





Three areas of disciplinary and substantive knowledge which underpin the Abbeywood primary art curriculum

The assessment framework is structured to set out progression in these three elements of the art curriculum.

This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving.

This should be used alongside our co-design documentation, in particular the examples of artists which show different ideas for projects for each year group based on this approach.

	<h2>Generating and exploring ideas from sources, including the work of artists and designers</h2>
<p>Art projects often begin by selecting and using sources for observation, inspiration and generating discussion and thought. This is often the initial point of a process and is then revisited within projects as children explore multiple starting points, discuss and explain their own and other artists' choices and make choices as to how they might experiment with media and techniques to reflect their thinking. They explore a range of possibilities and learn that unexpected developments have value as well as careful attention to what was initially planned. The use of sketchbooks is vital to how children learn to organise their thinking and record ideas, gather source material for future use, plan and scope their work and experiment with techniques. The child's sketchbook builds over time as a unique record of how they externalise their provisional ideas, practice and explore variation.</p> <p><i>Progression in the development of generating ideas from sources is cumulative, and is achieved as much in the application to different contexts as in an incremental pathway.</i></p>	
	<h2>Developing techniques</h2>
<p>The central procedural and disciplinary knowledge which children develop in the primary years comes from a focus on practising and mastering specific techniques. The development of these techniques comes about through a mix of instruction and exploration. The techniques are mapped out to show progression using the headings which most commonly reflect the artistic activity which the children think of themselves as undertaking: drawing, painting, printing, collage, modelling and sculpture, and using digital media. While these may be thought of as discrete strands, it is important that children make connections between them, by exploring opportunities to combine these within larger scale projects, and by being introduced to a conceptual framework which enables them to build their knowledge of how thinking about art and their own art and design work can be organised.</p> <p>Children in the primary years are therefore introduced to eight key substantive concepts, which are often considered to be the 'big ideas' in art: line, tone, colour, pattern, texture, form, shape and space. They build a knowledge of what these terms represent as they accumulate concrete experiences of creating and encountering artworks. As they develop their technical proficiency and explore and experiment with different media, they begin to learn how these concepts recur across the range of their work. Work may overlap with project work in computing and design technology.</p> <p><i>Progression in the development of techniques in some strands is described over two years to reflect how children may revisit and improve their techniques over two years, either through one extended unit of work, or by repeated opportunities spread over two years.</i></p>	
	<h2>Evaluating work, including the work of artists and designers</h2>
<p>In talking about and reviewing their own work and the work of a diverse range of artists and designers, children begin to explore how they and artists apply their disciplinary and substantive knowledge across a range of media. They begin to learn to make connections and understand influences and movements in the history of art. It is vital that they develop an appreciation of the value of revising, adapting and refining their work, focusing on the process as well as the product. Developing children's capacity and vocabulary to talk about their work and the work of artists is a key element of this.</p> <p><i>Progression in the development of evaluation and the study of the work of artists and designers is cumulative, and is achieved as much in the application to different contexts as in an incremental pathway.</i></p>	

	Generating ideas from sources, including the work of artists and designers			
	Y1	Y2	Y3	Y4
Explore starting points	Explore and record their own ideas in response to first hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences.	Choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.	Choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.	Investigate a range of possible starting points for their work, including artworks by artists and designers and choose ideas to develop further, giving reasons for their choices.
Develop use of a sketchbook	Record simple media explorations in a sketch book.	Use a sketch book to record explorations in media and to plan and develop simple ideas, annotating by labelling.	Use a sketch book to record explorations in media and to plan and develop simple ideas, adding simple annotations to show what they have done.	Use a sketchbook to collect a range of explorations, adding annotations which reflect on techniques and how ideas could be developed.
Discuss and explain choices	Talk about their ideas and the choices they have made, including chosen tools, media and materials.	Ask and answer questions about choices they have made, including chosen tools, media, materials and purpose.	Ask and answer questions about starting points, and choices they have made, including chosen tools, media and materials and purpose.	Describe how they are developing their ideas as they work, using artistic language.
Experiment	Experiment with chosen materials and ideas.	Adapt ideas through experimentation.	Adapt ideas through deliberate experimentation.	Speculate and decide what experimentation might be interesting to pursue.

Developing drawing techniques

Y1	Y2	Y3	Y4
<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Experiment with different pressure and grip to draw different types of lines -thick, thin, broken, zig zag, curved, random</p> <p>Experiment with smudging and blending to create different effects, patterns and textures.</p>	<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Select different drawing tools to create different types of line within the same piece of work.</p> <p>Investigate tone and texture by drawing light/dark lines, light/dark patterns</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use different pressures to create hard and soft lines</p> <p>Use different grades of pencil to shade and create tone and texture</p> <p>Begin to show an awareness of composition, scale and proportion in their drawings.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use hard and soft lines to highlight fine detail</p> <p>Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects</p> <p>Show that they are focusing on balancing composition, scale and proportion in their drawings.</p>

Developing painting techniques

Y1	Y2	Y3	Y4
<p>Experiment and create different effects with paint using a range of brushes and tools, beginning to show control over effects.</p> <p>Experiment with different thicknesses of paint on different surfaces.</p> <p>Name the primary colours and start to mix a range of secondary colours, predicting resulting colours.</p> <p>Make chosen colours lighter or darker by adding white and black.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</p> <p>Choose different thicknesses of paint to create effects on different surfaces.</p> <p>Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.</p> <p>Make a range of lighter and darker tones by adding white and black.</p>	<p>Use a range of brushes and tools to demonstrate increasing control of the types of marks made.</p> <p>Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects.</p> <p>Mix colour, shades and tones to match desired outcome.</p> <p>Use lighter and darker tones within painting.</p>	<p>Use a range of brushes and tools to demonstrate conscious control of the types of marks made.</p> <p>Experiment with different effects and textures including making a wash.</p> <p>Mix colour, shades and tones with increasing accuracy to match desired outcome.</p> <p>Use lighter and darker tones within painting and begin to explore complimentary colours.</p>

Developing printing techniques

Y1	Y2	Y3	Y4
<p>Experiment and create different print effects and patterns with found materials, fruit and vegetables.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Create a simple monoprint by inking over materials and taking a print.</p> <p>Create simple printing blocks and make a press print.</p>	<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Create a simple monoprint by inking over materials and taking a print.</p> <p>Create simple printing blocks and make a press print.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>	<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Create prints from printing blocks using both relief and impressed methods.</p> <p>Print with two colour overlays.</p> <p>Design patterns to reflect themes, ideas and styles.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>	<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Create prints from printing blocks using both relief and impressed methods.</p> <p>Print with two colour overlays.</p> <p>Design patterns to reflect themes, ideas and styles.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>

Developing collage techniques


Y1	Y2	Y3	Y4
<p>Fold, tear, cut and crumple paper to create different shapes and effects.</p> <p>Glue materials to a background to create desired shapes, patterns and effects.</p> <p>Explore colour effects by selecting from a variety of materials in a collage.</p>	<p>Fold, tear, cut, crumple and overlap paper to create different shapes and effects.</p> <p>Glue materials to different backgrounds to create desired shapes, patterns and effects.</p> <p>Explore texture and colour effects by selecting from a variety of materials in a collage.</p>	<p>Shape paper and other materials to achieve desired effects.</p> <p>Overlap paper and other materials to create texture.</p> <p>Create a collage to show a variety of textures and colours or both.</p>	<p>Shape paper and other materials accurately to achieve desired effects.</p> <p>Overlap and overlayer paper and other materials to create texture.</p> <p>Design and make a collage to show a variety of textures and colours or both.</p>

Developing modelling and sculpture techniques

Y1	Y2	Y3	Y4
<p>Experiment and create different forms with clay, dough, natural materials, boxes and paper.</p> <p>Shape and model materials for a purpose from observation and imagination using a variety of tools.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting and carving.</p>	<p>Experiment and create different forms with clay, dough, natural materials, boxes and paper.</p> <p>Shape and model materials for a purpose from observation and imagination using a variety of tools.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting and carving.</p>	<p>Experiment and create different forms with clay, natural materials, paper, wire and Modroc.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Model over a simple frame.</p> <p>Join two parts successfully. Secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>	<p>Experiment and create different forms with clay, natural materials, paper, wire and Modroc.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Model over a simple frame.</p> <p>Join two parts successfully. Secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>

Developing digital media techniques

Y1	Y2	Y3	Y4
<p>Use a simple computer paint program to create a picture.</p> <p>Take a photograph of an object or scene which interest them.</p> <p>Take a self-portrait.</p>	<p>Use a simple computer paint program to create a range of pictures.</p> <p>Take photographs of objects and scenes which interest them.</p> <p>Take a self-portrait from more than one angle.</p>	<p>Use IT programs to create a piece of work that includes their own work and that of others.</p> <p>Take a photograph from an unusual or thought-provoking viewpoint.</p> <p>Take a self-portrait to show an emotion.</p>	<p>Use IT programs to create a piece of work that includes their own work and that of others.</p> <p>Take a series of photographs from an unusual or thought-provoking viewpoint.</p> <p>Take a series of self-portraits to show a range of emotions.</p>

	Evaluating work, including the work of artists and designers			
	Y1	Y2	Y3	Y4
Reflecting on own work	Look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes.	As they work, describe and explain the successes and challenges of what they are doing, identifying what they are pleased with and what could be adapted.	As they work, describe and explain the successes and challenges of what they are doing, identifying how they solved any problems they encountered and suggesting changes they might make.	Discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further.
Responding to the works of artists and designers	Describe an artwork, saying what they notice about it. Make simple comparisons between different works of art, describing what they notice.	Describe an artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques. Compare works on similar themes by different artists, describing similarities and differences in what they observe.	Describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques. Compare works on similar themes by different artists, using artistic language to describe similarities and differences in what they observe.	Compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques. Describe, using artistic language, how their own work has similarities to that of artists they have studied.

How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in Art builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Art may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Expressive Arts and Design and what they will develop in KS1 in Art, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of fine motor skills in the context of handling materials such as paper, card, dough and clay and using pencils, brushes and crayons, do not feature in the end of EYFS assessment statements for Expressive Arts and Design, but reflect aspects of Physical Development.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to solve real problems, to make choices to support their ideas and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Art: observation of the natural world, looking at images and artworks, generating and experimenting with ideas, techniques and materials, practising techniques with a range of materials, and evaluating work as it develops and when a piece of work is complete.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To explore, use and refine a variety of artistic effects to express their ideas and feelings;
- To explore different materials freely, in order to develop their ideas about how to use them;
- To develop their own ideas and then decide which materials to use to express them;
- To draw with increasing complexity and detail;
- To explore colour and colour mixing;
- To return to and build on their previous learning, refining ideas and developing their ability to represent them;
- To create collaboratively, sharing ideas, resources and skills.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Art in KS1 and beyond.

By the end of Y1

Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
<p>Explore and record their own ideas in response to first hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences.</p> <p>Record simple media explorations in a sketch book.</p> <p>Talk about their ideas and the choices they have made, including chosen tools, media and materials.</p> <p>Experiment with ideas.</p>	<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Experiment with different pressure and grip to draw different types of lines - thick, thin, broken, zig zag, curved, random</p> <p>Experiment with smudging and blending to create different effects, patterns and textures.</p>	<p>Experiment and begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</p> <p>Choose different thicknesses of paint to create effects on different surfaces.</p> <p>Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.</p> <p>Make a range of lighter and darker tones by adding white and black.</p>	<p>Experiment and create different print effects and patterns with found materials, fruit and vegetables.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Create a simple monoprint by inking over materials and taking a print.</p> <p>Create simple printing blocks and make a press print.</p>	<p>Fold, tear, cut and crumple paper to create different shapes and effects.</p> <p>Glue materials to a background to create desired shapes, patterns and effects.</p> <p>Explore colour effects by selecting from a variety of materials in a collage.</p>	<p>Experiment and create different forms with clay, dough, natural materials, boxes and paper.</p> <p>Shape and model materials for a purpose from observation and imagination using a variety of tools.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting and carving.</p>	<p>Use a simple computer paint program to create a picture.</p> <p>Take a photograph of an object or scene which interest them.</p> <p>Take a self-portrait.</p>	<p>Look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes.</p> <p>Describe an artwork, saying what they notice about it.</p> <p>Make simple comparisons between different works of art, describing what they notice.</p>

By the end of Y2

Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
<p>Choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.</p> <p>Use a sketch book to record explorations in media and to plan and develop simple ideas, annotating by labelling.</p> <p>Ask and answer questions about choices they have made, including chosen tools, media, materials and purpose.</p> <p>Adapt ideas through experimentation.</p>	<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Select different drawing tools to create different types of line within the same piece of work.</p> <p>Investigate tone and texture by drawing light/dark lines, light/dark patterns</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</p> <p>Choose different thicknesses of paint to create effects on different surfaces.</p> <p>Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.</p> <p>Make a range of lighter and darker tones by adding white and black.</p>	<p>Experiment and create different print effects and patterns with found materials, fruit and vegetables.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Create a simple monoprint by inking over materials and taking a print.</p> <p>Create simple printing blocks and make a press print.</p>	<p>Fold, tear, cut, crumple and overlap paper to create different shapes and effects.</p> <p>Glue materials to different backgrounds to create desired shapes, patterns and effects.</p> <p>Explore texture and colour effects by selecting from a variety of materials in a collage.</p>	<p>Experiment and create different forms with clay, dough, natural materials, boxes and paper.</p> <p>Shape and model materials for a purpose from observation and imagination using a variety of tools.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting and carving.</p>	<p>Use a simple computer paint program to create a range of pictures.</p> <p>Take photographs of objects and scenes which interest them.</p> <p>Take a self-portrait from more than one angle.</p>	<p>As they work, describe and explain the successes and challenges of what they are doing, identifying what they are pleased with and what could be adapted.</p> <p>Describe an artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques.</p> <p>Compare works on similar themes by different artists, describing similarities and differences in what they observe.</p>

By the end of Y3

Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
<p>Choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.</p> <p>Use a sketch book to record explorations in media, to plan and develop simple ideas, adding simple annotations to show what they have done.</p> <p>Ask and answer questions about starting points, and choices they have made, including chosen tools, media and purpose.</p> <p>Adapt ideas through deliberate experimentation.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use different pressures to create hard and soft lines</p> <p>Use different grades of pencil to shade and create tone and texture</p> <p>Begin to show an awareness of composition, scale and proportion in their drawings.</p>	<p>Use a range of brushes and tools to demonstrate increasing control of the types of marks made.</p> <p>Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects.</p> <p>Mix colour, shades and tones to match desired outcome.</p> <p>Use lighter and darker tones within painting.</p>	<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Create prints from printing blocks using both relief and impressed methods.</p> <p>Print with two colour overlays.</p> <p>Design patterns to reflect themes, ideas and styles.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>	<p>Shape paper and other materials to achieve desired effects.</p> <p>Overlap paper and other materials to create texture.</p> <p>Create a collage to show a variety of textures and colours or both.</p>	<p>Experiment and create different forms with clay, natural materials, paper, wire and Modroc.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Model over a simple frame.</p> <p>Join two parts successfully. Secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>	<p>Use IT programs to create a piece of work that includes their own work and that of others.</p> <p>Take a photograph from an unusual or thought-provoking viewpoint.</p> <p>Take a self-portrait to show an emotion.</p>	<p>As they work, describe and explain the successes and challenges of what they are doing, identifying how they solved any problems they encountered and suggesting changes they might make.</p> <p>Describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques.</p> <p>Compare works on similar themes by different artists, using artistic language to describe similarities and differences in what they observe.</p>

By the end of Y4

Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
<p>Investigate a range of possible starting points for their work, including artworks by artists and designers and choose ideas to develop further, giving reasons for their choices.</p> <p>Use a sketchbook to collect a range of explorations, adding annotations which reflect on techniques and how ideas could be developed.</p> <p>Describe how they are developing their ideas as they work, using artistic language.</p> <p>Speculate and decide what experimentation might be interesting to pursue.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use hard and soft lines to highlight fine detail</p> <p>Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects</p> <p>Show that they are focusing on balancing composition, scale and proportion in their drawings.</p>	<p>Use a range of brushes and tools to demonstrate conscious control of the types of marks made.</p> <p>Experiment with different effects and textures including making a wash.</p> <p>Mix colour, shades and tones with increasing accuracy to match desired outcome.</p> <p>Use lighter and darker tones within painting and begin to explore complimentary colours.</p>	<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Create prints from printing blocks using both relief and impressed methods.</p> <p>Print with two colour overlays.</p> <p>Design patterns to reflect themes, ideas and styles.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>	<p>Shape paper and other materials accurately to achieve desired effects.</p> <p>Overlap and overlay paper and other materials to create texture.</p> <p>Design and make a collage to show a variety of textures and colours or both.</p>	<p>Experiment and create different forms with clay, natural materials, paper, wire and Modroc.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Model over a simple frame.</p> <p>Join two parts successfully. Secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>	<p>Use IT programs to create a piece of work that includes their own work and that of others.</p> <p>Take a series of photographs from an unusual or thought-provoking viewpoint.</p> <p>Take a series of self-portraits to show a range of emotions.</p>	<p>Discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further.</p> <p>Compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques.</p> <p>Describe, using artistic language, how their own work has similarities to that of artists they have studied.</p>

Eight substantive concepts which underpin the procedural knowledge developed through the Abbeywood primary art curriculum

Line	Line is a mark made upon a surface using a drawing tool or brush. Lines can be thought of as having weight (thick, thin) and direction (horizontal, vertical, zigzag, diagonal, curly, curved, spiral) Lines can be used to create shape, pattern, texture, space, movement and optical illusion in design. The use of lines allows artists to demonstrate delicacy or force . A line can be used to express various moods and feelings .
Tone	Tone refers to the visible lightness or darkness of a colour. Tone is relevant to the lightness or darkness of any colour, but its importance is easiest to visualize in a work with no colours other than black, white, and a grayscale.
Colour	Colours have three main characteristics— hue (blue, red, green, etc.), tone (spectrum of light and dark) and intensity (spectrum of bright and dark) – all contributing to what the colour communicates and how it is used. Colour is often associated with warmth and coolness. Artists vary the tone and intensity of colour to create contrast within a composition.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular . Artists often look to establish motifs which are the visually distinctive elements of repeated patterns.
Texture	The two main types of texture are actual and visual. Actual, or physical texture , refers to the real tactile properties of a design. Visual texture is the illusion of texture, created by other design elements.
Shape	Shapes are areas of enclosed space that are two-dimensional. Shapes are flat , and can only have height and width. The two different categories of shapes are: geometric and organic . Geometric shapes are mathematical, like circles and squares. Organic shapes come from nature, like clouds and leaves.
Form	A form is a shape in three dimensions , and, like shapes, can be geometric or organic . Geometric forms are forms that are mathematical, regular and precise, often found in architecture and the built environment. Organic forms are those that are free-flowing, curvy, sinewy, and are not symmetrical or easily measurable or named. They most often occur in nature, as in the shapes of flowers, branches, leaves, clouds, animals and the human figure. Form is a concept integral to sculpture .
Space	In art, space refers to how a piece of artwork is organized - the area above, below, and within components of a piece. The relationship between these areas – foreground, background, and middle ground – is strategically utilized by artists to give the illusion of depth to a flat surface.