

Art Concepts

Line

EYFS	KS1	LKS2	UKS2
<p>To create closed shapes with continuous lines and begin to use shapes to represent objects.</p> <p>To draw with increasing complexity and detail.</p> <p>To use drawing to represent ideas.</p>	<p>To know the different types of lines (vertical, horizontal, curved, diagonal, zig-zag).</p> <p>To know that lines can be different lengths, widths, weights, textures and styles.</p>	<p>To know different types of lines (contour lines, continuous lines, parallel/cross hatching lines, gesture lines, implied lines).</p>	<p>To understand and investigate a variety of line techniques for a given purpose.</p>

Shape

EYFS	KS1	LKS2	UKS2
<p>To play freely with shapes, puzzles, blocks and shape sorters.</p> <p>To use informal language when talking about shape.</p> <p>To select shapes for a purpose.</p> <p>To combine shapes to make new ones, composing and decomposing shapes to recognise shapes within shapes.</p>	<p>To know shape is created by enclosing a line.</p> <p>To know shape can take different geometric forms (square, circle).</p> <p>To use colour, pattern and shade in shapes.</p>	<p>To know shapes can be irregular and regular depending on the length of lines.</p> <p>To know that different shapes can be used for different feelings.</p>	<p>To understand and investigate a variety of shape techniques for a given purpose.</p>

Form

EYFS	KS1	LKS2	UKS2
<p>To use a range of materials to construct with.</p>	<p>To understand form is 3d work, clay, dough, boxes, wire, paper, sculpture and mod roc.</p>	<p>To know that form can be regular and irregular (stone, shell, cone).</p>	<p>To plan and develop ideas.</p> <p>To discuss and evaluate own work and that of other sculptors.</p>

To explore a variety of materials freely, to develop their own ideas on how to use them and what to make.	To know that form is used in sculpture.	To know natural and man-made materials. To replicate patterns and textures in 3d form.	
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Colour

EYFS	KS1	LKS2	UKS2
To explore colour and colour mixing.	To know the primary and secondary colours. To know warm and cold colours.	To know the tertiary colours. To know complementary colours. To use different brush techniques (dotting, scratching, splashing). To use colour to reflect mood.	To know hue, value and intensity can affect mood and intensity of colour. To explore the use of texture in colour To use colour for a given purpose. To use colour to express feelings.

Tone

EYFS	KS1	LKS2	UKS2
To explore, use and refine a variety of artistic effects to express ideas and feelings.	To know the differences between light and dark. To know that lighter tones can be made by adding white and darker tones can be made by adding black.	To know differences in tint and shade of colour can effect form.	To use tone to describe objects when drawing. To analyse artists' use of tone. To use tone to describe light and shade, highlight and shadow.

Texture

EYFS	KS1	LKS2	UKS2
To explore different materials and textures.	To describe how something feels (rough, smooth, hard, soft etc).	To describe the surface quality of a 3d shape and the visual feeling of a 2d shape.	To select and use materials for a purpose.

To explore a variety of materials freely, to develop their own ideas on how to use them and what to make.	To describe the surface quality of a surface. To know to weave, collage etc. To overlap and overlay to create effect.	To use a variety of stitches. To experiment with creating mood, feeling and movement.	To develop experiences in embellishment. To apply knowledge of different techniques to express feelings.
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Pattern

EYFS	KS1	LKS2	UKS2
To talk about and identify patterns around them. To extend, create and copy patterns. To make patterns with a variety of rules (AB, ABB, ABBA)	To show and awareness and to create repeating patterns. To understand and create symmetrical patterns. To identify and describe manmade and natural patterns.	To identify patterns in the environment. To make patterns on a range of surfaces. To know and use tessellation.	To create own abstract pattern to reflect personal experiences and expression. To create pattern for purposes.