
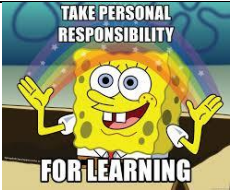

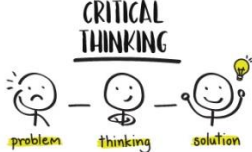






<p>Character Profile of a Radford Artist in Year 3</p>	<p>Self Manager – organise and be responsible for their artwork</p>	<p>Effective Participators – engage actively with all types of artwork</p>	<p>Resourceful Thinker – ask searching questions about artists and techniques questions and be artistically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