

Progression of Skills In Art & Design

KEY SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Generating Ideas <i>Skills of Designing and Developing Ideas</i>	gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
Making <i>Skills of Making Art, Craft and Design</i>	develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work.	investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)	confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)	regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	regularly analyse and reflect on their progress taking account of what they hoped to achieve.	provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
Knowledge about art processes and context	about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with.	about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes	how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

				about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
Drawing	<p>Lines and Marks Experiment with mark making, lines, patterns and shapes within a drawing using a variety of media e.g. charcoal, pencil, crayon, chalk pastels, biro, pens etc. Use different techniques for different purposes i.e. shading, Look for and collect line patterns around the classroom/school environment on objects, textiles etc. Describe the lines, group the lines e.g. curved, zigzag, wavy, straight, diagonal, vertical, parallel and horizontal. Make a class list of line words (linked to Mathematics) Make studies in sketch books of various different objects which have clear lines and patterns within them, such as chairs, feathers, dried grass, twigs, red cabbage, baskets and leaves. Chair painting by Van Gogh http://www.nationalgallery.org.uk/paintings/vincent-van-gogh-van-goghs-chair Working in pairs, draw a collection of lines on half a piece of paper – give it to a neighbour/partner to continue the lines by carefully matching them. Shape Observe and draw shapes based on the world around them and observations.</p> <p>Look at repeated shapes to make a pattern (RE link – Rangoli Patterns: Islam)</p>	<p>Lines and Marks Consolidate skills with mark making, lines, patterns and shapes within a drawing using a variety of media e.g. charcoal, pencil, crayon, chalk pastels, biro, pens etc. Use different techniques for different purposes i.e. continue to develop skills with light and shading, Revise knowledge of lines. Continue to match up description of lines with examples within the environment. Describe the lines, group the lines e.g. curved, zigzag, wavy, straight, diagonal, vertical, parallel and horizontal. Match and continue the marks found in part of a line drawing e.g. from magazine, newspaper or artists work. Match the lines from half of a photocopy e.g. half of an object or portrait and complete the other half (like a mirror image/symmetry) Link to Mathematics http://www.education.com/activity/article/Draw_the_Other_Half/ Shape Observe and draw shapes based on the world around them and their own observations. Draw outside and inside shapes of fruits and vegetables. Draw the outline shape of the school. Add shapes to it inside and outside: large and small.</p>	<p>Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching in their own work. Start to develop their own style using tonal contrast and mixed media. Continue to explore, sketch and draw the effects of light on objects (light, shading and shadows) http://en.wikipedia.org/wiki/Leonardo_da_Vinci Also use Leonardo Da Vinci work on the National Gallery Website Focus: Creating Lightness and Darkness/ Shading</p>	<p>Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching in their own work. Start to develop their own style using tonal contrast and mixed media. Continue to explore, sketch and draw the effects of light on objects (light, shading and shadows) Use a range of examples from the National Gallery website to highlight a range of techniques in order to inspire and develop their own creative style</p>

	<p>(National Trust House: Khadambi Wandsworth Road) Continue to explore and discuss varying shapes in everyday life and the environment as well in a variety of art works. Make studies of shape collections, using a variety of everyday objects. Ensuing this, invent a new irregular shape with an unusual outline using bits from some of the shapes already drawn.</p> <p>Tone Continue working with the concept of tone focusing on light and dark. Look a collection of shapes/objects with a torch/light shining on them. Look and draw where the shadows are and use shading to show this (linked to science) Collect pictures showing shadows and objects that give off light. Start to experiment with shading to show the object, the light and the shadow: this can be used using a variety of sketching pencils 2B/HB Daniel Kinsky: Pears with water jug</p> <p>Texture Continue to explore, observe and discuss the textures of a variety of objects and collect samples – match and collate descriptive word bank (see below vocabulary list) Make rubbings of rough textured objects e.g. baskets, rope and shells and soft textured objects such as nets and sponges. Make drawing next to the</p>	<p>Continue to explore and discuss varying shapes in everyday life and the environment as well in a variety of art works. http://www.tate.org.uk/servlet/ArtistWorks?cgroupid=999999961&artistid=1533&page=1 Artist: L.S Lowry (shapes within buildings)</p> <p>Tone Continue working with the concept of tone focusing on light and dark. Continue to explore, sketch and draw the effects of light on objects (light, shading and shadows) Use a range of sketching pencils 2B/HB to create effect http://en.wikipedia.org/wiki/Johannes_Vermeer Artist: Johannes Vermeer shows lightness/ darkness and shadows.</p> <p>Texture Continue to explore, observe and discuss the textures of a variety of objects and collect samples – continue to collate descriptive word bank (see below vocabulary list) e.g. Look closely at Lobi Jars from Africa to see varying textures. Make rubbings of rough textured objects e.g. pineapple, orange, cauliflower, walnut shells and corn on the cob. Recreate these patterns in sketch books. Using a view finder look closely at part of an object’s texture. e.g. a pineapple, carefully record the texture on the part</p>		
--	---	---	--	--

	<p>rubbing which match and copy its texture. Google: create rubbings and drawing texture art and design guardian newspaper uk. (website/image should come up)</p>	<p>you see. Move the viewfinder and collect the texture from somewhere else. Next draw the outline shape of the whole pineapple and add the texture to the shape from their studies.</p>		
<p>Painting and Printing</p>	<p>Painting Continue to monitor the correct use of tools and materials. This includes the handling of different types and sizes of brushes for different techniques and effects. Create different effects and textures with paint according to what they need for the task (e.g. link to tone, light and dark) Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language Mix and use tints and shades and explore warm and cool colours and make links between colours and feelings. http://www.themosaicmaker.com/color.htm (explains colours and moods) Examples: Cool Blue (BLUE + yellow) Cool Yellow (YELLOW + blue) Cool Red (RED + blue) , Warm Blue (BLUE + red), Warm Yellow (YELLOW + red) Warm Red (RED + yellow) Printing Create printing blocks using a relief of impressed method. Creating repeating patterns. Print with two colour overlays. http://www.kinderart.com/printmaking/print101.shtml</p>	<p>Painting Continue to create different effects and textures with paint according to what they need for the task (e.g. lightness and darkness, blocking in colour, washes, thickened paint creating textural effects. http://www.kurtjackson.co.uk/ Colour Continue to mix colours and know which primary colours make secondary colours. Continue to use specific colour language Mix and use tints, subtle shades and hues to explore warm and cool colours and make links between colours and feelings. Examples:: Cool Blue (BLUE + yellow) Cool Yellow (YELLOW + blue), Cool Red (RED + blue) Warm Blue (BLUE + red), Warm Yellow (YELLOW + red) Warm Red (RED + yellow) Work on a range of scales e.g. thin brush on small picture etc. Printing Create printing blocks using a relief of impressed method. Creating repeating patterns. Print with two colour overlays. http://www.kinderart.com/printmaking/print101.shtml</p>	<p>Painting Develop a painting from a drawing/ sketches Carry out preliminary studies trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. Drawing and painting Greek Clay Urns & Pots: Link to Myths and Legends Colour Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours. Printing Create printing blocks by simplifying an initial sketch book idea. Use relief (convex shape: sting or collage onto a block) or impressed print (concave shape: e.g. carving, drawing, cutting out of a block) Print with three colour overlays. Work into prints with a range of media e.g. pens, colour pens and paints http://www.hossfineart.com/block_prints.htm</p>	<p>Painting Develop a painting from a drawing/ sketches Carry out preliminary studies trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. Colour Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours. Work with complementary colours: Examples Black + White, Red + Green, Blue + Orange, Yellow + Violet http://en.wikipedia.org/wiki/Complementary_color Use a range of examples from the National Gallery website to highlight a range of techniques in order to inspire and develop their own creative style Printing Create printing blocks by simplifying an initial sketch book idea. Use relief (convex shape: sting or collage onto a block) or impressed print (concave shape: e.g. carving, drawing, cutting out of a block) Print with three colour overlays.</p>


	<p>Japanese artists are considered the best in the world for relief print making e.g. Katsushika Hokusai 'The Great Wave' and '36 views of Mount Fuji'</p>	<p>http://www.riverandcloth.co.uk/gallery/schools/teacher-training-session-block-printing-techniques Study William Morris as the stimulus R.E links to Islam) http://www.princetonol.com/groups/iaid/lessons/middle/middle15.html</p>		<p>Work into prints with a range of media e.g. pens, colour pens and paints create group screen prints, demonstrating they have made their own informed choices e.g. on t-shirts or paper. Make links to pop art/ Andy Warhol</p>
Collage	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. http://www.henri-matisse.net/cut_outs.html Henri Matisse cut out work. (Try to use images such as 'La Gerbe' 'Icarus', 'Sorrow of the King' Encourage the use of collage as a means of collecting ideas and information and creating a visual vocabulary (e.g. in sketch books)</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Environment/Link idea: Jeannie Baker's book 'Where the forest meets the sea': collage of environmental settings Encourage the use of collage as a means of collecting ideas and information and creating a visual vocabulary (e.g. in sketch books)</p>	<p>Add collage to a painted, printed or drawn background (mixing medias). Use a range of media to create collages http://www.brown.edu/Courses/CG11/2005/Group024/techniques.html (3rd picture down on link) Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas (sketch books)</p>	<p>Add collage to a painted, printed or drawn background (mixing medias). Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas (sketch books)</p>
3D	<p>Plan, design and make models from observation and imagination, link to other areas in art (skills etc) and other subjects. Explore malleable materials such as clay, in structured skills activities and exploration so that they can pull, push, model and burrow into the clay using their fingers and pieces of equipment e.g. lolly sticks, plastic knives and clay tools. Begin to create surface patterns and textures in malleable materials. develop skills to make coil pot. Step by step link. http://www.jhpottery.com/tutorial/coil.htm</p>	<p>Plan, design and make models from observation and imagination, link to other areas in art (skills etc) and other subjects Explore malleable materials such as clay, in structured skills activities and exploration so that they can pull, push, model and burrow into the clay using their fingers and pieces of equipment e.g. lolly sticks, plastic knives and clay tools. Use papier mache to create a simple 3D object. Join clay adequately and construct a simple base for extending and modelling other shapes.</p>	<p>Shape, form, model and construct from observation or imagination Use recycled, natural and man- made materials to create sculptures Plan a sculpture through drawing and preparatory work e.g. sketches in sketchbook Develop skills in using clay including slaps, coils, slips etc. Produce intricate patterns and textures in malleable media http://www.britishmuseum.org/search_results.aspx?searchText=greek+vases&searchPrevious=greek+pots&itemsPerPage=10 Retelling a myth through patterns and drawings on a Greek Vase, pot etc.</p>	<p>Shape, form, model and construct from observation or imagination Use recycled, natural and man- made materials to create sculptures Plan a sculpture through drawing and preparatory work e.g. sketches in sketchbook Develop skills in using clay including slaps, coils, slips etc. Produce intricate patterns and textures in malleable media</p>

<p>Digital Media – Linked with computing</p>	<p>Record and collect visual information using digital cameras and video recorders. Begin to present recorded visual images using software e.g. PowerPoint.</p> <p>Continue to experiment with graphic art programmes (e.g. 2 Paint a Picture.) to create images with effects: lines by controlling the brush tool with increased precision.</p> <p>Lines - size of brushes</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters.</p> <p>Manipulate and create images for a particular purpose.</p>	<p>Continue to record and collect visual information using digital cameras and video recorders. Begin to present recorded visual images using software e.g. PowerPoint.</p> <p>Present recorded visual images using software e.g. Photostory 3 and PowerPoint.</p> <p>Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.</p> <p>Continue to experiment with colours and textures by making an appropriate choice of special effects and simple filters.</p> <p>Change the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat.</p>	<p>Continue to record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory 3 and PowerPoint.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketchbooks etc)</p>	<p>Continue to record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory 3 and PowerPoint. Create Andy Warhol inspired print using photo story</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketchbooks etc)</p>
<p>Textiles – linked with D&T</p>	<p>Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects. Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Use the technique of wrapping to create a replica image of a landscape. Use wool, string or ribbon and wrap around a rectangular piece of cardboard onto double sided tape. Use landscapes of varying environments e.g. countryside/deserts/ school etc. You may want to use famous artworks or photographs as a starting point.</p>	<p style="text-align: center;"><u>Textiles</u></p> <p>Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects. Look at Batik in particular http://batikinschools.co.uk/</p> <p>Experiment with paste resist</p> <p>Match the tool to the material.</p> <p>Continue to develop skills in stitching, cutting and joining.</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Continue to develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Stimulus idea: make a class quilt - develop their own square to be attached to a whole class quilt. Links to V&A</p> <p>http://www.vam.ac.uk/exhibitions/future_exhibs/Quilts/index.html</p> <p>Materials could also be linked to environmental topics: recycled materials.</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Continue to develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Stimulus idea designing and creating wearable art (clothing pieces) made from a range of recyclable material for a purpose e.g. inventing a new environmental superhero etc</p>


							Look at quilts from different cultures around the world.	Materials could also be linked to environmental topics: recycled materials. Look at clothing styles and clothing material from around the world: with cultural links (V&A)
Vocabulary Progression ~Speaking as an artist~	Line diagonal horizontal vertical Texture silky Pattern decorative symmetrical	Colour soft dull clashing earth intense Form rigid	Space enclosed	Line broad flowing outline Colour contrasting	Texture matte waxy Pattern rotation Shape symmetrical	Form cone constructi on mass natural weight Space airy	Form classical composition Space perspective horizon scale foreground middle ground background focal point	Form classical composition Space perspective horizon scale foreground middle ground background focal point
Perspective and Composition							<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. http://www.claudelorrain.org/ Examples of classical landscapes with clear composition (foreground, middle ground and background)</p> <p>Show an awareness of how paintings are created i.e. composition.</p>	<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background and vanishing points.</p> <p>Make links to History topic (WW2) drawing street scenes using perspective. http://www.mcescher.com/ (Go to link 'Switzerland & Belgium 1935-41) find picture called 'Still life & Street 1937) This is a good example of street's perspective with a vanishing point.</p> <p>Show an awareness of how paintings are created i.e. composition.</p>

Current Topic Map for Art and Design

We are not working towards a final outcome, but a development of skills and technical knowledge. Opportunities to revisit and develop skills is given throughout the curriculum.

	Autumn	Spring	Summer
Year 3	Ancient Egyptian Clay Masks https://i.pinimg.com/originals/d9/48/c0/d948c0a0ec09f843f2e33710fd52f8be.jpg	Light and Shadow – Still Life	Henri Matisse and Collage
NC Link	History	Science – light and shadow	Science - plants
Theory	History of Egyptian art and mask making	Realism	
Disciplinary-Paradigm	Traditional	Traditional	Contemporary
Practical-Methods	Painting		
Practical-Media	Sculpture	Drawing and Painting techniques	Collage
Elements	Printing		
Artist / movement link	Egyptian art and architecture 	Vincent van Gough	Henri Matisse David Hockney – iPad art
Critical Curiosity To ask why, what and how questions Use more than 1 criteria to sort and classify Use research skills such as scanning, skimming, search engines	Reasoning and reflection Generate imaginative solutions to problems Plan a sequence of steps Explain what they have done and why using the language of sequence, cause and effect State your own ideas and viewpoints and justify them Use trial and improvement, to find the best solution Discover and make connections within and across subjects, identifying some similarities and differences Appreciate the views and ideas of others	Self-Awareness Work & learn independently knowing when to seek help, Use feedback to make improvements and identify next steps	Motivation Stay focussed on an activity and manage distractions Recognise their progress and achievements & celebrate them Understand making mistakes is an important part of learning Recognising effort and practice are required to do well at something
Year 4	Viking portraits	Islamic artists	Volcanoes
NC link	History	History	Geography
Theory			

Disciplinary-Paradigm	Traditional	Modern	Traditional
Practical-Methods	Drawing and painting techniques	Printing	
Practical-media	Hatching, cross hatching	Practical-media	Hatching, cross hatching
Elements	Line Space Form Shape	Line Form Texture	Colour Value Form
Artist link		Maaida Noor Samira Mian El Seed https://www.metmuseum.org/learn/educator/s/curriculum-resources/art-of-the-islamic-world https://www.metmuseum.org/toah/hd/geom/hd_geom.htm	
Critical Curiosity To ask why, what and how questions Use more than 1 criteria to sort and classify Use research skills such as scanning, skimming, search engines	Reasoning and reflection Generate imaginative solutions to problems Plan a sequence of steps Explain what they have done and why using the language of sequence, cause and effect State your own ideas and viewpoints and justify them Use trial and improvement, to find the best solution Discover and make connections within and across subjects, identifying some similarities and differences Appreciate the views and ideas of others	Self-Awareness Work & learn independently knowing when to seek help, Use feedback to make improvements and identify next steps	Motivation Stay focussed on an activity and manage distractions Recognise their progress and achievements & celebrate them Understand making mistakes is an important part of learning Recognising effort and practice are required to do well at something
Year 5	Observational drawing – William Morris	Animal art – Karla Schuster	Solar System Shoe Box https://fineartamerica.com/art/paintings/spacetheme
NC Link	History – Victorian artist	Science	Science
Theory	Traditional	Modern	Modern
Disciplinary-Paradigm	Line	Colour	Form

	Shape	Shape Space Texture Value	Value
Practical-Methods	Printing Painting Drawing	Collage Drawing Painting	Sculpture Painting 
Practical-Media	Charcoal		
Elements	Line Shape	Colour Value Texture	Form Space
Artist link	Helen Allingham Claude Monet	Karla Schuster	Peter Thorpe Bri Buckley Alexander Calder
Critical Curiosity To ask why, what and how questions Use more than 1 criteria to sort and classify Use research skills such as scanning, skimming, search engines	Reasoning and reflection Generate imaginative solutions to problems Plan a sequence of steps Explain what they have done and why using the language of sequence, cause and effect State your own ideas and viewpoints and justify them Use trial and improvement, to find the best solution Discover and make connections within and across subjects, identifying some similarities and differences Appreciate the views and ideas of others	Self-awareness Work & learn independently knowing when to seek help, Use feedback to make improvements and identify next steps	Motivation Stay focussed on an activity and manage distractions Recognise their progress and achievements & celebrate them Understand making mistakes is an important part of learning Recognising effort and practice are required to do well at something
Year 6	Second World War Art	Pop Art - Romero Britto Artist Study	Architecture

NC link	History	Geography	English
Theory			
Disciplinary-Paradigm	Contemporary	Modern	Traditional, modern and contemporary
Practical-Methods	Drawing and Perspective Collograph printing	Collage Painting Digital art	Sculpture - clay
Practical-Media			
Elements	Texture Line Space Shape	Value Line Colour Shape	Shape Form
Artist link	Henri Moore	Marta Minujin Andy Warhol Yayoi Kusama	Gaudi
Critical Curiosity To ask why, what and how questions Use more than 1 criteria to sort and classify Use research skills such as scanning, skimming, search engines	Reasoning And Reflection Generate imaginative solutions to problems Plan a sequence of steps Explain what they have done and why using the language of sequence, cause and effect State your own ideas and viewpoints and justify them Use trial and improvement, to find the best solution Discover and make connections within and across subjects, identifying some similarities and differences Appreciate the views and ideas of others	Self-awareness Work & learn independently knowing when to seek help, Use feedback to make improvements and identify next steps	Motivation Stay focussed on an activity and manage distractions Recognise their progress and achievements & celebrate them Understand making mistakes is an important part of learning Recognising effort and practice are required to do well at something
Whole School Projects	How To Be A Lion by Ed Vere - Illustration		