

... Non-negotiables

To be an Artist, I...

Use a variety of mark making techniques to create texture.

Use appropriate shading techniques to create a tone.

Use the primary colours to mix and create a range of secondary colours.

Select appropriate creative materials to collage with.

Use a range of different lengths, types and thicknesses of line.

Use sculpting techniques to create 2D and 3D forms.

<p>‘What did we do last time’ discussion at the start of each project.</p> <p>This may be revisiting progress at a key point within a project/task or revisiting previous projects from previous terms or years.</p> <p>Visual stimulus to be used where appropriate (photos of past projects, exemplar work, PPT slide).</p>	<p>‘What we will be doing next’ discussion at the start of each project.</p> <p>This allows children the opportunity to familiarise themselves with the bigger picture of the project. Children will have a clear understanding of their learning journey and know what to expect.</p> <p>Visual stimulus to be used where appropriate (photos of past projects, exemplar work, PPT slide).</p>	<p>Key vocabulary to be displayed and discussed when teaching each topic.</p> <p>This includes on display around the classroom and electronically as part of a PPT slide.</p> <p>‘Word of the week’ to be used to encourage children to use key terminology with fluency.</p>	<p>Time for experimentation and creative expression to be given during the create process to allow children to use their imagination and come up with their own ideas.</p>	<p>Time to be given to explore the progress of peers as well as self-assessment. Children will use their feedback to refine, improve and adapt their outcomes.</p>	<p>Teachers identify common gaps in the cohort and plan time to close them through adaptation of projects to allow more consolidation (if needed).</p>	<p>All children will have access to all tasks and activities with adaptive practice used to support and challenge. Appropriate scaffolding techniques are used to support where needed.</p>
<p>ELEMENT</p>	<p>Observe</p>	<p>Explore</p>	<p>Design</p>	<p>Create</p>	<p>Evaluate</p>	

RECORDING	<p>No evidence required. Can be completed verbally.</p> <p>Children use observation skills to look at existing artworks, creative subjects, the work of their peers or their own work.</p>	<p>Examples of key artworks from key artists, artistic movements, time periods or different cultures to be shown in PP slides or print outs.</p> <p>Class discussions and teacher demonstrations to explain art theory or art history.</p>	<p>Design criteria to be displayed (e.g. printouts, PPT slides) as a source of reference during the create process.</p> <p>Teacher examples and demonstrations provided to set clear expectations.</p> <p>Examples of previous students work to allow children the opportunity to see what is expected.</p>	<p>Verbally name, choose and use creative materials (safely and appropriately).</p> <p>Use simple refining techniques to improve the appearance of their product.</p> <p>Work to be presented in a sketchbook or photographic evidence of the outcome to be taken.</p>	<p>Show how the completed outcome could be improved using an age appropriate method.</p> <p>Consider (and where appropriate reference original task/design criteria) when evaluating – this could be verbally or written feedback.</p> <p>Consider and compare key artists/designers/crafters, artistic movements and work from different cultures or time periods (upper KS2) – this could be verbally or recorded in sketchbooks.</p>
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