**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. |