



# MASTER IN URBAN VISION & ARCHITECTURAL DESIGN

## OVERVIEW

MASTER AWARDED BY NABA  
NUOVA ACCADEMIA DI BELLE ARTI MILANO

# DOMUS ACADEMY DESIGN CLUSTER

DESIGN is creating new meanings on multiple dimensions and scales. It is an intimate but extensive form of looking at what Architecture, Interior and Product Design represent today and it has crossed the boundaries among disciplines and cultures. Leading to integrated products, private and public spaces design is no longer an ex-post activity but a way of thinking that intends to envision a future.

# INDEX

PROGRAM SUMMARY .8

AIMS AND OBJECTIVES .9

ENTRY REQUIREMENTS .13

PROGRAM STRUCTURE .15

LEARNING AND TEACHING STRATEGIES .15

STRUCTURE AND ASSESSMENT .17

STUDY PLAN .20

## PROGRAM SUMMARY

### QUALIFICATION

(First Level) Academic Master

### PROGRAM TITLE

Master in Urban Vision & Architectural Design

### PROGRAM TYPE

Full Time

### HEAD OF DOMUS ACADEMY

Line Ulrika Christiansen

### HEAD OF DESIGN CLUSTER

Emmanuel Calderon

### PROGRAM LEADER

Elisa Poli

### LANGUAGE OF INSTRUCTION AND ASSESSMENT

English

Cities, landscapes and systems constitute the built fabric connecting people and places. It is constantly morphing according to the trends of society and creates a frame where all subjects such as environment, social equity, economic viability are the key ingredients for the designer. Changes are built on strategies transforming cities, methodologies regenerating metropolitan areas, design concepts defining private and public spaces, to envisioning future scenarios responding to the effects of our digital worlds.

## AIMS AND OBJECTIVES

The Master in Urban Vision & Architectural Design program responds to the changes in the professional field and in the urban configuration. The master offers new techniques of inquiry and design-based strategies. Taking urban strategy as the starting point to study society, this Master aims to explore different architectural approaches and provide students with the opportunity to discover their own design abilities and find responses to citizens and their culture, commerce, relationships and movements to create projects for a better urban future.

Moreover, Domus Academy ensures that students attending the academy become aware of the great opportunities surrounding them, such as the fact that Milan is an international and design-oriented city with a lot of famous design studios and agencies, research labs, trade fairs and companies. Students at Domus Academy come from about 50 different countries and this fact makes it an international school where different cultures can be met. Domus Academy is part of an international network of universities and the faculty of the academy are internationally renowned professionals in their field.

### LEARNING OUTCOMES

Upon successful completion of the course, students will have:

- Understood from a critical perspective the role of an urban and architectural design project as part of the comprehensive urban space and its complex dynamics;
- Acquired a personal awareness in applying the most appropriate research and design methodologies to design projects within the Urban and Architectural Design domain;
- Developed design concepts to professional standard, for Urban and Architectural Design projects tailored to specific strategies;
- Acquired a critical approach toward research within the design process, as a complementary component of the overall project development;
- Devised a coherent design proposal, accounting for

morphological, typological, technological and aesthetics issues at professional level while understanding contexts and managing projects scales;

- Envisioned urban and architectural scenarios, according to evolving dynamics and changeable requirements;
- Conceived and structured an individual research and design presentation at professional level with a broader audience in an intercultural setting, selecting the most coherent communication strategy and appropriate tools and languages;
- Acquired knowledge and critical understanding of contemporary design domain and the changing role of architects and urban designers in different contexts;
- Selected and managed interdisciplinary teams involved in the project process, becoming aware of the limits of the fields of urban and architectural design and of the possibility of incorporating knowledge from other disciplines.

### CAREER OPPORTUNITIES

The Master Urban Vision & Architectural Design offers various career opportunities:

- in Public Planning Administration Departments, at a local, national and European level, to face and manage the complexity of formulation, implementation, evaluation and communication of territorial policies;
- in Territorial Development Agencies, Real Estate Companies, NGOs, Non-Profit Organisations specialised in territorial operations, Research Centres for territorial and architectural transformations, to investigate contemporary urban dynamics and design future development scenarios;
- in Architectural Design Studios and Engineering Offices, dealing with the development of projects, as well as national and international competitions, which require a broad range of articulated skills, the ability to interpret new architectural languages and meanings as well as the complexity of the territory at any scale of intervention
- as freelance urban designers, planners and architects;

- as consultants, in the public and private sector, in communication and territorial promotion activities (design of services, urban marketing, government, urban centres, city network, relevant public offices), planning and management of events, cultural initiatives, tourist and recreational activities.

## ENTRY REQUIREMENTS

CRITERIA FOR ADMISSION TO THE PROGRAM (INCLUDING REQUIRED ENGLISH LANGUAGE SCORE)

Eligibility conditions for entering the Master Course are:

- Bachelor Degree or Equivalent
- English Language Knowledge: IELTS 5.0 or equivalent

Applicants are required to submit the Application Package, including:

- Application Form (full and satisfactory completion)
- Copy of Bachelor Degree\* or equivalent
- Transcripts of previous study paths
- IELTS 5.0 Certificate or Equivalent
- Detailed Resumé
- Statement of purpose
- Portfolio of projects

\* Degree Certificate

The program is addressed to candidates holding a bachelor degree in urban, architectural and design disciplines interested in developing a personal approach and improving their architectural sensitivity according to urban transformation needs or disciplines related to the program's field of study. Admission students' with different degrees or diplomas, as well as of professionals with a significant experience in the program's field, will be taken into consideration if the applicant is motivated by a research interest towards the program's topics. Upon successfully completing the program the student will receive a Domus Academy Master Diploma.

Participants who are eligible according to NABA rules will receive an Academic Master from NABA.

Students holding a non-Italian Bachelor Degree shall contact the Italian Embassy or Consulate in the country where the degree was issued in order to ask for the so

called “completion documents”, consisting in:

- a. Translation into Italian – made by a certified translator – of the student’s Bachelor Degree.
- b. Translation into Italian – made by a certified translator – of the student’s Academic Transcripts.
- c. “Dichiarazione di valore in loco” (Declaration of Value) of the student’s Bachelor Degree. The “Dichiarazione di valore in loco” is the document attesting that the study qualification obtained in the student’s country of residence is valid for accessing Italian Universities or Academies.

## LEARNING AND TEACHING STRATEGIES

Domus Academy prioritizes an original “learning by designing” approach, that is in continuous development to reflect the fast changing world of today.

Through a series of events, titled Prototyping Ideas, Domus Academy explores new ways of doing design in the XXI Century. The events in the series run four times a year with each event debating a theme that is relevant to both local and global societies, and its perception through design.

The teaching methods employed at Domus Academy are designed to help students achieve their individual professional goals along with the learning objective, while also considering their roles as designers in our contemporary world.

The primary vehicle for the “learning by designing” approach is project work. Emphasis is placed on, learning and applying a “problem setting” approach;

- to ensure that students refine their critical skills and apply them throughout their work process;
- to foster a personal creative style and developing an original way of expression;
- to develop research skills, which will enable students to source relevant materials, assimilating and articulating relevant findings;
- to conceive concepts and visions capable to blend creative languages with the actual needs of end users by interpreting a brief, primarily based on a real design assignment, in order to design a project that can match, or even exceed, the company’s expectation.

Students are exposed to different points of view in the design field, working with designers and companies. One of the purposes of this exposure is to give students the broadest view possible of the design field in order to support them in the selection of the area in which to concentrate their future careers.

All Master programs are workshop-based, supported by seminars, tutorials, lectures, work-in-progress sessions, critiques and a series of tutor led projects. Through a pro-active relationship with

the academic staff, students will lead their project work and be supported through consultative and advisory tutorial guidance by the faculty and by visiting lecturers and designers who each have dedicated roles.

The “Program Leader” is the teacher who has overall responsibility on a specific Master Program, and whose role is to coach students and to support them in the definition of their learning and professional path. The Program Leader sustains students in their workshop activities and coordinates the assessment process.

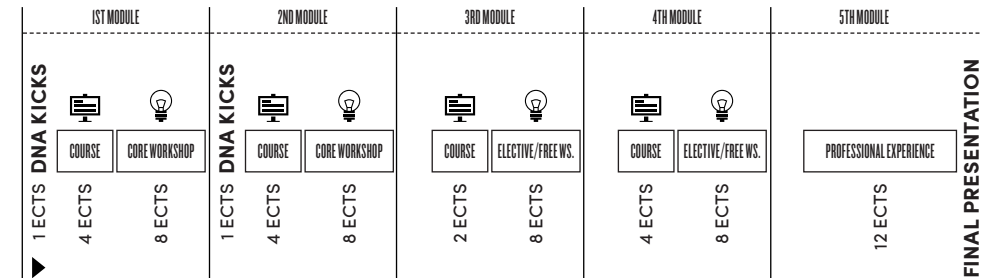
The “Project Leader” is professionals and teachers, chosen among experts of a specific field, whose role is to lead workshop activity, by developing a project brief in collaboration with the Program Leader, inspire and provide guidance to students along the design process, and to take part in the assessment of the projects.

Formal teaching is supplemented by a range of visiting lecturers and visiting professionals where students will have the chance to attend presentations by designers, artists, critics, industry professionals and academics. Lectures are usually used for the presentation and discussion of theoretical issues. They will often be supported by group discussions, which provide an opportunity for interaction between faculty and students, and allow students to extend and examine the issues raised.

Students work in multi-cultural and international teams to enhance their capacity for teamwork, as well as to expose them to a comparison with different backgrounds and cultures. Most workshop activities require students to work in groups. Teams are carefully selected and suitably managed to ensure that all students are aware of effective group processes and contribute to final project outcomes.

## STRUCTURE AND ASSESSMENT

The program is organized in four main modules including DNA kicks, courses and workshops, followed by a fifth module providing a professional experience period and a final portfolio presentation.



### DNA KICK

The DNA kicks are part of the Prototyping Ideas series and is charged through plenary lectures presenting themes that will be then developed by students in dedicated worktables. Each worktable is led by designers/design thinkers of several fields who support the students in prototyping new concepts and ideas related to a specific chosen theme. The DNA kick prototype ideas that is later used to frame the workshops at Domus Academy.

### COURSES

Courses aim at providing students, through a combination of lectures, exercises and tutorials, with the appropriate tools and experiences useful for the developing of their professional career. They encompass specific topics in preparation for the workshop, and personal branding experiences for the development of the student’s professional career.



## WORKSHOPS

The workshops are the main activity of the curriculum.

Workshops are project assignments designed to give students a working knowledge of different core subjects. All workshops launch with the presentation of a brief, which outlines the subject, scope, and purpose of the workshop. The brief of the workshops is based on research issues defined by the faculty, in collaboration with external professionals and industrial partners, paying attention to fulfil both educational and professional aims.

In the development of the projects students will be supported by lectures aimed at broadening their knowledge on the specific investigation theme, inviting designers, researchers, stakeholders and representatives of companies to present their work and ideas as a link between the specific disciplinary perspective and the broader cultural/economic context.

The workshop culminates in an open presentation to the faculty and invited professionals. Feedback to students is an integral part of the final assessment provided to students after the presentation. The Program Leader and the Project Leader are available to further discuss assessments with students if needed.

### CORE WORKSHOP

- Urban and Landscape Design - (8 credits)
- Architectural Design - (8 credits)

### ELECTIVE WORKSHOP - (8 credits)

One to be chosen among:

- Design of Spaces
- Urban and Landscape Design
- Architectural Design

### FREE CHOICE WORKSHOP - (8 credits)

One to be chosen amongst the active didactical offer

## PROFESSIONAL EXPERIENCE

The professional experience is the final step of a process in which students receive a deep and balanced evaluation of their skills and aspirations, in order to build a career, which fits their aims.

There are three kinds of professional experiences; an internship in a company where the students will be hosted in a work environment developing assigned real projects; a field learning experience as a specific work project carried out on campus in collaboration with a company; and an entrepreneurial journey in order to develop business and managerial skills.

## PORTFOLIO

The Master Program will end with a final exam where the student will present his/her own portfolio in front of an Exam Board composed of internal faculty and external professionals. The portfolio realized by each student, and its presentation, allows the Board to evaluate the projects developed during the academic year as well as the growth of the student.

## ASSESSMENT SYSTEM

The main goal of the assessment system is to monitor how students develop the design and technical competencies required to be awarded an Academic Master.

Assessment is done by evaluating each student with a 1 to 30 mark (pass 18 or above) given at the end of every workshop, and through a qualifying examination given at the end of each theoretical course. The admission mark to the final exam is calculated by arithmetic average, which takes in consideration all the marks taken after each workshop.

Students will receive 0-110 (pass 70 or above) as overall evaluation. The Diploma Examination Board may award up to 10 points for the Portfolio. Honors may be awarded on the basis of the Board assessment of study programs, portfolio and presentation.

## STUDY PLAN

Students will receive individual study counselling by the Program Leader to establish a Study Plan that reflects their skillset and professional objectives with the academic offer available.

## WORKSHOPS

### CORE WORKSHOPS - COMPULSORY

#### URBAN AND LANDSCAPE DESIGN WORKSHOP

The Urban and Landscape Design workshop focus on recognizing, reading and analyzing a large frame of the city/territory in order to understand how to design an innovative and a consistent urban project. Students are questioned to explore a project in a complex system scale, and then challenged to solve, through digital and physical visualization strategies, issues related to the scale of the urban or landscape environment. Through a detailed analysis of the socio-economic components, morphological forms and infrastructure of the selected area, students define a strategy of implementation, rationalization and functionalization of a piece of city or territory. Students face urban design through urban strategy; urban planning; urban regeneration; and urban integration, and landscape design through landscape strategy; landscape vision; and landscape regeneration, to advance personal and group abilities in the field of large scale design.

#### ARCHITECTURAL DESIGN WORKSHOP

The Architectural Design workshop focus on design integrated architectures through critical design readings and context analysis to the process of architectural design. Students discover and analyze different architectural components with historical projects and contemporary key case studies. Students are challenged to imagine a morphological integrated solution in relation to the specific criteria and by integrating both compositional aspects and technology to formulate a coherent space solution. In addition, the workshop investigates the ability to understand both the physical aspects and the social needs of the

place. The core basis for understanding the architectural scale is the analysis of the details, materials and technological elements integrated into the overall vision of the designed project.

### ELECTIVE WORKSHOP

One to be chosen among the following:

#### DESIGN OF SPACES WORKSHOP

The Design of Spaces workshop explores different ways of living in the contemporary space, starting from behaviors, habits and lifestyle to the interest of daily life inhabitants. Students investigate the relationship between people and spatial systems, at a small and medium scale, identifying criteria and solutions for developing concepts and innovative scenarios that will address different dimensions according to the student's interest and the company's needs. Students are invited to create tailor-made design solutions in a determined field: residence, hospitality (hotel, spa) and service space, business and retail space with innovative concepts and shopping experience, and public space in relation to urban infrastructure and temporary events. The workshop outcome showcases a design integration approach, which means bringing together the design of interior spaces, furniture, materials in relation to both project and context, lighting solutions systems, the consideration of visual and sonic representation aspects, and the scenario of the user experience.

#### URBAN AND LANDSCAPE DESIGN WORKSHOP

The Urban and Landscape Design workshop focuses on recognizing, reading and analyzing a large frame of the city/territory in order to understand how to design an innovative and a consistent urban project. Students are questioned to explore a project in a complex system scale, and then challenged to solve, through digital and physical visualization strategies, issues related to the scale of the urban or landscape environment. Through a detailed analysis of the socio-economic components, morphological forms and infrastructure of the selected area, students define a strategy of implementation, rationalization and functionalization of a piece of city or territory. Students face

urban design through urban strategy; urban planning; urban regeneration; and urban integration, and landscape design through landscape strategy; landscape vision; and landscape regeneration, to advance personal and group abilities in the field of large scale design.

#### ARCHITECTURAL DESIGN WORKSHOP

The Architectural Design workshop focus on design integrated architectures through critical design readings and context analysis to the process of architectural design. Students discover and analyze different architectural components with historical projects and contemporary key case studies. Students are challenged to imagine a morphological integrated solution in relation to the specific criteria and by integrating both compositional aspects and technology to formulate a coherent space solution. In addition, the workshop investigates the ability to understand both the physical aspects and the social needs of the place. The core basis for understanding the architectural scale is the analysis of the details, materials and technological elements integrated into the overall vision of the designed project.

#### FREE CHOICE WORKSHOP

Students are given the chance to select among the active didactic offer in order to end their personal educational path with a strongly autonomous, professionalizing and profiling choice. The student may choose to repeat one of the workshops already developed, enroll in a new workshop coherent with his/her educational path or select a project among the ones offered by the institution as long as it is coherent with the amount of credits required.

## COURSES

### URBAN REPRESENTATION

The Urban Representation course investigates a wide range of urban representation techniques through the use of digital information. Through visual analysis of urban case studies students advance their knowledge on how to execute digital documentation at urban scale. With the case study project, students are encouraged to explore the physical urban space as well as the geometric, logical and artistic visualization. The physical documentation focus on the ability to observe, select and organize different elements, of the given environment, as a personal and relevant micro-archive. The geometric, logical and artistic representation is the graphical creativity to integrate the transformation of the selected reality into the future design visions. Being able to represent means being able to measure the space through a principle of symbolization.

### DESIGN FORMATION

The course explores different design strategies through the analysis of iconic projects in order to form a design critical thought and a visual communication strategy. Students investigate key case studies at different scales that showcase how architecture, interior design and product design are related and integrated. Through seminars and debates students learn different design methodologies to cultivate their own personal visual representation identity and an independent critical attitude based on two core principles: information and formation. Information implies the collection and organization of data in order to visually communicate the design process strategy. Formation focuses on the creation and presentation of effective visual outputs that help students frame their own design strategy through the definition of their personal methodology, by combining and integrating research, analysis and design development.

### ARCHITECTURAL REPRESENTATION

The Architectural Representation course focus on the analysis of multiple case studies for digital visualization in architecture. Through different visual representation exercises students are challenged to design a small object related to architectural

design. From ideation to creation students experiment to identify different architectural components and to assess with a visual representation project. Students acknowledge the importance of the integration of the idea, development and physical transformation with a physical object/process. A critical comparison between key studies is applied to envision and visualize an architectural project. Students are asked to articulate its representation through the integration of spatial and technical qualities.

## PROFESSIONAL EXPERIENCE

The Professional Experience is the final step of a process in which students, thanks to a one-to-one tutorship, receive a deep and balanced evaluation of their skills and aspirations, in order to build a career, which fits their aims.

There are three kinds of Professional Experiences:

- **Internship in a Company/Firm:** the students will be hosted in a work environment developing assigned real projects.
- **Field Learning Experience:** a work project carried out on campus in collaboration with a company and supervised by a project leader. The students will approach contemporary themes and explore a wide range of design subjects in a multidisciplinary environment.
- **Entrepreneurship Module:** an entrepreneurial journey in order to develop business and managerial skills. The students will be given a specific toolbox of frameworks and approaches both in theory and practice.

In all cases during this crucial phase students are mentored on a step-by-step basis, and acquire the fundamental experience of dealing with the real world, with real business and with the people working in the field.