Art and Design: Progression of Knowledge

The formal elements of art · Years 3 to 6

Our art strands

Creativity | **Knowledge of Materials** | **Artist Appreciation** | **Evaluate and Celebrate**

What children know about each of the formal elements of art, by the end of each year.

	Pattern	Texture	Tone	Colour	Form	Shape	Line
Year 3	• Children know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • Children know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	• Children know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	• Children know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. • Children know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	• Children know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. • Children know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	• Children know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Children know that organic forms can be abstract.	• Children know that negative shapes show the space around and between objects.	• Children know that different drawing tools can create different types of lines.
Year 4	• Children know that symmetry can be used to create repeating patterns. • Children know that patterns can be irregular, and change in ways you would not expect.	• Children know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	• Children know that using lighter and darker tints and shades of a colour can create a 3D effect. • Children know that tone can be used to create contrast in an artwork.	• Children know that adding black to a colour creates a shade. • Children know that adding white to a colour creates a tint.	• Children know that using lighter and darker tints and shades of a colour can create a 3D effect. • Children know that simple structures can be made stronger by adding layers, folding and rolling.	• Children know how to use basic shapes to form more complex shapes and patterns.	• Children know that lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing.
Year 5	• Children know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	• Children know how to create texture on different materials.	• Children know that tone can help show the foreground and background in an artwork.	• Children know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	• Children know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. • Children know that the size and scale of three-dimensional art work changes the effect of the piece.	• Children know that a silhouette is a shape filled with a solid flat colour that represents an object.	• Children know that 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.
Year 6	• Children know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	• Children know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	• Children know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.	• Children know that a 'monochromatic' artwork uses tints and shades of just one colour. • Children know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.	• Children know that the surface textures created by different materials can help suggest form in two-dimensional art work.	• Children know how an understanding of shape and space can support creating effective composition.	• Children know how line is used beyond drawing and can be applied to other art forms.