

Templemoor Infant and Nursery School – ART & DESIGN : Curriculum Progression Document



EYFS		Key Stage One (National Curriculum Subject Content)
In Nursery	<p>Expressive Arts & Design – Three & Four Year Olds.</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing. 	<p>Key Stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
In Reception	<p>Expressive Arts & Design – Four & Five Year Olds.</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	
Early Learning Goal	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Children use what they have learnt about media and materials in original ways thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	

NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	How many colours are in a rainbow?	Is it shiny?	How does that building stay up?	Are Eggs Alive?	How many pebbles on a beach?	How high can you jump?
Subject Focus	Self Portrait – drawing with pastels (and a variety of drawing tools) Colour Explosion Artist –	Diva pot – clay work. Shape printing	Junk modelling house/building using paint and collage.	Painting – colour mixing Printing with found materials	Clay fish – using objects pushed in the clay	Design/create a flag.
Artists	Jackson Pollock	Artist – Mrs Handford, (Nursery TA)	Artist – James Rizzi		Artist – Mrs Handford, (Nursery TA)	
Key Skills	<p>Drawing</p> <ul style="list-style-type: none"> • I can talk about my drawing/painting • I can draw a circle and a line. <p>Colour</p> <ul style="list-style-type: none"> • I can explore colour and colour mixing <p>Physical Development</p> <ul style="list-style-type: none"> • I can use a comfortable grip when holding pens and pencils. • I can begin to use one handed tools and equipment (water spray for colour explosion) <p>Drawing: Begin to use a variety of drawing tools.;</p> <p>Colour: Exploring with and using primary colours; Understanding</p>	<p>Texture</p> <ul style="list-style-type: none"> • I can explore clay. • I can hold clay tools/playdough tools appropriately. • I can experiment using tools in clay. <p>Printing</p> <ul style="list-style-type: none"> • I can print with a variety of different shapes <p>Printing: Printing with a variety of objects; Using block colours to print.</p> <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • I can draw straight and curved lines. • I can use a comfortable grip with increasing control when holding pens/pencils and paintbrushes. <p>Texture</p> <ul style="list-style-type: none"> • I can use simple collage <p>Form</p> <ul style="list-style-type: none"> • I can construct with materials <p>Communication & Language</p> <ul style="list-style-type: none"> • I can talk about my ideas. <p>Drawing: Begin to use a variety of drawing tools.; Use drawings to tell a story; Investigate different lines;</p>	<p>Colour</p> <ul style="list-style-type: none"> • I can explore colour and colour-mixing by mixing 2 colours together. <p>Printing</p> <ul style="list-style-type: none"> • I can print with found materials e.g. fruit/veg, wood blocks, string <p>Physical Development</p> <ul style="list-style-type: none"> • I can hold a paintbrush and use it with increasing control. <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour</p> <p>Printing: Printing with a variety of objects; Using block colours to print.</p>	<p>Form</p> <ul style="list-style-type: none"> • I can use a rolling pin to make a piece of clay flatter. <p>Texture</p> <ul style="list-style-type: none"> • I can push different objects into clay to see what mark/pattern is made <p>Physical Development</p> <ul style="list-style-type: none"> • I can use my hands and fingers (pincer grip) to change the clay. <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling</p>	<p>Painting</p> <ul style="list-style-type: none"> • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. • I can create stripes <p>Communication & Language</p> <ul style="list-style-type: none"> • I can name what I have drawn / talk about what I have drawn. <p>Physical Development</p> <ul style="list-style-type: none"> • I can use a comfortable grip with good control when holding a paintbrush and pen/pencil. <p>Form</p> <ul style="list-style-type: none"> • I can construct with materials <p>Drawing: Begin to use a variety of drawing</p>

	meeting "I Can" statements.	meeting "I Can" statements.	meeting "I Can" statements.	meeting "I Can" statements.	meeting "I Can" statements.	meeting "I Can" statements.
	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p> <p>End of term assessments on Insight</p>	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p> <p>End of term assessments on Insight</p>

RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	All About Me and my Friends	Autumn	Will you read me a story?	Do cows drink milk?	Are we there yet?	Why do ladybirds have spots?
Subject Focus	Self Portrait – using paints including skin coloured paints Observational drawing of a tree – using pencil	Clay hedgehog Leaf pictures - collage/transient art	Observational drawing of a tree – using charcoal	Colour mixing – 2 primary colours to make a secondary colour	3D model making of a mode of transport Printing using objects to create a picture of a mode of transport	Watercolour painting of a minibeast (observational painting)
Artists		James Brunt		Kandinsky		Visit from The Wonky Artist (Local artist in Sale)
Key Skills	<ul style="list-style-type: none"> I can hold a paintbrush and use it with increasing control. I can choose paint colours to match my features (skin, eye, hair and lip colour). <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling.</p>	<ul style="list-style-type: none"> I can roll a piece of clay into a ball. I can use the correct tools I need to create an effect. (scissors to snip clay) I can explore transient art <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p>	<ul style="list-style-type: none"> I can hold a piece of charcoal and use it with increasing control. I can smudge charcoal using my finger. 	<ul style="list-style-type: none"> I can select the correct 2 primary colours (red, blue, yellow to mix and create a secondary colour (purple, green, orange) I can use hold a paintbrush and use it with good control. <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p>	<ul style="list-style-type: none"> I can develop my own ideas and decide which materials to use to express them. I can join different materials and explore different textures. <p>Printing: Printing with a variety of objects; Using block colours to print.</p>	<ul style="list-style-type: none"> I can select different paintbrushes (thickness and bristle shape) to create my desired effect. I can paint a detailed painting using straight and curved lines that represent shapes and objects. <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p>

Key Knowledge	<ul style="list-style-type: none"> • I know a self-portrait is a drawing or painting of yourself. • I know shapes can be used to represent facial features and add detail. 	<ul style="list-style-type: none"> • I know 3D artwork can be created by using objects and sticking them onto the surface. • I know sticking materials to a surface is called collaging. 	<ul style="list-style-type: none"> • I know smudging charcoal/paint/pencil means to use your finger to create a less crisp line. 	<ul style="list-style-type: none"> • I know red, blue and yellow can be mixed to create some other colours e.g. green, orange and purple. • I know how to use my paintbrush to mix paints. 	<ul style="list-style-type: none"> • I know what might join materials together. • I know how to join some materials together. 	<ul style="list-style-type: none"> • I know details can be added to drawings and paintings through shapes. •
Key Vocabulary	As Summer 2 Nursery plus... thin line, thicker line	As Autumn 1 plus... Collage, snip	As Autumn 2 plus... Charcoal, smudge,	As Spring 1 plus... Mix, change	As Spring 2 plus... Join,	As Summer 1 plus... Thick, thin, round
Assessing Impact	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Assessment will take place against 'I can/I know statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Assessment will take place against 'I can/I know statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p> <p>End of term assessments on Insight</p>	<p>Assessment will take place against 'I can/I know statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>	<p>Assessment will take place against 'I can/I know statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p> <p>End of term assessments on Insight</p>	<p>Assessment will take place against 'I can/I know statements' at the end of each unit.</p> <p>Identify any personal challenges preventing meeting "I Can" statements.</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p> <p>End of term assessments on Insight</p>

Year 1			
	Autumn 1	Spring 1	Summer 1
Learning Project	Our School	Our Local Area	Our Country
Subject Focus	Drawing – Self portraits. (Baseline) Drawing and Sketchbooks Spirals – Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Exploring Watercolour – Exploring watercolour and discovering we can use accidental marks to help us make art.	Making Birds – Sculptural project beginning with making drawings from observation, exploring media and transforming the drawings from 2d to 3d to make a bird.
Enquiry Question	How can we use our whole bodies to make drawings?	How can we use the properties of watercolour to make experimental images?	How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?
Artists	Molly Haslund	Paul Klee and Emma Burleigh Visit/zoom from local artist Katie Shepherd AKA 'Kinhead' artist who uses watercolour.	Andre Butler, Hoang Tien Guyet and Dusclana Bravura.
Key Skills	<ul style="list-style-type: none"> I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I can use a range of art techniques – colour, pattern, line, shape and space. I can make choices about which colours I'd like to use in my drawing. I can talk about what I like in my drawings, and what I would like to try again. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. 	<ul style="list-style-type: none"> I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I can share my thoughts about the work of artists who use watercolour. I can think about the marks I make and develop them further. 	<ul style="list-style-type: none"> I can look carefully at photos and films of birds, taken in the details and overall shapes, and then make drawings of what I have noticed. I can draw from life looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can explore how I can bring a variety of materials together to make my own sculpture.

			<ul style="list-style-type: none"> I can take on the challenge of making my sculpture balance and stand
Key Knowledge	<ul style="list-style-type: none"> I know that a continuous line is a line that is unbroken from beginning to end. I know that an observational drawing is a drawing of what has been seen or can be seen. I know that I can use different materials to create different effects. I know that I can change the qualities of a line by smudging or colour blending. I know that scale means size. I know that I can make a mark darker by pressing harder. I know that Molly Haslund is an artist who creates large circles outdoors. 	<ul style="list-style-type: none"> I know we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. I know some secondary colours that are made when 2 primary colours are mixed. I know I can paint without a fixed image of what I am painting in mind. I know how to experiment with different drawing tools to find out what they can do. I know that Paul Klee and Emma Burgleigh are artists who use watercolour. 	<ul style="list-style-type: none"> I know what a 3D model is. I know and understand collage is the art of using pieces of materials to make images. I know that sculpture is the name sometimes given for artwork which exists in three dimensions. I know that you can use a combination of two or more materials to make sculpture. I know that you need to look carefully at an object when doing an observational drawing. I know that I need to experiment with different drawing tools to find out what they can do. I know that Andre Butler, Hoang Tien Guyet and Dusclana Bravura are artists who work in 3d.
Vocabulary Bold = Key Vocabulary	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour,</p> <p>Reflect, Discuss, Share, Think</p>	<p>Watercolour Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid,</p> <p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale</p> <p>Reflect, Share, Discuss</p>	<p>Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,</p> <p>Observation/observe, Close study, Blending, Texture Explore, Discover</p> <p>Transform, Fold Tear Crumple Collage</p> <p>Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock</p>

			Collaboration Present, Reflect, Share, Discuss
Assessing Impact	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> • Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. • Identify any personal challenges preventing meeting "I Can" statements • Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. • Collect images of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes. 	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> • Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. • Identify any personal challenges preventing meeting "I Can" statements • Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. 	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> • Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. • Identify any personal challenges preventing meeting "I Can" statements • Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.

Year 2			
	Autumn 2	Spring 2	Summer 2
Learning Project	Magical mapping	Our Wonderful World	Sensational Safari
Subject Focus	Drawing Self Portraits Drawing and Sketchbooks	Expressive painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.
Enquiry Question	How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?	How can we use paint in an expressive and creative way?	How can we transform an object and turn it into sculpture, using our imagination?
Artists	Rosie James and Alice Fox	Marela Zacarias, Charlie French, Vincent Van Gogh and Cezanne.	Chris Kenny
Key Skills	<ul style="list-style-type: none"> • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can take photographs of my artwork and I can think about focus and light. • I can use careful looking to practice observational drawing, and I can focus for 5 to 10 minutes. • I can hold an object and make a drawing focusing on the way it feels. • I can combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can cut out and collage to explore composition. 	<ul style="list-style-type: none"> • I can start to share my response to the work of other artists. • I can use my sketchbooks to record colour and brush marks inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colour I add. • I can use various home-made tools to apply paint in abstract patterns. I can be inventive. • I can start to share my response to the work of other artists. • I can make a loose drawing from a still life. • I can see colours and shapes in my still life painting. • I can use gestural mark making with paint and capture the colours and shapes in the still life to make an expressive painting. • I can share my experiments and final piece with others and share what I liked and what went well. • I can enjoy the work of my classmates and I can see how all the work is different. I can 	<ul style="list-style-type: none"> • I can fasten materials together to construct my sculpture. • I can take a familiar object like a stick and use my imagination to think about what it might become. • I can use my sketchbooks to generate and test ideas. • I can use a variety of materials to transform my object, thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmate's feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.

	<ul style="list-style-type: none"> I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again. 	share my response to some of their work.	
Key Knowledge	<p>Drawing I know different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks.</p> <p>I know and understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find).</p> <p>I know I can hold my drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>I know that some artists explore the world around them to help them find inspiration (Alice Fox and Rosie James)</p> <p>I know some places where I can find inspiration for my own artwork.</p> <p>Collage I know how to collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Sketchbooks I know how to make a new sketchbook (Elastic Band and Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>Painting I know that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>I know that Van Gogh was an expressionist.</p> <p>I know and understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>I know that primary colours can be mixed together to make secondary colours of different hues.</p> <p>I know and understand the concept of still life.</p> <p>Collage I know how to use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition.</p>	<p>Making I know a sculpture is usually a 3D art form.</p> <p>I know and understand when we make sculpture by adding materials it is called Construction.</p>

<p style="text-align: center;">Vocabulary *Bold = Key Vocabulary</p>	<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade,</p> <p>Observational Drawing/observe, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</p> <p>Intention, Exploration, Reaction, Response</p> <p>Personal, Imagination,</p> <p>Energy, Impression, Colour, Life, Shape, Form, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</p> <p>Medium, Surface, Texture, Impasto</p> <p>Brush, Mark making Tools, Palette Knife, Home-Made Tools,</p> <p>Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention</p> <p>Still Life,</p> <p>Line, Rhythm, Gesture, Mark</p> <p>Composition, Positive shapes, Negative shapes</p> <p>Present, Share, Reflect, Discuss, Feedback,</p>	<p>Design Through Making, Play, Explore, Experiment,</p> <p>Fasten, Construct, Respond, Think</p> <p>Form, Personality, Character, Material, Object, Sculpture</p> <p>Find, Imagine, Select, Discard, Edit,</p> <p>Transform, Create</p> <p>Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture</p> <p>Test, Explore, Add,</p> <p>Present, Share, Reflect, Respond, Feedback</p> <p>Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>
<p style="text-align: center;">Assessing Impact</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "I Can" statements Identify any weaknesses common to many in class which might help 	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "I Can" statements Identify any weaknesses common to many in class which might help 	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <ul style="list-style-type: none"> Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "I Can" statements Identify any weaknesses common to many in class which might help identify

	<p>identify areas you need to focus on again as a teacher.</p> <ul style="list-style-type: none"> • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. 	<p>identify areas you need to focus on again as a teacher.</p> <ul style="list-style-type: none"> • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. 	<p>areas you need to focus on again as a teacher.</p> <ul style="list-style-type: none"> • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.
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