

| Genre | | Art (painting, drawing and sculpture) | | | | | |
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| Domain | | Reactive | | Proactive | | Interactive | |
| Level 1 | C | Encounters things that could potentially be seen (but does not process visual or tactual information) | | Unknowingly does things and is unaware that others see or feel them | | Relates to other people unwittingly through vision or touch | |
| Level 2 | I | Shows an emerging awareness of visual images and tactual sensations | | Deliberately does things for others to see (eg scribbles on paper, moulds clay) | | Interacts with others using vision or touch (eg eye points to gain shared attention) | |
| Level 3 | R | Abstract | Representational | Abstract | Representational | Abstract | Representational |
| | | Is aware of simple visual and tactual patterns (eg repeated blobs of colour, balls of clay) | Is aware of the imitation of simple features of an object in a representation of it (eg colour, shape) | Creates simple patterns (eg repeated blobs of colour, lines that intentionally more or less straight) | Copies simple features of things (eg blob of appropriate colour for tree, circle for face) | Engages with another to create simple visual patterns (through imitation) | Engages with another to imitate simple visual features of things |
| Level 4 | C | The beginnings of Gestalt perception | | | | | |
| | | Individual features of things are perceived together to form 'wholes' (eg dots forming a line; approximate shapes become 'corrected' in memory) | Is aware that whole objects can be represented (symbolically) | Creates whole shapes from two or more simple elements (eg a square comprising four straight lines) | Draws or sculpts entire objects (and can complete 'teapot with parts missing' puzzle and similar) | Engages with another to create simple visual or tactual wholes from parts | Engages with another to create representations of things visually and tactually |
| Level 5 | L | Is aware of the composition of the whole of a work of art, abstract or representational, and basic conventions pertaining thereto (eg perspective), and the potential meaning of the artwork as a whole | | Creates artworks comprising several elements that are coherently composed and have a meaning as a whole | | Engages with others in creating artworks comprising several elements that are coherently composed and have a meaning as a whole | |
| Level 6 | E | Is aware of styles of abstract or representative art (or both) and their social, cultural and historical contexts; shows mature aesthetic appreciation; understands the notion of conceptual art | | Creates works of art, with an awareness of their potential aesthetic and culture impact on others | | Engages with others to create works of art with a shared awareness of their potential aesthetic and cultural impact | |

Framework of artistic development using the Sounds of Intent model