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| **Year Group** | **Autumn** | **Spring** | **Summer** |
| **Early Years and Foundation State** | Autumn 1  **Shape**  How can I use shape to create abstract art?  Autumn 2  How can patterns be represented in my art?  **Artist**  Milhazes | Spring 1  **Colour**  How do I make Colour?  **Artist**  Johns  Ernst  Spring 2  **Painting – Paint my world**  **Artist**  Megan Coyle | Summer 1  **Line**  What different types of line can I use in my art?  **Artist**  Louise Bourgeois |
|  | **Making**  **Painting**  Experiment with paint  **Drawing**  Draw lines and circles  **Colour**  Mix Colours | **Making**  **Colour**  Secondary colours  **Painting**  Explore different ways to use paint and a range of media according to their interests and ideas | **Making**  **Drawing**  Use 2D mathematical shapes to draw  **Colour**  Mix Colours  **Painting**  Experiment with paint |
|  | **Generating Ideas**  **Inspiration from others**  Milhazes  Exposure to the work or artists  **Original Artwork**  Exploring ideas through teacher led activities and free choice activities | **Generating Ideas**  **Inspiration from others**  Exposure to the work of artists  **Original Artwork**  Exploring ideas through teacher led activities and free choice activities | **Generating Ideas**  **Inspiration from others**  David Hockney  Exposure to the work of artists  **Original Artwork**  Exploring ideas through teacher led activities and free choice activities |
|  | **Formal Elements**  **Colour**  Know how colour can be changed – mix colours  **Line**  Use line to enclose a space and to represent objects | **Formal Elements**  **Colour**  Learn the names of primary colours  Experiment with making colours with paint  **Line**  Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)  **Texture**  Use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative  Use mixed-media scraps to create child-led artwork with no specific outcome | **Formal Elements**  **Colour**  Learn the names of primary colours  Experiment with making colours with paint  **Line**  Experiment with different types of line using a range of medium  **Tone**  Understand that tone means light and dark  Experiment with ways to create tones |
|  | **Knowledge of Artists**  Beatriz Milhazes – Using shapes and colours | **Knowledge of Artists**  Megan Colye  Enjoy looking at and talking about art. | **Knowledge of Artists**  David Hockney – Line drawing  Beatriz Milhazes – Using shapes and colours |
|  |  | **Evaluation**  Talk about their artwork, stating what they feel they did well. | **Evaluation**  Describe features of their work  Say what they like about their own work and that of others. |

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| **Year 1**  Art day  Coverage  Craft and Design | Autumn 1  **Colour**  What skills can I use  (Original Scheme)  **Artist**  Wassily Kadinsky | Spring 1  **Drawing**  Make your mark  **Artist**  Bridget Riley | Summer 1  **Sculpture**  How can I make sculptures of living things  (Original Scheme)  **Artist**  Louise Bourgeois |
| **Making**  **Painting**  Develop skill and control when painting. Paint with expression.  **Craft**  Learn a range of materials and techniques such as clay, etching, printing and collage. | **Making**  **Drawing**  Use a range of drawing materials such as  pencils, chalk, charcoal, pastels, felt tips and  pens.  To explore mark making using a range of  tools; being able to create a diverse and  purposeful range of marks through  experimentation building skills and  vocabulary. | **Making**  **Craft**  Clay Etching  **Materials**  Use a range of materials to create textured pieces  **Painting**  Develop skill and control with painting |
| **Generating Ideas**  **Sketch book**  Sketch books used to record ideas  **Creating original Artwork**  Explore and create ideas for purposes and intentions  **Inspiration from others**  Wassily Kadinsky | **Generating Ideas**  **Sketch book**  Use sketchbooks to explore ideas an  open-ended way.  **Creating original Artwork**  Explore and create ideas for purposes and intentions  **Inspiration from others**  Bridget Riley | **Generating Ideas**  **Sketch book**  Teacher led idea modelling through discussion. Sketch books used to record ideas.  Sketchbooks used to record ideas  **Creating original Artwork**  Creating original patterns and designs  Exploring ideas through practical activities  **Inspiration from others**  Louise Bourgeois/sculpture  Generate original ideas by looking at other artists’ work |
| **Formal Elements**  **Pattern**  Understand patterns in nature, design and make patterns in a range of materials.  **Shape**  Identify, describe and use shape for purpose.  **Colour**  Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose | **Formal Elements**  **Texture**  Develop observational skills to look closely  and reflect surface texture through  mark-making.  **Shape**  Identify, describe and use shape for purpose  **Tone**  Understand what tone is and how to apply this to their own work.  **Line**  Use, express and experiment with line for purpose, then use appropriate language to describe lines. | **Formal Elements**  **Texture**  Select, describe materials to create different textures.  Choose and justify appropriate colours to reflect a theme and purpose  **Pattern**  Understanding pattern from observation  Design, make and create patterns in a range of materials  Make and create own patterns  **Form/Space**  Learn and develop understanding about form and space through 3D sculptures inspired by nature  **Shape**  Creating abstract compositions using shapes  **Colour**  Choose and justify appropriate colours to reflect a theme and purpose |
| **Knowledge of Artists**  Wassily Kadinsky | **Knowledge of Artists**  Describe similarities and differences  between practices in Art and design, eg  between painting and sculpture, and link  these to their own work. | **Knowledge of Artists**  Louise Bourgeois/sculpture |
| **Evaluation**  **Reflecting**  Describe what they feel about their work and the art of others | **Evaluation**  **Reflecting**  Describe and compare features of their  own and other’s art work. | **Evaluation**  **Reflecting**  Recognise and describe key features of their own and others’ work |

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| **Year 2**  Art day  Coverage  Craft and Design | Autumn 2  **Sculpture and 3D**  Clay houses  **Artist**  Rachael Whiteread | Spring 2  **Drawing**  Tell a story  **Artist**  Quentin Blake | Summer 2 TBC  **Sculpture and mixed media**  Can I use Pop Art to show emotion  (Original Scheme)  **Artist**  Roy Lichtenstein |
| **Making**  **Craft**  Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay  **Materials**  Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay | **Making**  **Drawing**  Further develop mark-making within a greater range of media, demonstrating increased control. | **Making**  **Craft**  Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay  **Materials**  Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay  **Painting**  Further improve skill and control when painting. Paint with creativity and expression |
| **Generating Ideas**  **Sketch book**  To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials  **Inspiration from others**  Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.  **Creating original artwork**  Use artists sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. | **Generating Ideas**  **Sketch book**  Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.  **Inspiration from others**  Use artist sources to develop their own original artwork  **Creating original artwork**  Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | **Generating Ideas**  **Sketch book**  To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials  **Inspiration from others**  Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. |
| **Formal Elements**  **Form/Space**  Extend their practical ability to create 3D sculptural forms  **Pattern**  Learn a range of techniqures to make repeating patterns. Identify natural and man-made patterns, Create patterns of their own.  **Shape**  Compose geometric designs by adapting the work of other artist to suit their own ideas  **Texture**  Identify and describe different textures. Select and use appropriate materials to create texture | **Formal Elements**  **Texture**  Develop observational skills to look closely and reflect surface texture through mark-making.  **Tone**  Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | **Formal Elements**  **Form/Space**  Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.  **Shape**  Compose geometric designs by adapting the work of other artists to suit their own ideas.  **Line**  Draw lines with increased skill and confidence. Use line for expression when drawing portraits  **Colour**  Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. |
| **Knowledge of Artist**  Study the work of the artists  Rachael Whiteread | **Knowledge of Artists**  Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.  Quentin Blake | **Knowledge of Artists**  Study the work of the artists:  Roy Lichteinstein |
| **Evaluation**  Recognise and describe key features of their own and others’ work  Compare other’s work, identifying similarities and difference | **Evaluation**  Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work. | **Evaluation**  Recognise and describe key features of their own and others’ work  Compare other’s work, identifying similarities and difference |

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| **Year 3**  Art day  Coverage  Sculpture and 3D | Autumn 1  **Skills**  What skills can I use?  (Original Scheme)  2022-2023 to be linked to the new scheme  To be reassessed linked to Drawing for 2023-2024  **Artist**  Georgia O’Keeffee | Spring 1  **Painting**  Prehistoric Art  (New Scheme)  **Artist**  Banksy | Summer 1  **Craft**  How can I make my own dream catcher?  (Original Scheme)  **Artist**  Navajo Weaving  Anni Albers |
| **Making**  **Drawing**  Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.  **Painting**  Increase skill and control when painting. Apply greater expression and creativity to own paintings  **Craft**  Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. | **Making**  **Painting**  Select and use a variety of painting  techniques, including applying their  drawing skills, using their knowledge of  colour mixing and making choices about  suitable tools for a task eg choosing a fine  paintbrush for making detailed marks.  **Craft**  Modify chosen collage materials in a range  of ways eg by cutting, tearing, re-sizing or  overlapping. In sketchbooks, use collage as  a means of collecting ideas. | **Making**  **Colour**  Make own paint using natural pigment and create tints and shades  **Materials**  Use a range of materials to create textured pieces  **Painting**  Develop the ability to control the tonal quality of paint  **Craft**  develop their use and control of weaving using paper  Develop their use and control of different materials through weaving with a loom.  Weaving using other materials |
| **Generating Ideas**  **Sketch book**  To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments  **Original artwork**  Create personal artwork using the artwork of others to stimulate them. | **Generating ideas**  **Sketch book**  Use sketchbooks for a wider range of  purposes, for example recording things  using drawing and annotations, planning  and taking next steps in a making process  **Original artwork**  Create personal artwork using the artwork of others to stimulate them. | **Generating Ideas**  **Sketch book**  Use sketch books to generate ideas, observations, express thoughts and observations  **Inspiration from others**  Exploring ideas through practical activities *Anni Albers*  Exploring ideas through practical activities – *Navajo Weaving*  **Original Artwork**  Exploring ideas through practical activities and creating original patterns and designs  Represent themselves and their family through their art. Control materials to achieve a desired effect |
| **Formal Elements**  **Colour**  Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.  **Form**  Further develop their ability to describe 3D form in a range of materials, including drawing.  **Tone**  Develop skill and control when using tone. Learn and use simple shading rules. | **Formal Elements**  **Colour**  Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes  **Form**  Further develop their ability to describe 3D form in a range of materials, including drawing.  **Line**  Express and describe organic and geometric forms through different types of line.  **Shape**  Identify, draw and label shapes within images and objects.  **Texture**  Analyse and describe texture within artists’ work  **Tone**  Develop skill and control when using tone. | **Formal Elements**  **Pattern**  Construct patterns through craft  **Colour**  Increased awareness of manipulating paint to achieve more accurate colours and shades  Experiment with and discuss the pigments in natural products to make different coloured paints |
| **Knowledge of Artists**  Georgia O’Keefee | **Knowledge of Artists**  Banksy  Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. | **Knowledge of Artists**  Navajo Weaving  Anni Albers – Tie die |
| **Evaluation**  Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements)  Use their own and other’s opinion of work to identify areas of improvement. | **Evaluation**  Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | **Evaluation**  Reflect on preferences about their work in order to improve it |

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| **Year 4**  Art day  Coverage  Craft and Design | Autumn 2  **Painting**  How can I use light and dark?  (New Scheme)  **Artist**  Paul Cezanne | Spring 2  **Drawing**  Power Prints  (New Scheme)  **Artist**  Henry Moore | Summer 2  **Sculpture**  Can I use junk to make a sculpture?  (Original Scheme)  **Artist**  El Anatsui |
| **Making**  **Painting**  Develop skill and control when painting. Paint with expression. Analyse painting by artists | **Making**  **Drawing**  Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. | **Making**  **Craft**  Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. |
| **Generating Ideas**  **Sketch book**  Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique  **Creating original artwork**  Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. | **Generating Ideas**  **Sketch book**  Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.  **Creating original artwork**  Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | **Generating Ideas**  **Sketch book**  Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique  **Creating original artwork**  Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. |
| **Formal Elements**  **Form/Space**  Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work  **Line**  Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.  **Shape**  Analyse and describe the use of shape in artists’ work.  **Tone**  Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe tone in artist’s work. | **Formal Elements**  **Proportion**  Demonstrate greater control over drawing tools to show awareness of proportion  **Tone**  Continuing to develop use of tone and more intricate mark making. | **Formal Elements**  **Form/Space**  Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work |
| **Knowledge of Artists**  Study the work of the artists:  Paul Cezanne | **Knowledge of Artists**  Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.  Study the work of the artists: | **Knowledge of Artists**  Study the work of the artists:  El Anatsui |
| **Evaluation**  **Reflecting**:  Use their own and other’s opinion of work to identify areas of improvement. | **Evaluation**  **Reflecting:**  Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | **Evaluation**  **Reflecting**:  Use their own and other’s opinion of work to identify areas of improvement. |

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| **Year 5**  Art day  Coverage  Sculpture and 3D | Autumn 1  **Drawing**  What skills can I use?  (Original Scheme)  **Artist**  Dominic Wilcox | Spring 1  **Painting and Mixed Media**  Portraits  (New Scheme)  **Artist**  Frida Kahlo, Sonia Bryce, Vincent Van Gogh | Summer 1  **Craft and Design**  Design for a purpose and a specification?  (Original Scheme)  **Artist**  Morag Myerscough |
| **Making**  **Drawing**  Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line | **Making**  **Painting**  Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus.  **Craft**  Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects. | **Making**  **Drawing**  Use 2d drawings to develop using mathematical processes |
| **Generating** **Ideas**  **Sketch book**  Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line  **Creating original artwork**  Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes  **Inspiration from others**  Study the work of the artists: | **Generating Ideas**  **Sketch book**  Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  **Creating original artwork**  Develop ideas more independently from their own research.  **Inspiration from others**  Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome | **Generating Ideas**  **Sketch book**  Use sketch book to explore ideas for meeting a design brief. Discuss and develop ideas through sketches. Enhance knowledge of skill and technique using various media in sketchbook.  Use the work of artists to explore own ideas whilst expressing ideas and feelings about familiar products  **Inspiration from others**  Use the work of artists to explore own ideas - Morag Myerscough  Express ideas and feelings about familiar products  **Original Artwork**  Design new architectural forms, new products for a purpose |
| **Formal Elements**  **Line**  Extend and develop a greater understanding of applying expression when using line.  **Tone**  Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.  **Colour**  Select and mix more complex colours to depict thoughts and feelings  **Pattern**  Construct patterns through various methods to develop their understanding.  **Shape**  Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.  **Craft**  Create mixed media art using found and reclaimed materials. Select materials for a purpose | **Formal Elements**  **Colour**  Select and mix more complex colours to depict thoughts and feelings.  **Line**  Extend and develop a greater understanding of applying expression when using line.  **Pattern**  Construct patterns through various methods of developing their understanding  **Shape**  Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.  **Texture**  Using texture within drawings to show careful observation and understanding of illustrating different surfaces.  **Tone**  Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone | **Formal Elements**  **Line/Space**  Show a developing understanding of line and space  **Colour**  Defining and using more complex colours to depict own thoughts, feelings and intentions.  **Form/Space**  Make progress in their ability to describe and model form  **Shape**  Compose, analyse and evaluate original designs by adapting the work of others. |
| **Knowledge of Artists**  Dominic Wilcox | **Knowledge of Artists**  Frida Kahlo, Sonia Bryce, Vincent Van Gogh Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | **Knowledge of Artists**  Morag Myerscough |
| **Evaluation**  **Reflecting**  Regularly analysing and reflecting on their intentions and choices  **Similarities and differences**  Develop a greater understanding of vocabulary when discussing their own and others’ work | **Evaluation**  Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | **Evaluation**  **Reflecting**  Analyse and reflect on their progress discussing intentions and opinions |

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| **Year 6**  Art day  Coverage  Sculpture and 3D | Autumn 1  **Painting**  Artist Study  (New Scheme)  **Artist** | Spring 2  **Craft and Design**  Photo Opportunity  (New Scheme)  **Artist**  Chuck Close  Edvard Munch | Summer 1  **Drawing**  Still Life  (Original Scheme)  **Artist**  Paul Cezanne |
| **Making**  **Painting**  Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. | **Making**  Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.  Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. | **Making**  **Drawing**  Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.  **Painting**  Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. |
| **Generating Ideas**  **Sketch book**  Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.  **Inspiration from others**  Use the language of art with greater sophistication when discussing own and others art  **Original Artwork**  Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. | **Generating Ideas**  **Sketch book**  Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  **Inspiration from others**  Use the language of art with greater sophistication when discussing own and others art  **Original Artwork**  Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. | **Generating Ideas**  **Sketch book**  Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.  **Inspiration from others**  Use the language of art with greater sophistication when discussing own and others art  **Original Artwork**  Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. |
| **Formal Elements**  **Texture**  Understand how artist manipulate materials to create texture  **Tone**  Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.  **Shape**  Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work.  **Colour**  Express feelings and emotions through colour. Study colours used by Impressionist painters.  **Pattern**  Represent feelings and emotions through patterns.  Create sophisticated artwork using their knowledge of pattern. | **Formal Elements** | **Formal Elements**  **Line/Space**  Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.  **Colour**  Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.  **Shape:**  Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work.  **Tone**:  Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques |
| **Knowledge of Artists**  David Hockney  Paula Rego – The Dance  Frank Bowling  Lubaina Himid - Five | **Knowledge of Artists**  Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | **Knowledge of Artists**  Paul Cezanne |
| **Evaluation**  **Reflecting:**  Give reasoned evaluations of their own and others work which takes account of context and intention | **Evaluation**  **Reflecting:**  Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | **Evaluation**  **Reflecting:**  Give reasoned evaluations of their own and others work which takes account of context and intention |

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