



The Art Academy
FIGURATIVE SCULPTURE DIPLOMA
Course Document
Academic Year 2017/18

The Figurative Sculpture Diploma (FSD) is a unique two-year bespoke course, offered by the Art Academy. Students follow a structured programme of study which gives them a thorough introduction to a wide range of technical and creative skills that they will need to create successful figurative sculptures. Students will work in a range of materials and styles, developing these according to personal preference. The course helps students to acquire both traditional and contemporary figurative sculpture skills, whilst encouraging individuals to develop their own sculptural language.

The course is written, taught and assessed by practicing artists, many of them pre-eminent in the field of figurative sculpture, including members of the Royal British Society of Sculptors and the Society of Portrait Sculptors. Students will be introduced to the subjects that sculptors have to deal with, relating to technical, structural and Health and Safety issues and the creative thinking that has to work alongside these. Students will do some relevant drawing as part of their programme and also have the option of taking some classes to broaden their practice in any area of interest to them, such as painting, digital studies or print-making. Students contextualise their work through sessions in contextual studies, whilst digital studies provide them with the skills to use photos for reference imagery and in a professional context. Professional development sessions prepare students for the issues they would need to consider if they were later to go on to seek work as a sculptor, covering subjects such as commissions, working with galleries, writing an artist's statement and building a website. The course is assessed by a board including members of the Royal British Society of Sculptors.

The Figurative Sculpture Diploma is a two-year course, but with the option of a further year of study, in recognition of the significant level of ability, technical skill and artistic accomplishment necessary to create successful works of art within this highly skilled genre.

Art Academy Aims

- To contribute to the creation of great works of art;
- To provide the highest standard of education to students wishing to become professional artists;
- To give creative opportunities to the wider community;
- To encourage debate around the practice and principles of Higher Education in Fine Art.

Art Academy Principles

The development of creative skills, both traditional and contemporary, allows freedom of expression.

Students have intensive contact time with tutors who are specialists in a range of disciplines. No specific style is imposed – artists are then free to follow their own intentions.

Each student should be trained to develop a robust creative process that allows him or her to be true to his or her creative vision.

The creative process can and should be learned. Design process, critique methodology, creative and contextual awareness and personal vision form key parts of the curriculum.

Understanding the art market and the world of the professional artist helps artists make informed choices within their creative practice.

Tutors at the Art Academy are working professional artists. The Academy also has resident artists from whom the students gain a first-hand understanding of professional life. There is a comprehensive Professional Development programme integral to the programme and students have opportunities to exhibit, gain commissions and teach during their studies.

Creativity is best nurtured in a small, dedicated and vibrant artistic community.

Portrait Diploma students will study alongside students on the general Diploma course, as well as students on the Certificate course: each student is catered for and nurtured within a hive of creative energy.

INTRODUCTION

The Award

Diploma in Figurative Sculpture

Structure

Students will usually begin in September, although on some occasions students may be able to join the programme in January.

Duration

2 years Full time, 4 years Part time , with an optional further year of study

Course Contact

Darren Nairn

Personal Tutor

Lynne Abrahamson

The Art Academy has identified nine learning outcomes for the Figurative Sculpture Diploma. These constitute the building blocks for students to graduate with their own authentic personal artistic practice.

1. To develop a broad understanding of traditional and contemporary figurative sculpture skills

This concerns the ability of the student to discover, experiment with and develop practical skills in a range of different approaches to figure sculpture. It also concerns the importance for figure sculptors to learn about the technical, creative and mechanical skills needed to create and install large sculptures successfully and safely.

2. Advancing specific practical skills related to their practice and developing informed choices

This involves the ability of the student to identify a specific area of technique and to advance and hone the specialised formal skills associated with it. Motivated by their engagement with these skills students are encouraged to incorporate them within an informed approach to figure sculpture and develop an iterative process between their intentions and their formal practice, culminating in the development of their own artistic language.

3. To establish a passion for development, learning and a personal method of working

This concerns the ability of the student to evolve their interests, set about tailoring their own learning pathways and research goals, and incorporate their growing knowledge into their personal way of working. It also requires the student to fulfil their responsibility to the wider community at the Academy, through their attendance, their response to other students and their work, and their contribution to the life of the Academy.

4. To discover and evolve their core intentions and creativity.

This involves the ability of the student to understand and be able to articulate what it is they want to express, create or communicate through their work. Their core intention will derive from a desire to respond to what resonates with them or has meaning to them as an individual, drawn from their experiences, passions and interests. It requires the student to show they have undertaken a process of rigorous, imaginative, lateral thinking and ingenuity, considering their ideas as widely as possible.

5. Develop a critical faculty, reflection and evaluation applicable to their own artistic practice

This calls for the student to reflect upon and evaluate their work, scrutinise and articulate their intent, identify their strengths and weaknesses and develop future ambitions through their evaluation. Students need to develop a critical awareness of the viewer's experience and relationship to their work. They also need to be able to reflect upon and effectively evaluate the work of their peers.

6. To produce creative and authentic artworks that contribute to contemporary society

Students will be able to produce artwork that is true to their own ideas and artistic language. They will be able to demonstrate that they have considered how their work contributes to and has value to contemporary society. Through the intelligent use of skills and artistic language, students should develop new and imaginative forms of expression.

7. To research and understand the historical and contemporary context of their work

This concerns the ability of the student to have examined and debated relevant contemporary, historical, philosophical, cultural and artistic ideas. The student will show that they are mindful of the wider context in which they are working including surrounding artistic discourses (both contemporary and historic) and the wider cultural, social, political and environmental context. They need also to consider their responsibility to themselves, their peer group and artistic community, the art world and to wider society.

8. Presentation and curation

Students need to demonstrate an ability to present their work effectively, showing consideration for the presentation of the individual artwork, and its positioning within the wider context of an exhibition, taking account of issues such as space, lighting, structural or support systems and layout. Students also need to demonstrate the ability verbally to present their work in a concise, considered and knowledgeable manner demonstrating their understanding for the context in which they are working and their intentions for the work.

9. Prepare for an artistic career, through understanding elements of professional practice and art world activities, and to have explored and prepared for their progression path beyond the Academy

This calls for the student to research and understand the broad art market and to understand what is needed to be professional within the art world. It also requires that the student has investigated the options for their progression beyond the Academy and where possible to have gained relevant experience for it.

Programme Structure

Duration

Full time students complete the programme in 2 years, with an optional third year. Part time students can expect to complete the requirements in 4 years, depending upon individual study programmes, with an optional further year.

Each year comprises 3 terms, each consisting of 10 teaching weeks. Full time students study 3 days a week, with an optional 4th day. Part Time students study 2 days a week.

Curriculum

Sculpture

Students undertake at least one sculpture skills component; a second sculpture skills component is optional. The core sculpture components take the students through a structured, bespoke programme of portrait and figure sculpture, the language of form and sculptural techniques. Courses will cover a wider range of issues including: armature making, measurement and anatomy in technical figure and portrait sculpture, expressive and dynamic figure work, language of form and materials, waste moulding and reusable mould making, plaster and resin casting, pigments, colouring and patination, large scale site specific projects, ceramics and mixed media figurative sculpture.

Drawing

Drawing is an essential tool for the figure sculptor. Drawing can be used for study and reference, as a design tool and also for professional presentation of ideas. FSD students must complete 3 drawing components, a further three are optional. The required components are Constructive Anatomy, Measurement in Drawing and Issues in Drawing. Class sizes for both sculpture and drawing skills classes are a maximum of 15 students.

Optional Study Components

Full time students only have to take 2 skill days, consisting of sculpture or drawing, the 3rd skill day is optional. The third optional day could be in another discipline, such as painting, printmaking, drawing or digital studies.

Creative Projects - Studio Practice

Students complete a creative project each term. This is aimed at developing the student's individual artistic vision. Studio Practice is structured around specific projects over the two years, based on our Artistic Principles. In the final term, students are expected to investigate a specific area of interest, producing work of an original nature that culminates in the Graduate Exhibition.

Studio Practice is taught by studio tutors who begin the development of a broad range of skills and techniques, introduced through intensive Components of group study in levels 1 and 2. These Components are intended to give the student an opportunity to develop and realise their personal motivation of their work and the core themes and intent behind the expression of their work. They will also develop a personal artistic language, through study, exploration, experimentation and practice.

Term 1

Response and Motivation Project (Artistic Principle - Response and Motivation)

This project enables students to develop their understanding of how to portray emotion, character and personality in their work and to appreciate their own stimuli and motivations. Students will be invited to consider their emotional responses to external and internal stimuli, and to explore how they might represent these in a sculpture. Students will explore a variety of ideas and develop some of these using different medium before deciding upon an idea for their final piece.

Term 2

Transcription Project (Artistic Principle - Manifestation of intent)

Students will be encouraged to explore different mediums and approaches, to expand their artistic vocabulary and attune themselves to the nature and function of different mediums and refine their artistic choices. Students choose an artwork in any medium (including music and literature) which evokes a powerful response in them. They will explore the artist's inspiration and intention through their own response to the selected work. They will develop a range of responses to the art work, and then develop their own sculpture in response, producing up to three completely different interpretations. The resulting three works must reflect different styles which could be realistic, abstract, installation, 2D, 3D or time based.

Term 3

Developing language (Artistic Principle - Visual Language and Craftsmanship)

The purpose of this project is for students to explore and develop their own personal sculptural language. Taking a subject and material of their choice, from the natural world, students will be encouraged to push the boundaries and assumptions around the use of that material, they

will research and experiment with different approaches, culminating in their own personal approach.

Term 4

Commission project (Artistic Principle - Curation and presentation)

The aim of this module is for students to create a large sculpture commission from the beginning to the end. Each person must choose a client with a location where they will then put a work of art. The student will learn to determine the purpose of a commission, questioning the needs of the client and, as appropriate, exploring the location/siting of the piece, in relation to style, demographics, social use, history, architecture, etc. They will be required to draw up a budget, do risk assessments and Health and Safety Assessments and to consult regularly with the client as the project progresses. Students will use a variety of materials and methods to explore the different options for the commission and then give care and consideration to the visual and verbal presentation of the work & appropriate supporting material if needed.

Term 5

Critical Approaches (Artistic Principle - Creative and contextual awareness)

This project will require students to explore figurative sculpture using one or more different critical approaches, such as Marxist, feminist, post colonial, queer, critical, race, nature & the environment, semiotic, psychoanalytical or iconographic. Students will determine their own personal approach, consider other art works using this approach and other artists who could be considered to have adopted it, and then explore and develop a sculpture from that perspective.

Term 6

Personal project (Artistic Principle - Concept and Intent)

The final project is a personal project. Students examine their artistic language, their concepts and their market, they develop an artistic statement and produce one or more works for the final show.

Optional Third Year

Figurative sculpture is a broad genre. It requires study in many different techniques and materials and needs a high level of competency and skill. Whilst the Figure Sculpture Diploma is designed as a two-year course, the Academy considers this the minimum amount of study time required to obtain base level skills as a potential sculptor. Students are encouraged to consider pursuing an optional third year, during which they will further develop their skills and in particular their own practice, under the guidance of the college's expert tutors. This will help them to consolidate the learning they have acquired over the initial two year study period, and to begin to work towards the level of artistic accomplishment they will need to be successful in the field of figurative sculpture.

Contextual Studies, Professional Development and Digital Studies

Contextual Studies forms an intergal part of Studio Practice days on a Wednesday. Students are encouraged to contextualise and develop their work through further research and wider reading. Studio Practice tutors will work alongside the head of Art Theory in guiding and supporting students in their contextual research through 1-2-1 tutorials, group critiques and workshop/ seminar sessions. FSD students are required to write a 3,000 word essay by the end of the autumn term in Level 2, on an art history or contextual studies topic relevant to figurative sculpture in general and their own practice in particular. Art Theory and History skills classes are run during the spring term each year, and FSD students can choose to attend

these classes to supplement their study, but this is not an essential part of the course or necessary for the completion of the essay. The essay will form 5% of a student's final grade.

Professional Development sessions are also offered as part of Studio Practice days, specifically tailored to the needs of the Portrait Diploma students in general and to individual students. (Students with prior experience of the topics covered can opt out of these sessions, with the agreement of the Head of Department). Professional Development comprises 5% of a student's final grade. (For assessment methodology, see Assessment on p12 below).

The Digital Studies programme is similarly beneficial for all artists, enabling students to develop skills in manipulating and managing photographs, in addition to considering the use of digital media as a creative tool. This is offered as a skills class, which FSD students can undertake either in Level 1 or Level 2. It is a compulsory class and will contribute 5% of a student's final grade. (Students with prior digital experience can be given a credit in lieu of attending the classes, subject to an assessment by the Head of Department).

During Wednesday Studio Practice sessions, FSD students will also be offered artist's talks, lectures and practical sessions on subjects relevant to their study.

2 Year Diploma Overview

(Some elements of the detailed structure below may change a little or move around).

Figurative Sculpture Diploma (FSD)	L1 and L2 optional study day	L1 core study day L2 core study day	Core study day	L1 and L2 optional study day	Core Drawing day (some terms optional)	Other Optional 3D Classes
	Monday	Tuesday	Wednesday	Thursday	Friday	Mixed
Term 1	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	L1 Tools/ Metalwork & Armatures Then Portraiture L2 Advanced Portraiture and then Advanced Metalwork	Art History/Studio Practice/Professional Development/ etc	L1 Techniques of Figure Sculpture L1 Large Scale Fragment	Constructive Anatomy	Interacting with Space, Body and Motion (Thursday)
Term 2	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	Site Specific Sculpture	Art History/Studio Practice/Professional Development/ etc	Techniques of Portrait Sculpture, with waste moulding and casting	Colour, tone, light and shade	Kinetic Assemblage
Term 3	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	The Dynamic Figure	Art History/Studio Practice/Professional Development/ etc	Figure Sculpture, sketches and Ceramic	Drawing, Composition & Response	Textiles, latex, assemblage
Term 4	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	L1 Tools/ Metalwork & Armatures Then Portraiture	Art History/Studio Practice/Professional Development/ etc	L1 Techniques of Figure Sculpture	Tone, Texture, Volume and Weight	Interacting with Space, Body and Motion (Thursday)

		L2 Advanced Portraiture and then Advanced Metalwork		L1 Large Scale Fragment		
Term 5	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	Sculpture – the language of form, techniques and Materials	Art History/Studio Practice/Professional Development/ etc	The Expressive Figure	Issues in Drawing	Kinetic Assemblage
Term 6	Creative Sculpture in the Life Room, or other component of your choice from the other disciplines	Sculptural Ceramics	Art History/Studio Practice/Professional Development/ etc	Techniques of Portrait Sculpture, with waste moulding and casting	Structure and Anatomy	Textiles, latex, assemblage
code	Bespoke RP core program - 3 days a week					
	It is possible that in place of some skills classes, students can choose a different study class, Optional study could be from other disciplines. painting/drawing/print/digital					

OTHER PROGRAMME DETAILS

Tutorials and Personal Tutors

Tutorials are conducted on an individual basis and take two forms at the Academy: *Personal and Artistic*.

Students will sign-up for one tutorial sessions with their personal tutor, and one session with another tutor, at the beginning of each term. (Part time students will sign up for one tutorial session per term, all with their personal tutor). Missed tutorials cannot be rearranged and tutorials cannot be carried over from term to term.

Each Level 1 and 2 student is allocated a personal tutor by the Head of the course. This person will remain their tutor throughout their first two years (or Levels) of study, unless the student or tutor specifically requests to change the arrangement.

The Personal Tutor is responsible for the student's support and pastoral care, including; academic progress, helping the student to determine their pathway and choices of skills components as they progress through the Diploma and to ensure that they are coping with the various challenges of student life. Full time and Part time Diploma students have one individual personal tutorial (45 minutes each) per term during levels 1 and 2.

Artistic Tutorials

Tutorials have a wide and open brief, giving students the opportunity for focused, one-to-one creative and technical feedback on their art work, including pre-diploma work and extra-curricular artistic activity. Where specific technical help is being sought, students can

choose their tutor accordingly. Students can also get advice about their course of study, and support around any pastoral issues they wish to discuss. Tutors will give whatever advice they deem appropriate to support the student's development. Students are advised to prepare well for tutorials, showing as much work as they can to assist the tutor in properly understanding their practice and progress, and indicating to the tutor what guidance or support they most require.

Part time students have the same number of tutorial hours extended over 2 academic years, which usually equates to one tutorial per term through Levels 1, 2 and 3. These tutorials will be with their personal tutor.

Students with Learning Support Needs

The Academy welcomes students with Learning Support Needs, and would expect to be able to support one or two such students within each year group on its long courses (Diploma, CPD and FSD courses together). There is a designated tutor for these students, who will be fully appraised of the specific Learning Support Needs of each individual student, and have overall responsibility both for their welfare and for enabling them to access the curriculum during their time at the Academy. She or he will develop a bespoke programme for each student if necessary, and hold one tutorial per term with each of them to oversee their progress and discuss any issues as they arise. (In addition, each student will undertake a further tutorial each term with one of the college's other tutors). The designated tutor will also ensure that all other tutors working with an individual student with Learning Support Needs are appraised of the needs of that student, and understand what, if anything, they need to do to support the student and his or her learning beyond what they might do for other students.

In the final year of study, students with Learning Support Needs may be given additional support as necessary as they work towards their graduate show.

The designated tutor, and other staff members as relevant, will keep in regular contact with the parents of students with Learning Support Needs if appropriate, including meeting with them to discuss the progress of the student and any issues arising in their course of study.

How We Make Our Assessments

We recognise each student is highly individual and our assessment process allows us to identify and respond to student needs and to guide students through the programme accordingly.

Regulations

A candidate must have passed or gained credit for all the required Components and completed both levels to be awarded the Portrait Diploma. Most of Level 1 does not contribute towards the final Diploma grade but must be passed in order to move to Level 2. Portrait Diploma students will, however, be assessed for the third Studio Practice component they complete in Level 1, as well as those in Level 2.

For a student to **pass** all Components, they must:

- i. Attend and pass all Components in their normal pattern of study **OR**,
- ii. Have studied any missing discipline(s) to a satisfactory level at the Art Academy or elsewhere during the first two years, for example through additional weekend, evening or short courses at the Academy, **OR**
- iii. Pass an assessment conducted by the relevant Head of Department of any missing discipline(s). Credits for these assessments will be entered in the student's assessment sheet.

If the student has **failed** a skills Component for Levels 1 or 2, but is otherwise eligible to progress to the next level, they must either:

- i. Re-take the level in its entirety **OR**,
- ii. Re-take that Component during their next level of study as a part-time student **OR**,
- iii. Take an equivalent series of evening, weekend, or short-course classes during their next level.

Level 1 Assessments

Students are not specifically assessed on their Level 1 work (with the exception of their 3rd Studio Practice project), but are required to follow The Art Academy's regulations regarding the number of components taken, and they must pass all components, in the requisite sequence (as appropriate), or gain credit in lieu (subject to approval by the Head of Academic Affairs) in order to progress to the next component, and subsequently to Level 2. Students must attend 80% of each component to pass, and be deemed to have completed the component satisfactorily by their tutor. Students are given verbal feedback at the end of each skills component by the component tutor.

Students will receive written comments upon completion of each Studio Practice project, but will not be graded for this work. Students must have successfully completed the contextual studies programme in level 1 through the submission of an essay/ written report. Level 1 students are also expected to attend and pass the art theory component in term 2, which will require 80% attendance and along with a satisfactory presentation on a set subject. Written feedback will be provided for the contextual studies and art theory programmes.

All students have a brief one-on-one Annual Review to assess progress and discuss future options.

Level 2 Assessments

Students will be graded for each of their final Studio Practice components in Level 1 and the first two completed during Level 2. Assessments are based on the Learning Outcomes for each component. Together, these three assessments equally contribute 10% towards the final Diploma grade.

Students must attend 80% of all skill components and pass the requisite number of these, to pass the Diploma overall. Level 2 students will be expected to complete an essay for their contextual studies component in term 2, which will be graded and will form 5% of their final grade.

In week 10 of the Summer Term, the Graduate Exhibition Assessment will take place. This contributes 80% to the final FSD grade and represents the culmination of the FSD programme.

Both internal and external assessors will examine students' Graduate Exhibition work. The external assessor/s will review work presented and undertake verbal examinations (Viva Voce) with each student. The role of the External Assessor is as moderator to the assessment of the internal faculty.

All students must be in attendance and all their FSD work must be available for the assessors to review.

Mitigating(extenuating) circumstances will always be taken into account, and everything possible done to assist and support students in the completion of their work. It is therefore important that if a student is struggling with any coursework, assessment work or anything else, they should inform a tutor as soon as possible so that support, extensions or other dispensation can be given if appropriate.

Method of Assessment

The method of assessment varies according to the Component requirements, which are detailed in each Component Sheet.

The Art Academy maintains a Grade Overview for each student recording academic progress. Tutors may consult these records. All records are confidential, though performance grades will be published on completion of Components.

Assessment Breakdown

	Assessed in	Percentage
Studio Practice	Final Project, Level 1 & Level 2	10%
Dissertation	Level 2	5%
Professional & Digital Development	Level 2	5%
Final Show	Level 2	80%

Assessment Classification

%	Classification	Comment
70+	First (1st)	Outstanding performance or work of exceptional quality
60-69	Upper Second (2:1)	Above average performance or work of good quality
50-59	Lower Second (2:2)	Work of average performance
40-49	Third (3)	Below average performance
0-39	Fail	Re-assessment only permitted after retaking part or all of Component

Studio Practice

Studio Practice Learning Outcomes (*please note these outcomes are distributed and delivered across a number of studio practice projects*)

Students will be able to:

Effectively explore, research and develop creative ideas and evidence an understanding of their creative stimulus.

- I. Evidence a mature and independent working method.

- II. Demonstrate an understanding of effective technical and aesthetic solutions through the exploration of materials, processes and techniques.
- III. Demonstrate a critical understanding of their own and others artistic practice and effectively communicate ideas verbally.
- IV. Demonstrate an understanding of their own intention and the impact of their work on the viewer.
- V. Demonstrate an understanding of the wider context in which their own practice is situated in surrounding artistic or relevant discourses (contemporary and historical).
- VI. Demonstrate an understanding of the creative process and professional requirements involved in undertaking a commission.
- VII. Verbally and visually present their work effectively and professionally.
- VIII. Write an effective and professional artist statement.

Assessment Criteria

Varies depending on specific components: Critical Approaches, Large Composition Project, Commission Project, Personal Project

Assessment Method

An average of final 3rd, 4th and 5th Studio Practice component grades

Dissertation - Level 2

Learning Outcomes

1. To critically analyse and discuss art works - both their own and that of others - in a way that can be easily communicated to peers both verbally and through written text.
2. To develop a clear, precise and informed vocabulary to express their ideas.
3. To contextualise their practice within a larger framework, which may be historical, theoretical, cultural, technical, genre-based or a combination thereof..
4. To evidence an originality of thought in both questioning and describing their chosen area of research.

Assessment Criteria

Demonstration of learning outcomes 1-4

Assessment Method

Students are required to complete a long essay/short dissertation, 3,000 words in length, by the end of the autumn term in Level 2. They will be given a choice of titles for this essay (or can choose their own), and will be given support in structuring it. Dissertations handed in late will be marked down immediately by 10% to ensure fairness in the time students have to do the work (agreed exceptions will always apply, but must be passed through the Head of Department)

Professional & Digital Development

Learning Outcomes

1. Develop an understanding of the different options available for making a living as an artist, gain a knowledge of the Art World Ecosystem and begin to define their desired place within this and strategies for achieving it.
2. Ability to present themselves as professional artists with the required supporting materials appropriate for different contexts (Artist Statement, CV, Bio, Business cards etc).
3. The operation of an up to date website which demonstrates careful decision making and an understanding of how their desired audience might engage with it.
4. A thorough understanding of how digital and internet tools can be used to communicate with individuals, expand their networks and build their online reputation.
5. Technical knowledge and skills to manage photographs, media files and other suitable documentation of their practice in accordance with requested specifications (file type, DPI etc).
6. Acquisition of professional client management and small business skills relevant to a self employed artist.
7. Experience of applying for, planning or completing at least one real Art World opportunity or activity relevant to their practice.
8. Understanding the requirements and potential sources of continuing professional and artistic development after leaving the Art Academy.

Assessment Criteria

Demonstration of learning outcomes 1-8

Assessment Method

80% attendance on two years.

Completion of online form by week 6 of final term of level 2

Viva with head of professional development.

The Assessor will look for evidence of professional presentation, communication and organisational skills, evidence of the required knowledge and well thought out strategies and decision making. Head of digital studies will assess the professional development in digital studies and feedback to the head of Professional Development

Final Show - Level 2

Learning Outcomes

By the end of the diploma it is expected that there will have been a consolidation of personal practice.

1. The development of skills to facilitate ongoing professional and creative practice.
2. Refined application of visual language to effectively express their intent and an understanding of how the viewer engages with their work. (Evident in final show)
3. Technical competence through the development and understanding of mediums, materials and the underlying formal principles of visual language relevant to their practice.
4. A breadth of knowledge and understanding of their subject matter and effective use of this in their work.

5. Understanding of their artistic, cultural and critical context
6. Verbal articulation of ideas, concepts, research, contexts, artistic and curatorial choices. (Evident through discussion with external assessor and members of the Academic board)
7. Refined, authentic statement of their personal practice, which is manifest in their work.
8. Developed curation and presentation skills.

Assessment Criteria

Demonstration of learning outcomes 1-8

Assessment Method

A visual assessment of the exhibited work at the graduate show is undertaken by members of the Academic Board, alongside an assessment by the external examiner where a short viva will be held.

Students may bring supporting material to the assessment.

Students must bring their research developed through the Contextual Studies programme. It can be in any format, but must be thorough, considered and accessible. At the minimum students must supply a sheet showing - artists researched, exhibitions visited

Appeals Procedure

Please refer to the student handbook

Academic Responsibilities

Monitoring the Contemporary Portrait Diploma and managing the curriculum is the responsibility of the Academic Board, chaired by the Head of Academic Affairs.

Each subject within the programme, and the individual components it comprises, is the responsibility of a Department Head who organises component tutors, visiting tutors, and the overall programme of study for their subject. Tutors and visiting tutors are responsible for their individual components, classes and students. The Programme Manager is responsible for pastoral care and administration of all students.

Academic Board

Members

Principal/Director of Academic Affairs (Chair)

Rob Pepper (Vice Principal, Head of PR)

Tai Shan Schierenberg (Head of Painting)

Chloe Leaper (Head of contextual studies and Foundation)

Sue Spaul (Acting Head of Academic Affairs, Deputy Head of Painting)

Brendan Kelly (Head of Drawing)

External party

Elected student representative.

Heads of Department and staff

Tanya Russell ARBS

Principal, Director of Academic Affairs, Studio Practice tutor, member of Academic Board

Rob Pepper – Painter

Vice Principal, Studio Practice tutor, member of

	Academic Board
Tai Shan Schierenberg - Painter	Head of 2D, member of Academic Board
Brendan Kelly – Painter	Head of Drawing, Painting Tutor
Christy Symington – Sculptor	Head of 3D, Sculpture Tutor
Chloe Leaper – Sculptor	Head of Foundation, member of Academic Board
David Hodge - Academic	Head of Art Theory
Sue Spaul - Painter	Deputy Head of Painting
Briony Marshall - Sculptor	Head of Professional Development
James Jarrett	Head of 4D & New Media, Marketing Officer
Sue Corke – Printmaker	Head of Print
Alison Hand - 2D	Head of Level 3 Diploma, contact for students with special needs
Vanessa Westwood	Programme Manager
Julie Foord	Facilities Coordinator
Rebecca Kunzi	Academy Administrator
Felipe Marinho	Studio Technician
Charles Parkes	General Manager

Please see website (www.artacademy.org.uk) for list of tutors and examples of their work

External Assessors

Most recently, David Rayson from the Royal College of Art (2014, 2013, 2012), Terrasita Dennis and Kim Amis from City & Guilds (2012).

Location

The Art Academy is situated in Southwark, part of the Thames Southbank area within walking distance of the Tate Modern, Royal Festival Hall, Design Museum, Hayward Gallery, Jerwood Space, National Theatre, National Film Theatre, Courtauld Institute and Southbank Gallery.

The Art Academy is convenient for transport: five minutes from London Bridge tube and rail station, 2 minutes from Borough and 10 minutes from Southwark tube stations, and 20 minutes walk from London Waterloo station. Bus numbers 21, 35, 40, 133, 343 and C10 have stops in the near vicinity.

Students receive shared studio space and access to workshop facilities. The studios contain a lively mix of students across all levels and working in many different media, creating a very stimulating environment for ideas and innovation.

Student Handbook

All students must follow the code of conduct set out in the Diploma and Certificate Student Handbook.

2016/17 Fees

Fees are payable yearly. Students may pay by term with a 3% surcharge.

Course	Fee Per Level	Fee Per Year	Fee Per Term (incl 3% surcharge)
Full-time Portrait Diploma (UK/EU) 2yr	£6,590	£6,590	£2,263

Part-time Portrait Diploma (UK/EU) (It takes 2 yrs to complete 1 level) £7,425 £3,712.50 £1,274

Optional third year for both full and part time students £6,888 (or £2,265 per term)
Materials and equipment and not included. Requirements for each component are specified in the component sheet.

Bursaries

The Academy will offer a bursary to one Portrait Diploma student each year, to meet 50% of the fees.

2015/16 Programme Dates

Autumn Term (D1601):

12 September – 26 November 2016 (Half Term Monday 17 - Saturday 22 October 2016)

Spring Term (D1602):

16 January – 1 April 2017 (Half Term Monday 20 - Saturday 25 February 2017)

Summer Term (D1603):

18 April – 27 June 2017 (No Half Term)

Entry requirements

All applicants should have a good portfolio of recent work and a CV and are required to complete The Art Academy's application form. *An application form can be obtained online or from the office.* Entrants must be over 18 at the time of entry and must demonstrate competency in spoken and written English, which will be judged through the applicant's Statement of Intent and interview.

Interview

Suitable candidates will be offered an interview. The Art Academy's Course Administrator will arrange a suitable time and date for an interview with the Director of Academic Affairs or other staff member. Interviews are based on the content and quality of the applicant's portfolio, CV and Application form. Students with substantiated prior study or experience in individual subjects can be credited some courses at the discretion of the Course Director or appointed representative.

Offers of acceptance will be made after interview. Offers may be either outright acceptance or a provisional acceptance. Acceptance of a place must be confirmed by candidates in writing via a completed Course Enrolment Contract, which must be returned to The Art Academy's Course Administrator along with an initial deposit:

£500 for the full time Diploma

£300 for the part time Diploma

Applicants are required to submit a portfolio of recent work, a current CV and an Academy application form. Applicants are required to demonstrate competency in spoken and written English.

Portfolio Requirements

If possible please bring to the interview a portfolio containing the following:

- 10 pieces of original finished work, which show your technical ability in a range of media. Please bring photographs of 3d installation work or if some of your work is digital, bring this on a device to show it.
- 1 sketchbook showing your own areas of interest, individual thought process or development process of finished work.
- 1 example of writing, critical study work or exploration of other artists that you have done

If you do not have all of the above, please do not worry; just contact the office and we can speak to you about alternatives.

- Portfolios should be well-conceived and well-presented
- Portfolios will be presented at interview (For telephone interviews, portfolios should be mailed or emailed to the Art Academy, attention of Tanya Russell.)

CV:

- Can be in any printed or digital format
- Must be written and signed by the applicant. Signature will be taken as proof of authorship.

Competency in spoken and written English:

- Written English will be judged by Application Form
- Spoken English will be judged at interview. Overseas applicants can opt for telephone interview.

Storage and Studios

The Academy will provide a space for students to store their materials and work. The course studios are available for student use outside of scheduled course times. The Art Academy has a small number of Project Spaces available for booking if students need a space to work in for a longer period of time. The Academy has Resident Artist studios, which may be rented, but these are in high demand.