

DOCUMENT FOR INCOMING STUDENTS - ERASMUS +

Master's Degree in Spatial & Interior Design

In our **Master's Degree in Spatial & Interior Design**, emphasis is placed on the notion of contexts - local and cultural, societal and environmental - which students will explore as tools of inquiry, focusing on the study of the land in its historical, present and future dimensions. The mutations of society and the spaces that accompany it require the richest possible approach. This richness can only be achieved by combining methods of investigation, experimentation and conceptualization in the service of user-oriented projects.

Breaking down the barriers between fields of specialization, concrete experimentation, demonstrating collective and pragmatic intelligence will lead the future professionals we train to concepts that are rooted in current issues, that do not ignore the past, but look resolutely to the future. A variety of project situations are offered during the first year, which is designed as a training period that allows students to discover their creative personality and develop the personal tools necessary for macro-project management. The first year concludes with a 12-week internship in France or abroad.

In the second year, students are required to undertake a research topic of their choice, allowing them to develop the research project they have also selected and that will enable them to develop a personal approach with project partners (experts, users, resources).

Educational organization

UE4 Cultural and technical practices.

Year 1. 30 hours. 4 ects.

Centered upon objectives oriented towards research, this course is designed to enable students to acquire the skills needed to define a technical research project. Students learn techniques specific to the design profession as well as master design research techniques, and they subsequently choose the technical means appropriate to the project.

Compiling a technical file, phase 1, first semester. Students identify several techniques that define a personal field of interest, and gather knowledge about them through culture & technical practice. They learn how to get to the heart of the matter, as well as how to experiment with techniques.

Compiling a technical file phase2, second semester. The aim of this course is to put together a dossier that defines the technical aspect of the personal research theme for the macro-project. This dossier is based on readings, visits and experiments oriented toward the research theme.

UE4 Cultural and technical practices.

Year 2. 30 hours. 4 ects.

SEMESTER 3 / Creation of the technical file accompanying the macro-project: students deepen and problematize the field of technical research defined in the macro-project topic during the second semester. The search for professional expertise is one of the challenges of this course (contacts, visits to companies, collaborations, technical experiments).

SEMESTER 4 / Development of technical expertise in the macro-project: students feed their project with sharp technical proficiency, and for this they develop prototypes if necessary.

UE5 Cultural Practices and Mediation.

Year 1. 210 hours. 16 ects.

This unit aims to develop an open, sensitive and personal approach to exploration. The goal is to acquire and deepen the knowledge and mastery of professional project communication tools. The courses are linked to the creative laboratory. Drawing, photography, video, computer graphics, volumetric creation, printmaking... are worked on with the aim of giving the creative process the didactic and sensitive qualities necessary for its exhibition, argumentation and dissemination.

OBJECTIVES

- To deepen and develop theoretical and practical knowledge of the modes and techniques of composition and representation.
- To experiment with new forms of sensitive, graphic and volumetric expression.
- To deepen the knowledge and mastery of the tools of professional project communication.
- To use project communication as an aid in finding a job or internship.
- To cultivate personal writing in preparation for the macro project in the second year.

UE5 Cultural Practices and Mediation.

Year 2. 90 hours. 4 ects.

The goal of the second year of the course is to deepen the sensitive personal approach begun in the first year. Plastic practice should be seen as an independent field of research and experimentation, but always linked to the progress of the macro-project. The aim is also to acquire sufficient mastery of graphic, typographic and layout tools for the publishing work that takes shape in the professional research thesis. The course thus provides a framework for creating a functional and meaningful editorial layout.

- Advanced theory and techniques of editing, composition, and layout
- Theoretical, semantic, and technical input in typography
- Support for personal graphic experimentation.

UE6 Prospective Innovation and Research.

Year 1. 30 hours. 2 ects.

With objectives focusing on the research approach, this course is designed to develop the skills needed to define a research area. Identify design research topics, gather knowledge and know-how accepted in this field of work, identify critical points.

SEMESTER 1 the research work begins with reading and growing an awareness of current artistic trends and movements. Students will be asked to undertake basic readings about the discoveries in the field of design, as well as about current affairs, social issues, science and technology, fiction, philosophy and aesthetics. This culminates in the selection of a research topic for the macro-project at the end of semester 1.

SEMESTER 2 research through design toward the macro-project. Reading and writing initiated in the first semester is developed to present the issues involved in the research topic chosen for the macro- project at the end of the second semester.

UE 6 Prospective Innovation and Research.

Year 2. 30 hours. 2 ects

Focusing on the research approach, this unit enables students to acquire the skills needed to define a research area. It involves identifying design research topics, gathering knowledge and know-how, and identifying critical issues.

Semester 3 involves writing the dissertation by formulating a design problem as well a supporting macro-project research with fieldwork and user expertise. During the fourth semester the goal is to write a publishable article and to apply the survey work to the macro-project.

UE7 Experimentation and Research Laboratory.

Year 1 & 2. 330 hours. 20 ects.

At the heart of the training program, the Experimentation and Research Laboratory aims to develop a designer-researcher stance. This involves a methodological questioning of the practice acquired by each student during their initial design training. The Experimentation and Research Laboratory aims to create a variety of experimental and problem-solving situations (in crafts and industries, fields related to service design, etc...) that allow students to grasp all the components of a design project approach. It also aims to develop autonomy in the creative design process, encouraging students to adopt a more personal and unique approach in their response.

UE 8 Professional Internship.

Year 1. 12 weeks during semester 2.

The professional internship is a pivotal moment in the training process. It provides an opportunity to consolidate the skills acquired during initial training over a long period of time. It is at the heart of the personal training project as it provides a vision of a probable professional future. Completing an internship enables students to mobilize the skills acquired during initial training and to help them identify their ambitions.

TEACHING METHODS

- Supervision of the development of a professional portfolio.
- Follow-up on the writing of cover letters and CVs, follow-up on the search for internships.
- Internship follow-up.

UE9 Macro-project.

Year 1 & 2. 30 hours + 510 hours. 20 ects..

The macro-project course is at the crossroads of all 1st and 2nd year courses. All practices converge here with a view to defining and developing a personal research project. In the second year, the macro-project course is at the heart of the training. It requires all the contributions of the other teaching units to be brought together. In the second year, the macro-project course is designed to support students in the development of their research. The course takes the form of individual project discussions and group progress reviews.

UE10 Professional Research Dissertation.

Year 2. 60 hours. 12 ects.

The professional research dissertation provides a methodological and conceptual framework for the research. In a written document of approximately 60,000 characters, the student will present his or her theoretical reflection on the topic of their macro-project. In this way, they will be able to demonstrate their research activity in design and their ability to feed a professional project based on analyzed references. Students will be supervised and supported in their research work by one of their applied arts teacher acting as tutor and a thesis supervisor - one of their Modern Arts & Humanities teacher.