**EXEMPLAR STATEMENTS**

**Visual and Media Arts**

**Animation**

Animation is the ultimate culmination of the arts - a montage of design, storytelling,  cinematography and sound. It is this collaborative process of skilled creatives that excites me the most about animation. A single shot can be touched in the process by hundreds of like-minded people in the smallest of ways, creating a sequence that can bring audiences to tears of sadness or joy.

To develop some of the skills required in an animation pipeline, I chose A Level subjects which involve story-telling through both text and image. English Language has taught me how to harness lexical, grammatical and pragmatic elements to tell stories for specific audiences, as well as how visual media can support a narrative. I then applied this knowledge when designing a graphic novel based on 60s culture in Britain: a topic I decided to investigate due to my interest in 20th century street photographers and analogue photography. In each of my school projects was a development process of research and feedback in order to fully evaluate ideas before creating a final product. This was inspired by the 'brain trust' meetings at Pixar, following my reading of Creativity Inc. Outside of school, I keep A5 books which focus on 'people sketching'. Through observing individuals in everyday situations, I have a developed a greater understanding of how dynamic characters can be created, by using shape language to 'push' certain attributes of the human face and figure. The inspiration for my regular keeping of sketchbooks originated from my following of various visual artists who work in the creative industries on social media. By studying the practice of working artists, I have an understanding of work methods in operation today. I believe this to be especially important as technology and methods used in making animated productions is evolving all the time.

An important influence on my characters is the expressive animation sequences of the Xerox era at Walt Disney Studios, which I encountered through my reading of The Illusion of Life. This allowed me to deepen my understanding of the stages of production in animation, and the traditional methods used before the digital processes dominant today. The book has also introduced me to several animators who have inspired today's creators - of particular interest to me are Milt Kahl's animation of Madame Medusa and Marc Davis' Cruella De Vil. These two villainous characters are a perfect example of dialogue and personality dictating movement,and the balance of caricature and realism is something I aspire to achieve in my own drawings. Although both animators express their character's actions in a different style, the accuracy in the use of the Twelve Principles of Animation is clear from each frame. As well as my character sketchbooks, I also keep a life drawing sketchbook to improve my understanding of anatomy. This is complimented by larger, more rendered pieces from life drawing classes. In my most recent studies I have been focusing on line of action and gesture, as championed by animator Glen Keane. By taking this approach I have been able to create a sense of movement in my drawings. Writing and inking my own comic has allowed me to practice storyboarding and layout. I decided to start this project after visiting the LCC Degree Show and participating in their Summer School, during which I worked in a team to design and print (using letterpress) our own posters. I would like to explore printed media further in a stop-motion animation during my degree.

Through participation in a youth curatorial project at the Gerald Moore Gallery, I have worked collaboratively with other students and working artists to curate an exhibition based on our experiences as young people which will open in April 2016. Working collaboratively in this way is inspiring, and I am looking forward to continuing to be inspired by my peers and by working artists to develop my skills and create interesting work at university.

**Broadcast Communications**

I believe that my skills and experiences make me a perfect candidate for Broadcast Audio as well as Media and Communications in the TV industry. I've been involved in many media based activities both inside and outside of school since I was in primary school, including making YouTube videos. The opportunity to study this course exhilarates me, as I would love to further my skills within TV production and sound, to allow to me pursue a profession within this field of work.

My YouTube account exemplifies my interest in media, which I began posting videos to at the age of seven. This began with Stop Motion using dolls; however I have since progressed to creating video blogs, life hacks, and short films. My most viewed video to date would be a video where I answer questions about myself for my viewers: this video has to be the most time I have spent on editing. I make it interesting and quirky for my viewers, this is to reflect my personality such as an ident does for a channel's identity. I have also had the chance to be involved with my father's career in graphic design, as he has always encouraged and help me progress within this profession by taking me to his work, Imagination, allowing me to help him design cars and motor shows. Here, his colleagues helped me edit videos and introduced me to advertisement which I apply to my current work in my Media Btec.

At Thomas Tallis, I have always felt very involved with media, for example I had to film an ident as a part of my course, which I entered into Esting, a competition on E4, which allows the public the opportunity to have it used on their channel. The skills I gained from learning about idents was helpful for me as it gave me a greater understanding of TV and how it works such as; pre-production, post-production, filming and editing idents and TV programmes. It has also improved my skills in advertising, editing, and rules of editing; such as the 180 degree rule. In this course I have also looked into film and editing and was enlightened by the Kuleshov Effect, D.W Griffith, George Albert Smith, Edwin Porter and Orson Welles. This showed me the development of editing as well as the purpose alongside with the progression of technology such as the moviola and how it's not just about cutting but also the narration and how we can manipulate the audience to create their own story. Media has lead me to discover a passion for this industry, allowing me to see TV and other forms of media in a new light, as I constantly find myself thinking about how production could have been better, and what techniques have been used.

I have always been passionate about music; therefore carry a love for sound, which I pursued through my A levels and Btecs. This was further reinforced after a taster course at Ravensbourne, where I was offered an opportunity to gain an insight into sound engineering for television production, this experience allowed me to discover what profession I wanted to follow. I believe that all of these subjects complement each other when learning about today's technology. I can produce my own music and manipulate sound to make it clear and crisp to the viewers or audience. Drama, Music and Media are all used as a common tool to persuade the audience into gaining an interest of the programme, and overall I feel that doing these subjects has allowed me to have an understanding of how sound and its manipulation works, and how using certain tools can improve the programme, advertisement, or ident. I believe that I can apply my knowledge of media to manipulate sounds, as well as understanding its importance. I have much experience with promotion and advertising for gigs and events as well as knowledge from my media course which makes me more aware of what is required to make successful audio for any industry and from this continue into this exciting profession.

**Media**

Media Studies has had provided me with a medium to develop and express myself creatively, and in the process, I believe I have grown in confidence as a person. I do not see media purely in terms of schoolwork, as most of my time out of school is spent on working on film projects with likeminded friends.

In year 8, I won first prize in a Greenwich Schools film-making competition. This success fuelled my interest in filmmaking and in particular, learning how to use software such as IMovie. After this experience, I wanted to challenge myself to use more sophisticated programs, and I saved to buy myself Final Cut Express. I went on to use this to edit films that I had made with my friends out of school. I then became interested in animation and game development. Again I started to search for programs to use and found the open source free of charge program called Blender. Over the course of a year, I spent many hours teaching my self how to use this program through YouTube. Making short games and animations for my own and my friends' entertainment, I found I really liked the challenge of learning to use and manipulate software.

For my final major project for Btec Level 2 Media in year 11, I was a pioneer in Thomas Tallis School in my use of Blender to produce my final major project for which I gained a distinction. I became very proficient in modeling and scripting using the computer language Python. With a friend, I established an after school Media Club in which we instructed students how too arrange cameras, set up camera angles and how to make simple animations and games in Blender. I am also interested in journalism, and have been a reporter for the school magazine Tom Tom. I covered many memorable stories, in particular a double page spread interview with the mother of the late Joshua Beasley who was a student at Thomas Tallis who tragically died while studying at the school. I was commended for my sensitive handling and communication skills, the empathy I was able to demonstrate, and the high quality of the subsequent story. As a consequence I was chosen to take part in a BBC Blast event to promote creative and talented young people. I later went on to use these communication skills to gain part-time work as a personal assistant for an elderly person in the community. I currently still hold this responsible position.

I have also been an active participant in Tallis TV, the school TV station. I was one of the founding members that worked collaboratively with Ravensbourne College and learnt how to use professional equipment and set up a basic studio. I became particularly interested in postproduction. At home I gained possession of a degree level book on the program Shake and was able to teach myself to use the advanced compositing software and used this for short experimental films at home.

For my work experience, I arranged a placement at a production company called Pogo Films in Soho, London. I was able to observe how such a company operates and their relationships with the film distribution companies. As mentioned previously, my main interests outside of school are film projects with friends. These focus generally on multicultural issues related to my generation, identity and romance. We also set up a company called Stormleaf Productions and regularly show films that we have made. Another key interest that I have developed is guitar playing and music writing, in which I am self taught in both. I have more recently been using garage band to record my music and looking at how I can incorporate this into the films I am involved in making.

I am a focused student and an independent thinker and learner. I love new challenges and enjoy taking risks with my work, and I am excited about the prospect of developing my knowledge and skills further at university.

**Art**

At seven, I was excited to begin attending extracurricular art classes at STARK gallery, run by a painter called Jo Oakley. Here, I began to channel my interest through practical development in painting and drawing. My Grandfather is a retired architect and artist, and encouraged my interest by teaching me to sketch with charcoal and mix paint, buying me my first set of oil paints when I was nine. In my final year of primary school I was one of eight students chosen to participate in a short Art course, where I learnt to emboss and print, culminating in a small exhibition at the Deptford arts centre where I even helped to curate a bit of the artwork.

Going to exhibitions was something I was used to from a young age, and when I started secondary school I began to go to exhibitions alone or with friends when I was interested in the artwork. A David Hockney exhibition and a Modigliani one particularly inspired me, and to this day these are two of my favourite artists. I attended several holiday art courses during this time also, including one-day workshops at the Horniman museum and a weeklong course at the Dulwich picture gallery. These courses helped me to acquire different skills in sculpting, drawing and printmaking. At fourteen I decided to apply to the BRIT school, and the creative environment at the school inspired me to experiment with media I had never used before. During my work experience at Fleet Bigwood Studios - who specialise in screen printing for fashion companies - I had the chance to experiment with the printing process and see its application in the professional world. However, I decided to move to Thomas Tallis school for my A levels, as I wanted to pursue my academic interests alongside Fine Art, and I have not regretted this decision. For my final piece for my AS level fine art exam I painted renaissance style chiaroscuro portraits based on the fictional characters Holden Caulfield and Esther Greenwood. I was fascinated by the authors' ability to describe appearances through words, and wanted to depict the feeling of empathy one gets after reading a book narrated by a character.

In January 2011 I was successful in applying to go on an Arvon foundation creative writing course with my school. I enjoyed creating imagery through description, as I see words as another creative medium through which emotion can be portrayed. The influence that AS level History has had on my artwork is often apparent. My current Art project focuses on the presentation of women in commercial and poster art during the 20th century. I was interested in the background of colour printmaking and lithography for poster-making, but also the portrayal of women during the first and second world wars, and after the second feminist wave of the 1970s.

During summer 2011, I decided to form an art collective with two friends. We drew inspiration from many sources, one of which was Martin Creed's artwork at the royal academy summer show.' Work no. 998' was already a controversial piece of conceptual artwork, and although we didn't dislike the artwork as passionately as some have, we began to discuss conceptual artwork, and how we felt that it was impressed upon our generation to be able to express our concepts through very experimental mediums. Our collective sprang from this idea and was also influenced by the "stuckism" movement. Our ethos is that young artists should be free to express their ideas through traditional mediums - we wanted to create modern art that displayed a focus on craftsmanship and technique as well as concept. Our collective name "Endmor" is also an anagram for modern.

Our first exhibition, "Modern Traditions" was held at Tower Bridge Studios on the weekend of the 23rd of September. The exhibition was organized entirely by myself and two friends, and included around 25 artists who were all under 20 years of age. The exhibition was very successful and we are already planning the next one, to take place in January.

**Fashion**

Fashion to me is an exciting world full of some of the most creative, hardworking and motivated individuals. Fashion has engaged me for as long as I can remember, but my fascination definitely began with magazines, and the visual beauty they contained. I perceive fashion as a diverse industry, and one that gives ordinary people pleasure through expressing their creativity.

I started collecting a variety of fashion magazines from the age of 12, and I was intrigued by the visual richness in the photographs within them. This also triggered my enthusiasm for journalism. Reading fashion and beauty articles, I was attracted not only be the beauty of the images but also the quality of the writing. As I grew, however, I began to notice as a young black woman that most of the images I saw did not reflect me or most of my friends. I would like to be a part of the fashion industry in order to make a change, and to see the true diversity of beauty represented. On shopping trips with my mother, I was captivated by the vibrant patterns, designs and textures in the African clothes and fabrics displayed in my local market, and so I began constructing and developing mood boards and collages, focusing in particular on diversity and representation.

From the day I got my first camera, I was hooked. I began photographing various images documenting my travels on days out. This then progressed to organising themed shoots with friends in London among other various locations to capture portrait shots against quirky and appealing locations. I planned each shoot in as much detail as I could, from what the model was wearing and how their hair and makeup would be presented to the setting and props in order to fit the specific theme. The first shoot I carried out for a school project was based on the idea of a "look book", constructing a book that targeted a particular age group whilst highlighting a specific fashion theme and trend. David Bailey has had a tremendous impact on my interest in fashion photography, and his work has always intrigued me. His portrait work is as beautiful as it is simple, and I have learnt a lot about what is important through studying the purity of his work. Through his innovation in portraiture, I have become inspired to see fashion photography as an true art form.

My A-level in creative media studies has enhanced my enthusiasm for fashion through the learning of technology skills and editing. The creative media studies curriculum includes a lot of through, detailed research, and meticulous documenting of work, teaching me to be both independent and rigorous in my approach. Media has also expanded my knowledge in terms of branding and promoting; we were tasked with producing an Ident for a chosen channel, creating a new marketing campaign for an audience based upon research. I also was able to learn editing skills using Premiere Pro as well as photoshop. I also exhibited leadership skills as well as good communication skills by directing the filming of the project. I believe you can learn so much from others and am constantly inspired by collaborating with my peers.

I thrive on being in a creative environment surrounded by open minded and productive people, which helps me to generate ideas as well as to be confident working both collaboratively and independently. I want to have the space and resources to progress as a fashion student and individual. I have always had a good eye for trends when browsing through stores, and have developed a passion for trend forecasting. From this course I hope to progress into a career within the creative industry. I am aware the skills and commitment for this course are challenging, both creatively and academically. I am particularly excited about embarking on this challenge as I am the first in my family to have the opportunity to go to university.

**Media Communications**

As a child of the Noughties I grew up in a decade led by technological advancements and new media platforms. Before I was even aware of the quickly developing online world, I was engaging in what is now a developed form of social media. Sitting down with a camcorder, my cousin and I talked to the camera as though we were hosts of our own chat show, holding debates and discussions whilst introducing family members as guests. Media is continually evolving and so I find myself being constantly engaged by it. There is always something new to be analysed and researched.

As part of my A Level Media course I developed practical skills when creating my own advertisement. The practical process included editing skills using Premiere as well as developing an understanding of Photoshop, Illustrator, After Effects, camera work, audio and lighting. By securing a place on a Media Communications course I would like to develop these skills and deepen my knowledge of why we consume media and the impact that it has on mainstream media sources. The Uses and Gratifications theory explains different reasons why people seek out specific media to satisfy certain needs, demonstrating the transformation that sees users and consumers defining media content and allows people to express their views in ways that have a strong influence on matters such as political events. I have applied this theory to a number of different idents, looking at how they are successful in engaging different audiences through aspects such as escapism or education and knowledge.

Studying English Literature at AS level has helped sharpen my analytical skills, whilst History has shown me the prominence of the media in certain historical events. During the Civil Rights Movement in the US, the violence of some white Americans against Black protesters was shown in the media; this in part forced the Government to look at its racist laws. Without the media in this situation it is arguable that the process towards equality could have taken much longer. Now, the proliferation of hand-held cameras and instant access to the internet enables the exposure of the corrupt system that allows police brutality to continue even today.

Working on a number of media courses at Ravensbourne I have strengthened my planning, filming and editing skills whilst working on an 'Apprentice' style documentary. More recently I completed a TV production workshop as part of the camera crew and later a production assistant on the set of a "Britain's Got More Talent" style programme. I relished the opportunity to learn a multicam setup, looking at the different elements that go into producing live TV whilst willingly demonstrating my teamwork and communication skills. Volunteering in a charity shop and taking on roles such as Prefect and Peer Mentor have allowed me to develop skills that are vital for a course that requires constant communication.

Working at Blackheath Complementary Health Centre has given me an understanding of the importance of advertising and marketing in a company where media plays a large role in engaging customers. Spending extended time in Indonesia, experiencing part of my cultural heritage, I became aware of the influence of multinationals through advertising, with campaigns for products such as baby milk, 'skin lightening' creams and cigarettes, and the destructive impact that this has had on local culture. Western values are forced upon countries through mainstream media that demonstrates western ideals as superior. A recent family holiday travelling around Romania offered the opportunity to see the reality behind the mainstream media representation of this country and its people, again demonstrating the huge part media can play in influencing our outlook on the world.