

## Performance descriptions across subjects

**P1 (i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully promoted.

**P1 (ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, looking briefly at brightly coloured objects*. They may give intermittent reactions, *for example, sometimes putting their hands in wet paint*.

**P2 (i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, pulling their hands away from an unfamiliar texture*. They begin to show interest in people, events and objects, *for example, focusing their attention on bold black and white patterns*. They accept and engage in coactive exploration, *for example, feeling the textures of a range of art materials*.

**P2 (ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, reaching for glittery materials in preference to others*. They recognise familiar people, events and objects, *for example, grasping a painting sponge*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, returning their hands to a particular texture*. They cooperate with shared exploration and supported participation, *for example, working with an adult to press, roll or pinch wet clay*.

**P3 (i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, pointing to the painting table*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, making banging, stroking and circling movements with a paint-laden brush*. They observe the results of their own actions with interest, *for example, looking at marks they have made with paint*. They remember learned responses over more extended periods, *for example, dipping a spreader into glue in weekly art and design sessions*.

**P3 (ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, putting the roller into paint*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, locating the painting aprons on entering the art room*. They may respond to options and choices with actions or gestures, *for example, pointing to a preferred paint colour from a choice of two*. They actively explore objects and events for more extended periods, *for example, stroking, shaking or folding papers of different colours or qualities*. They apply potential solutions systematically to problems, *for example, banging clay with a tool to try to flatten it*.

**P4** Pupils show some awareness of cause and effect in a creative process. They explore materials systematically, *for example, tearing and scrunching paper to complete a collage*. They are aware of starting or stopping a process. They make marks intentionally on a surface with fingers or tools, *for example, pressing objects into clay or putting paint on paper*. They repeat an activity to make the same or similar effect. They show an active interest in a range of tools and materials, taking part in familiar activities with some support.

**P5** Pupils handle or use tools and materials purposefully. They show preferences for activities and begin to carry out simple processes. They choose tools and materials which are appropriate to the activity, *for example, picking brushes or rollers for painting*. They show they can create and apply familiar techniques to a task, *for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model*.

**P6** Pupils show an intention to create. They start to use tools, materials and simple actions to produce a piece of work. They imitate the use of tools, materials and simple actions, *for example, cutting*. They practise new skills with less support, developing their knowledge of the process of making, *for example, selecting and gathering suitable resources and tools for a piece of work*.

**P7** Pupils communicate ideas, events or experiences through their use of colour, form, line and tone. Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion. They purposefully choose colours or techniques. They show confidence in using a variety of processes and make appropriate use of tools and materials.

**P8** Pupils develop their ideas and use materials and processes working in two and three dimensions. They finish a piece of work following an established pattern of activity, *for example, gathering appropriate materials, taking part in an activity and stopping work when finished*. They know that paintings, sculptures and drawings have meaning. They use a growing art vocabulary and begin to express meaning in their own work.