



### Reflection / Evaluation (Metacognitive knowledge)

National curriculum	<p><b>KS1</b> Pupils should be taught -About the work of a range of artists, craft makers and designers, <b>describing the differences and similarities between different practices and disciplines, and making links to their own work</b></p>		<p><b>KS2</b> Pupils should be taught about: -great artists, architects and designers in history.</p>	
	Y1/2	KS2	Y3/4	Y5/6
<p><b>Identifying similarities/ differences to other's work</b></p>	<ul style="list-style-type: none"> <li>- To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns.</li> <li>- To compare their work to pieces of art – recognising what is the same and what is different</li> <li>- To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis)</li> <li>- To develop/ ask questions about a piece of art and/or stimulus.                             <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> </li> <li>- To create a piece of art in response to the work of another artist.</li> <li>- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.</li> </ul>	<p><b>Increasing understanding of purpose and intention of art</b></p>	<ul style="list-style-type: none"> <li>- To replicate some of the techniques used by notable artists, crafts people and designers.</li> <li>- To create original pieces that are influenced by studies of others.</li> <li>- To recognise when art is from different cultures and historical periods.</li> <li>- To verbally describe their work and the work of others:</li> <li>- To describe the formal elements of colour, line, tone, shapes, textures and patterns.</li> <li>- To develop questions to ask when looking at artworks and /or stimulus:                             <ul style="list-style-type: none"> <li>○ Describe what you see in the artwork</li> <li>○ What do you like/dislike? Why</li> <li>○ What other senses can you bring to this artwork?</li> <li>○ What is the artist saying to us in this artwork?</li> <li>○ How does it make you feel?</li> <li>○ How might it inspire you in making your own art?</li> <li>○ If you could take this art home, where would you put it and why?</li> </ul> </li> <li>- To develop skills in oracy, describing their thoughts, ideas and intentions.</li> <li>- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.</li> </ul>	<ul style="list-style-type: none"> <li>- To give details (including own sketches) about the style of some notable artists, crafts people and designers.</li> <li>- To show how the work of those studied is influential in both society and to other artists.</li> <li>- To create pieces that show a range of influences and styles</li> <li>- To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.</li> <li>- To develop questions to ask when looking at artworks and /or stimulus:                             <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> </li> <li>- To know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</li> <li>- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.</li> <li>- To present work in retrospect; ie. To class, assembly or parents.</li> </ul>



<b>Make choices and decisions-reflecting</b>	<ul style="list-style-type: none"><li>- To develop skills in orally describing their thoughts, ideas and intentions about their work,</li><li>- To form opinions about the process of their work – saying what went well and how they might improve it.</li><li>- To learn that it is normal to feel anxious about the outcomes.</li><li>- To offer critical advice to others understanding that all artists do this and give confidence and praise.</li><li>- To evaluate work as a class, in small groups and in a 1:1 situation.</li></ul>	<b>Awareness of choices and decisions</b>	<ul style="list-style-type: none"><li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li><li>- To talk about how they can improve their work and learn that it is normal to feel anxious about the outcomes.</li><li>- To offer advice, confidence and praise to others.</li><li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li></ul>	<ul style="list-style-type: none"><li>- To make careful and considerate judgements about their own and other's work without comparing their own work to that of others.</li><li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li></ul>
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