

THE ART ACADEMY

CONTEMPORARY PORTRAIT DIPLOMA

Course Document

Academic Year 2017/18

CONTENTS

INTRODUCTION (1)

THE AWARD (2)

OVERVIEW AND STRUCTURE (3)

CURRICULUM (4)

OTHER PROGRAMME DETAILS (5)

HOW STUDENTS ARE ASSESSED (6)

WHO'S WHO (7)

ADMISSIONS (9)

LOCATION (10)

The Contemporary Portrait Painting Diploma is a two-year bespoke course, offered by the Art Academy and written, taught and assessed by practicing portrait artists, many of them pre-eminent in the field of portraiture, including members of the Royal Society of Portrait Painters (the RP), winners of the BP Portrait Award and artists whose work appears in national collections including the National Portrait Gallery.

The only course of its kind in the UK, students follow a structured programme of study which gives them a thorough introduction to the complex and varied skills they will need to develop if they are to begin to create successful portraits. The course helps students to acquire skills in portrait and figure painting and drawing, whilst encouraging individual development through a series of creative projects. Some sessions in portrait sculpture are also offered to enable students to develop an understanding of the three-dimensionality of a portrait head. Students consider the context for their work through individual contextual study sessions, and there are optional art theory classes available. Digital studies provide them with the skills to manipulate photographic imagery as a tool to assist in their image making. 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 portrait artist, covering issues 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 Society of Portrait Painters.

The Portrait Painting Diploma is a two-year course, but with the option of a further year of study, in recognition of the significant level of ability 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

Our Contemporary Portrait Diploma is one of the Academy's core courses. Like our three year Diploma in Fine Art, it has been designed to incorporate all the elements that the Academy sees as central to the successful development of a professional artist. These include:

- A focus on the development of both traditional and contemporary skills. CPD students at the Art Academy are required to complete a series of skills classes which offer them a thorough grounding in a variety of techniques, materials and approaches within both portraiture specifically and related disciplines. Contact time is high, with students typically offered more than 24 hours tutored time each week from tutors who are all practising artists and specialists in their fields.
- The freedom for students to evolve their own artistic language and creative ideas. The CPD course offers considerable flexibility for each student to direct their own learning. Students are encouraged and supported to develop creatively, learning techniques both

to understand and develop their creative processes and rigorously to pursue their artistic ideas and intentions.

- A thorough understanding of the art market and the world of the professional artist. The professional development programme gives students the knowledge and confidence to establish their artistic practices and learn how to make their way as professional artists upon leaving the college.
- The support and encouragement of a close-knit artistic community. The Art Academy is a small, dedicated and vibrant artistic community, where students benefit from the support of their peers and a group of dedicated tutors, as well as from opportunities for group commissions, exhibitions and internships

THE AWARD

Diploma in Contemporary Portraiture

(2)

Structure

Modular. 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 study

Course Contact

Sue Spaul, Director of Programmes

The Art Academy has identified nine learning outcomes for the Contemporary Portraiture Diploma, these constitute the building blocks for students to graduate with their own authentic personal artistic practice:

1. Develop a broad understanding of traditional and contemporary portraiture skills

The ability of the student to discover, experiment with and develop practical skills in a range of different approaches to portraiture.

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

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 portraiture and develop an iterative process between their intentions and their formal practice, culminating in the development of their own artistic language.

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

The ability of the student to evolve their interests, set about tailoring their own learning pathways and research goals, and incorporating 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.

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

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.

OVERVIEW AND STRUCTURE

(3)

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 is made up of 3 terms, each consisting of 10 teaching weeks.

TERM	DATES
Autumn	September to December
Spring	January to March
Summer	April to June

Full time students study 3 days a week, with an optional 4th day. Part Time students study 2 days a week. Part time students do not necessarily have to complete a day of studio practice each term (as in some terms it may be beneficial to take 2 days of elective skills workshop courses), but do need to ensure that all six studio practice components are completed in order and that they have completed all the required components of the programme.

CURRICULUM

(4)

Painting and Drawing

Students undertake one Portrait Painting or Figure Painting elective skills workshop course each term and one drawing elective skills workshop course each term in level 1. In level 2 students are not required to undertake further drawing elective skills workshop courses (but may choose to). Throughout the course students have the option of taking an additional second painting skills day (or a skills day in another discipline, such as print, sculpture, art theory or digital studies).

The painting workshop courses take the students through a structured, bespoke programme of portrait and figure painting, first introducing the students to portraiture, then looking at composition, and moving in the second year to a series of advanced courses which will encourage different approaches and a more personal style from each individual student. Courses will cover a wider range of issues including how to use tone, observing colour, understanding form and how to simplify the figure or head, and different ways of applying paint. Students will have the option to study self-portraiture, how to set up and complete a portrait from life from start to finish and how to use photography for portraiture. They will have the opportunity to visit the National Gallery to copy portraits by the great masters.

Drawing is an essential tool for the portrait artist. In addition to learning effectively to draw a portrait and figure, the structured drawing course complements the painting components by considering anatomy, measurement and proportion, and composition. Class sizes for both painting and drawing skills classes are a maximum of 15 students.

Creative Projects

The students complete a creative project each term through the Studio Practice modules, with the projects designed around portrait painting, but aiming to challenge the students to develop their own personal approach to portraiture, and to push traditional boundaries within the genre. Included within this programme is the requirement that each student undertakes a commission, with instruction from the tutor on issues such as how to approach and liaise with the client, consideration of place and purpose and determining a budget. The projects are designed to fulfil the Academy's academic principles. For these projects, Portrait Diploma students in each respective Level spend one day a week working in the studio with the support of a tutor, during which time they will also critique one another's work. Through all these projects students are taught to explore artistic principles, to learn to manage the creative process and to understand a design process. They have an opportunity to experiment with and develop their work, exploring different mediums and styles, whilst developing their own personal artistic language.

Term 1

Response and Motivation Project (Artistic Principle - Response and Motivation, including creative awareness internal)

This project enables students to develop their understanding of how to portray emotion, character and personality in their work. Students will be invited to consider their emotional responses to external stimuli, and then to explore how they might represent a psychological narrative through a portrait. 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 a portrait by another artist which evokes a powerful response in them. They will explore the artist's inspiration and intention through their own response to the selected portrait. They will develop a range of responses to the art work, and then develop their own portrait 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

Large Scale Composition project (Artistic Principle - Visual Language and Craftsmanship)

The key focus of this project will be on composition. Students will be required to produce a large composition, perhaps of multiple figures, showing the subjects within a setting or space. Students will develop confidence, through learning a design process for approaching such a large composition and explore materials and mark making to produce effectively a large scale work. Students will be required to consider large portraits or compositions produced by other artists, and to explore a range of ideas for their own work considering different subjects and their appropriate settings.

Term 4

Commission project (Artistic Principle - Curation and presentation)

This project requires students to obtain a real portrait commission and to develop a range of ideas for producing the portrait taking account of the wishes of the client and or sitter, including the character of the sitter, the purpose for which the portrait will be used, where it will be hung etc. They will be required to draw up a budget, and to consult regularly with the client as the project progresses.

Term 5

Critical Approaches (Artistic Principle - Creative and contextual awareness, external)

This project will require students to explore portraiture using one or more different critical approaches, such as Marxist, feminist, postcolonial, critical, race, nature & the environment, semiotic, psychoanalytic 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 portrait from that perspective.

Term 6

Personal project (Artistic Principle - Concept and Intent)

The final project is a personal project and intended to follow on from the previous term. 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

Portraiture requires some of the highest skill levels of all painting genres. Whilst the Portrait Painting 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 portrait artist. 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 portraiture.

Contextual Studies, Professional Development and Digital Studies

Contextual Studies forms an integral 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 one-to-one tutorials, group critiques and workshop/ seminar sessions. Portrait Diploma 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 portraiture in general and their own practice in particular. Art Theory and History Fine Art Diploma module classes are run during the spring term each year, and Portrait Diploma 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 section, 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 module is recommended rather than mandatory, offered as an elective skills workshop course, which Portrait Diploma students can undertake either in Level 1 or Level 2.

During Wednesday's Studio Practice sessions, Portrait Diploma students will also be offered artist's talks, lectures and practical sessions on subjects relevant to their study, which might include artist's talks from practising portrait artists, relevant gallery visits (eg to the National Portrait Gallery, RP Annual Exhibition or other relevant exhibitions) and a session on how to stretch a canvas or frame a painting. In Term 2 of the course, Portrait Diploma students participate in a portrait head sculpture workshop, to complement their painting and drawing skills classes with some three-dimensional portraiture skills study.

LEVEL 1	L1 core painting day Full time, Optional Part time	L1 optional study day	Core study day	L1 core painting day	Core Drawing day
			Wednesday		Friday
Term 1	Paint application in portraits	Optional study from other comps. painting/sculpture/print/digital	Studio Practice/Professional Development/ etc	Fundamentals of Portraiture	Tone and Measurement
Term 2	Self Portrait	Optional study from other comps. painting/sculpture/print/digital	Studio Practice/Professional Development/ etc	Developing Figure Painting	Anatomy
Term 3	How to paint successfully from photos	Optional study from other comps. painting/sculpture/print/digital	Studio Practice/Professional Development/ etc	Composition with the portrait & Figure	Measurement & Proportion in Drawing
LEVEL 2	L2 core painting day	L2 core painting day Full time, Optional Part time	Core study day	Optional study day	Optional study day
			Wednesday		
Term 1	Painting Portraits from the Masters	Advanced Clothed Figure Painting	Studio Practice/Professional Development/ etc	Optional study from other comps. painting/sculpture/print/digital	Optional study from other comps. painting/sculpture/print/digital
Term 2	Exploring Current Trends & Styles in Portrait Painting	Advanced Expressive Portrait Painting	Studio Practice/Professional Development/ etc	Optional study from other comps. painting/sculpture/print/digital	Optional study from other comps. painting/sculpture/print/digital
Term 3	Personal Project with a model	Advanced Nude Figure Painting	Studio Practice/Professional Development/ etc	Optional study from other comps. painting/sculpture/print/digital	Optional study from other comps. painting/sculpture/print/digital

OTHER PROGRAMME DETAILS

(5)

Group Critiques

Are integrated into the Core Discipline components and Studio Practice components for students to have the opportunity to benefit from feedback from both tutors and peers on the development of their studio work.

Seminar Discussions

Small discussion groups focusing on a particular topic of interest relating to components of study. Seminar discussions are also a forum in which students present and discuss studio work in practice and in theory.

Lectures

Support group presentations, component subjects or general study.

Artistic Tutorials

Tutorials are conducted on an individual basis:

*Students may take one individual artistic tutorial (45 minutes each) per term during **levels 1 and 2**. Students will sign-up for one tutorial session at the beginning of each term. Missed tutorials cannot be rearranged and tutorials cannot be carried over from term to term.*

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 extracurricular artistic activity. Students may choose to address a specific area of concern in their tutorial, which can be identified either by the student or the tutor or discuss their practice in a wider context. Where specific technical help is being sought, students can choose their tutor accordingly. Students can also seek advice about their course of study. Tutors will give whatever advice they deem appropriate to support the student's artistic 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.

Pastoral Support, advice and guidance

The Academic Course Manager has ultimate responsibility for the welfare of all students, working closely with programme leaders. Students are able to speak to the Academic Course Manager, Academic Course Coordinator or the programme leader about any personal issues or concerns they might have.

It is intended that students will primarily be supported in ensuring their academic progress, (including helping students to determine their pathway and choices of elective skills workshop courses as they progress through the course) by the Programme Leader/ Studio practice tutor during studio practice sessions. However, students are able to seek academic advice from all three staff members mentioned above outside of these sessions.

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 academic courses (Diploma, CPD and FSD courses together). There is a designated Head of SEN for these students, who will be fully appraised of the specific Learning Support Needs of each individual student, and along with the Academic Course Manager 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 Head of SEN and Academic Course Manager 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 Head of SEN and Academic Course Manager, 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.

External visits

Ensure students have direct access to original works, site locations, studio workshops, major collections and national and international exhibitions to contextualise their work, gain inspiration and access non-studio based subjects and media.

Visiting specialists

Are drawn from a wide range of artists, theoreticians, and practitioners who can offer wider experience and expertise to students and lead lectures, seminars and specialism days.

Teaching Hours and Attendance

Teaching days generally start at 10am and finish at 5pm, with breaks at: 11:15 (morning break), 1:00pm - 2:00pm (lunch) and 3:15pm (afternoon break).

Students must attend all classes and associated seminars, lectures, technical workshops and educational visits. It is important that students are punctual for all classes. Minimum attendance for all components is 80%. Elective skills workshop courses are ungraded. A 'Pass' or 'Fail' is given, based on minimum 80% attendance, as the work is considered a contribution to Studio Practice.

Storage and Studios

The Academy will provide a space for students to store their materials and work. Studios are allocated for taught sessions and maybe available for student use outside of scheduled sessions (including evening and short courses). Students are not allocated individual permanent studio space. However, 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.

Short Courses and Evening Classes

Diploma students are welcome to participate for free in the The Art Academy's Short Courses, Weekend Courses and Evening Classes, subject to the availability of space. There are a wide variety of these courses both during term time and during the holidays. Students are expected to pay for materials or to bring their own to evening and short courses.

The Academy also runs regular open access life drawing and printmaking sessions on Saturdays, which are available to diploma students free of charge.

HOW STUDENTS ARE ASSESSED

(6)

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 progress 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 for which they have been assessed and complete Levels 1 & 2 they must:

- i. Have studied and passed all components in their normal pattern (full time or part time) OR;
- ii. Show evidence of having studied any missing discipline(s) to a satisfactory level at The Art Academy or elsewhere (e.g. through weekend, evening or short course study at the Academy or at another institution). Credits for these assessments will be entered in the student's assessment sheet. OR;
- iii. Pass an assessment conducted by the relevant Head of Department for any missing discipline(s), for example by producing a portfolio of relevant work. The Head of Department must consider the module learning outcomes and grade boundaries when making their assessment. Credits for these assessments will be entered in the student's assessment sheet.

If the student has failed an elective skills workshop course for either level but is otherwise eligible to move to the next level, then 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 (ie pay to retake the course at day course rates) OR;
- iii. Take an equivalent series of evening, weekend, or short-course classes during their next level of study.

If the student has failed any of the assessed modules (studio practice, art theory and professional development) for Levels 1 or 2 they will need to re-take either a particular project or the entire level.

Level 1 Assessments

Students are not specifically assessed on their Level 1 work, but are required to follow The Art Academy's regulations regarding the number of elective workshop courses taken, and they must pass all components, in the requisite sequence (as appropriate), or gain credit in lieu (subject to approval by the Academic Course Manager) in order to progress.

Throughout both levels students must attend 80% of each elective skills workshop course to pass, and be deemed to have completed the course satisfactorily by their tutor. Students are given verbal feedback throughout and at the end of each skills workshop course.

Students will receive written comments upon completion of each Level 1 Studio Practice module, but will only be graded for the term 3 module. A minimum benchmark of 80% attendance applies to these modules as well.

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

Students must attend 80% of all elective skills workshop courses 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 Contemporary Portrait Diploma grade and represents the culmination of the Portrait Diploma 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 Portrait Diploma 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 module brief/ information 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%
Essay	Level 2	5%
Professional & Digital Development	Level 2	5%
Final Show	Level 2	80%

Assessment Classification

%	Classification	Criteria
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

30-39	Pass	Poor performance
0-34	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:

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

Essay - Level 2

Students will be able to:

- I. 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.
- II. To develop a clear, precise and informed vocabulary to express their ideas.
- III. To contextualise their practice within a larger framework, which may be historical, theoretical, cultural, technical, genre-based or a combination thereof.
- IV. 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

Students will be able to:

- I. 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.
- II. Ability to present themselves as professional artists with the required supporting materials appropriate for different contexts (Artist Statement, CV, Bio, Business cards etc).
- III. 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.
- IV. A thorough understanding of how digital and internet tools can be used to communicate with individuals, expand their networks and build their online reputation.
- V. 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).
- VI. Acquisition of professional client management and small business skills relevant to a self employed artist.
- VII. Experience of applying for, planning or completing at least one real Art World opportunity or activity relevant to their practice.
- VIII. 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

Students will be able to:

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

- I. The development of skills to facilitate ongoing professional and creative practice.
- II. 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)
- III. Technical competence through the development and understanding of mediums, materials and the underlying formal principles of visual language relevant to their practice.
- IV. A breadth of knowledge and understanding of their subject matter and effective use of this in their work.
- V. Understanding of their artistic, cultural and critical context

- VI. Verbal articulation of ideas, concepts, research, contexts, artistic and curatorial choices. (Evident through discussion with external assessor and members of the Academic board)
- VII. Refined, authentic statement of their personal practice, which is manifest in their work.
- VIII. 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 are also required to make all supporting material available for 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

Extenuating Circumstances Procedure

Please refer to the student handbook

Academic Appeals Procedure

Please refer to the student handbook

WHO'S WHO

(7)

Monitoring the Fine Art Diploma and managing the curriculum is the responsibility of the Academic Board, chaired by the Principal. Day to day management of Academic affairs is divulged to the Quality Assurance Committee, who work on behalf of the Academic Board.

Each subject within the programme, and the individual components it comprises, is the responsibility of the Quality Assurance Committee who work with Department Heads to organise tutors, visiting tutors, and the overall programme of study for their subject. Tutors and visiting tutors are responsible for their individual skills workshop courses, classes and students. The Academic Course Manager is responsible for pastoral care and administration of levels 1 – 3.

Academic Board membership

Principal(Chair)
 Vice Principal
 Director of Programmes
 Head of Painting
 Head of Foundation
 Academic Course Manager
 External party
 Trustee representative
 Elected student representative

Quality Assurance Committee

Academic Course Manager (Chair)
 Director of Programmes
 Level 3 lead tutor
 Academic Course Coordinator
 Principal or Vice Principal

Key staff

Charles Savage	Principal
Rob Pepper	Vice Principal, Studio Practice tutor
Sue Spaul	Director of Programmes, Diploma Programme Leader, Deputy Head of Painting, Studio Practice tutor, Painting Tutor
Darren Nairn	Academic Course Manager
Rebecca Kunzi	Academic Course Co-ordinator
Aimee Briginshaw	Academic Administrator
Alison Hand	Head of Level 3 Fine Art Diploma, Drawing & Painting tutor
Tai Shan Schierenberg	Head of Painting, Painting tutor
Roxana Halls	CPD Studio Practice tutor, Painting Tutor
Sadie Lee	CPD Studio Practice tutor, Painting Tutor
Lynn Dennison	Head of Foundation, Sculpture tutor
David Hodge	Head of Art Theory
Briony Marshall	Head of Professional Development, Sculpture Tutor
James Jarrett	Head of 4D & New Media, Marketing Officer
Sue Corke	Head of Print, Print tutor
Lynne Abrahamson	SEN Head, Sculpture Tutor
Charlotte Gowing	Operations Manager
Dominic Montague	Facilities manager
Felipe Marinho	Studio Technician
Zuzana Knightova	Public Programme Manager
Gemma Varley	Public Programme Administrator
Sophie Postgate	Marketing Manager

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

External Assessors

Alastair Adams (RP)

STANDARDS OF CONDUCT

(8)

Please refer to the student handbook for policies on standards of conduct; punctuality and absences, plagiarism, submission of work and extenuating circumstances.

ADMISSIONS

(9)

Policy

The main aim of the admissions policy is to establish the overall health of the course by ensuring that all potential students are serious about their goals and intend to pursue a career in the arts.

Target students

The course encourages applications from as wide a range of adult students as possible in terms of age and experience. We strongly encourage applicants seeking to become professional practising artists.

The Art Academy expects to receive applicants for the Contemporary Portraiture Diploma from post-A level to post-Foundation BTEC students, or those with equivalent experience. However, applicants from different backgrounds who are able to demonstrate their determination and creative potential may be selected purely on the strength of their portfolio, interview and written statements.

The student is awarded an Art Academy Contemporary Portraiture Diploma upon satisfactory completion of the programme. This is an internally accredited award and the Academy cannot sponsor Visas for international students wishing to join the Diploma (Students who are EU citizens automatically have the right to study in the UK).

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. Interviews are based on the content and quality of the applicant's portfolio, CV and Application form. Portfolios should be well-conceived and well-presented (see below). Overseas applicants or those unable to travel to London may be able to undergo a telephone or skype interview (Portfolios for these should be either mailed to the Art Academy attention of Darren Nairn, the Academic Course Manager or sent digitally.)

Offers and Deposit

Where an applicant is to be offered a place, this will be done either immediately after interview, or following the completion of an interview cycle part way through the academic year. 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

Portfolio requirements:

If possible, students should bring to the interview a portfolio containing:

- 10 pieces of original finished work, which shows their technical ability in a range of media. This should include photographs of 3d installation work or for digital work, a device on which to show it.
- 1 sketchbook showing their 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 they have undertaken.

Students should critically edit their work so they do not bring more than the above. Students who cannot provide all of the above, should contact the office to speak about alternatives.

Competency in spoken and written English:

Written English will be judged by from the student's Application Form. Spoken English will be judged at interview.

Credits for Previous Fine Art Study

Students with substantiated prior study or experience in individual subjects may be credited for certain components of the Diploma during their study period at the discretion of the Head of Academic Affairs or appointed representative. On occasion, a more experienced student may be considered for entry at Level 2.

LOCATION

(10)

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.

OPTIONAL THIRD YEAR

(11)

Portraiture is a particularly challenging discipline to learn, both in terms of the skills required and in order that students can begin to develop their own artistic language within this very specific genre. Whilst we are confident that students will have obtained a good grounding in the key skills they require over the two year CPD programme, and have begun to consider how to develop their own practice, we highly recommend a further year of study for those wishing to build a thorough foundation from which to develop as portrait artists.

Studio Practice

In Level 3, CPD students are given the freedom to develop further their own artistic language, leading on from the work undertaken in Studio Practice in the final term of Level 2. The focus

of this Level is on individual studio practice, with each student concentrating on their own creative process and developing ideas around the artist's statement they wrote in Level 2. Students spend a minimum 3 days on studio practice per week under the supervision of either the level 3 tutor, the Director of Programmes or another designated tutor. All students must spend a minimum of 2 days (14 hours) per week during term time working in The Art Academy. Students will spend the year working towards their post-Diploma show, joining the Level 3 Fine Art Diploma students for regular group criticisms with the Head of Level 3 to support them in developing their practice.

Contextual Studies

At this level students refine further their critical awareness through more extensive contextual research and investigation. They will be supported by the Head of Art History and their studio practice tutor to explore thoroughly the context for their work, undertaking wider reading, studying other artists and visiting galleries and exhibitions. Students will be expected to collate information supporting this research and exploration in the form of a portfolio which will be viewed by the assessors as part of their end of year assessment.

Elective Skills workshop Courses

In addition, students take 1 to 4 elective skills workshop courses per year within their Core Discipline or in another area of tutored study appropriate to their individual Studio Practice work. The skills days are aimed at helping the student to support their studio practice and develop further their individual artistic language. As an alternative to one of the taught skills workshop courses offered, a group of Level 3 CPD students may opt to book a model for a series of sessions and work with him or her independently, creating their own poses, determining their own lighting and deciding on their own props, in preparation for life as a portrait artist post college.

Professional Development

The Professional Development Component continues in Level 3. The module begins to equip students to participate confidently in the world as practising artists. Students will begin to explore and articulate their individual career paths within the arts while gaining necessary tools to do so. Meetings with the Head of Professional Development ensure that on leaving the Academy, all students have participated in an external Exhibition or Commission, have websites, contact databases and portfolios. They will also have been helped to put a plan together for their ongoing practice whether in further study or organising an exhibition as a working goal or other suitable avenues of progression.

Assessment

Assessment Criteria: Demonstration of learning outcomes 1-8, as for the CPD.

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 portfolio containing the research they have developed through the Contextual Studies programme. It can be in any format, but must be thorough, considered and accessible.

Assessment Breakdown

	Assessed in	Percentage
Contextual Studies	Level 3	10%
Final Show	Level 3	90%

Fees for Optional 3rd year

	Fee per yr	Fee per term (inc 3% surcharge)
F/T (UK/EU)	£6,656	£2,285
P/T (UK/EU)	£7,456	£3,728