UNIVERSITY FOUNDATION PROGRAMME
VISUAL ARTS SPECIFICATION

FOR TEACHING FROM 2021
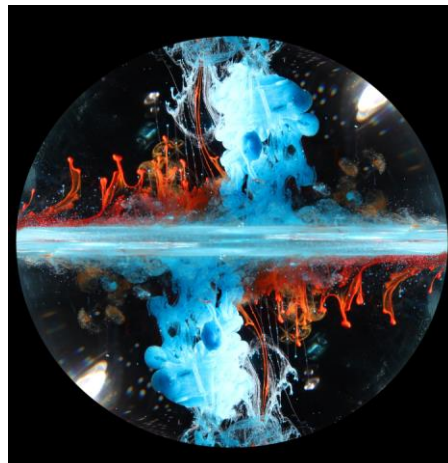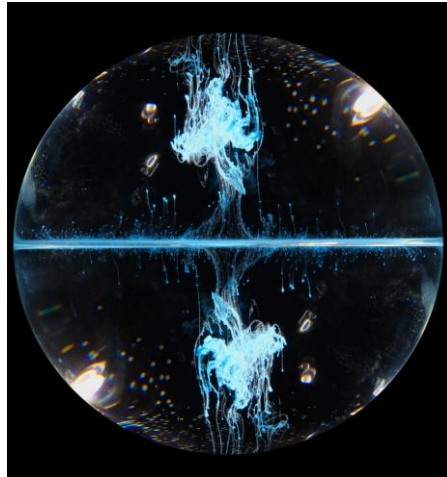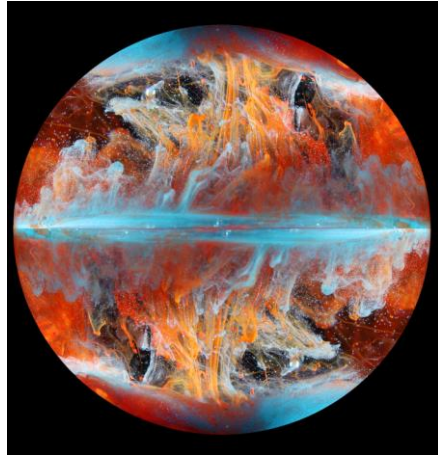
August 2021

CATS UFP

CATS UFP is a Level 3 course, specifically designed to help international students move successfully from secondary education to a UK University.

The CATS UFP is delivered over 420 directed hours of teaching and learning, over 3 subjects, and utilises a rigorous style of study, within a pastorally supportive and culturally stimulating environment that enables students' learning to develop and progress successfully. Students are able to access a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world.

English for Academic purposes is an essential part of CATS UFP, and all students will take an English course that supports their learning and prepares them for university life, as well as having access to many extracurricular activities that further reinforce their use of English. Assessment design within each subject carefully focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS Colleges provide a stimulating intellectual and diverse environment with small classes; thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who have excellent subject knowledge and are expert in creating a positive learning environment for students from a wide range of backgrounds.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

INTRODUCTION

Why Choose Visual Arts UFP?

Dynamic and engaging content:
CATS UFP has a long history and proven track record of providing high quality, successful Visual Arts UFP qualifications that we have continued to improve through teacher and candidate feedback, operational experience and by working closely with universities and the wider academic community.

By taking a holistic approach to the subject, we demonstrate the interrelated nature of Visual Arts with the inclusion of studies related to Art History as well as key concepts and theories alongside the study of various art techniques and processes, which supports an analysis of contextual resources. The qualification also fosters creative studio practice and provides extensive opportunity for our candidates to apply what they learn through practical application.

Real life skills:
Candidates will develop the knowledge and skills needed to analyse art from a wide context, think critically about issues, make informed decisions about the work of others and be able to relate this creatively to their own ideas for studio practice – all skills that are needed for further study and employment in art related careers.

The Visual Arts UFP course can help candidates produce a portfolio of work suitable for an art related degree or other art college course. Art courses are useful for career paths in Architecture, Design, Visual Communication such as Graphics or Illustration, Media, Marketing, Journalism, as well as the Retail and Fashion Industry.

Assessment success:
The Visual Arts UFP assesses our candidates via the means of coursework assessments and through the creation of an ongoing portfolio throughout the course. There are regular assessment checkpoints throughout the course through which candidates can showcase their practical skills and knowledge they have acquired on the course.

Sensitivity towards international candidates:
The Visual Arts UFP course has been designed to consider the challenges that international candidates will face when studying a British qualification. The chosen methods of assessment have been tailored to ensure candidates can access, understand, progress and achieve to the best of their abilities.

AIMS OF THE VISUAL ARTS UFP COURSE

CATS UFP enables candidates to:

- Develop an enthusiasm for studying Visual Arts

- Develop an understanding of the real-life applications of Art (such as in the fields of architecture, advertising or fashion)

- Equip candidates with the foundations they need in the subject, with regards to specific techniques, skills and theory to follow a Visual Arts pathway at degree level at university.

- Guide candidates towards producing a portfolio and a collection of pieces which they can use to showcase their skills at university interviews

- Provide candidates (if possible) with insight into the industry they wish to pursue in their future careers, whether this be in the form of industry experience, guest speakers, master classes or workshops.

- Place an emphasis on the practical application of the skills, methods and knowledge acquired on the course.

- Develop our candidates' abilities in a variety of specialisms to enhance their skills set and guide our candidates towards choosing a specialism.

- Develop the skills necessary to work effectively In a variety of art materials, techniques and processes.

- Train candidates to be more willing to take risks in their experimentation and exploration of materials.

- Demonstrate imaginative responses that are competent and in which their intentions are realised.

ASSUMED PRIOR KNOWLEDGE

The Visual Arts UFP course is designed to be accessible to all candidates irrespective of their prior academic attainment in the subject specialism. Prospective candidates will however, benefit from competence, ability, or awareness in any or all the following areas that feature in a variety of Key Stage 4 Art courses:

Specialisms
- Drawing
    - Painting and related media
    - Landscapes/cityscapes
    - Life studies
    - Portraiture
    - Still-life
    - Abstract

- Print making
    - Mono printing
    - Relief printing
    - Intaglio printing
    - Screen printing

- Three-dimensional design (3D)
    - Sculpture
    - Ceramics
    - Theatre design / set design
    - Environmental / architectural / interior design
    - Product Design

- Photography, digital and lens-based media
    - Photomontage
    - Digital photography
    - Photographic or digital installation
    - Animation
    - Moving imagery
    - Portraiture
    - Location and studio photography
    - Photojournalism
    - Documentary photography

- Graphic communication
  - Graphic design with lettering / typography
  - Illustration
  - Print making
  - Advertising
  - Web design

- Textiles and Fashion
  - Weaving
  - Sewing
  - Knitting
  - Dying & Printing

Skills
- Observational recording

- Imaginative, creative and personal response

- Experience with a range of media, materials and techniques, including new media where appropriate

  - Installation art
  - Animation
  - Audio / moving image
  - Charcoal, pastels, pen and ink, crayons and pencil
  - Watercolour, gouache, acrylic and oil paint
  - Found materials
  - Clay, wood and metal
  - Digital imagery

- Investigative, analytical, experimental, practical and technical skills which aid effective and independent learning

- The ways in which meanings, ideas and intentions can be communicated through visual and tactile language using formal elements, including:

  - Colour
  - Line
  - Form
  - Tone
  - Texture

ASSUMED PRIOR KNOWLEDGE IN OTHER NATIONAL SYSTEMS

China
- Art has grown in validity since 1949 in the Chinese national curriculum. In the last two decades, further laws have been instigated to further stress the validity and importance of an art education. Art is however, considered as a Minor subject at present and is not currently part of the Gaokao examination subject requirements.
- Topics include:
  - Chinese ink painting and calligraphy
  - Drawing, painting and sculpture
  - Clay work and carvings

Thailand
- Depending on the region / school Art is assigned as either a compulsory subject or a prescribed elective subject in the national curriculum.
- Topics include:
  - Communicating meaning through various forms and materials
  - Experience with a variety of materials, instruments and techniques
  - Evaluate and criticise works of visual art by applying art criticism theory.
  - Analyse and compare works of visual art in Eastern and Western styles.
  - Discuss the influences of international emerging art trends

UAE
- In the last few years the Arts have been further integrated into the national curriculum.
- In line with other subjects, all courses must have an element that relates to UAE culture.
- Topics include:
  - Drawing (life forms, landscapes)
  - Digital techniques
  - Printing techniques
  - Design
  - Contemporary Art

Russia
- In many schools candidates have 2 hours of the Arts per week during Grades 1 -8. Art is not a compulsory subject in Grades 9-11.
- Limited information found regarding subject content, however, reference was made to drawing as an essential skill

Kazakhstan
- Art is a part of the main curriculum, many schools / colleges have Art specialist streams
- Topics include:
  - Painting
  - Graphics
  - Architecture
  - Design Art
  - Decorative and applied arts and crafts
  - Art weaving
  - Photography
  - Landscape design

Nigeria
- Art comes under the umbrella term of 'Creative Arts' and encompasses Visual Arts, Drama and Music.
- Topics include
  - The curriculum provides candidates the opportunity to express ideas, feelings, emotions and moods through a variety of art experiences
  - Candidates are equipped with skills in a variety of tools, equipment and materials
  - Drawing, painting, pattern and design, 3D works, Art and Craft appreciation

Brazil
- Art forms part of the national curriculum
- Topics are not specified.

SPECIFICATION AT A GLANCE

	Content
Optional Modules (centre to choose 3 for each cohort based on teacher expertise and interests)	• Observational Drawing • Illustration & Animation • Painting • Textiles • Sculpture • 3D Design • Print Making • Mixed Media • Graphic Communication • Photography

Module	Content Options
Observational Drawing	• Life drawing • Still life drawing • Technical drawing • Architectural drawing • Experimental drawing • Mark making • Communication through drawing • Tonal drawing Suggested mediums: • Charcoal/chalk • Pencil • Ink • Pastels • Pen

Painting	Abstract • Figurative • Experimental • Digital • Colour theory Suggested mediums: • Acrylic • Watercolour • Gouache • Oil painting • Inks • Mixed media
Photography	• Digital photography - DSLR, mobile • Traditional photography - SLR based • Wet room processes • Studio & Location • Photograms • Digital editing • Experimental image making • Film
Sculpture	• Installation • Mould making • Plaster casting • Hand building • Construction • Soft sculpture • Paper / card engineering
Print Making	• Relief printing • Intaglio printing • Collagraph • Screen printing • Mono printing • Silk screen printing
Graphic Communication	• Web Design • Advertising • Text (font) • Poster Design • Graphic design

	• Branding
Illustration and Animation	• Stop Motion Animation • Digital • Drawing • Film
Textiles	• Craft textiles - knitting, weaving • Embroidery • Printed textiles • Constructed textiles • Sewing • Digital textiles
3D Design	• Product design • Architecture • Jewellery • Paper Engineering
Mixed Media	**A combination of at least two of the disciplines below:** • Paper • Printing • Drawing • Painting • Photography • 3D work • Textiles • Digital art

ASSESSMENT OVERVIEW

Visual Arts UFP is to be delivered within 140 directed learning. Candidates will be assessed via:

Module 1 (chosen by centre)	25% 40 hours	• End of unit presentation through: ○ presentation sheet
Module 2 (chosen by centre)	25% 40 hours	• End of unit presentation through: ○ presentation sheet
Module 3 (chosen by centre)	25% 40 hours	• End of unit presentation through: ○ presentation sheet
Personal investigation / extension (module chosen by candidate from one of the above and extended)	10% 15% 20 hours	• Portfolio/final piece • Organize final exhibition to showcase resolved pieces

Sketch books can be used for record keeping throughout each module; however, students will be assessed at the end of each module via their resolved piece, presentation sheets and exhibition/presentation.

ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are designed for Level 3 Visual Arts. The UFP places a strong emphasis on the visual arts in an international context. The following AOs will be applied equally across the candidate's portfolios and sketchbooks.

- **AO1 – PLANNING AND RECORDING** - processes and ideas through observations and insights relevant to intentions

- **AO2 – RESEARCH AND ANALYSE** - Research, analyse and critically select from a range of resources including, the work of other cultures, contexts and artefacts.

- **AO3 – DEVELOP AND CREATE** - Technique, skills, strategies, and methods to achieve objectives.

- **AO4 - PRESENT** - To present personal responses relevant to planned intentions and showing an understanding of visual elements. Using a range of communication skills to present artwork from chosen modules.

- **AO5 - PROGRESS -** To reflect, evaluate and refine artwork as the project progresses. To show a thoughtful work attitude, with a desire to participate, learn and improve.

TEACHING PLAN

The assessment criteria are applicable to all taught modules and can also be used for all tasks, mini projects, research and presentations set within each module. Summative assessment for the whole course will be based on final submissions for each module of 6 to 10 development pages and a resolved piece. Plus, a final online exhibition curated and designed by the students of each of their final pieces, supported by their development pages and accompanying supporting text.

A resolved piece must be a fully completed artwork that meets the artistic intentions and appropriate ability skill set for each student as well as the assessment criteria. It must be presented on its own page, with all supporting text.

6-10 development pages must be equivalent to 6-10 website slides (standard screen size) and may be presented as a slide deck or by scrolling. Work may be created physically and uploaded, or digitally, use of digital sketchbooks for the online exhibition is not acceptable. Clear use of curating skills and design elements must be utilised. The development pages must holistically meet the assessment criteria.

Supporting text must include the title of the work/resolved piece, materials used and the size, followed by information on inspiration, purpose, intentions, and reflection.

SKILLS AND TECHNIQUES

Students are required to show practical skills appropriate to their chosen modules. Additionally, they will need to show development of their skills in all of the following:

- recording of images - such as analysis, observation (from primary and secondary sources), reflection, evaluation, research, imagination and expression
- planning and artistic intentions - awareness of their anticipated audience, meaning and purpose, development of ideas, use of mediums and curation
- understanding of the conventions of representational and/or figurative and non-representational and/or abstract genres or imagery
- understanding and intentions of use of the formal elements – line, shape, form tone texture, pattern, composition and colour, as well as use of space, scale, structure and rhythm
- effective use of a variety of ways of making art; the following list is not exhaustive:

  - drawing
  - painting
  - photography
  - sculpting

  - constructing
  - assembling
  - intaglio printing
  - relief printing

  - mono printing
  - stencilling
  - illustration
  - digital art
  - graffiti

QUALITY OF MAKING

- Students will need to develop the ability to work with materials, techniques, and processes effectively and with skill.
- Students will need to develop a personal art language; they will use this to express ideas and to confidently link their intentions to outcomes.
- Students should focus on the quality of making over the quantity of work.

PROGRESS & EFFORT

A student who makes every effort to learn and improve should see that effort reflected in their grade.

MARKING GUIDE

The following grid is used to mark each module. There are five assessment criteria, each with three descriptor levels for high, medium and low achievement.

Within each descriptor level there is a range of 3 marks for effectiveness within that achievement range.

Total marks available for each module 45 marks.

To obtain the highest grades (A*) possible the candidate must be **consistently** effective throughout.

Level		Level 3			Level 2			Level 1			
GRADES	9	8	7	6	5	4	3	2	1	0	
DESCRIPTORS	Convincingly	Clearly	Just	Convincingly	Clearly	Just	Convincingly	Clearly	Just		
AO1 – PLANNING AND RECORDING	**The Candidate:**			**The Candidate:**			**The Candidate:**				
Processes and ideas through observations and insights relevant to intentions.	Independently makes decisions and collects relevant materials and information for the project.			With help makes decisions and collects relevant materials and information for the project.			Lack of independence over collection of materials and information for the project.			No Work	/ 9
	Demonstrates creativity and relevance of ideas			Demonstrates some creativity			Ideas are limited and need considerable input to develop.				
	Shows excellent ability to record observations linked to ideas			Ideas are relevant most of the time.			Shows an uneven ability to record observations linked to idea				
				Shows consistent ability to record observations linked to ideas							

Level		Level 3			Level 2			Level 1				
GRADES	9	8	7	6	5	4	3	2	1	0	
DESCRIPTORS	Convincingly	Clearly	Just	Convincingly	Clearly	Just	Convincingly	Clearly	Just		
AO2 - RESEARCH AND ANALYSIS	**The Candidate:**			**The Candidate:**			**The Candidate:**				
Research, analyse and critically select from a range of resources, including the work of others and/or cultures, context, and artefacts.	Demonstrates detailed and wide ranging research: including the careful selection and evaluation of the work of; artists; cultures; contexts; and artefacts			Demonstrates some research, selection and evaluation of the work of; artists; cultures; contexts; artefacts			Demonstrates limited research, selection and evaluation of the work of; artists; cultures; contexts; artefacts			No Work	/ 9
	Critically analyses resources.			Analyses some of the resources.			Limited analysis of some of the resources.				
	Provides excellent links to applicable theories and concepts			Provides good links to applicable theories and concepts			Provides few links to applicable theories and concepts				

Level		Level 3			Level 2			Level 1			
GRADES	9	8	7	6	5	4	3	2	1	0	
DESCRIPTORS	Convincingly	Clearly	Just	Convincingly	Clearly	Just	Convincingly	Clearly	Just		
AO3 - DEVELOP AND CREATE	The Candidate:			The Candidate:			The Candidate:				
Technique, skills, strategies, and methods to achieve objectives. Development relevant to ideas.	Demonstrates excellent craftsmanship and knowledge in selected medium and/or techniques.			Demonstrates consistent craftsmanship and knowledge in selected medium and/or techniques.			Demonstrates uneven craftsmanship and knowledge in selected medium and/or techniques.			No Work	/ 9
	Shows risk taking and creativity in approach to artwork			Shows risk taking and creativity in approach to artwork			Uses some techniques with limited outcomes.				
	Makes excellent and considered use of a wide range of techniques			Uses a range of techniques			Limited personal development in their artwork				
	Wide range of independent development to create work			Shows personal development in their artwork							

Level		Level 3			Level 2			Level 1				
GRADES	9	8	7	6	5	4	3	2	1	0	
DESCRIPTORS	Convincingly	Clearly	Just	Convincingly	Clearly	Just	Convincingly	Clearly	Just		
AO4 - PRESENT	The Candidate:			The Candidate:			The Candidate:				
To present personal responses relevant to planned intentions and showing an understanding of visual elements. Using a range of communication skills to present artwork.	Presents their work in a thoughtful and relevant fashion			Presents their work with some thought and in a mostly relevant fashion.			Presents their work with little thought and care.			No Work	/ 9
	Makes sound judgements in preparing and selecting for their final exhibition.			Makes some judgements in the preparation and selection of their final exhibition.			Makes limited judgements in the preparation and selection of their final exhibition.				
	Demonstrates excellent understanding of visual elements			Demonstrated an understanding of visual elements			Demonstrated limited understanding of visual elements				
	Demonstrates a clear journey throughout the project towards the realisation of ideas			Shows a journey towards realisation of ideas			Journey towards realisation of ideas is not clear				

Level		Level 3			Level 2			Level 1			
GRADES	9	8	7	6	5	4	3	2	1	0	
DESCRIPTORS	Convincingly	Clearly	Just	Convincingly	Clearly	Just	Convincingly	Clearly	Just		
AO5 - PROGRESS	The Candidate:			The Candidate:			The Candidate:				
To reflect, evaluate and refine artwork as the project progresses. To show a thoughtful work attitude, with a desire to participate, learn and improve.	Critically evaluates the strengths and weaknesses of their artwork			Evaluates the strengths and weaknesses of their artwork			Shows limited evaluation of the strengths and weaknesses of their artwork			No Work	/ 9
	Independently makes appropriate changes and improvements to artwork			With help makes appropriate changes and improvements to artwork			Makes limited changes and improvements to artwork				
	Demonstrates a strong desire to improve by acting on and implementing feedback throughout their project			Demonstrates desire to improve by acting on and implementing feedback throughout their project			Participates and/or learns with little enthusiasm.				
							Shows little or no desire to improve through limited evidence of implementation of feedback throughout their project				

Module	Outcomes	Assessment Objectives	% of Total Qualification
1 – drawing	6-10 development pages + 1 final resolved piece	AO1, AO2, AO3, AO4, AO5	25%
2	6-10 development pages + 1 final resolved piece	AO1, AO2, AO3, AO4, AO5	25%
3	6-10 development pages + 1 final resolved piece	AO1, AO2, AO3, AO4, AO5	25%
4 – personal module	1 final resolved piece	AO3, AO4, AO5	15%
Exhibition	Physical or online	AO4, AO5	10%

GUIDELINES

Modules - Candidates must work on 3 modules, chosen by the centre. Module 4 (personal) is an extension to one of the modules 1-3 and should further develop their skills, artistic intentions and understanding. There are no further presentation sheets required. Resolved pieces may be any size.

Development Pages– Candidates create a minimum of 6 and maximum of 10 presentation pages per module (the equivalent of 6-10 sketchbook pages or website screens). They must include experimentation and practise with materials and techniques, research and contextual studies (a minimum of 2 artists is required, with critical analysis, showing cultural understanding thematically and personally that links to own practices per module), planning and development, artistic intentions and design elements.

Exhibition – This year will be online using a website builder (WIX), giving candidates artistic freedom to curate and create stylistically individual outcomes that can be used to support university application. Candidates must include an overview reviewing their learning and supporting text per module based on inspiration, purpose, intentions, and reflection. Each module must be clearly titled with the module name and the title of the work/resolved piece and include dimensions and materials used. Up to five images per final piece can be uploaded to the final exhibition website. All work showcased on the exhibition website must be uploaded and curated by the candidates themselves.

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