
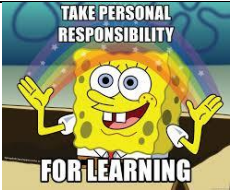

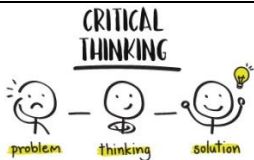






<b>Character Profile of a Radford Artist in Year 3</b>	<b>Self Manager</b> – organise and be responsible for their artwork	<b>Effective Participators</b> – engage actively with all types of artwork	<b>Resourceful Thinker</b> – ask searching questions about artists and techniques questions and be artistically creative
	 <ul style="list-style-type: none"> <li>• Work to complete their art within a time frame.</li> <li>• Keep emotions in check when art tasks get tough.</li> <li>• Set and review learning targets in art.</li> </ul>	 <ul style="list-style-type: none"> <li>• Listen and follow instructions independently in art</li> <li>• Try out new ideas in art even if feeling nervous.</li> <li>• Know how to make an idea in art even better.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use imagination to improvise.</li> <li>• Have a go at something that may not work.</li> <li>• Improve artistic learning by imitating others.</li> </ul>
<b>Literate, Numerate and Digital</b> - apply English, Maths and Computing in Art	<b>Independent Enquirer</b> – plan and carry out an artistic piece of work	<b>Team Worker</b> – work with others to plan and complete a piece of art	<b>Reflective Learner</b> – Reflect on own art work and those of others, including named artists
 <ul style="list-style-type: none"> <li>• In can apply my writing skills and create pieces of text that show an understanding of a piece of art.</li> <li>• I can study pieces of art to gather information</li> <li>• I can use art software to create pieces of art</li> <li>• I can use computing skills to communicate my new historical knowledge</li> </ul>	 <ul style="list-style-type: none"> <li>• Show thinking in different ways in their sketchbook.</li> <li>• Suggest a question which can be investigated in art.</li> <li>• Plan and finish an art task within a given time frame.</li> </ul>	 <ul style="list-style-type: none"> <li>• Listen to and follow instructions independently.</li> <li>• Work harmoniously and constructively with others on joint art and design activities.</li> </ul>	 <ul style="list-style-type: none"> <li>• Understand the factors that stop them from learning effectively.</li> <li>• Gauge when an art task has been completed to the best of their ability.</li> <li>• Say who or what helps them learn in art and how or why they know.</li> </ul>