**Art Concepts**

**Line**

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

**Shape**

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

**Form**

| **EYFS** | **KS1** | **LKS2** | **UKS2** |
| --- | --- | --- | --- |
| To use a range of materials to construct with.To explore a variety of materials freely, to develop their own ideas on how to use them and what to make. | To understand form is 3d work, clay, dough, boxes, wire, paper, sculpture and mod roc. To know that form is used in sculpture.  | To know that form can be regular and irregular (stone, shell, cone). To know natural and man-made materials. To replicate patterns and textures in 3d form.  | To plan and develop ideas. To discuss and evaluate own work and that of other sculptors.  |

**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 explore a variety of materials freely, to develop their own ideas on how to use them and what to make. | To describe how something feels (rough, smooth, hard, soft etc). To describe the surface quality of a surface. To know to weave, collage etc. To overlap and overlay to create effect.  | To describe the surface quality of a 3d shape and the visual feeling of a 2d shape. To use a variety of stitches. To experiment with creating mood, feeling and movement.  | To select and use materials for a purpose. To develop experiences in embellishment. To apply knowledge of different techniques to express feelings.  |

**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.  |