An important part of your application to Gray's School of Art is the portfolio, with the interview as the second and complementary aspect of this process.

We aim to interview all suitably qualified applicants.
Your folio should portray your interests and abilities; we want to see your passion and commitment to Art and Design. There are no size restrictions on your folio, but bear in mind you'll need to be able to carry it to the interview.

What should I avoid?

- Drawing from photos unless essential
- Direct copying or lifting of imagery

The interview team will evaluate the following four categories at your interview, so the content in your folio should aim to address these topics:

1. Visual research
2. Idea exploration and development
3. Process and Materials
4. Personal and contextual awareness
Below are some simple definitions to help you categorise the work in your folio:

**Visual Research** - Your ability to investigate and explore a particular topic.

We want to see how you research your subject matter and the kind of questions you explore.

Your folio should show us the breadth of inquiry and the depth of investigation you have undertaken to generate your ideas.

You can show this through a combination of drawings, photographs, videos and documents; these should be first hand wherever possible. If driven by a theme, it should explore a wide range of relevant contexts.

Approaches you may take: *Analytical / Objective / Interpretive / Inquisitive / Searching / Methodical*

**Idea Exploration and Development** - Your ability to generate and develop ideas and communicate the context of those ideas.

We want to see how you progress your ideas from your visual research, and the whole process of your idea development from start to finish.

You can present this using a combination of studies & drawings, development worksheets, sketchbook pages, photographs, video, models, CAD and material explorations. If you are working predominantly in 3D, you would be advised to document your work through a photographic approach showing both your development of ideas and your investigation and experimentation of process.

We want to see how you work things out – it’s not about resolved outcomes but about exploring ideas in a structured way.

Approaches you may take: *Analytical / Explorative / Synthesize / Systematic / Sequential / Progression / Selection / Context*
Process and Materials - Your ability to explore your ideas through the application of process - media and materials within your work.

We want to see how you challenge and test your ideas through a range of media and material experiments, explorations, models, and CAD where appropriate.

This is about testing your ideas through different media and analyzing the results. It can be shown through both 2 and 3 dimensional making processes. Remember to document ongoing work if working in 3 dimensions or on a large scale.

Approaches you may take: Explorative / Experimental / Selective / Inventive / Application within Context

Personal and Contextual Awareness - Your ability to identify areas of personal interest in Art & Design.

We would like to see and hear about your personal interests in Art & Design and the broader cultural world.

Your sketchbook will allow you to document all your inspiration from specific artists to everyday objects.

Approaches you may take: Contemporary / Individual / Enquiring / On-going / Independent

As long as the work you bring can be understood within these definitions it will be relevant. This allows the interviewers to judge the quality your application in relation to your chosen course.
There is no need to mount all your work but it is useful if it is of a consistent size. Organising your work will help you to:

- Group work together in themes or projects
- Arrange the work in chronological order to highlight progression in the work

Your work can be of any scale. There is often the misconception that we are looking for everything to be a certain size, but this is not the case. We do suggest having variety to help us see the extent of your skills.

Your portfolio will be considered within the context of your educational environment. We are looking for creative potential and willing students.

There are examples of entry-level projects from applicant’s folios available to view online at:

http://issuu.com/graysartschool/docs/grays_tfolio_web

Each project has been selected because it is thematically driven and deals with its theme in an interesting, in-depth manner.
There are many possible ways to reveal your creative potential with a sketchbook. Here are some options:

- A collection of observational drawings, first hand recording of objects or external locations.
- A regular visual diary to collage things found or experienced, images and objects that inspire and exhibitions and events you visit.
- An in-depth investigation of a theme, looking at the context of an idea and visualising it through a breadth of media exploration.
- A place with no pressure on resolution, where play, debate and experiment all thrive and are driven by trying out new ideas and techniques.

You can have this all in one place, or separated into a number of books. The choice is yours. It depends what best fits your creative process and lifestyle. Remember, they should not be a scrapbook or last resort, where all drawings that don’t fit elsewhere are artificially collected together.
We see the interview as a very important part of the application process because it puts you at the centre. All academic staff are involved in the process and it is seen by them as the start of the journey you will embark on if you successfully gain a place at Gray’s. Please bring your portfolio and sketchbooks with you to the interview.

You should be confident to talk about your portfolio for a maximum of 10 minutes so we suggest practicing so you can communicate your thinking clearly.

We want the process to be fairly informal and for you to be as relaxed as possible. You will rotate round three one-to-one sessions with different members of staff. Overall the process will last around 30 minutes.

The folio will be the main focus of our questions. That said, we will ask you questions about Artists and Designers that influence and inspire you. We’re also interested in finding out about you as an individual. Be prepared to talk about your wider interests and hobbies.
Visual Research
Make a small card triangle. Take it to any location, throw it in the air over your shoulder. Once you have found it, use it as the first corner of a 1m square. Mark out your square with tape and stand within it. Spend an allotted time in your square (minimum of 30min). Your task is to capture a “sense of place” for this location, how you interpret that is up to you.

You must record the following through a mixture of photography and drawing:

- a 360 view of the “skyline” that surrounds you
- anything that happens in or passes through your square
- any interesting objects or surfaces in your square
- reveal “place” in three lines of text

You may have to have a few “recordings” working simultaneously. In response to your location, the weather etc you will add to this list of activities.

Idea Exploration & Development
Depending on your interests select one of the following

1. Take a surface, a colour and a 2D shape from your research and combine them to generate a series of patterns.
2. Take a shape from your research and visualise how it could be transformed into a functional object. Take inspiration from the colours and surfaces at your location to help generate materials it could be constructed from.
3. Take an image from your research and use colours from the location to enhance or exaggerate its atmosphere.
4. Take an image from your research and explore it through extreme compositional design (panoramic, significantly more sky than land etc) to enhance or exaggerate the atmosphere of that image.
5. Take your 3 lines of text and select a pair of photographs that best illustrate your thinking. Record and evidence how you tested the different combinations you explored.

Processes & Materials
Take one idea from the development tasks and without changing its shape or composition, use media to explore four different interpretations of it.

You may need to do some mind-mapping to find your alternative routes, or you may want to go straight to the altering phase through exploration of media and see what happens. Be brave and inventive with this stage of your creative process. See it as an adventure where anything is possible.

Explore colour, texture, tone etc and how different techniques may affect your idea. Does the same image have different meaning if created through lino cut or rendered in watercolour?

Contextual awareness
Investigate The Doyle Family; their artistic output and their working process.

Document what you find out in the book next to your own ideas.

- Completed applications must be with UCAS by 15th January 2019
- The majority of interviews for 1st year entry are held the first week in March. There may be some interviews prior to this, which will be held on Saturdays
- Advanced entry interviews (Year 2 & 3) occur through February and into March
- All applicants will be made aware of the result of their interview prior to the deadline in early April
- You must respond to this by the start of June or you will be withdrawn from the process
Entry to Year 1
You are expected to have three Highers at B,B,C. These should include English or one with a significant* written element.

- Practical work should show a willingness to engage in enquiry and exploration of ideas
- Shows ability to connect associated contextual themes to developing ideas
- Demonstrates ability to communicate ideas visually through the use of fundamental skills and processes
- Work shows an understanding of idea development processes driven by media selection
- Responsive and engaged communicator, open to discussing their ideas.

*The type of writing involved should be analytical and critical in nature, involving a mix of objective and subjective content (e.g. History, Modern Studies etc.)

Fundamental visual skills / Enquiry and Exploration / Connections with Context

Entry to Year 2
You are expected to have successfully completed an HNC (or equivalent) within the appropriate discipline

- Practical work shows critical enquiry, making connections with contextual references and ideas
- Demonstrates awareness of a range of cultural and critical themes in relation to art & design practice
- Ability to communicate and present ideas in readiness to take on in-depth specialist study
- Work shows a breadth of experience across a range processes and techniques when developing ideas
- Enquiring and proactive communicator, ability to question and analyse within discussion.

Critical & Enquiring / Established communication skills / Understanding of Context / Established practical skills

Entry to Year 3
You are expected to have successfully completed an HND (or equivalent) within the appropriate discipline.

- Practical work shows critical enquiry integrating contextual research
- Demonstrates ability to connect associated cultural and critical theories with regard to the subject
- Ability to communicate ideas and present within external contexts
- Work demonstrates a breadth of approach and growing command of the development of ideas and concepts, processes and techniques
- Critically reflective within discussion, openly offers alternative ideas and viewpoints.

Emerging Critical Framework / Integrated use of skills and approaches / Specialist Knowledge

Entry to Year 4
You are expected to have successfully completed a BA (or equivalent) within the appropriate discipline

- Practical work shows independent and critical enquiry, making connections and integrating contextual references in a personalised and focused manner
- Demonstrates ability to connect associated cultural and critical theories with regard to the subject and its contemporary industrial and professional contexts
- Ability to communicate ideas fluidly and present ideas in readiness to take on the professional context
- Work shows a command and personalised focus to the development of ideas / concepts in tandem with specialist techniques and processes
- Confident, critical, and reflective in discussion or defence or work.

Independent thinker / Self-knowledge / Professional / Specialist / Focused knowledge
For more information or any queries contact:
Alison Young
- Academic Administrator
t: +44 (0) 1224 263648
e:a.young@rgu.ac.uk

Best of luck with your application and we look forward to seeing you at interview in early March.