
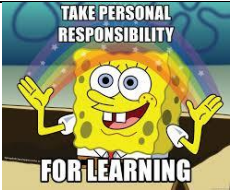

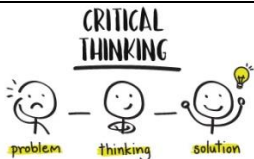






<b>Character Profile of a Radford Artist in Year 6</b>	<b>Self Manager</b> – organise and be responsible for their artwork	<b>Effective Participators</b> – engage actively with all types of artwork	<b>Resourceful Thinker</b> – ask searching questions about artists and techniques and be artistically creative
	 <ul style="list-style-type: none"> <li>• Confident and capable when organising their own time and space when creating art.</li> <li>• Use a range of strategies to overcome problems they face in their art.</li> </ul>	 <ul style="list-style-type: none"> <li>• Act as an advocate for views of artists and artwork that may differ from their own.</li> <li>• Be a good role model for good learning behaviours in art.</li> <li>• Know what the risks are when considering their own artwork.</li> </ul>	 <ul style="list-style-type: none"> <li>• Always prepared to explore more than the first possible solution to the problem in art.</li> <li>• Generate questions about art, artists and techniques which require higher order thinking.</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>• Give more than one reason to support an argument when discussing art.</li> <li>• Understand that questions about art can have more than one answer and that some questions cannot be answered.</li> <li>• Plan a complex task in art, anticipating blocks and find ways to overcome them.</li> </ul>	 <ul style="list-style-type: none"> <li>• Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on.</li> <li>• When suggesting ideas in art, able to break into smaller steps, to suit the needs of the group.</li> <li>• Work with a range of people on art based tasks, including those with different views to their own.</li> </ul>	 <ul style="list-style-type: none"> <li>• Explain and discuss different ways they have learnt from others.</li> <li>• Identify strengths and weaknesses in their own artwork and give reasons.</li> <li>• Cope with criticism and learn from it.</li> </ul>