

THE ART ACADEMY

FIGURATIVE SCULPTURE 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 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

Our Figurative Sculpture 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. FSD 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 sculpture. 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 FSD 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 Academy.
- 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 Figurative Sculpture

(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

Julian Wild

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**

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**

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**

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.

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)

Sculpture

Students undertake at least one sculpture elective skills workshop course; a second sculpture skills workshop course 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 elective skills workshop courses in the first year, a further three in the second year are optional. The required courses are; 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

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 figurative sculpture, 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, Figurative Sculpture 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 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

Large Scale Composition project (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, external)

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 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. Figurative Sculpture 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 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 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

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 and L2 optional study day	Core study day	L1 core study day L2 core study day	Core Drawing day (level 1 only)	Other Optional 3D Classes
	Monday	Tuesday	Wednesday	Thursday	Friday	Mixed
Term 1	Sculpture in Practice or other component of your choice from the other disciplines	Wood and Metal Constructed Sculpture. Machinery and tool induction	Studio Practice/ Professional Development/ etc	Techniques of Figure Sculpture (+ watsse moulding and casting)	Issues in drawing	Interacting with Space, Body and Motion
Term 2	Sculpture in Practice or other component of your choice from the other disciplines	Sculpture – the language of form, techniques and Materials	Studio Practice/ Professional Development/ etc	Techniques of Figure Sculpture (fired and Sculpey)	Anatomy	Kinetic and automata, interactive Art
Term 3	Sculpture in Practice or other component of your choice from the other disciplines	Large Scale Sculptural Ceramics	Studio Practice/ Professional Development/ etc	Techniques of Figure Sculpture, portrait 5 weeks mould and cast 5 weeks	Measurement & Proportion in Drawing	Textiles, sculptural textiles and latex
Term 4	Sculpture in Practice or other component of your choice from the other disciplines	Techniques of Figure Sculpture (+ watsse moulding and casting)	Studio Practice/ Professional Development/ etc	Anatomy, points and planes in the figure		Interacting with Space, Body and Motion
Term 5	Sculpture in Practice or other component of your choice from the other disciplines	Techniques of Figure Sculpture (fired and Sculpey)	Studio Practice/ Professional Development/ etc	Site Specific Sculpture		Kinetic and automata, interactive Art
Term 6	Sculpture in Practice or other component of your choice from the other disciplines	Techniques of Figure Sculpture, portrait 5 weeks mould and cast 5 weeks	Studio Practice/ Professional Development/ etc	Dynamic Figure		Textiles, sculptural textiles and latex
code	Bespoke core programme	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

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.

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 Figurative Sculpture 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 Figurative Sculpture Diploma grade and represents the culmination of the 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 work must be available for the assessors to review.

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

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

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

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 Figurative Sculpture 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.