syllabus

FASHION MARKETING MANAGEMENT

TEACHINGS	ECTS
History of fashion and costume	6
Fashion anthropology	6
Marketing and management	6
Textile design	4
Supply chain	4
Communication and digital strategy	4
TOTAL CREDITS	30

FASHION DESIGN

TEACHINGS	ECTS
History of fashion and costume	6
Fashion anthropology	6
Textile design	4
Accessories design	4
Editorial fashion styling	4
Fashion design	4
TOTAL CREDITS	28

FASHION STYLING AND COMMUNICATION

TEACHINGS	ECTS
History of fashion and costume	6
Fashion anthropology	6
Fashion trends and forecasting	6
Marketing and management	6
Editorial fashion styling	4
Fashion styling for digital content	4
TOTAL CREDITS	32

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Syllabus

INTERIOR DESIGN

TEACHINGS	ECTS
Italian design history	6
History of art	6
Interior design 1	4
Interior design 2	4
Design methodology	4
Experience design	4
TOTAL CREDITS	28

PRODUCT DESIGN

TEACHINGS	ECTS
Italian design history	6
Design methodology	4
Product design	4
Graphic design	4
Packaging design	4
Experience design	4
TOTAL CREDITS	26

GRAPHIC DESIGN

TEACHINGS	ECTS
Italian design history	6
Brand identity	4
Graphic design	4
Editorial graphic design	4
Packaging design	4
Illustration	4
TOTAL CREDITS	26

SAP

Curriculum

HISTORY OF FASHION AND COSTUME

45 hours, 6 ECTS

Cognitive-practical course

Course description.

The aim of the course is to provide students with a general knowledge of the history of fashion and costume.

Fashion is a form of language, used to communicate the essence of people, to describe the society, economy, religion and many other things; it represents the so-called “Zeitgeist” or “the spirit of the time”. This would explain why clothes are nowadays studied by psychologists, sociologists, economists, anthropologists and art historians.

The course starts from the analysis of the origins of fashion phenomenon at the time of Italian Renaissance and its historical evolution from the French Revolution to nowadays.

Different fashion styles will be seen from an historical and sociological perspective.

Course overview.

The course has been structured following the below topics:

- the origins of fashion phenomenon at the time of Italian Renaissance, with a new market economy and social mobility;
- the influence of the French Revolution on fashion. Neoclassical and Empire styles;
- 19th century fashion: gender differences in dressing and in social roles. Wedding dress history. The importance of bourgeois women clothing as a status communication. Feminine arts.
- Romanticism in music, literature and fashion. Classical ballet and its influence on fashion. History of tartan.
- Fashion in the second half of the 19th century. Innovation in textile production and beginning of ready-to-wear. The birth of haute couture and first fashion shows in Paris (Ch. F. Worth).
- Dandy phenomenon (George Brummel, Oscar Wilde, Charles Baudelaire).
- Eclecticism in architecture, interiors and fashion. Reform dress. Art Nouveau style. The influence of Japanese art on western fashion.
- 20th century: Diaghilev “Russian Ballet” and Paul Poiret’s revolution in fashion.
- World War I, women’s emancipation, look “Garçonne”. New ideal beauty. Si-

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Curriculum

lent films and make- up.

- Modern women's style from Coco Chanel. Art and fashion. Elsa Schiaparelli.
- 1929 crisis, romantic and retro look in 1930s. White Satin Dress. Movie stars and fashion.
- World War II and "Utility Dress". "New Look" from Christian Dior and postwar rebirth of Parisian fashion. Influence of American life style and music; story of T-shirt and jeans; "fertile look".
- Italian postwar "alta moda" (high fashion) and "Hollywood on Tiber" film production.
- The beginning of Palazzo Pitti Italian fashion shows in 1952.
- 1960s: Space Style, LSD, Pop Art and Op Art, kaleidoscopic prints and psychedelic style.
- Swinging London. Baby-boom and the new teen-agers' market of fashion and music. Baby-look and mini-skirt.
- The beginning of prêt-à-porter: YSL, Pierre Cardin, Paco Rabanne, André Courrège.
- 1970s: pacifism, feminism, "second-hand", Hippies and Punk. The beginning of prêt-à-porter. Shows in Milan.
- 1980s: yuppies, "dress for success", "lookism". From club to fashion. Revolution in menswear (Armani, Gaultier, Versace).
- 1990s: Japanese designers in Paris, minimalism. New Belgian fashion design. Street-style, Grunge.
- Nowadays fashion production and distribution categories: haute couture, prêt-à-porter, Mass- market (FastFashion), Made-to-measure, Outlet, Vintage. Main fashion fairs and events.
- 2000s: globalization, new fashion markets. New luxury. Sustainability. Connection between fashion, design and architecture today.
- Evolution of fashion communication, from magazines to blogs, from catwalk shows to internet.
- View of mega-trends and seasonal trends.

Learning outcomes.

At the end of the course, students will have acquired a general knowledge of the history of Fashion and Costume.



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Curriculum

Prerequisites and requirements.

This course is intended for students who have no background in fashion or related fields.

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Curriculum

FASHION ANTHROPOLOGY

45 hours, 6 ECTS

Cognitive-practical course

Course description.

The course focuses on visual and costume anthropology, a branch of cultural anthropology that explores the relationship between images, costumes, and behaviors within different cultures.

Building upon this specific approach, the course will offer an in-depth analysis of contemporary subcultures, examining them directly and “from within.” The aim is to understand and interpret fashion trends through a practical and direct analysis of contemporary fashion, exploring how these trends intertwine with cultural and social practices.

Course overview.

The teaching approach will be dynamic, participatory, and will engage students in activities that stimulate active involvement, allowing them to explore culture through a variety of sensory and performative experiences. Students will be guided to understand contemporary culture not only through theory but also through practice and direct interaction with the themes being studied.

Students will gain the skills to read and decode the flows of images, signs, and symbols that characterize modern subcultures. The analysis will not be limited to theoretical reflection, but will focus on the visual context we are immersed in daily.

The course aims to create a collaborative environment where students can share their cultural experiences and promote intercultural dialogue.

Each student will be encouraged to bring their own culture into the group, contributing to mutual growth.

Students will explore how daily actions, costumes, and behaviors can be read as forms of nonverbal communication, vehicles of broader cultural meanings. The course will focus on the analysis of performative practices as tools for understanding and communicating these meanings.

Learning outcomes.

Within the framework of cultural anthropology studies, students are challenged to explore the interdisciplinary theories and methodologies that have shaped the culture of fashion.



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Curriculum

Prerequisites and requirements.

This course is intended for students who have no background in fashion or related fields.

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Curriculum

FASHION TRENDS AND FORECASTING

45 hours, 6 ECTS

Theoretical course

Course description.

The course focuses on the complex process that combines different sources of trend information used for inspiration by fashion professionals including designers, buyers or stylists.

Fashion trend forecasting is a fundamental tool in the fashion industry in order to understand what will be popular in the forthcoming seasons. It is also used to determine how market and customers will behave and what they will want to buy in the near future.

The inspirational research is essential for the overall strategy and design process; sources like art, product design, cinema, streets styles and so on contribute to develop a personal and innovative vision for the professionals of this sector.

Course overview.

Students will be stimulated in order to focus on what is happening around them and within the fashion sector.

The course will be focusing on:

- fashion phenomenology: the fashion process and cycles;
- introduction to the trends research;
- industry and consumer trends: global market changes;
- the networks: trendsetters - cool-hunting - street style;
- media and PR: communication as a trend in fashion;
- digital fashion and journalism.

Learning outcomes.

At the end of the course, students will have acquired:

- trends presentation tools;
- how and where to make an inspirational research;
- students will show a final project showing their research methods and concept skills acquired throughout the course.



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Curriculum

Prerequisites and requirements.

This course is intended for students who have no background in fashion or related fields.

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Curriculum

FASHION DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course will focus on developing a fashion collection, starting from a concept, making a moodboard, choosing the correct colors and fabrics in order to match the desired shapes of the garments.

The course will not be specific to a market, but students will be encouraged to express their own creative skills through studio and workshop practice.

Course overview.

The course has been structured following the below topics:

- what is a fashion collection? How to start a collection?
- the inspirational research: design project development, fabric and material research;
- the visual research: trends analysis, designing for different markets, preparing moodboards, choosing colors, creating and designing sketches.
- how to coordinate a fashion collection?
- final presentation: brief and portfolio.

Learning outcomes.

During the course, each student will work on an individual project and at the end of it; students will be able to develop a fashion collection.

Prerequisites and requirements.

Sketching skills will be considered a plus.

If students do not have drawing skills, they will be offered the possibility of developing a personal project based on trends and image research.

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Curriculum

ACCESSORIES DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course focuses on the Italian accessory design system, the concept of contemporary luxury, the meaning of the Italian heritage and bespoke handcraft. Students will learn how to conceive a concept and make an accessory collection in order to match the market requests.

Course overview.

The course is divided into two main parts that combine theory and practice in order to support students in developing their own accessories collection.

The first part of the course deals with the Italian accessory industry, the main accessories brands and store, the paramount international trade fairs – Micam, Mipel and Lineapelle - and last but not least materials and other type of fibers and fabrics useful for the making of the different items.

During the classes, students will be able to explore the main models of shoes and bags and their peculiarities, above all to recognize the structure of them (such as heels, soles and so on) and study the latest 3D printing technologies.

The second part of the course will focus on conceiving the concept of their collection, making the color palette and choosing the fabric swatch and designing their own collection - made by both shoes and bags – putting into practice what they have learnt during the throughout course.

Learning outcomes.

At the end of the course, students will have acquired:

- the basics of the Italian luxury accessory system;
- the fundamentals of accessories design in order to conceive a concept, make a shoe and bag collection and lastly design a collection that matches with specific market requests.

Prerequisites and requirments.

Free hand drawing will be considered a plus.

It is highly recommended to bring their own laptop.

SAP

Curriculum

MARKETING AND MANAGEMENT

45 hours, 6 ECTS

Theoretical course

Course description.

The course is a close examination of integrated marketing strategies, processing how to communicate the value of a product or service to customers, for the purpose of selling the product or service. It will also examine promotional tools that can be employed towards marketing goods and services on an international level.

Course overview.

Students will be lead through the course by lectures, hand-outs (consisting of relevant information), class assignments, research and practical learning by doing. Students are expected and urged to engage in self-study and preparation. In conclusion, they will have to present a final project, which will connect all of the elements focused on during the semester.

The course has been structured following the below topics:

- buying behavior, image and brand management;
- marketing environment;
- segmentation, targeting, positioning;
- buyer behavior;
- market research;
- product and branding;
- new product introduction;
- channels of distribution;
- integrated marketing communications;
- global marketing;
- marketing strategy (situational analysis, SWOT, implementation and controls)
- customer relationship marketing;
- personal selling.

Learning outcomes.

Concluding the course, students will have a much better understanding of how to promote their goods to their targeted market group in a successful manner by using branding, advertising, and promotional design and of how to manage a marketing team or campaign.

SAP

Curriculum

At the end of the course, students will be able to:

- integrate strategic thinking and leadership into the practice of marketing;
- define marketing and understand its impact on collaborators, customers and competitors;
- recognize environmental forces and their impact on strategic marketing decisions;
- learn the marketing mix variables and how best to manage them;
- understand customer markets and buyer behavior;
- gain an appreciation of ethical and socially responsible marketing;
- understand the relationship between segmentation, targeting, and positioning;
- appreciate the importance of building and managing profitable customer relationships and creating customer lifetime value;
- research, analyze and manage marketing information.

Prerequisites and requirements.

This course is intended for students who have no background in fashion or related fields.

SAP

Curriculum

TEXTILE DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

Throughout the course students will discover a range of printing, dyeing, embroidery and embellishment techniques, creating a collection of textiles.

Stencil printing, shibori and natural dyeing, embroidery and surface manipulation are just some of the techniques that students will learn.

Mark-making is an important drawing method and through drawing workshops, students will be encouraged to translate marks and textures into prints, while learning how to create their very own repeat pattern.

By the end of the course, students will have created a collection of textiles, within which they will have used a variety of techniques, displaying the skills that they have learnt and developed over the weeks.

Course overview.

By the end of this course students will:

- Have an understanding of various practical textile design techniques, including: dyeing, printing, embroidery and embellishment.
- Appreciate various types of textile prints and patterns and be knowledgeable about them.
- Be able to create a colour palette and translate it into a collection of textiles through the use of various techniques.
- Be able to mix various textile techniques together in a successful way to create a full-bodied textiles collection.

Learning outcomes.

Design methodology:

- demonstrate the ability to initiate and respond to the project brief;
- explore and evaluate selected research themes;
- select and apply appropriate methods, recognise and question established approaches to determine appropriate personal direction;
- explore concepts through a structured, transparent, and personal methodol-

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Curriculum

ogy.

Create Identity:

- grow a unique creative awareness and recognisable identity;
- develop your personal voice.

Professionalism:

- communication of techniques and presentation skills, both visually and verbally;
- self-management and time management skills, managing the workload within the set time;
- knowledge of techniques and products, using the correct terminology and owning the craft and tools.

Prerequisites and requirements.

This course is intended for students who have no background in fashion design or related fields.

SAP

Curriculum

SUPPLY CHAIN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

What is behind Italian creativity?

Materials that come to life, textures and colors, unique craftsmanship. But also regional territories and, above all, companies made up of people, who with intelligence and passion, create the well-made beauty characteristic of Italian industry every day.

This course intends to develop as a space-time journey to discover the fashion system and its globalized supply chain, with a focus on Italy and its excellence. A widespread, vertically integrated and highly concentrated fashion system, which today embraces the epochal challenges of innovation and responsibility.

Historical frameworks, evolutionary scenarios, evolving regulations, identities, patents and new revolutions. Generational transitions. Relationships and synergies between brands and their most valuable suppliers. By analyzing the best of the Italian product offering, in addition to the typical and essential aesthetic content, we will learn to give value to quality, humanity and transparency.

Course overview.

The course will start with a historical introduction, following the evolution and methods of the fashion system from its origins to today. From the birth of trends to the industrial revolution of the mechanical loom, from the standardization of sizes to the birth of Made in Italy after the Second World War. Up to globalization and the problems of overproduction and overconsumption.

The course will focus on the capabilities and specificities of Italian districts, specific geographical areas specialized in the production of yarns, fabrics, prints, finishes, and manufacturing. All those steps that normally escape those who buy a piece of clothing today, but which are fundamental because they contain its identity, quality, soul. We will analyze some of the most important historical companies in Italy and some of the most representative ones that today continue to be the best of the supply chain. And we will link them to the products that we all appreciate on the catwalk but of which we certainly do not suspect such a long and complex gestation. We will obviously talk transversally about responsible supply chain and sustainability, environmental and social, transparency and traceability, efficiency in the use of resources and circularity. European regulations in progress

SAP

Curriculum

that are already revolutionizing the entire system in terms of eco-design, measurement of product performance, digital passport, extended producer responsibility and even communication.

We will talk about 'Made In', giving practical examples of where and how products are made. We will clarify the materials commonly used. Cotton, linen, wool. Viscose. Polyester and nylon. Leather. How do designers or brands choose a material? What are the key trade fairs in the sector? We will touch on sustainability certifications and programs and see where the circular revolution is stimulating the birth of new business models.

Learning outcomes.

The course will teach students to look beyond, to look better, to look in depth. Students will learn to understand the complexity of the Italian fashion system, and to appreciate its visions and evolutionary efforts that are today under pressure from the need for a more efficient and conscious use of resources.

Prerequisites and requirements.

This course is intended for students who have no background in fashion design or related fields.

SAP

Curriculum

SOCIAL MEDIA STRATEGY

45 hours, 4 ECTS

Cognitive-practical course

Course description.

This course offers a comprehensive overview of Social Media and Digital Touchpoints, exploring key Web Marketing tools - from Digital Strategy to Social Media Strategy and Content Creation. With a strong focus on the fashion industry, students will analyze industry trends, case studies, and engagement strategies to develop high-impact creative content providing a comprehensive introduction to social media.

The course is designed to equip students with both the theoretical frameworks and practical skills needed to manage social media campaigns, analyze market trends, and develop effective communication strategies that resonate with fashion consumers.

Throughout the course, students will gain practical experience in analyzing digital platforms, creating content, and measuring the impact of their strategies. By the end of the course, students will have the knowledge and confidence to craft and implement social media strategies for brands in the ever-evolving fashion landscape.

Learning Outcomes.

- Understand market analysis, competitor research, and brand positioning in the fashion sector.
- Analyze consumer behavior, identify target audiences, and create compelling personas.
- Develop communication strategies tailored to fashion brands and their social media needs.
- Gain hands-on experience by working on group projects, creating real-world social media strategies.
- Receive personalized feedback to improve strategies and refine professional skills in a collaborative environment.

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Curriculum

Course overview.

- Introduction to Social Media Marketing & Web Communication.
- Ideating a Social Media Strategy for different channels.
- Planning an Editorial Calendar for Social Networks.
- Understanding Target Audience, Buyer Personas & Customer Journeys.
- Understanding key KPIs, Metrics, and Online Insights.
- Case Studies & Best Practices from the Fashion Industry.
- Evaluating Project Work and Final Presentation.

Prerequisites and requirements.

This course is intended for students who have no background in fashion design or related fields.

SAP

Curriculum

EDITORIAL FASHION STYLING

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course deals with the fundamentals of the Italian image and style. Students will be focusing on style hunting and image styling starting from the city of Milan, one of the international capital of fashion, where they may encounter luxury and tailor-made craftsmanship, contemporary art and business, creativity and wearability/creativity.

Marketing and social macro trends are the main basics from which to start a process for a product styling line. From art to social trends: students will learn to incorporate all the information for an innovative application of trend skills that consider marketing strategies.

The aim of the course is to make students play an active role through research, observation and analysis.

The practical application of the process will help students to understand professional outcomes. The course will cover all the related topics such as research methodology, aesthetic and contemporary fashion art influences, trend forecasting, trend analysis, marketing elements, retail strategy.

Course overview.

The course has been structured by subject areas.

- **Image Analysis:** Learning how to read an image, looking through layers, is one of the most important skills that a fashion stylist needs to be successful. The research begins from the fundamental overview of art painting, digital illustration, advertising campaign and photography.
- **Cool Hunting,** from aesthetic to fashion. Scouting now to forecast the future: Analysis of the cool concept and hands-on exercises. The outcome will be a presentation of the identified trends, composed by images, key words and supporting materials such as textiles and objects of different kind.
- **Styling, style look exercise:** Identification of current trends and practical exercises, by creating a personal styling that best represents the concept connected to the trend itself.

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Curriculum

Learning outcomes.

At the end of the course, students will have acquired:

- the basics in order to recognize styles by hunting cool ideas from the ground;
- the fundamentals in order to understand fashion image language and its connection with elements of art, design and consumer;
- students will be able to classify styles in different section according with market analysis;
- evaluating knowledge on Made in Italy, acquired along the course;
- developing a methodology on building new styles.

Prerequisites and requirments.

It is highly recommended to have either basic skills regarding design (no matter the field: fashion, media, communication, graphics and so on) or basic skills related to marketing (it can be also a successful completion of an introductory marketing course).

SAP

Curriculum

FASHION STYLING FOR DIGITAL CONTENT

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course deals with the fundamentals of the fashion visual image process with a special attention to the Italian fashion brands.

Starting from the city of Milan, a perfect place to get to know the entire system, from corporate image, showroom, shopping office, styling, advertising, retail design and service experience.

The course develops students' initial understanding and experience in style hunting and image styling as the basics of their approach to fashion and design with the aim of further stimulating their potential skills. From marketing and social trends: students will learn how to incorporate all the information for an innovative application of trend skills.

Course overview.

The course has been structured by subject areas.

- **Image Analysis:** Learning how to read an image, looking through layers, is one of the most important skills that a fashion stylist needs to be successful. The research begins from the fundamental overview of art painting, digital illustration, advertising campaign and photography.
- **Cool Hunting,** from aesthetic to fashion. Scouting now to forecast the future: Analysis of the cool concept and hands-on exercises. The outcome will be a presentation of the identified trends, composed by images, key words and supporting materials such as textiles and objects of different kind.
- **Styling, style look exercise:** Identification of current trends and practical exercises, by creating a personal styling that best represents the concept connected to the trend itself.

Learning outcomes.

At the end of the course, students will have acquired:

- the basics in order to recognize styles by hunting cool ideas from the ground;
- the fundamentals in order to understand fashion image language and its connection with elements of art, design and consumer;
- students will be able to classify styles in different section according to the market analysis;
- evaluating knowledge on Made in Italy, acquired along the course;



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Curriculum

- developing a methodology on building new styles.

Prerequisites and requirements.

It is highly recommended to have either basic skills regarding design (no matter the field: fashion, media, communication, graphics and so on) or basic skills related to marketing (it can be also a successful completion of an introductory marketing course).

SAP

Curriculum

ITALIAN DESIGN HISTORY

45 hours, 6 ECTS

Theoretical course

Course description.

The course examines the role of the Italian contribution to the history of modern design. As a result of a long social and formal process that has its roots in the avant-garde movement of Futurism.

Design culture in Italy has always been much more than a mere, functional planning approach: thanks to the efforts and the ideas of the many actors that have taken part to its (practical and critical) definition, the word design has entered in the core of the Italian creativity as one of its most powerful component.

Students are introduced into this fascinating world through the analysis of several (cultural, social, artistic, industrial) aspects and a chronological comparison with the international debate and production. The course also intends to provide an overview of the history of graphic design in Italy as a mirror of the society evolution.

Course overview.

The course has been structured following the below topics:

- 1920-1945: Machine Age, Monumentalism, Dictatorship, World War II. Case studies: Alfa Romeo Tipo P2, Espresso Coffee Maker Bialetti, Montecatini Chair, Phonola 547 Radio. Stile Magazine, Bo & Pagani Furniture Sketches, Vespa Motor Scooter, Cisitalia Car, Vamp Showroom Chair.
- 1945-1979: Postwar Reconstruction, International Style, Space Age, Mass Culture, Counterculture, Pop Art, Radical Design. Case studies: Arteluce 548 Lamp, Ferrari America 375, Fiat 500, Cassina Superlight Chair, Mezzadro Stool. Arteluce 548 Lamp, Ferrari America 375, Fiat 500, Cassina Superlight Chair, Mezzadro Stool. Flos Arco Lamp, Artemide Eclisse Lamp, Lamborghini Miura, Tube Chair, Olivetti Valentine Typewriter. Flos Arco Lamp, Artemide Eclisse Lamp, Lamborghini Miura, Tube Chair, Olivetti Valentine Typewriter. Ferrari 512S Modulo, Grey Furniture, Kar-A-Sutra Concept Car, Tubi Tubi Fruit Bowl, Box Chair, Proust Armchair. Ferrari 512S Modulo, Grey Furniture, Kar-A-Sutra Concept Car, Tubi Tubi Fruit Bowl, Box Chair, Proust Armchair.
- 1980-2015: Postmodernism, Global World, Digital Age, Design Culture Now. Case studies: Fiat Panda, Casablanca Bookshelf, First Chair, Animali Domestici Furniture, Merdolino, Ducati Monster, Mobil Storage Furniture. Moscardino, Print Flip Flops, Caboche Lamp, Fiat New 500, Fiat 500 X, Branzi Body Vase, Celata Fruit Bowl.

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Curriculum

Learning outcomes.

The course provides students with key information related to the history of the Italian design, seen as a part of the general transformation of the country during the 20th and 21st centuries. Students will learn how understand this historical process through detailed analyses of selected case studies.

Prerequisites and requirments.

This course is intended for students who have no background in design or related fields.

General skills in the Adobe Photoshop software will be considered a plus.

Recommended bibliography and sitography:

- Gio Ponti, In Praise of Architecture, Dodge Corp., New York 1960.
- Charlotte and Peter Fiell, Masterpieces of Italian Design, Goodman Fiell, London 2013.

Additional contents will be provided to students during the course.

SAP

Curriculum

BRAND IDENTITY

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course focuses on the strategic importance for a company to have a solid, characteristic, distinctive and memorable image on the market.

The identity concept leads to a personality concept, therefore brand identity is a bundle of mental and functional associations between customers and the company, creating the brand awareness needed today to enforce loyalty, good reputation, reliability and, above all, a never-ending feedback throughout all media. These associations can include graphic asset (for example logo, company colors, and layout and format design), language and tone (signature tune, tagline, copywriting style, and neuro-communication), general promises, advantages and, above all, the company core values. The course is dedicated to the acquisition of tools and skills to evolve the students' ability to research, recognize, analyze and build full brand personalities in order to transform all the symbolic, tangible or intangible brand values into a professionally creative visual project.

Course overview.

The course will be focusing on:

- brand historical path;
- brand contemporary principles;
- brand awareness;
- brand architecture;
- brand strategies;
- brand communication;
- brand exercises and workshop

Learning outcomes.

At the end of the course, students will have full knowledge of the communication processes of contemporary society.

Prerequisites and requirements.

This course is intended for students who have no background in graphic design, communication or related fields.

SAP

Curriculum

GRAPHIC DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

This course introduces students to the fundamentals of graphic design, covering key concepts in communication design, brand identity, and editorial materials. It balances theory and practice, from simple elements of visual hierarchy to real-world applications of design techniques, as students develop problem-solving skills and create individual projects.

Course overview.

The course is structured around the following topics:

- Introduction to communication design and visual communication.
- Color theory, file systems and typography.
- Vector illustration, photo manipulation and editorial design.
- Printing techniques and Adobe CC workflows.

Learning outcomes.

By the end of the course, students will:

- Be familiar with the key concepts of communication design.
- Understand design methodologies and apply fundamental graphic design principles in practical projects.
- Use digital tools for image editing and layout.
- Develop a individual projects demonstrating acquired skills.

Prerequisites and requirments.

This course is intended for students who have no background in graphic design, communication, or related fields. No prior experience with design software is required.

SAP

Curriculum

EDITORIAL GRAPHIC DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course will focus on the fundamental principles of editorial graphic design as well as on the main tools required in its digital process. Throughout lectures, learn by doing exercises and in class workshops, students will learn how to build magazine layout, books series covers, brochures and other editorials addons. They will learn how to make a content more appealing to the reader and will analyze the language and subject area of different publications.

As a result, they will develop the skills to combine effectively clever compositions, page layout and creative typography in order to produce solutions that can communicate in a wide range of editorial contexts.

The functions and tools of Indesign CC will be analyzed while introducing the basics of graphic design and technical issues related to it.

The comparative learning of technical and creative notions will enable students to acquire an adequate knowledge to respond effectively to the demands posed by the professional world of printing and publishing.

Course overview.

The course has been structured following the below topics:

- InDesign basic tools;
- how to use and manage the text, image and color;
- how to use and manage different layouts;
- analysis of different editorial products;
- works in class based on professor's briefs.

Learning outcomes.

At the end of the course, students will have acquired the basic skills in order to develop their editorial projects.

Prerequisites and requirements.

Basic skills on Adobe Photoshop will be considered a plus.

SAP

Curriculum

PACKAGING DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

This course explores the field of the packaging design and the importance of a packaging, viewed as a strategic tool that establishes a relationship between consumers and commercial products, both in terms of attractiveness and of physical interaction with them.

The aim of the course is to provide a holistic overview of the packaging design in its various applications. Through lectures and assignments, students will achieve the theoretical and practical tools needed to design and realize different types of packaging, gaining a professional attitude towards the discipline.

Course overview.

The course has been structured by subject areas.

- What does packaging mean? Which disciplines does it include? From definitions to case history.
- Historical evolution of the packaging function and its contemporary applications.
- Packaging is not just a box!
- The industry of packaging. Overview of the main processes and materials used in the packaging industry.
- From paper making to paper converting.
- By the observation of the reality, students are asked to become familiar with the standard sizes and shapes of common packaging; to learn how they are made and reproduce similar items (folding common cardboard) by introducing some changes and new functions.
- The power of imagination is fundamental!
- The design role.
- Design is a process, which has common characteristics in its transversal fields.
- How to interpret a company brief and design for it efficient solutions?
- Which creative instruments a (packaging) designer should be able to manage? From moodboard, mind map and brainstorming to graphic and 3D visualization.
- After all, designing a packaging is not so much different than designing a building.

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Curriculum

- Packaging and Branding.
- How to carry out efficient and successful solutions? From the achievement of graphic and branding skills to a transversal design awareness.
- Which role a coherent packaging plays to convey the distinctive characteristics of a brand that represents in terms of marketing connections and consumer satisfaction.
- The packaging communicates through the shapes and colors the identity of products and brands.

Learning outcomes.

At the end of the course, students will be able to be familiar with the key concepts of the communication design.

Prerequisites and requirements.

This course is intended for students who have no background in graphic design, communication or related fields.

SAP

Curriculum

ILLUSTRATION

45 hours, 4 ECTS

Cognitive-practical course

Course description.

This course aims to stimulate and improve students' graphic representation skills through progressive assignments and in-depth studies aimed at learning new methodologies and developing a personal style in drawing.

From portraits to silent comics and from conceptual to decorative illustration, the course explores a wide range of drawing styles.

Additionally, it emphasizes using doodling and problem-solving as tools for effective visual communication.

Some exercises will revolve around the use of simple analogue techniques (like cut-out, felt-tip markers) to enhance spontaneity and creativity in visual expression.

Others will focus on the realization of finalized projects (such as tarot cards or LP covers), helping students apply learned techniques to structured and purposeful design outcomes.

Experimentation and creativity will be key elements of the process, as one of the most effective ways to craft your own approach is through learning by doing. Conceptual illustration will be an essential part of the course, as communicating a strong idea in a simple design remains one of the core aspects of contemporary illustration.

Course overview.

The course consists of hands-on assignments that explore a range of topics and drawing techniques. Each topic or assignment will begin with an introduction featuring relevant references, case studies, and class discussions.

Students will be encouraged to develop their own set of references and conduct independent visual research, fostering a personal approach to illustration.

Journals and sketchbooks are strongly recommended as essential tools for documenting ideas, experiments, and progress throughout the course.

Prerequisites and requirements.

This course is open to anyone interested in illustration, regardless of prior experience. Students will experiment with various drawing techniques, from analogue to digital, and be guided in developing their unique artistic approach. No specific background in illustration is required, but a willingness to explore and engage with different creative methods is encouraged.

SAP

Curriculum

HISTORY OF ART

45 hours, 6 ECTS

Cognitive-practical course

Course description.

Starting from the premise that every history is influenced by the way it is viewed and analyzed and that it is difficult today to speak of an absolute history of art, the course is structured around the concept of visual culture - developed by art historian Svetlana Alpers in the 1970s - to build awareness of art history as an evolving discipline. This approach allows an understanding of how art history can capture key socio-cultural changes within a given context and translate them into unique, expressive languages.

The first block of lessons outlines the major artistic movements from the second half of the 19th century to 1950, focusing on the influence of historical avant-garde movements on architecture and design. As a complement to traditional art history narratives, the course will also provide an in-depth exploration of the female gaze, ranging from Suzanne Valadon and Paula Modersohn-Becker's Post-Impressionism to Surrealist women artists, from the women of the Bauhaus to the female representatives of the Soviet avant-gardes.

The lessons will then move into contemporary art, analyzing the following macro-themes:

- Art and Ceramics, from Auguste Rodin to Thomas Schütte;
- Art and Nature: from Romanticism to Environmental Art;
- Art and the World: Contemporary art from the Middle East and North Africa;
- Art and Multidisciplinary Languages: Art and Fashion.

The course also includes off-site visits to museums or installations and screening documentaries relevant to the program's topics.

Learning outcomes.

By the end of the course, students will have gained knowledge to interpret and analyze the various languages that shape contemporary art history; they will also have the potential to integrate them critically into their work.

Prerequisites and requirements.

The course is open to anyone interested in developing an awareness and critical perspective on historical and contemporary artistic languages from a multidisciplinary point of view. No prior knowledge of the History of Art or specific prerequisites is required.

SAP

Curriculum

DESIGN METHODOLOGY

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course focuses on the complex process related to the several design approaches and perspectives as this field reached a high level of sophistication and complexity over the last five decades.

Students will be developing their capacity to adapt to different design tasks and to acquire the necessary basics of cultural, conceptual and technical skills.

The course has been structured as an exploration of research and design experiences, which does not only provide the “how to do” tools but helps each and every individual to find the reasoning behind their doing.

Course overview.

Students will be stimulated in order to focus on what is happening around them and within the design sector.

The course will be focusing on:

- design methodology: style, languages, technologies;
- design process and decision making (company / material / technology) “Understanding through Creating”: reflect, interpret and elaborate the project.

The aim of the course is to raise awareness to design and technology process, to criticism, which leads to innovation and openness in creativity, to research methodology, and to the application of knowledge from the artisan and technological “know-how” through a personal project.

Learning outcomes.

At the end of the course, students will be enriched by new ways of design thinking and be able to develop their own design project.

Prerequisites and requirements.

This course is intended for students who have no background in design or related fields.

SAP

Curriculum

INTERIOR DESIGN 1

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The course deals with the design of space for human life. The learning purpose of this course is to reach full awareness and command both of individual and group design projects, through the understanding of the methodologies as well as the tools used for analysis, development and communication of interior design projects.

Course overview.

Students will be required to use all their design and communicative skills from drawing to verbal communication.

The course has been structured following the below topics:

- reading and understanding space;
- interpreting briefs and building up ideas;
- relation between form and function;
- organizing paths within a given space;
- dimensioning rooms and furniture;
- materials, colours and light: the sensorial dimension of space.

Learning outcomes.

At the end of the course, students will be able to develop their own design project.

Prerequisites and requirements.

This course is intended for students who have no background in design or related fields.

SAP

Curriculum

INTERIOR DESIGN 2

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The aim of the course is the development of design-thinking consciousness by following a reverse process of decomposing. Starting from analyzing an iconic project and producing information to use in a new project.

From a finished result , to components/layers/ information and designing your space.

The program aims to provide the students with the opportunity to understand design methodology from a different point of view. From the end. Reverse process provides a different perspective and consciousness to the complexity of a project.

Course overview.

As designers, their goal is to make a better world, starting from the present with deep concerns about the future. We discuss life through the language of design. We learn from the past and must preserve its heritage.

This course provides the experience of learning from the past to develop the future.

Learning outcomes.

- Analysis - extracting information from a finished project.
- References use - inspiration vs copy.
- Communication - consistent representations of the project.

Prerequisites and requirements.

General knowledge in the interior design field will be considered a plus.

SAP

Curriculum

EXPERIENCE DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

This course explores the typical tools and techniques of a contemporary experience design project, in the intersection among people, spaces, strategies, digital services, artificial intelligence and the basic idea of “information”.

This is the real and virtual space based on the production and diffusion of data, their transformation, the interfaces that make them intelligible, navigable, manageable and editable, the new scenarios, the reprogramming of existing models and the implications of all that in the perception and use of the real space. Nowadays, the information society paradigm permeates culture and design: complex systems, networks, exchanges between real and virtual systems, mixed realities, new ecosystems and new concept of ecology.

During the classroom activity, the course will develop a strategic project of a service or experience based in a hybrid real and digital space, from a user-centered perspective, that could also require an extension of the project in the fields of interface design and interaction design.

Course overview.

The course has been structured by subject areas.

- User experience.
- Customer experience (retail, multi-platform systems).
- Service design.
- Interface design.

Learning outcomes.

At the end of the course, students will be familiar with all the topics and skills related to the experience design.

Prerequisites and requirements.

This course is intended for students who have no background in design or related fields.

SAP

Curriculum

PRODUCT DESIGN

45 hours, 4 ECTS

Cognitive-practical course

Course description.

The program aims to provide students with the basic tools to approach a project in the field of product design, through the complexity, diversity and plurality of the design strategies within the contemporary context of the global transformation of the industrial paradigm.

Students will experience all the steps of the design project, from the first ideation to the communication, increasing their ability to use different design tools (from design thinking methodologies to problem identification, from visual research to sketching, model making, technical drawing, and prototyping).

A strong focus will be placed on the practical application of design methodologies, guiding students step by step through a structured process: identifying a problem, conducting an indepth analysis, and defining a project solution.

The final phase of the course will involve the prototyping of the designed product. This hands-on experience will allow students to develop technical skills and material knowledge necessary for realizing a prototype.

Course overview.

The course has been structured following the below topics:

- observing is designing;
- one thing leads to another;
- designing methods;
- from concept to prototype: material selection and manufacturing techniques

Learning outcomes.

Students will acquire a full understanding of a methodology to approach to address increasingly complex design issues, in very different professional contexts and market sectors. At the end of the course, students will also acquire the basic skills to understand all the elements of the design project, such as conceptual, technological, environmental, etc. increasing their project awareness.

Prerequisites and requirments.

This course is intended for students who have no background in design or related fields.



SAP

Curriculum

WORKSHOP-

AI IN THE CREATIVE INDUSTRIES

14 hours, 2 ECTS

Cognitive-practical course

Course description.

The course delves into how artificial intelligence is reshaping the creative process in the various creative fields as communication, design and art.

Designed for beginners, the course explores using AI platforms to generate professional-grade visuals while integrating AI into the broader creative workflow. Participants will learn to craft effective prompts, gaining control over style, composition, and tonality, while also exploring how AI can enhance ideation and storytelling.

Prerequisites and requirements.

This course is intended for students who have no background in design or related fields.