

6TH Form UCAS Book

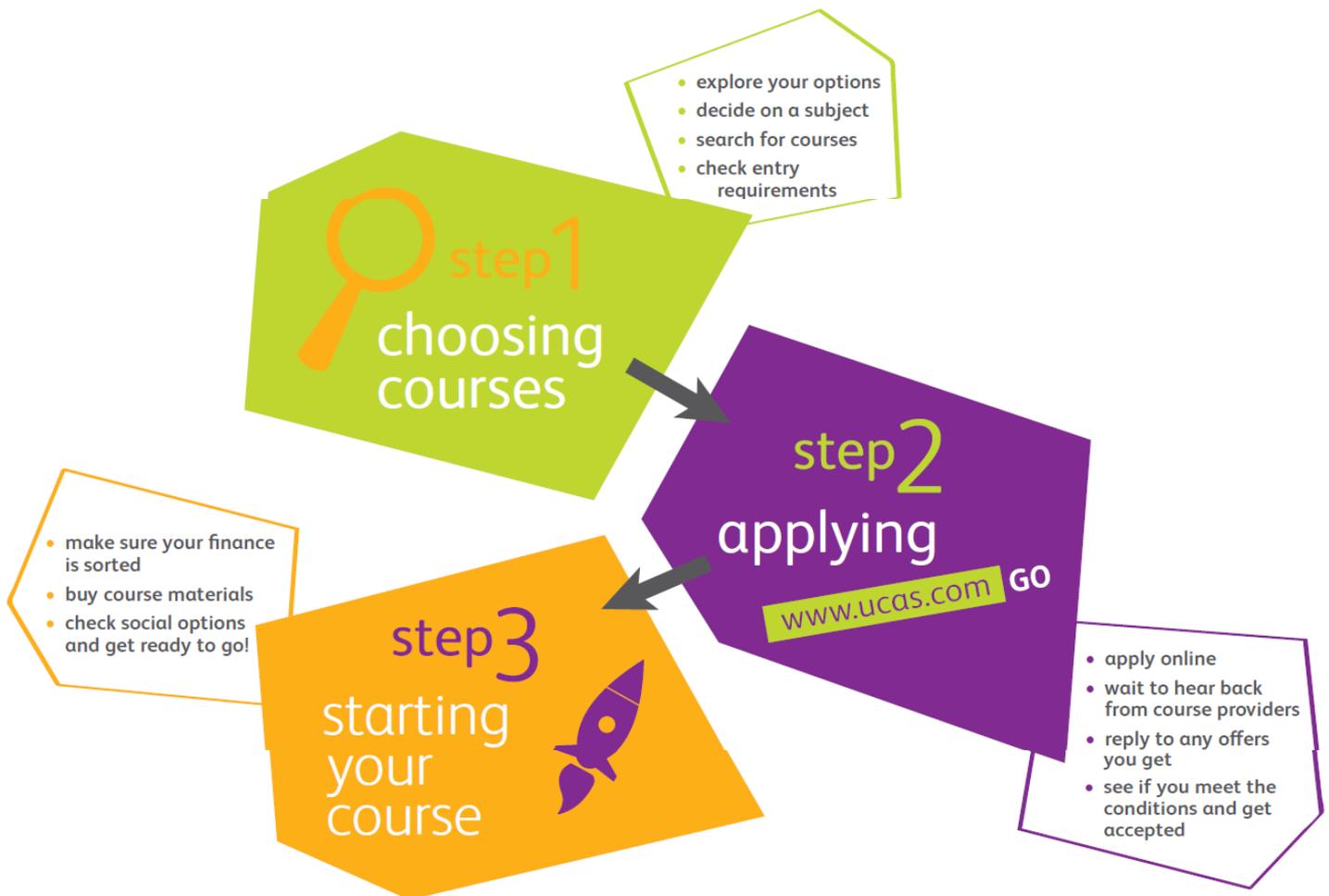


A guide to Art, Textiles & Design

A personalised booklet for your University
course

THREE STEPS TO APPLYING

UCAS



Depending on what course you're applying for your application will need to be with us by:

- **October** for the universities of Oxford, Cambridge or any professional course in medicine, dentistry and veterinary medicine/science
- **January** for the majority of courses
- **March** for some art and design courses

So leave yourself plenty of time to do everything!

Applications for UCAS courses

15 October 2012

Deadline for receipt at UCAS of all applications, including the reference, for all medicine, dentistry, veterinary medicine and veterinary science courses and for all courses at the universities of Oxford and Cambridge.

15 January 2013

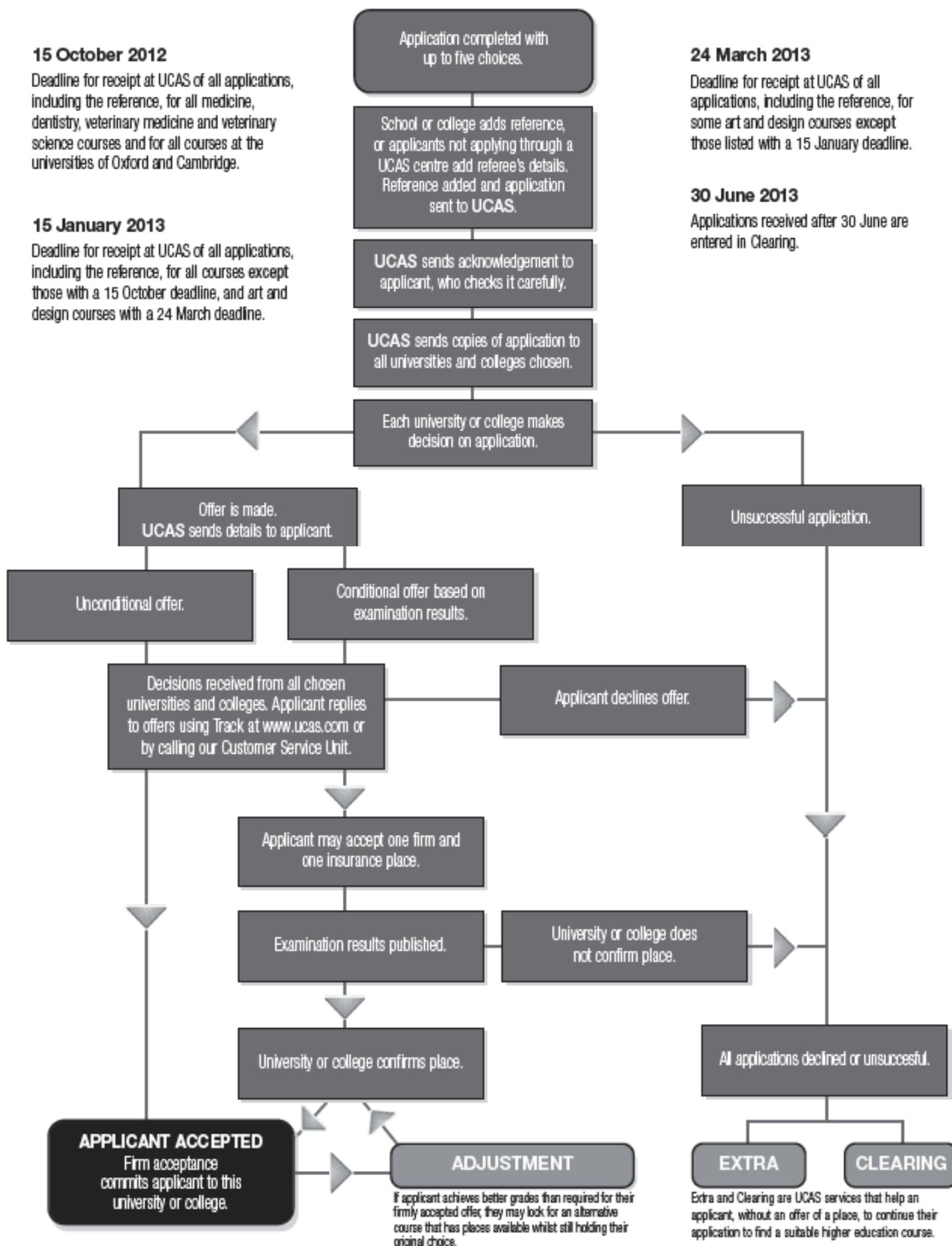
Deadline for receipt at UCAS of all applications, including the reference, for all courses except those with a 15 October deadline, and art and design courses with a 24 March deadline.

24 March 2013

Deadline for receipt at UCAS of all applications, including the reference, for some art and design courses except those listed with a 15 January deadline.

30 June 2013

Applications received after 30 June are entered in Clearing.



Do's & Don'ts on your application

Do use your best English and don't let spelling and grammatical errors spoil your statement.

Do show that you know your strengths and can outline your ideas clearly. Use words you know will be understood by the person reading your statement.

Do be enthusiastic – if you show your interest in the course, it may help you to get a place

Do expect to produce several drafts of your personal statement before being totally happy with it.

Do ask people you trust for feedback

Do show you are up to date with development in your subject by reading the newspaper or watching the news

Don't exaggerate if you do you may get caught out in an interview when asked to elaborate on a recent event in that field

Don't just rely on a spell checker as it will not pick up everything, proof read as much as you can.

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Don't leave it to the last minute your statement you will seem rushed and important information will be left out

Don't spend ages trying to come up with a perfect, snappy first line, write anything and return to it later

Action Words to use

Achieved	Developed	Corrected
Assembled	Established	Heightened
Broadened	Encouraged	Illustrated
Balanced	Enhanced	Informed
Created	Handled	Influenced
Compiled	Demonstrated	

The Russell Group

Those included in the Russell group are:

University of Birmingham	University of Nottingham
University of Bristol	University of Oxford
University of Cambridge	Queen's University Belfast
Cardiff University	University of Sheffield
University of Edinburgh	University of Southampton
University of Glasgow	University College London
Imperial College London	University of Warwick
University of Leeds	
University of Liverpool	
London School of Economics & Political Sciences	
University of Manchester	
Newcastle University	

The Russell group universities are considered to have the best teaching standards of all the Universities, but they are not always the best for your course.

Personal Statement Examples

Personal Statement - Animation Design

I am keen to study Animation because the process of how characters and scenes are initially designed and developed to suit the target audience interests me. In my own time I enjoy experimenting with 3D animation and have used Maya to create sample animations like a ball bounce and a walk cycle. I have gained understanding of the 12 principles of animation and have applied them to my work. I am eager to build on my current knowledge and hope to work with the animation industry.

A-level Art has allowed me to develop my drawing skills and gave me the opportunity to be creative and express my ideas through my work. In my current unit for the A2 course I chose to look at how the media influences young people. My Photography studies have complimented my Artwork and have given me another outlet through which I can show my ideas. They take a lot of time, patience and dedication to complete all the work I have done. I am also a subject leader for Art, which means I help students in the year below me with Art by suggesting ideas for their work and finding techniques for them to experiment with.

I have gained several weeks' worth of work experience over the past couple of years. I volunteered in a local charity shop, the British Heart Foundation, for nine months. I enjoyed this experience as it gave me experience in a variety of tasks in the workplace and I could interact and communicate with customers, assisting them in the shop. While I was there I gained experience with stock rotation, till work, as well as tagging and dating clothes. It has given me a lot of confidence to complete tasks by myself. During this time I also had a part time job on Llandudno Pier. I worked in a sweet shop, the cafe and the bar. I worked closely with a team of people in the cafe and the bar, where we would have to work quickly and efficiently when it got busy. I was trusted to manage the sweet shop by myself. I had the opportunity to spend a week in the System Support Department in Llandrillo College, where I helped with multimedia. I designed DVD covers, printed them and copied the data on to the disks. I have experience on both a PC and a Mac and I have worked with various software: including Photoshop, Maya, Macromedia Fireworks and iMovie.

Activities outside my subjects include achieving the Duke of Edinburgh Bronze award; for my volunteering I helped in my school by doing the Buddy Reading scheme, where I would help children with learning difficulties to read, which helped me improve my

patience and also gave me experience with people who have learning difficulties. The expedition was challenging and it showed me how well I can work with other people in a team. During the expedition my team took it in turns to lead the group along our route. After completing my Bronze Duke of Edinburgh, I had the opportunity to complete the Silver Award. Our expedition was more challenging than our Bronze Duke of Edinburgh but we worked efficiently as a team to overcome problems, supporting and motivating each other throughout.

My activities within the school include being a founding member of my school's anti-bullying scheme (S.P.Y.), where a small group of Sixth-formers help students in lower years that have any problems with school, work or home life. I organize the S.P.Y Rota and notify other members of meetings and changes. From this I have learnt to be calm when faced with difficult situations and am able to reassure those who have problems.

I have attended open days for this course and it has only increased my interest in wanting to study Animation at Higher Education. I want to work in the animation industry in the future, to be able to design and develop characters and ideas. I think this would be a great opportunity to gain more experience in this industry.

Personal Statement – Architecture

Much like the role of an architect evolves with the development of new methods and materials, I can appreciate that adapting to what's needed is necessary to my learning and gaining personal experience. Since choosing my GCSE's, architecture has been the motivation behind my studies and my choice of an Open University starter course in Archaeology, acquainting me with numerous disciplines.

My study of English Language has given me a greater appreciation of the language and certainly improved my communication skills: vital for the client – architect relationship, whilst my study of maths has supported the practical aspect of my design and technical drawing. Architecture has been a topic or theme in my art work for several years; I have been able to explore different themes in both local and national architecture e.g. the grand Victorian buildings of my home town. A – Level Art has introduced me to photography as an art form, augmenting my observational and presentation skills to create perceptive compositions of vernacular architecture and a visually compelling sketchbook.

My work experience at North Wales Conwy Council's Planning Department gave me a valuable insight into the objectives of planners, useful for designing buildings that will ultimately be more favourable to planning authorities.

Having worked over 200 hours as a Millennium Volunteer in my local Oxfam Charity shop, I have enjoyed developing a rapport with customers and fellow volunteers, as well as developing my creative skills through being heavily involved in visual merchandising. In particular, I have created window displays and redesigned the layout of the shop to utilise space and maximise profit. I have also volunteered at an ethical bank as part of the community involvement module for my Welsh Baccalaureate qualification. This developed my understanding of economics, which I was then able to transfer when handling accounts for the Oxfam charity shop. In addition to my volunteering outside of school, my role as a senior prefect within Ysgol John Bright has reinforced my interpersonal abilities, where I have spent time working in a team to organise charity events and supporting other prefects.

I have been fortunate to have travelled extensively, most recently to Rome where I was able to visit many architectural celebrities including: the Coliseum; the public building ideal – the Pantheon and Vatican City. I have nurtured an interest in Egyptian architecture since visiting Egypt several years ago, where I was able to witness the magnificence of the Pyramids and the awesome proportions of Karnak Temple. To appreciate these places and other cities, including our capital, has been both valuable and inspiring for an aspiring architecture student and I plan to incorporate travel into my future career. I also have an interest in history that overlaps with my passion for architecture – I find British architecture most relevant and intriguing: how the changing economy and zeitgeist of each decade has directly affected the design of buildings. To improve my depth of knowledge, I have read several works, including 'The Timeless Way of Building', a theory considered essential for 21st century architects, but also a romantic perhaps impractical method of building; and 'Albert Speer: His Battle with the Truth', an insight into the architect of the Fuhrer and his philosophy behind the plans for Nazi Germany in the Third Reich.

After finishing my degree I would aspire to use my informed experience and new found abilities from University to pursue a career in, and contribute to, British Architecture.

Personal Statement - Fine Art

Throughout my GCSE and A-level art studies I have thoroughly enjoyed the freedom that I have had to build on my passion for the subject. I am eager to refine my artistic ability and to experiment with different media and techniques to develop my own individual style.

My A-level coursework project was titled 'Natural Form'. I chose this as it would allow me to focus on the techniques rather than the story and message. This has allowed me to trial different techniques which would have been difficult to incorporate into other projects. Having taken both Art and Design and Photography as A-levels I have been able to experience a range of practices from painting and pencil sketches to film photography and digital editing. Photography has taught me the importance of well thought out composition and the impact it can have on a piece. The two subjects have worked well together, enabling me to appreciate different aspects of art.

I regularly visit art galleries and exhibitions, where I have discussions about the pieces and also critically analyse the work in an attempt to understand the thoughts of the artist. Considering their interpretation of art has opened my eyes to the diversity of art work and the impact it can have on people. Having viewed a variety of techniques, the way I work and think about art has changed; it has inspired me to be more adventurous with my own work. Whereas in the past I have tended to stick to one medium I now understand the importance of expressing myself in my own style. I also attend weekly life drawing classes, which has improved my understanding of proportion through a mixture of practical development and professional assistance.

In October 2012, as part of my A-level Art course, I went on a trip to Rome. Whilst there, we visited the National Gallery for Art. This was an exciting experience where I was able to see famous paintings by artists like Van Gogh and Andy Warhol. Seeing the paintings in person allowed me to fully appreciate the work that went into them and the level of detail in some of the portraits. As well as classical paintings there was contemporary art, it was interesting to see the two very different approaches. The trip also played a major part in the development of my photography project, inspiring me to look at different types of architecture.

In school I am part of the Senior Prefect team, a Subject Leader and a member of SPY (Sixth-form Protects You) - an anti-bullying group for the younger students in school. As a Senior Prefect, I was part of the group who initiated 'Subject Leaders'. This involved arranging for Year 13 students, who excel in their subjects, to assist the lower sixth with specific subject revision. Being a Subject Leader for Art and Photography has allowed me to put into place the guidance I would have found useful when I was in Year 12. I have

completed the Bronze and Silver Duke of Edinburgh Awards, and hope to participate in the Gold Award. This demonstrates my ability to work alone and as part of a team, as well as my determination to persevere when faced with a challenge.

I have worked at Superdrug for 18 months as a part-time Sales Assistant. This has enhanced my communications skills and confidence. Since working there I have gained the self-assurance necessary for approaching and talking to customers. These are skills which I feel I can apply to a career in Art and Design - allowing me to discuss my artwork and convey my thoughts in concise and confident manner. It has always been my intention to go to university, and as my results show I have consistently worked hard to achieve the necessary grades. Throughout school, Art has been the subject I have been thoroughly passionate about, and attending Open Days has fuelled my desire to obtain a degree in Fine Art. Continuing to learn and grow as an artist is important to me, and I am confident my passion for this subject will lead to a career in this industry.

Open Day Experience

Subject: BA Honours. Fine Art

Location of Open Day: University of Newcastle

Did you do any research before the Open Day?

Yes, I researched the university and course on their website. They also sent an Open Day pack which allowed me to plan my day beforehand. This was really useful as it meant when I was there I didn't waste time trying to decide what to do at what time.

What was the worst aspect of the day?

Not having the time to look around all the accommodation. I missed the tour for one type but managed to see some of the others. I was able to take virtual tours on the website also, so I could get a sneak peek.

What was the most enjoyable aspect of the day?

It was being able to talk to students who were on the course; they were friendly, which made it easier to ask questions, to which their answers really helped. A group of them showed us around the studio spaces. This was really interesting as it allowed me to decide whether or not this was what suited me and I ultimately liked.

Did the Open Day change your opinion of the University?

Yes, it made my first choice. I had been concerned about the distance, but the Open Day proved to me that with the places to stay and the course itself; it was the University best suited for me.

Any advice you would give to someone going on an Open Day?

Plan your day. Know what you're going to do and see in advance. Also, get there earlier in the day so you miss the larger queues.

Any questions you suggest asking?

It was worth asking what the students there are planning to do after their degree. Some of the jobs they mentioned I hadn't considered but now sounded interesting.

League Table

Rank	University
1	Oxford
2	University College London
3	Lancaster
4	Newcastle
5	Brunel

Career Case Studies

Job Title: Creative Director

Qualifications (GCSE and A Level)

GCSE's included: A – Levels include:
Art, Design and Photography Textile Design

Higher Education. (University and Course)

Art Foundation Degree – University of Bangor
BA (Hons) Graphic Design – Newcastle upon Tyne Poly

Jobs since University

Art Director, South Beach Magazine, Miami

Designed the magazines entire look, from concept to print.

Creative Designer Consult, New York

Consulted for various magazines publishers including Fashions of the Time, ESPN, Hachette Filipachi Magazines and Fairchild publications.

Senior Designer at Gucci

Responsible for the design and art direction of all print collateral. Created the concept for the Spring 2000 campaign.

Branding and Advertising Design Director.

At Saatchi, undertook the re-branding of Olay, the design of which was implemented worldwide.

Vice President, Global and Creative Store Design.

Joined Kiehl's as a Creative Director (the brand that had just been acquired by L'Oreal). In charge of evolving the company's iconic packaging, new retail design format and bringing the cohesion to the company's multiple logos and symbols. It was in 2008 that I was offered the Vice Presidents position, now responsible for global brand identity.

What skills or qualities are needed for this role?

Excellent Apple Mac skills

An ability to use programs such as InDesign, Illustrator and Photoshop

An excellent ability to conceive ideas (typically drawing, however need not be an artist)

An ability to take criticism and push projects to become better

Any advice you would give to someone looking to work in this field of Industry?

Take an interest in areas such as photography, illustration, media and typography. Read and know about all the great designers that came before us. History is an excellent base for any design discipline.