## Art and Design, P Scale

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and is a unique way to understand and respond to the world, and to communicate with others. Pupils learn about the place and role of art, craft and design in life today, as well as in different times and cultures.

The Ingot's Art and Design P scales provide learners with the opportunity to:

- experience, experiment with and use colour, form, shape, space, texture and pattern
- explore different materials and processes
- respond to and communicate what they see, feel and think, on their own or working with others
- value and assess their own and others' achievements

In response to these opportunities, pupils can make progress in art and design by:

- moving from responding to familiar ideas and themes when they start their work, to exploring ideas for different reasons, and selecting and using relevant information to help them develop their ideas
- sensory exploration and the use of a variety of materials and processes (to make images and artefacts), investigating and combining materials and processes, organising visual and tactile qualities and matching these to ideas and intentions
- being aware of their own and others' work, describing what they think and feel about their own work, and the work of artists, craftspeople and designers


## P1(i) - ART \& DESIGN

## 1. The learner will encounter activities and experiences

1.1 I can experience various sounds.

1.2 I can experience light patterns. [3]
1.3 I can experience music. [5]
1.4 I can experience a combination of action with sound. [7]
1.5 I can experience movement. [9]

## 2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]
2.2 I can make a startled response to a sudden movement. [4]
2.3 I can make a startled response to a sudden bright light. [6]
2.4 I can be passive or resistant. [8]

## P1(ii) - ART \& DESIGN

## 1. The learner will show emerging awareness of

## 2. The learner will show intermittent reactions

[^0]
## activities and experiences

1.1 I can make a brief response to sound. [11]
1.2 I can make a brief response to a picture. [13]
1.3 I can make a brief response to music. [15]
1.4 I can make a brief response to physical sensory source. [17]
1.5 I can make a brief response to light patterns. [18]
1.6 I can make a brief response to a moving object. [19]

## P2(i) - ART \& DESIGN

## 1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]
1.2 I can react to unfamiliar images. [24]
1.3 I can react to a new task. [26]

## 2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]
2.2 I can respond consistently to familiar events. [25]
2.3 I can respond consistently to familiar objects. [27]

## 3. The learner will participate in shared activities

3.1 I can engage in coactive exploration. [23]
1.4 I can react to a new experience. [28]
2. 1 I can react to movement. [12]
2.2 I can react to physical contact. [14]
2.3 I can react to a change in temperature. [16]

## P2(ii) - ART \& DESIGN

1. The learner will com municate consiste nt prefer ences
2. The learner will com municate affective response s
3. The learner will recognis
e familiar people, events and objects
1.11 can communicat e preference for certain images. [30]
2.1 I can respond with volume variation. [31]

| 3.1 I can <br> recognise | $\frac{4.1 \text { I can }}{\text { attempt to }}$ <br> familiar |
| :--- | :--- |
| people. [32] | perform a <br> simple <br> action. [33] |

4. The learner will perform simple actions
5. The learner will reme mber learned $\mathbf{r}$ esponses
6. The learner will parti cipate in shared activities

4.21 can use trial and improvemen t to perform an action. [39]
6.2 I can co-operate with supported participation . [40]
3.31 can recognise familiar objects. [41]

| 1.2 I can | 2.21 can | 3.21 can |
| :---: | :---: | :---: |
| communicat | respond to | recognise |
| e preference | specific | familiar |
| for certain | stimulation. | events. [38] |
| sounds. [36] | [37] |  |
|  |  | 3.31 can |
|  |  | recognise |
|  |  | familiar |
|  |  | objects. [41] |

## P3(i) - ART \& DESIGN

1. The
learner
will
request
events or
activities

## 2. The learner will parti cipate in shared activities


5. The
learner
will
perform
simple
actions
6. The learner will reme mber learned $\mathbf{r}$ esponses

| 5.1 I can | 6.1 I can |
| :---: | :---: |
| perform | remember |
| simple | learned |
| actions. [47] | responses |
|  | over |
|  | extended |
|  | periods. |
|  | [48] |


| 5.21 can | 6.21 can |
| :---: | :---: |
| observe the | remember a |
| result of my | learned |
| action. [49] | activity. [50] |
| 5.31 can | 6.31 can |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |
| action. [51] |  |

## P3(ii) - ART \& DESIGN

## 1. The <br> learner will <br> initiate interaction <br> s and activities

2. The
learner will
remember
learned
responses
3. The
learner will
respond to
options
and
choices

| 4. The | 5. The |
| :--- | :--- |
| learner will | learner will |
| actively | apply |
| explore | potential |
| objects and | solutions s |
| events | ystematical <br>  <br>  <br> ly to |

5. The learner will apply potential solutions s ystematical ly to problems
5.1 I can attempt to solve simple problems. [58] -
1.21 can
initiate interactions with familiar people. [59]
1.31 can
initiate
activities with familiar people. [63]
2.11 can remember learned responses over increasing periods. [55]
2.21 can anticipate familiar events. [60]
3.1 I can respond to an option or choice. [56]
3.21 can demonstrate dissatisfaction. [61]
3.31 can demonstrate satisfaction. [64]
4.1 I can
actively
explore objects. [57]
4.21 can actively explore events. [62]
4.31 can remain interested in an activity for a short period. [65]
3.4 I can indicate preference. [66]

## P4 - Art \& Design

| 1. The learner will show some aw areness of cause and effect in a creative process | 2. The learner will explore materials systemat ically | 3. The learner will unde rstand the process of starting or stopping | 4. The learner will make marks in tentional ly | 5. The learner will repeat an activity to make the same or similar effect | 6. The learner will show an interest in a range of tools and materials |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.11 am <br> aware that actions result in related outcomes. [68] | 2.11 can explore different textures. [69] | ```3.1 I can start a process. [70]``` | 4.1 I can make marks intentionally . [71] | 5.11 can repeat an action to create a similar effect. [72] | 6.1 I have experienced using a variety of tools. [73] |
| 1.21 can demonstrat e some awareness of cause and effect. | 2.21 can explore various materials. [75] | ```3 . 2 I ~ c a n stop when I have finished. [76]``` |  |  | 6.2 I can intentionally make marks with various materials. [77] |

6.3 I can
participate
in familiar activities. [78]

## P5-Art \& Design

\author{

1. The learner will handle or use tools and materials purposefully
}
> 2. The learner will show preferences for activities and begin to carry out

## 3. The learner will choose tools and materials which are appropriate to <br> 4. The learner will create and apply familiar techniques to a task

## simple <br> the activity

processes
1.1 I can handle or use tools purposefully. [80]
1.2 I can use a variety of materials to create my work. [84]
2.11 can demonstrate preferences for activities. [81]
2.2 I can show preference for certain tools. [85]
2.3 I can carry out simple processes. [88]
3.1 I can show an awareness of the purpose of familiar tools. [82]
3.2 I can identify an appropriate tool for an activity. [86]
3.3 I can identify appropriate materials for use in an activity. [89]

## P6 - Art \& Design

## 1. The learner will show an intention to create

## 2. The learner will start to use tools, materials and simple actions to produce a piece of work

2.1 I have experienced using different tools to produce a piece of work. [92]

## 3. The learner will imitate the use of tools, materials and simple actions

## 4. The learner will practice new skills with less support, developing their knowledge of the process of making

3.1 I can imitate simple actions. [93]
3.2 I can imitate the use of tools. [97]
3.3 I can imitate the use of materials. [101]
4.1 I can mix colours. [94]

### 4.2 I can use malleable materials. [98]

### 4.31 can

 intentionally make marks that contain2.2 I can select materials for use in my work. [96]
2.3 I can use simple actions to produce a piece of
work. [100]
1.3 I can show an intention to create. [99]
1.21 can discuss what I am going to do. [95]
4.1 I can create using different materials. [83]
4.2 I can apply familiar techniques to a task. [87] a range of shapes. [102]
4.4 I can use a different shapes to create a pattern.

## P7 - Art \& Design

## 1. The learner will <br> communicate ideas, events or experiences through their use of colour, form, line and tone

1.1 I can communicate ideas using art. [106]
1.21 can communicate my experiences using art. [110]
1.31 can
communicate
events through
using art. [114]

## 2. The learner will work in two or three dimension

2.1 I can work in 2 dimensions. [107]

### 2.2 I can work in 3 dimensions. [111]

### 2.3 I can use

 malleable materials to create a shape or model. [115]2.4 I can represent
or symbolise an object or emotion. [118]

## 3. The learner will <br> purposefully choose colours or techniques

## 4. The learner will show confidence in using a variety of processes and make appropriate use of tools and materials

4.1 I can show confidence in using a variety of processes. [109]
4.2 I can make appropriate use of tools. [113]
4.3 I can make appropriate use of materials. [117]
4.4 I can use tools and materials safely. [120]

## P8-Art \& Design

1. The learner will develop ideas and use materials and processes working in two or three dimensions

1.1 I can develop ideas. [123]

### 1.2 I can use

materials and processes working in two dimensions. [127]
1.3 I can use
materials and processes working in three dimensions. [131]
2. The learner will finish a piece of work following an established pattern of activity
2.1 I can follow an established pattern of activity. [124]

### 2.2 I can finish a

 piece of work. [128]
## 3. The learner will know that paintings, sculptures and drawings have meaning

### 3.1 I can

 understand that paintings have meaning. [125]
### 3.21 can

 understand that sculptures have meaning. [129]3.31 can understand that drawings have meaning. [132]
3.4 I can gather
information from
paintings,
sculptures and
drawings. [133]

## Links to PScale Units

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| Design technology Personal social <br> health education <br> [143] Geography [145] | History [146] |  |  |
| Religious education Modern foreign <br> [147]  | language [148] |  |  |

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