

Synergy Schools

Formal elements of art progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Colour</b></p> <p><b>Colour refers to the spectrum of hues we can see with our eyes. All colours can be mixed from the primary colours of blue, red and yellow, creating a vast array of hues, shades and tints by combining these in different ways.</b></p>	<p>Name a wide range of colour e.g. red, blue, yellow, green, orange, purple, pink.</p> <p>Know that colours can be mixed to make new colours.</p>	<p>Know that the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours; green, orange and purple.</p>	<p>Identify warm and cool colours.</p> <p>Identify complementary colours.</p> <p>Know how to create grey and brown, using the three primary colours and white and black paint.</p>	<p>Use different types of paint (e.g. watercolor/ acrylic) to create light and dark colours.</p> <p>Using light and dark colours next to each other creates contrast.</p>	<p>Know that adding black to a colour creates shade.</p> <p>Know that adding white to a colour creates a tint.</p> <p>Use colour to create perspective.</p>	<p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours</p> <p>Know what analogous colours are and experiment with different combinations.</p>	<p>Know a 'monochromatic' artwork uses tints and shades of just one colour</p> <p>Use colour with intent and purpose</p>
<p><b>Form</b></p> <p><b>Form is a three dimensional shape such as a sphere, cube or cone</b></p>	<p>Know that modelling materials can be shaped using hands or tools.</p>	<p>Know three-dimensional art is called sculpture.</p> <p>Create organic (natural) 3-D shapes</p>	<p>Identify shapes in forms to support drawing a 3D object.</p>	<p>In drawing and painting form can only be implied because they are 2-dimensional (flat) media.</p> <p>Pupils can use lighter and darker shades and can create a 3D effect.</p>	<p>Begin to understand how light and shadow interact with form.</p>	<p>Organic forms are common in nature while geometric forms are more characteristic of architecture and manmade items.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional artwork.</p>	<p>Confidently visually perform 3-D and 2-D artwork, making informed choices.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p>

<p><b>Space</b></p> <p><b>Space is what lies between, around or within an object. Space can be positive, the area occupied by objects or figures. Or it can be negative, meaning the empty space around and between those objects or figures.</b></p>	<p>Pupils can describe the size of objects</p>	<p>Describe where things are on the piece of artwork e.g. in the middle of the page.</p>	<p>Know that 'composition' means how things are arranged on the page.</p>	<p>Use observation to add specific details to their artwork.</p>	<p>Know about positive and negative space.</p>	<p>Describe the perspective of artwork e.g. The further away an object, the less detail is visible to the viewer</p>	<p>Show an understanding of how shape and space can support creating effective composition.</p>
<p><b>Shape</b></p> <p><b>A shape is an area enclosed by a line</b></p> <p><b>Geometric shapes have specific, regular forms (e.g. squares, circles or triangles). Organic or free-form shapes are natural and irregular (e.g. leaves, puddles or clouds).</b></p>	<p>Know the names of simple shapes in art e.g. square, circle and triangle and create</p> <p>Create shape outlines – organic.</p> <p>Create closed shapes with continuous lines</p>	<p>Children know a wider range of 2D shapes (square, circle, triangle oval, trapezium and rhombus) and begin to draw these.</p>	<p>Know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) and more confidently draw these.</p> <p>Identify shapes in forms to support drawing a 3D object.</p>	<p>Use lighter and darker shades to create a 3D effect.</p> <p>Know that shapes can be used to place the key elements in a composition.</p>	<p>Illustrate a sense of depth on a flat surface.</p> <p>Use shapes to suggest movement or perspective in artwork.</p>	<p>Confidently show an understanding of shapes as part of design</p> <p>Combine shapes with other elements, like line and pattern, for expressive effect.</p>	<p>Show an understanding of how shape and space can support creating effective composition.</p>
<p><b>Pattern</b></p> <p><b>pattern is a design that is created by repeating other formal elements e.g. line, shape, colours</b></p>	<p>When they have made a pattern with objects/colours/drawn marks and are able to describe it.</p> <p>Surface rubbings can be used to add or make organic (natural) patterns.</p>	<p>Know that pattern is a design in which shapes, colours or lines are repeated.</p> <p>Design and create own simple pattern.</p>	<p>Use drawing techniques such as hatching, scribbling, stippling, and blending to make patterns that add detail or create the illusion of texture.</p> <p>Explore more complex repeating/ irregular patterns</p>	<p>Explore patterns in historical/ cultural and artistic contexts</p> <p>Use varied types of lines (e.g. converging, straight, zigzag, wavy, curly) to create linear patterns</p>	<p>Explore geometric patterns (e.g. tessellation)</p> <p>Combine patterns with other formal elements e.g. line, texture and colour.</p>	<p>Explore radial and symmetrical patterns.</p> <p>Use patterns to create contrast and focal points in artwork.</p>	<p>Confidently use patterns, integrating into art compositions.</p> <p>Know how patterns are used in art and can describe in a variety of contexts (e.g. cultural, historical, abstract).</p>

			Explore symmetry in patterns (e.g folding paper or drawing symmetrical designs)				
<p><b>Line</b></p> <p><b>A Line is the path left by a moving point</b></p>	Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.	Use drawing tools in a variety of ways to create 7 different types of lines.	<p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Know different pencil grades make different thickness of lines.</p>	Using different tools or using the same tool in different ways can create different types of lines.	<p>Use lines to create 3D.</p> <p>Use line to show direction of light.</p>	Know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing
<p><b>Tone / Value</b></p> <p><b>Tone means the lightness or darkness of something</b></p>	Identify colours as 'light' or 'dark'.	<p>That 'tone' in art means 'light and dark'.</p> <p>That there are many different shades (or 'hues') of the same colour.</p>	<p>Different pencil grades make different tones.</p> <p>Tone can be added to a drawing by shading and filling a shape (e.g. hatching, cross-hatching, scribbling and stippling)</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours</p> <p>Know the basic rules for shading when drawing, e.g. shading in one direction, blending tones smoothly and with no gaps.</p> <p>Use lighter and darker shades to create a 3D effect.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p> <p>Tone can help show the foreground and background in an artwork.</p>	<p>How tone changes can determine the form of an object.</p> <p>Know a gradual transition in tone is called a soft edge and a rapid transition between tones is called a hard edge.</p>	The focal point of a painting is where you want to add the most contrast as this high contrast automatically draws the viewer's eye.
<p><b>Texture</b></p> <p><b>Texture is the surface quality of something, the way something feels or looks like it feels</b></p>	Simple terms to describe what something feels like (eg. bumpy).	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p>	<p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint</p>	Textures in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	Create a specific texture with intent	Know ow to use texture more purposely to achieve a specific effect or to replicate a natural surface.	<p>Applying thick layers of paint to the surface is called impasto</p> <p>Evaluate the quality of textures and choose materials specifically to suit intent.</p>