
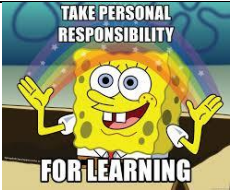

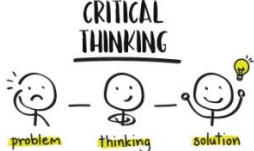



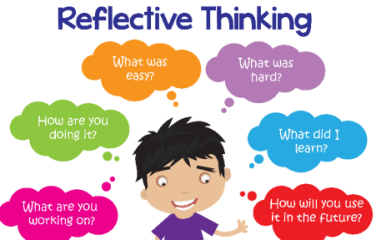


<p>Character Profile of a Radford Artist in Year 6</p>	<p>Self Manager – organise and be responsible for their artwork</p>	<p>Effective Participators – engage actively with all types of artwork</p>	<p>Resourceful Thinker – ask searching questions about artists and techniques and be artistically creative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