



Concepts	KS1	Y3	Y4	Y5	Y6	KS3 (Year 7)
<b>Art Foundations</b>						
<b>Line</b>	Children know they can produce a line using simple mediums.	Children understand that there are different types of lines and how to make them.	Children are able to apply understanding of different lines to and start to talk about them when discussing artwork.	Children can confidently identify and discuss lines in artworks.	Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.	Children extend their art foundation knowledge and deepen their awareness of basic art principles. They are able to use these concepts to inform their artwork independently and with success.
<b>Colour</b>	Children start to understand that they can make different colours by mixing different colours together.  Basic vocabulary if used.	Beginning to understand colour theory and start to talk about it using the correct vocabulary.	Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.	Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.	Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.	Key terms and vocabulary are revisited and used in discussions about artworks.
<b>Value</b>	Children start to discuss the use of shadows and use of light and dark in artwork.	Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.	Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.	Tone/Value should be used with a growing confidence in discussions of artwork.	Tones/value of colour should be recognised and discussed confidently.	Concepts of art foundations are (such as space) are used to plan the composition of an artwork.
<b>Shape and Form</b>	Children can identify basic shaped and begin to form simple shapes	Children recognise shapes used in artworks and begin to combine them to make artwork of their own.	Children confidently describe shape and forms used in images and use them in their own work.	To use geometric shapes to form more complex images and artworks.	To be able to securely use shape and form to form images that are recognisable.	
<b>Texture</b>	Children recognise different textures and can describe how the feel.	Children begin to try and recreate texture using simple processed.	Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.	Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.	Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.	
<b>Space</b>	Children use any space on a page to create an image. No planned thought is put into where the image is created.	Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.	Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.	Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.	Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.	



<b>Observational Skills</b>						
Observation	Children will describe what they can see using simple vocabulary.	Beginning to describe what you can see, noticing big details.	When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations.	Confidently record what they are observing with more detail and clarity.	Be able to describe what they can see, infer and summarise from details observed.	Children understand that drawing is meant to communicate what you see, and that you can draw the same thing several times. Vocabulary used is complex and key words used with confidence.
<b>Contextual Studies</b>						
Artists/Designers/Architects	Children are introduced to great artists and designers	Children study a wider range of artists including contemporary artists.	Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them.	Give details about the style of some notable artists, artisans and designers.  Confidently make links between their work and artist's work.	Confidently give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.	Children will demonstrate that they are able to apply knowledge of artists, designers and architects and that they are beginning to independently explore some artists' work, ideas and intentions.  Artist studies are contextualised within a theme.