Stanhope Primary School

Progression of Knowledge and Skills in Art and Design

Subject	Art & Design **INTENT** Purpose of study Art, craft and design embody some of the highest forms of human creativity. Teaching and learning of Art & Design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how Art & Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Our aim is to ensure a variety of opportunities so that all pupils are able to experience a wide range of artistic opportunities, these should enable pupils to produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design. The children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	***Continuous provision -*** to enjoy mark making, using different media. Investigate different lines- to enclose a space and then begin to	To be able to identify colours and the objects that are associated with them: ***-To be able to identify primary colours.*** ***-To be able to mix primary colours to create***	Explore tones and layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint with more precision. Experiment with visual elements:	Plan, refine and alter their drawings as necessary. Experiment with the potential of various grades of pencils. Explores shading, using different media:	Begin to make informed choices in drawing e.g. paper, media. Explore the relationships between line and tone, pattern and shade, line and texture to present	To use a variety of source material for their work. Manipulate and experiment with the elements of art: ***-Use line and colour to create illusions.***	Demonstrate a wide variety of ways to make different marks with wet and dry media. Develop ideas using different or mixed media,

	represent ideas/objects. Encourage accurate drawings of people. Create simple representations of events, people and objects. Use drawings to tell a story. Explore different textures. Continue to experiment with mark making using a variety of tools including pencils, felt tips, chalk, crayons and pastels. ***- Draw lines of different sizes, thicknesses and type – light/dark, hard/soft, straight/wavy etc.*** ***- Colour own work neatly, following the lines.*** ***- Draw from observation, memory and imagination, focusing on outlines/shapes.***	***secondary colours.*** Talk about different shades of colours: ***-To be able to create light and dark shades of colour.*** Explores tone using different grades: pencil, pastel and chalk. Uses lines to represent objects seen, remembered or imagined. Observe and draw landscapes. Observe patterns including line, shapes and colour.	line, shape, pattern and colour. ***-Use cross hatching to shade an illustration*** ***-Create pictures using the Aboriginal style of cross-hatching.*** ***-Use a variety of techniques and skills to create and decorate boomerangs.*** Be able to create portraits. Be able to create landscapes. Experiment with tools and surfaces Sketch to make quick recordings and collect visual information from different sources Discuss use of shadows, use of light and dark. Draw for a sustained period of time.	***-Create artwork in the style of pointillism.*** ***-Experiment with a range of pointillism techniques.*** ***-Use pointillism to create effects such as shading.*** Accurate drawings of people, particularly faces: ***-Sketch copies of Indian Paintings.*** ***-Explore and create Mehndi Patterns.*** Develop close observational skills: ***- To create a detailed sketch of part of a plant.*** To be able to sketch as a preparation for painting. Draws familiar things from different viewpoints.	things seen, remembered or imagined: ***-Examine buildings and make comments.*** ***-Sketch details of St Paul's Cathedral accurately.*** ***-Explore colour and pattern in the design of St Basil's Cathedral.*** ***-Make sketches of St Basil's Cathedral.*** Introduce scale and proportion: ***-Use symmetry effectively within their artwork when sketching the Taj Mahal.*** Accurate drawings of whole people including proportion and placement (including making decisions about shape, line and colour in their designs): ***-Use the blotted line technique in their work.*** ***-Create a self-portrait in the style of Andy Warhol – using style and colour.***	***-Observe and draw different facial expressions.*** ***-Explore how lines and fonts can express ideas.*** ***-Use different pressures and thicknesses to create a desired effect.*** ***-Identify emotions linked to colour.*** ***-Use colour and shape linked to emotions.*** Produce increasingly accurate drawings of people: ***-Be able to describe the general proportions of a face.*** ***-Use their knowledge of proportions to complete a self-portrait?*** Explore the potential properties of the visual elements; line, tone, pattern, texture, colour and shape: ***-Describe aspects of Mexican folk art.***	using a sketchbook ***-Sketch designs of vases to build up a portfolio.*** ***-Incorporate design ideas or themes into their own designs.*** Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape in different natural patterns. ***-Recreate a natural pattern.*** Effect of light on objects and people from different directions. Choose different artist mediums to suit a purpose and analyse their effectiveness: ***-Create a piece of landscape based on a previous design.*** Selects appropriate media and techniques to achieve a specific outcome: ***-Use viewfinders to select***

					-Design their own pop art using items from current popular culture Refine and alter drawings, describe changes using art vocabulary. Use research to inspire drawings from memory and imagination Collect images and information independently in a sketchbook	***-Identify their own cultural background and use artwork to express this.*** ***-Understand how clothing is used to express ourselves.*** Understand perspective: ***-Know what a blivet is and try to draw one.*** ***-Create own illusions and optical art using blivets.*** Interpret the texture of a surface: ***-Identify tricks artists have used to create illusions.*** Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas.	***interesting views or features***. Discuss, identify and understand the concept of perspective using it effectively: ***-Identify ways in which artists use perspective to manipulate a flat surface.*** ***-Sketch own designs.*** ***-Develop sketches into large designs into a large composition that records ideas about the environment.*** Produce increasingly accurate drawings of people
Painting	***Continuous provision*** - mixing colours. Explores what happens when they mix colours.	To be able to identify primary colours. To be able to mix primary colours to create secondary colours.	To name all colours and be able to mix colours accordingly. Applying colour with a range of tools.	To continue to explore colour mixing including creating colour wheels. ***-Mix colours to create secondary***	To explore colour mixing, tints, tones and shades. Observe the effects of colours:	Explore the use of texture in colour. To explore with a range of hue, tint, tone, shades and moods	Explore the use of texture and colour. Select and use colours for a wide range of purposes.

	Explores colour and how colours can be changed. Captures experiences and responses with a range of media, such as paint and other materials or words. Create simple representations of events, people and objects.	To be able to create light and dark shades of colour. Talk about different shades of colours. To create different shades of colour . Learn the names of the different tools that bring colour. Use a variety of tools and techniques including the use of different brush sizes, types, wet/dry. Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.	Investigate mark-making using thick brushes, sponge brushes for particular effects. ***-To incorporate Aboriginal symbols into pictures.*** ***-To create paintings using the x-ray or naturalistic style of Aboriginal art.*** ***-To create paintings using the Aboriginal dot style.*** Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood. ***-To use a variety of techniques and skills to create and decorate boomerangs.*** ***-To use a variety of techniques and skills to create rainsticks.***	***and tertiary colours.*** ***-Know pairs of complementary colours.*** ***-Mix colours using pointillism.*** Introduce different types of brushes and use for specific purposes: ***-Create artwork in the style of pointillism***. Explore with a range of techniques: ***- Experiment with a range of pointillism techniques- dots, strokes, dashes.*** Understand how artists use warm and cool colours, and using this when expressing moods: ***-Paint copies of Indian Painting.*** Create tints, shades and tones of colours. Create depth in artwork. Create an illusion of depth in artwork.	***-Create a portrait in the style of Andy Warhol.*** ***-Colour mix paints to match a chosen colour.*** Select suitable equipment for chosen tasks and evaluate accordingly: ***-Be able to use the blotted line technique in their work.*** Analyse paintings from named artists and apply the style of an artist to their own painting: ***-Create a self-portrait in the style of Andy Warhol – using style and colour.*** ***-Children design their own pop art using items from current popular culture.*** ***-To create a composite picture in the style of LS Lowry.*** To explore the foreground, midground and background of a landscape painting.	Analyse aspects of a painting including mood and colour. Express opinions of surrealism in paintings. Apply aspects of surrealism to their artwork. Understand what foreshortening is. Understand perspective and how it is used. Create vanishing points and horizon lines in art work to create perspective. Use foreshortening in work to create perspective. Know what trompe l'oeil is. Know what photorealism is. Apply perspective in their own art work.	To explore with increasing confidence a range of hue, tint, tone, shades and moods. Identify emotions from a painting, understanding how colour can reflect moods and apply in their own paintings. Analyse and recreate a painting in the style of Tingatinga.

					Identify emotions from a painting, understanding how colour can reflect moods. Express emotions in their own artwork.		
Printing	Beginning to be interested in and describe the texture of things. Create a simple stamp and use this to produce repeating patterns. Experiment with consistency of paint and discuss the effects created. ***- hands, feet and found materials such as string, cotton buds, straws etc.*** Explores the concept of negative / positive. Explore techniques: ***-pattern press*** ***-roll*** ***-rub*** ***-stamp to make prints.*** ***- Mimic print from the environment e.g. wallpapers.*** ***printing with objects such as***	Use the senses to explore a range of printing materials and tools, e.g. natural and made objects. Carry out different printing techniques e.g. mono print, block, relief, and resist printing. Develop impressed images (contrasting backgrounds) and rubbing techniques. Build a repeating pattern and recognise patterns in the environment.	Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. Print using a variety of materials and objects. Use a variety of techniques to create marks and patterns. ***-carbon printing*** ***-relief*** ***- press*** ***-fabric printing*** ***-rubbings*** Design patterns of increasing complexity and repetition (can be randomly placed or tiles in a grid with a range of blocks).	To explore pattern and shape, creating designs for printing: ***-To explore the Indian block-printing technique.*** ***-Represent Indian Culture.*** ***-Create printed fabric.*** Printing using a variety of materials, objects and techniques including layering: ***-relief*** ***-impressed*** ***-textures*** ***-patterns*** ***- mono printing*** ***-using contrasting colours*** Talk about the processes used to produce a simple print. Explore with colour mixing through overlapping colour prints.	Research, create and refine a print using a variety of techniques to create a desired effect (including modifying and adapting). Interpret environmental and man made patterns. Make connections between their own work and patterns in their environment e.g. curtains, wallpaper. ***-make own stencils***	Being able to choose the printing method appropriate for tasks. Build layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Be able to choose inks and overlay colours.	Describe varied techniques: ***-Create a traditional Adinkra design.*** ***-Discuss symbols and how different cultures have used pictorial symbols to represent stories, human behaviours and attitudes.*** Be confident with printing on paper and fabric. Be able to alter and modify work. Be familiar with layering prints. Experiments with approaches used by other artists. Work relatively independently.

	sponges, leaves, feathers, string etc. Experiment with printing and improve the quality and placement of the image.			Experiment with equipment such as corrugated card, rollers, stencils.			
Textiles/ Collage	Handling, manipulating and enjoying using materials: -***Transient art.*** ***-Forest School.*** Beginning to be interested in and describe the texture of things. Handling, manipulating and enjoying using materials and describing the sensory experience. Simple collages including simple weaving. Experiments to create different textures. Uses simple tools and combines different media techniques competently and appropriately to create new effects.	Begin to weave, finger knitting and collage with some accuracy and skill. Thread needles, cut, glue and trim materials. Explore how textiles create things. ***-To explore different types of paper used in art.*** ***-To be able to use paper to create a collage.*** ***-To be able to work with tissue paper to create a piece of artwork.*** ***-To be able to use paper to create beads.*** ***-To be able to use papier mâché to create a sculpture.*** ***-To be able to create sculptures from paper.***	To develop a range of techniques such as weaving, wax and oil resist, embroidery, applique using skills such as overlapping to create effects. Explore stitching using a large eyed needle and practice cutting threads. Develop skills in collage (including mosaics).	To name the tools and materials they have used. To develop a variety of skills in printing, dying, weaving, embroidery, paper and plastic trappings and applique. ***-Explore and create rangoli patterns***	To combine skills more readily. Match tools to the purpose whilst being able to compare fabrics/material: ***-Create the Sydney Opera House, making choices about colours, materials and media.*** To use a wider variety of stitches. Experimenting with creating mood, feeling and movement. Develop an awareness of the natural environment through colour matching. Refine and adapt ideas and explain choices using art vocabulary.	To begin to use stories, music and poems as stimuli. Select and use materials for a purpose. Join fabrics in different ways. Research and develop knowledge and skills of artists using textiles.	Awareness of the potential of the uses of materials. Develop experiences in embellishing. Apply knowledge of different techniques to express feelings. Designs, shapes and prints for a specific outcome (e.g. tie dyes). To be expressive and analytical to adapt, extend and justify their work.

	Selects tools and techniques needed to shape, assemble and join materials they are using				Collect visual information from a variety of sources, describing with vocabulary.		
3D Form	Uses various construction materials. Realises that tools can be used for a purpose. Experiments to create different textures. Manipulates materials to achieve a planned effect. Uses simple tools to effect changes to materials. Design and make 3D figurines using a range of materials that the children choose.	To become aware of and sort items by material and colour including: ***-form*** ***-feel*** ***-texture*** ***- pattern*** ***-weight*** To use a variety of materials to create paths and walls. To select materials and make spirals or circles. To manipulate materials when creating sculptures (rolling, kneading and shaping). To use reflections in art work. To be able to use papier mâché to create a sculpture.	To be aware of and explore a range of materials and media (man made and natural forms). Can respond to sculptures and craft artists to help them adapt and make their own work: ***-To use simple shapes to make sculptures of the human form.*** ***-To make a sculpture with a simple human form.*** ***-To explore sculptures with 'inside' and 'outside' spaces.*** ***-To create kinetic sculptures that move in the wind.*** ***-To make a sculpture where light, shape and colour create an interesting effect.*** To use expression of personal experiences and ideas.	Plan and develop understanding of different adhesives and methods of construction. Recreates 2D images in a 3D piece, creating textured surfaces: ***-Follow instructions to make a 3D elephant (Indian Art).*** ***-Use different mediums to make and decorate a 3D elephant.*** Understand what a sculpture is and what different materials they can be made from. Create clay sculptures and join adequately, working reasonably independently.	Plan, design, make and adapt models Experience surface patterns and textures. Discuss own work and work of other sculptors- understanding it has been sculpted, modelled or constructed. Analyse and interpret natural and man-made forms of construction. Use a variety of materials.	Describe the different qualities involved in modelling, sculpture and construction. Plan and develop ideas in more depth. To observe and use imagination-based on knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings. Discuss properties of media. Discuss and evaluate own work and that of other sculptors. To use recycled, natural and man-made materials to create sculpture.	Study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. ***-Explore historical vase designs and identify features.*** ***-Make a clay vase following a design.*** ***-Decorate the designed vase.*** Develop control of tools and techniques. Discuss properties of media. Work with control and accuracy. Evaluate work produced. Produce a piece of artwork inspired by the artwork of Benin.

			Understand the safety and basic care of materials and tools.				
Breadth of Study	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales (with guidance from the teacher). Use ICT: • Investigate different kinds of art, craft and design.						
Key Artists	Name some key artists including: Van Gough Andy Goldsworthy	Kandinsky Piet Mondrain Andy Goldsworthy	Aboriginal Art Henri Rousseau Anthony Gormley Henry Moore Barbara Hepworth Alexander Calder Dale Chihuly	Georges Seurat Georgia O'Keeffe	Sir Christopher Wren Andy Wahol and the Pop Art Movement LS Lowery	Frida Khalo Jacques Rousseau Borrell de Caso Kandinsky Pablo Picasso Edvard Munch Chuck Close 17th Century Dutch Painters Hogarth 1060's Art Work	Esther Mahlangu Ndebele Designs
History of Art	-Name some key artists. -Recognise range of paintings. -Explore colour and texture within artwork.	-Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. -Research relevant artists and place them in a time period. -Know facts about the chosen artist and painting.	-Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures -Research relevant artists and place them in a time period. -Know facts about the chosen artist and painting.	-Explore the history and styles of Indian Painting. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Research/discuss range of artists from a given artistic era. -Know details of the artist and	-The history of St Paul's Cathedral, St Basil's Cathedral. -Learn about the Taj Mahal. -Learn about the Sydney Opera House. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	-Relate artists to periods of time studied in history. -Ask and answer questions based on relevant artists. -Compare and contrast work from artists from similar artistic eras. -Begin to develop art appreciation.	-Understand the style of Tingatinga Paintings. -Learn about the kingdom of Benin from its different art work. Relate artists to periods of time studied in history. -Ask and answer questions based on relevant artists. -Compare and contrast work from

				relevance to the time period.	-Research/discuss range of artists from a given artistic era. -Know details of the artist and relevance to the time period.		artists from similar artistic eras. -Begin to develop art appreciation.
Exploring and developing ideas (ongoing) (Evolves from particular artists studied)	Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Chooses particular colours to use for a purpose	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
Evaluating and editing work (Ongoing)	Begin to discuss what they like about their own and others' work suggest improvements (i.e. change the colour to red etc).	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.			
Suggested Vocabulary	line, thick, thin, hard, soft, straight, wiggly, zig--zag, shape, colour, explore thick, thin, wet, dry, dribble, splatter, drip, mix, dab, shape, colour, texture, rough, smooth.	work, work of art, idea, starting point, observe, focus, design, improve. line, thick, thin, hard, soft, straight, wavy, curved, shape, outline, colour, portrait, self-portrait. primary colours, secondary colours,	work, work of art, idea, starting point, observe, focus, design, improve line, thick, thin, hard, soft, straight, wavy, curved, shape, outline, colour, pattern, texture, tone, blend, layer,	record, detail, question, observe, refine Visual language: colour, form, line, shape, space, texture, value portrait, light, dark, tone, shadow, line, pattern, texture, shape, outline, sketch, shade,	record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value light, dark, tone, shadow, line, pattern, texture, shape, outline, sketch, shade,	record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value line, texture, pattern, form, shape, tone, smudge, blend,	record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value line, texture, pattern, form, shape, tone, smudge, blend,

	colour, shape, print, press, roll, rub, stamp, material, pattern, texture. pull, push, twist, roll, squeeze, shape, mould fabric, materials, weaving, over, under, tight, loose, texture, smooth, rough, cut, stick, join. collage, cut, tear, glue, staple, tape, overlap, fold, scrunch, pleat, place, arrange, colour, pattern, texture, rough, smooth, shiny, dull, large, small, long, short computer, iPad, computer program, paint, draw, tools.	tint, colour mix, brushstrokes. colour, shape, print, printmaking, press, roll, rub, stamp. manipulate, roll, knead, squash, squeeze, pinch, shape, join, texture, construct, natural, man-made, recycled, sculpture, sculptor textiles, fabric, weaving, loom, alternate, over, under, tight, loose, decoration, decorative, texture, smooth, rough. collage, cut, tear, squares, gaps, place, arrange, random, precise.	shadows, shade, light, dark. primary colours, secondary colours, tint, tone, shades, colour mix, warm colours, cool colours, brushstrokes, sweep, dab. colour, shape, printing, printmaking, impressed print, carve, press print, repeat, overlap. sculpture, sculptor, model, roll, pinch, mould, coil, carve, shape, pattern, texture, slip, score, blend textiles, fabric, binca, hessian, needle, thread, sew, running stitch, alternate, over, under, decoration, decorative.	graphite, hardness, blackness colour, primary colour, secondary colour, tertiary colour, colour wheel, watercolour paint, wash, background, blend, mix, line, tone line, pattern, texture, colour, shape, block printing, ink, inking rollers, relief method, string, coil. rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration	hardness, blackness, hatching, cross-hatching, proportion. colour, foreground, background, abstract, emotion, warm colours, cool colours, blend, mix, line, tone. line, pattern, texture, colour, shape, block printing, polystyrene printing tiles, inking rollers, impressed print, relief print, layer, modify adapt. rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light graphic, image, text, insert, edit, manipulate, font, position, combine, resize, complement, background.	mark, hard, soft, light, heavy, reflection, perspective, horizon, vanishing point, foreground, background, movement, magnify, viewfinder, colour, foreground, background, sketch, emotion, warm colours, cool colours, blend, mix, line, tone, watercolour paint, acrylic paint. monoprint, line, pattern, texture, colour, shape, modify, adapt. form, structure, texture, pattern, shape, mark, join, carve, guilding slats colour, fabric, cotton, pattern, tie-dye, spiral effect, tiger stripes effect, marble effect, quilt, pad, gather shape, form, arrange, fix, grout, mosaic tiles, symmetrical, tessellate	mark, hard, soft, light, heavy, reflection, proportion, perspective, horizon, vanishing point, foreground, middle ground, background, movement, abstract, impressionist blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists and other artist styles. pattern, shape, colour, arrange, screen, squeegee, stencil, layers. form, structure, texture, pattern, shape, mark, join, coil, slab, landscape, surface, fire, kiln. Graphic, image, photograph, change, edit, combine, text, insert, manipulate, font, position, resize, complement

End Points **ELG – Fine motor Skills**	• Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy when drawing.
End Points **ELG – Expressive Art and Design**	• Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • They represent their own ideas, thoughts and feelings through Design Technology, Art, Dance, Music, role-play and stories.
End Points **KS1 Art (NC)**	Can use a range of materials creatively to design and make products. Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.
End Points **KS2 Art (NC)**	Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Is able to record observations and use them to review and revisit ideas through the use of sketchbooks. Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Demonstrates knowledge of great artists, architects and designers in history
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is **hue**, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is **intensity**, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its **value**, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.

Form	The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology describes volume and mass.
Line	Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space.
Space	Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.
Shape	Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.
Texture	Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. The way something feels can be simulated or real.
Value	Value is the degree of lightness and darkness in a colour. The difference in values is called **contrast**. Value can relate to shades, where a colour gets darker by adding black to it (**shade**), or **tints**, where a colour gets lighter by adding white to it.