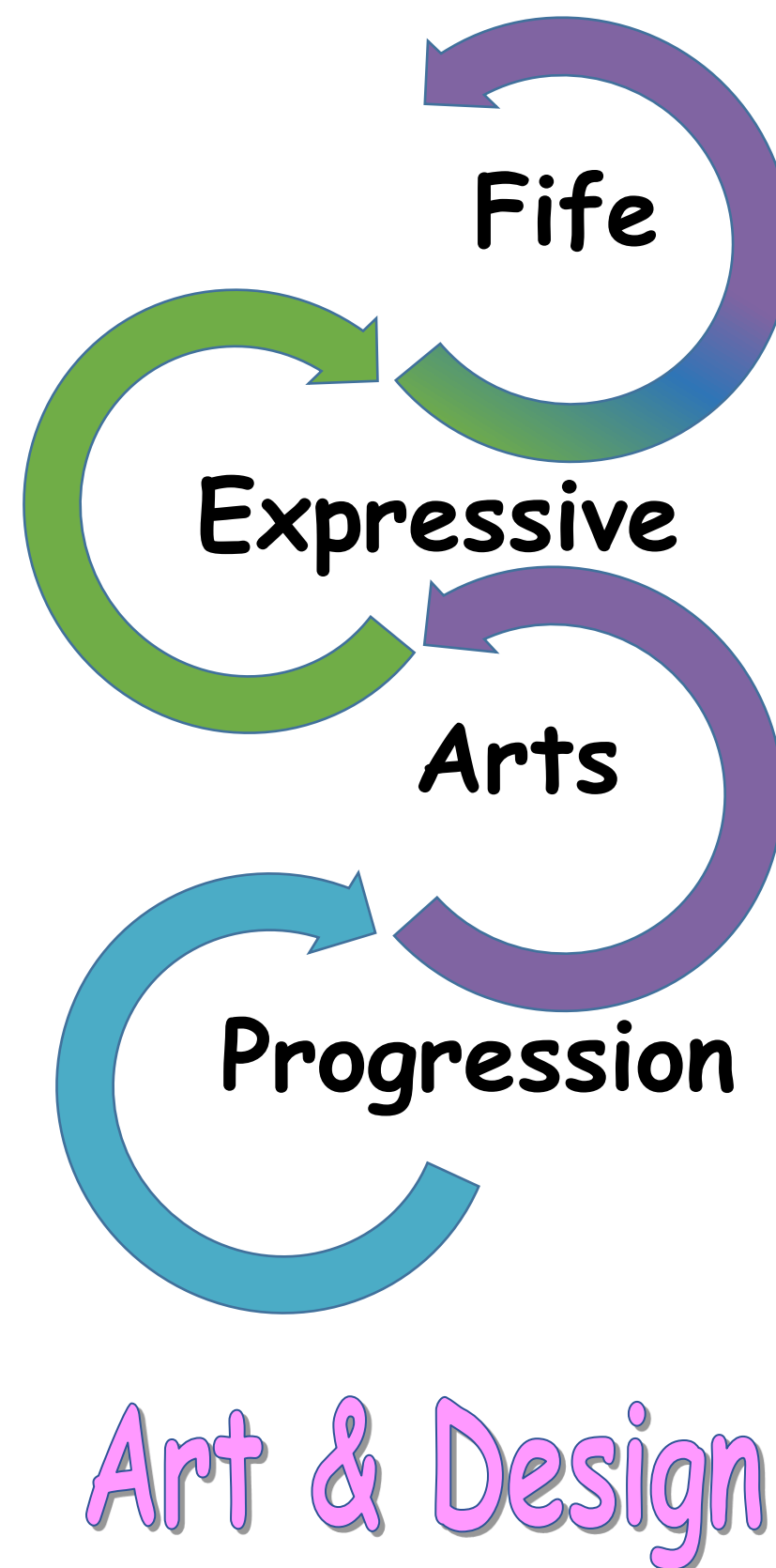




Copyright and Disclaimer

Fife Council is the owner of the copyright in this work and all rights are reserved.

No part of this work may be edited, copied or otherwise reproduced, whether electronically or mechanically without the written permission of Fife Council.

This work is intended for use in accordance with the wider professional learning programme provided by Fife Council's Professional Learning Team. Only authorised Fife Council users or authorised licensees under the said programme are permitted to use these materials. All other uses of this work are prohibited.

Enquiries about the Council's professional learning programme and the use of this work should be directed to: Fife Council Professional Learning Team at
Professional.learning@fife.gov.uk



Contents Page

Acknowledgement.....	1
Guidance.....	2
Points to Consider.....	3

Early Level Experiences & Outcomes, Benchmarks.....	5
Early Level Pathways	4
Early Level Overview	6

First Level Experiences & Outcomes, Benchmarks.....	7
First Level Pathways	8
First Level Overview	11

Second Level Experiences & Outcomes, Benchmarks.....	12
Second Level Pathways	13
Second Level Overview	16

Third Level Experiences & Outcomes, Benchmarks	18
Third Level Pathways	19
Third Level Overview	22

Appendix 1: Visual Elements Description & Vocabulary	22
Appendix 2: Artistic Techniques.....	30

ACKNOWLEDGEMENT

These pathways are extensively based on the guidance and recommendations of Curriculum for Excellence (CfE) Experiences and Outcomes and the Benchmarks set out by Education Scotland.

Unlike many resources that present Art & Design skills as discrete, logically ordered and prioritised, these progressions allow for a fluidity of approaches that allow children and young people to think creatively and independently whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards within schools, clusters and local improvement forums across Fife will ensure that all children and young people have an equitable experience to develop skills for their learning, life and work.

We are very grateful to the work of the Art & Design workstream within the Fife Expressive Arts steering group for their time and expertise. We are also very grateful to their schools, clusters and local improvement forums for their sharing of good practice.

GUIDANCE

The Fife Expressive Arts Progression sets out a clear set of learning experiences and outcomes from the following Curriculum for Excellence Expressive Arts strands:

Art & Design

Drama

Dance

Music

The purpose of this document is to provide a continuum of learning both within a level and through the Early, First, Second, Third and Fourth levels. The developmental stages of learning, together with the skills of Creativity & Innovation, are clearly documented and this will support teachers when identifying starting points for children and young people. The progression is intended to assist teachers as they plan and assess their Expressive Arts curriculum.

The 'Points to Consider' and 'Glossary' sections will be built up as feedback is received on this document.

Experiences and outcomes are represented by a progression through the level pathway. The tiles are arranged to emphasise progression within the skills relevant to the specific Expressive Art strand. The learning pathway through each level has been shown across the three themes of creating, presenting and knowledge & understanding. As children and young people progress through the levels the distinction between creating, presenting and knowledge & understanding becomes more defined. At early level these boundaries are not defined since much of the learning is acquired through play experiences.

CREATING (C) - involves children and young people working individually or collaboratively to create and develop pieces as appropriate to the strand.

PRESENTING (P) - involves presentation/performance and review of the results of the creation process.

KNOWLEDGE & UNDERSTANDING (K&U) - involves children and young people demonstrating what they know through evaluation, reflection and target setting by applying skills and using relevant terminology to show their breadth and depth of knowledge.

Knowledge & understanding of techniques, vocabulary and strand-specific are demonstrated through the process of presenting/performing as well as responses and evaluations. Application of knowledge & understanding is a key aspect of assessment and demonstrates secure attainment at each level. This can be verbal responses, written or group discussion (which can be teacher-led). Use of terminology (see appendices, glossary and progression tiles) should be built throughout the BGE experience.

The Fife Expressive Arts Progression focuses on developing increasingly sophisticated and refined creating, presenting, evaluating and appreciating skills which can be used to develop a lifelong appreciation of, and participation in, expressive arts and cultural activities.

The "glossary" and appendices sections have been provided to ensure consistency across all levels for the use of subject specific vocabulary. By using the correct terminology, from the beginning, it allows for the consistent progression of skills and knowledge together with providing opportunities for links to be made to the real world.

Points to Consider

LINE

SHAPE/SPACE

TONE

COLOUR

PATTERN

TEXTURE

FORM

The seven visual elements above are the building blocks for creating something. The seven elements often overlap and inform one another. Whether experiencing or talking about drawing, painting, clay, fabric, junk models, architecture or photography, these components of art all need to be taken into consideration. They will provide the basis of a common language in art that supports learning for the Broad General Education of Curriculum for Excellence. At each level the first page of the pathway shows progression in each of the seven elements at this level. Further in-depth **descriptions** of the 7 visual elements are shared in **Appendix 1** at the end of this document.

Within the Art and Design Experiences & Outcomes and Benchmarks several skills are developed which cut across all the visual elements are developed. On the second page at each level these have been grouped into four thematic areas:

FEEDBACK & EVALUATION

THE DESIGN PROCESS

OBSERVED DRAWING (Drawing from life)

MEDIA HANDLING

When planning programmes of study and lessons, practitioners should ensure opportunities to explore and develop these skills is embedded into learning experiences across all seven visual elements. **Appendix 2** provides an overview of key **artistic techniques** and **processes**.

Explanation & Glossary of Terms – Art & Design

Art & Design Concepts	For example, space, scale, proportion and perspective.
Art Genres	Portraiture, Figure Composition, Still-Life, Landscape, etc
Design Genres	Graphics, Fashion, Textiles, Product, Architecture, Jeweller, etc
Art & Design Technology	For example, computer editing software, photography, moving image media and screen printing.
Art and Design Movements	Groups of artists or designers who are working during the same time period who explore similar styles and goals or philosophies within their work or practice. Examples include: Art Nouveau, Bauhaus, Pop Art, Surrealism. Each movement has its own unique visual identity.
Design Brief	A written plan that identifies a problem to be solved, its criteria and constraints. The design brief is used to encourage consideration of all aspects of a problem before attempting a solution.
Design Process	A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve a problem. The process involves: investigation, development of ideas, production of solution and evaluation of solution.
Expressive	Activities involving the expression of personal ideas, thoughts and feelings in visual terms. This could include drawing, painting, printmaking and photography.
Form	External three-dimensional outline, appearance or configuration of something that could be, for example, solid, transparent, rigid, flexible.
Medium/Media	Tool(s) for creating and presenting in art and design, such as chalks, drawing inks, gouache, acrylics, fabric dyes, printing inks, sculpting materials, jewellery metals and materials, and digital media, including photographs and moving image media.
Visual Elements	The basic elements (building blocks) in art and design activities - line, shape, form, colour, tone, pattern, texture. See Appendix 1 for more in depth explanations of each.

Early Level Experiences and Outcomes Art

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.

EXA 0-01a

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

EXA 0-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

Working on my own and with others, I use my curiosity and imagination to solve design problems.

EXA 0-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-07a

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

P=Presenting

Early Level - Visual Elements (Page 1 of 2, to be used together)

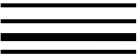
AIM: to develop the visual elements through all skills.

(print, draw, moving image and photography, 3D objects, design process, talk about art and design).

EXA 0-01a, EXA 0-02a, EXA 0-04a, EXA 0-05a, EXA0-06a, EXA0-07a

Recognise colour, line, shape and at least one more of the visual elements.

C Control an implement to make straight, wavy and zig-zag lines.



straight



wavy



zig zag

C Apply different materials to create heavy or light marks.

C Continue a pattern.



K&U Develop vocabulary to help me describe different textures.

K&U Stop a line and start a new one.

K&U + P Describe colour (e.g. light/dark/ hot/cold/sad/ happy.)

C Make a simple pattern.



K&U/P Talk about my experiences of texture.

C Manipulate materials to create models and form.

K&U Explore with anything that makes a mark.

C Join lines to make a shape.

K&U + C Experiment with colour.

K&U Identify a pattern e.g. in nature.



K&U Use my senses to explore different textures.

C Manipulate an implement to make a range of strokes.

C Join lines.

P Talk about light and dark.



P Name colours.

LINE

SHAPE/SPACE

TONE

COLOUR

PATTERN

TEXTURE

FORM

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

Early Level (Page 2 of 2, to be used together)

AIM: to develop the visual elements through all skills.

(print, draw, moving image and photography, 3D objects, design process, talk about art and design).

EXA 0-01a, EXA 0-02a, EXA 0-04a, EXA 0-05a, EXA0-06a, EXA0-07a

**Share my artwork and my views
appropriately with a small familiar
audience.**

P With encouragement, share
my artwork with a small
familiar audience.

P Show interest in looking at
others' art work, with some
encouragement.

**Solve simple design
problems, working on their
own and with others, using
a degree of trial and error.**

C Working alone and with others, I use
my curiosity and imagination to solve
design problems.

**Records from experiences
across the curriculum
through observing and
remembering to make a
model or drawing.**

K&U+ C Experiment with
different media to create
changes in shape, texture,
consistency and tone.

K&U + P Use
expressive language
to describe colours,
textures and media
e.g. thick, runny and
smooth.

C Have opportunities to
explore and experience
different materials.

K&U Begin to talk
about colours,
textures and
media e.g. red,
sticky, wet, dry.

FEEDBACK & EVALUATION

THE DESIGN PROCESS

OBSERVED DRAWING (Drawing from life)

MEDIA HANDLING

Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Art and Design	I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a	- Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest. - Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose. - Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. - Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. - Shares views and listens appropriately to the views of others on their own or others' work. - When creating images and objects to express ideas, thoughts and feelings: uses a variety of available materials and technology; shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.

First Level Experiences and Outcomes Art

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

EXA 1-03a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 1-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 1-05a

I can use exploration and imagination to solve design problems related to real-life situations.

EXA 1-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-07a

First Level

AIM: to develop the visual elements through all skills

(print, draw, moving image and photography, 3D objects, design process, talk about art and design)

EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-06a, EXA 1-07a

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

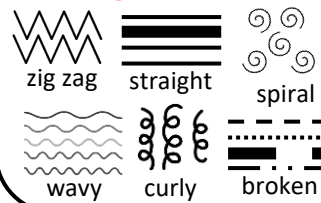
P=Presenting

Recognise and name most of the visual elements.

C Use lines to create shapes and patterns.

K&U/C Identify and use regular and irregular shapes.

C Create a variety of lines using a range of media.



K&U + C Experiment in creating different shapes.

K&U Describe the shape between objects e.g. far, near, back, middle etc.

K&U Use my knowledge of colour mixing to match what I see.

Show an understanding of basic colour theory.

C Create a symmetrical pattern.



C Make marks to record textures (e.g. draw a picture of tree bark - visual texture).

C Choose materials e.g. mod-roc, soap, papier mâché and use them to make a model/object/sculpture/textiles piece.

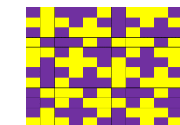
Show an understanding of concept of scale (e.g. mountain bigger than person).

C I recognise that tone can show distance, near and far.

C Create my own patterns using shape, line and colour.

K&U/C I can mix the primary colours to make secondary colours (orange, green, purple) (Mix red, yellow and blue to make brown).

C Create a repeating pattern that has more detail.



C Use textures (e.g. natural materials) in my work.

K&U/C Plan for a model/object/sculpture/textile project.

C Make light and dark tones using a media of my choice.

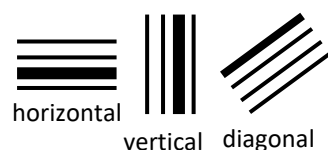
C Use colour to show feelings and emotions in my work.

K&U Talk about pattern on things around me.



C Use light and dark to create 2D form.

K&U Recognise horizontal, diagonal and vertical lines.



C Use line and shape to create a range of patterns.

K&U Begin to talk about the similarities and differences of shapes.

K&U Identify light and dark tones on objects and pictures.

K&U Name the primary colours (red, yellow, blue).

C Create texture using a range of media.

C Use different techniques to join materials to create 3D objects/ forms

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

P=Presenting

First Level

AIM: to develop the visual elements through all skills
(print, draw, moving image and photography, 3D objects, design process, talk about art and design).

EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-06a, EXA 1-07a

Refer to the Listening and Talking section of the Literacy and English Pathway

Share views and listen appropriately to the views of others, suggesting what works well and what could be improved using some art and design vocabulary.

Share thoughts and feelings by expressing personal views in response to the work of others.

Identify a simple strength and next step in their own art and design work.

FEEDBACK & EVALUATION

Solve at least one design problem related to real life, showing some evidence of planning.

Use trial and error to test their design ideas.

Begin to share ideas to address design problems.

Identify and discuss simple properties of designs which help them work.

Recognise different types of design which have solved real-world problems.

THE DESIGN PROCESS

Record directly from experiences across the curriculum using art media (sketching a view from window, self, others...)

Present and display images and objects created to be viewed from different angles.

OBSERVED DRAWING (Drawing from life)

Choose and use technology and range of media.

Show some understanding of the qualities and limitations of selected media (e.g chalk, pencil, large brush etc...)

MEDIA HANDLING

First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Art and Design	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a	- Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. - Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. - Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. - Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. - Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer. - Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. When creating images and objects to express ideas, thoughts and feelings: - Chooses and uses technology and a range of media; - shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours; - shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces; - shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Second Level Experiences and Outcomes Art

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-02a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 2-05a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

EXA 2-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-07a

EXA2-01a, EXA 2-02a, EXA2-03a, EXA2-04a, EXA2-05a, EXA2-06a, EXA2-07a

K&U + C Experiment with materials to make 2D/3D constructions on a variety of scales e.g. plastic, wood, clay, wire, dough.

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

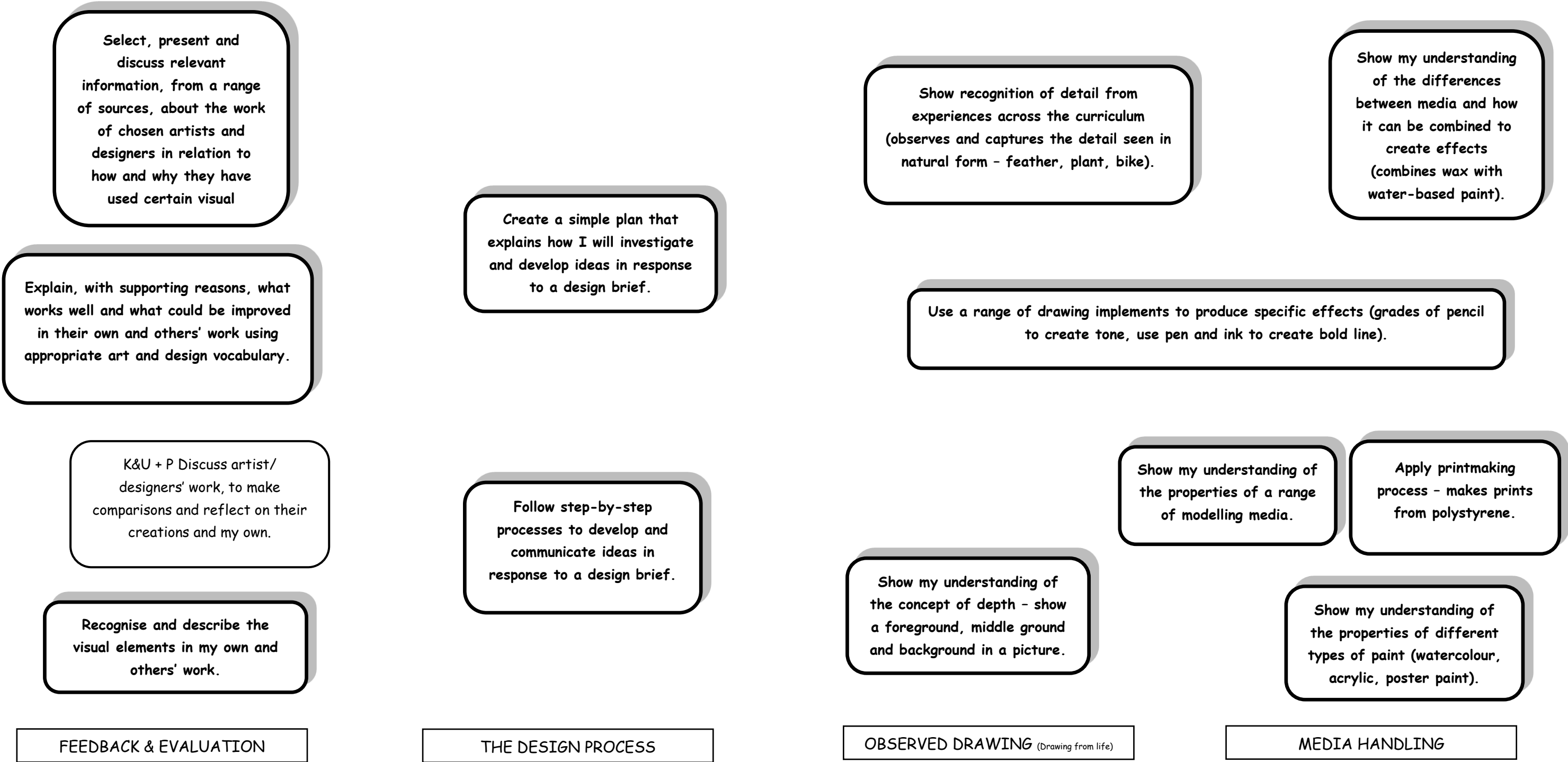
P=Presenting

Second Level

AIM: to develop the visual elements through all skills

(print, draw, moving image and photography, 3D objects, design process, talk about art and design).

EXA2-01a, EXA 2-02a, EXA2-03a, EXA2-04a, EXA2-05a, EXA2-06a, EXA2-07a



Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Visual Elements	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a	- Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. - Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. - Follows a step-by-step process to develop and communicate ideas in response to a design brief. - Recognises and describes the visual elements in their own and others' work. - Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work. - Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary. When creating images and objects to express ideas, thoughts and feelings: - uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line; - shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint; - shows understanding of the properties of a range of modelling media, through practical exploration; - applies a printmaking process, for example, makes prints from polystyrene; - shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture; - shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.

Third Level Experiences and Outcomes Art

I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.

EXA 3-02a

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.

EXA 3-03a

Through observing and recording, I can create material that shows accuracy of representation.

EXA 3-04a

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

EXA 3-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 3-07a

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

Third Level

AIM: to develop the visual elements through all skills

(print, draw, moving image and photography, 3D objects, design process, talk about art and design).

EXA 3-02a, EXA 3-03a, EXA 3-04a, EXA 3-06a, EXA 3-07a

Evaluate what works well and what could be improved or different in my own and others' work using appropriate art and design vocabulary.

Investigate, discuss, and explain how artists and designers handle media, use techniques and processes, use visual elements and concepts.

Independently select and apply media and techniques, giving reasons for my choice.

Show an understanding of how visual elements and visual concepts can be combined (for example to create mood, atmosphere etc..)

I can research, develop and communicate a solution to a design brief by working through a process.

Show an increasing accuracy in representing what is seen.

Show an understanding of media properties and the effect of techniques and technology used.

FEEDBACK & EVALUATION

THE DESIGN PROCESS

OBSERVED DRAWING (Drawing from life)

MEDIA HANDLING

LINE

SHAPE/SPACE

TONE

COLOUR

PATTERN

TEXTURE

FORM

Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Art and Design	I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a Through observing and recording, I can create material that shows accuracy of representation. EXA 3-04a While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. EXA 3-06a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3-07a	- Researches, develops and communicates a solution to a design brief by working through a process. - Investigates, discusses and explains how artists and designers handle media, use techniques and processes, use visual elements and concepts. - Evaluates what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary. When creating images and objects to express ideas, thoughts and feelings: - shows increasing accuracy in representing what is seen; - shows understanding of media properties and the effect of techniques and technology used; - shows understanding of how visual elements and visual concepts can be combined, for example, to create mood and atmosphere; - selects independently and applies media and techniques, giving reasons for their choices.

Appendix 1: 7 Visual Elements Description in More Detail

LINE

These marks span a distance between two points and can be straight or curved, continuous or broken, vertical or horizontal, jagged or smooth.

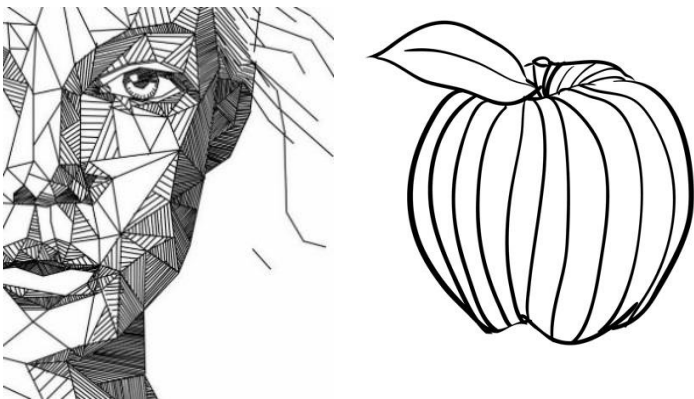
Lines are the foundation of drawing and painting.

Line can be used to show shape and form as well as to give a sense of depth and structure.

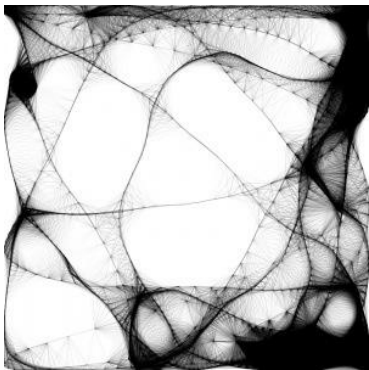
Texture and pattern can also be represented through line.

In the expressive arts line can express mood and emotion.

In design, line can be used to communicate ideas and can affect the style of a design.



Examples of different types of line:



Words to describe line:				
Thick	Angular	Outline	Zigzag	Continuous
Thin	Rectangular	Horizontal	Graceful	Jagged
Broken	Broad	Rough	Vertical	Elegant
Twisting	Ragged	Straight	Textural	Diagonal
Precise	Cross-hatched	Scratchy	Curved	Expressive
Wavy	Accurate	Stripe	Inconsistent	Long
Bold	Curvilinear	Sensitive	Neat	Freehand
Short	Confident	Fluid	Delicate	Sketchy
Gestural	Hard	Smooth	Controlled	Faint
Spontaneous	Light	Fine	Squiggly	Definite
Subtle				

SHAPE AND SPACE

Shape defines a two-dimensional area (2D).

Shape and space are informed by the creation and placement of line.

Space can be either positive or negative. Positive space is an area occupied by an object or form, while [negative space](#) is an area that runs between, through, around, or within objects.

Composition takes into consideration the placement of shape and space in the foreground, middle ground and background.

Perspective can be considered and created by the use of line within a space.

In design shape can help to communicate ideas and can contribute to the style of a design.

In expressive arts shapes can be repeated to make patterns.

Examples of Shapes and using Shape to define Space:



Words to describe shape:

Regular	Simple	Circular	Sculptural	Irregular	Complex
Rectangular	Organic	Jagged	Square	Man-made	Pointed
Triangular	Moulded	Natural	Distorted	Oval	Angular
Freeform	Pentagon	Rounded	Bold	Hexagon	Symmetrical
Distinct	Octagon	Asymmetrical	Indistinct	Flat	Spiral
Positive	Repeating	Twisted	Negative	Elongated	Large-scale
Overlapping	Simplified	Small-scale	Silhouette	Stylised	Short
Negative space	Spiky	Tall	Amorphous	Hard-edged	Wide
Nebulous	Heavy	Soft	Narrow	Fluid	Mass

FORM

Form is three-dimensional (3D) shape.

When a shape acquires depth and becomes three-dimensional, then it takes on form.

Cylinders, pyramids, and spheres are some of the more common forms, though they can also be amorphous.

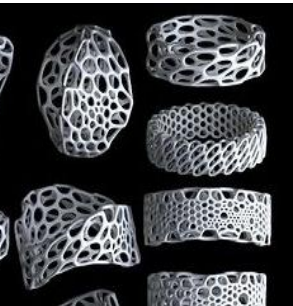
In sculpture, form is of the utmost importance, though it can easily be introduced into drawing and painting using [3D art](#) technique

In design form can be used in low relief work or as 3D objects like body adornment or product design. Form can also contribute to a particular design's style.

In expressive arts form can be used to show realism.



Examples of form:



Words to describe form:					
Nebulous	Heavy	Soft	Massive	Hollow	Built
Triangular	Moulded	Natural	Sphere	Cylinder	Relief
Distinct	Octagon	Solid	Conical	Helix	Assembled
Rectangular	Organic	Jagged	Light	Cube	Carved
Freeform	Pentagon	Rounded	Pyramid	Cone	Modelled
Positive	Repeating	Twisted	Spherical	Cuboid	Negative space
Regular	Simple	Circular	Hard	Sculptural	Asymmetrical
Overlapping	Simplified	Small-scale	Architectural	Tactile	Profile
Negative	Spiky	Tall	Constructed	Textural	

COLOUR

Our eyes see different parts of light as different colours.

Colour is made up of three properties:

Hue - the name of a colour

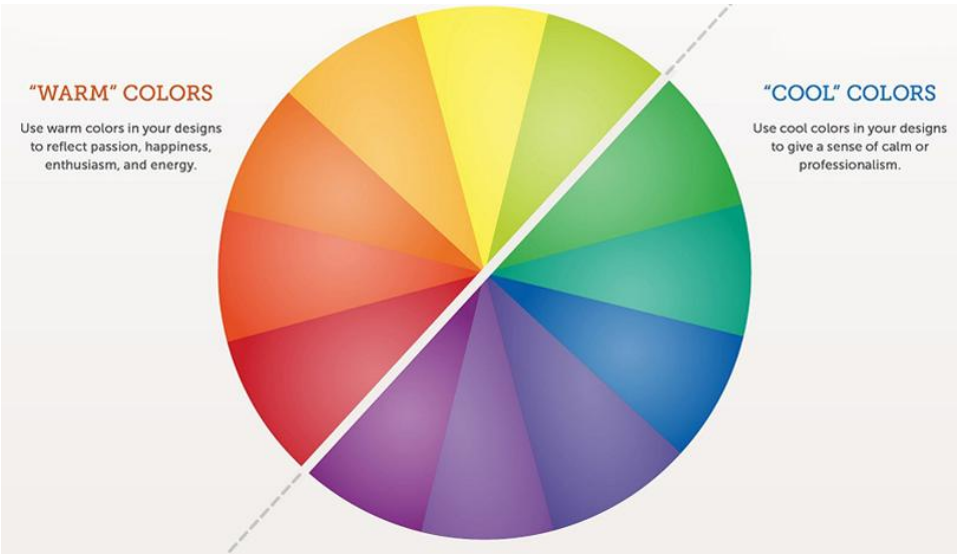
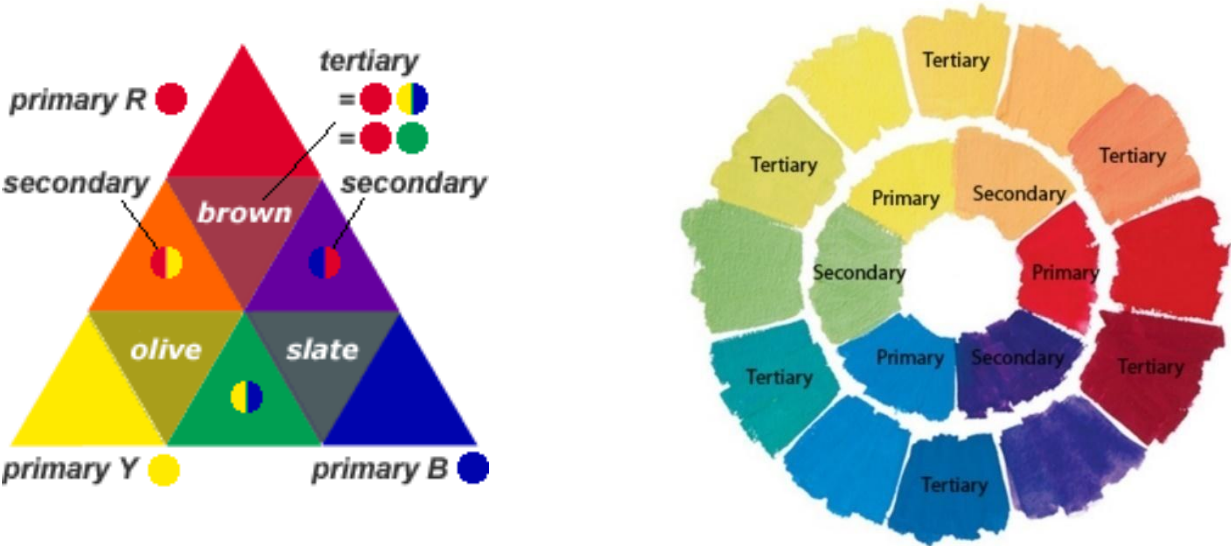
Value - lightness and darkness, the amount of white or black added

Intensity - quality of brightness and purity (high intensity= colour is strong and bright; low intensity= colour is faint and dull

In expressive arts, colour can convey mood. We often associate colour with emotion.

In design, colour can be used to enhance a design or to attract a certain target market. In design, colour can also contribute to the objects style.

Examples of colour and colour theory:



Words to Describe Colour:				
Primary	Transparent	Bright	Monochromatic	Secondary
Opaque	Strong	Neutral	Tertiary	Hue
Harsh	Subtle	Complementary	Pigment	Vibrant
Restrained	Opposite	Tone	Intense	Limited palette
Contrasting	Tint	Saturated	Harmonious	Kaleidoscope
Bold	Pale	Related	Varied	Delicate
Muted	Faded	Vivid	Deep	Hot/warm
Cold/cool	Fluorescent	Rich	Realistic	Symbolic
Expressive	Naturalistic	Life-like	Exaggerated	Pearlescent
Decorative	Clashing	Earthy	Blended	Loud
Garish	Weak	Washed out	Balanced	
Multi-coloured	Pure	Metallic	Receding	

COLOUR (continued)

complimentary/ opposite

Complimentary colours that are opposite each other on the colour wheel. The high contrast of complimentary colours creates a vibrant look.

harmonious

Harmonious colours use colours that are next to each other on the colour wheel. They usually match well.

triadic colours

Triadic colour uses colours that are evenly spaced around the colour wheel. Triadic colour schemes be quite vibrant even if you use pale hues.

split complimentary

Split-complimentary colour is a variation of the complimentary colour scheme. In addition to the base colour, it uses the two colours adjacent to its complement.

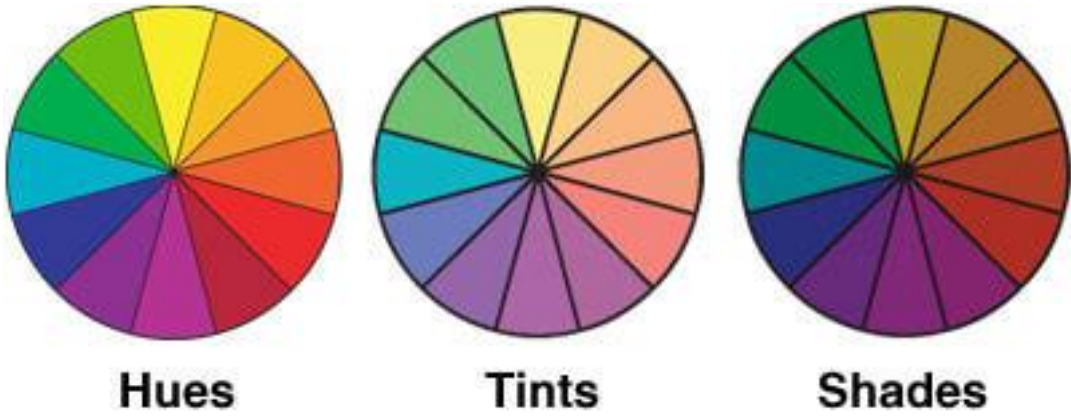
SHADES | TINTS | TONES

SHADES : When BLACK is added to any colour, we get SHADES of that colour

TINTS : When WHITE is added to any colour, we get TINTS of that colour

TONES : When GREY is added to any colour, we get TONES of that colour

635***(o) Naples Yellow	651***(t) Lemon Yellow	617***(t) Cadmium Yellow Pale (Hue)	627***(t) Chrome Lemon (Hue)	620***(t) Cadmium Yellow (Hue)	623***(t) Chrome Yellow (Hue)	618***(t) Cadmium Yellow Deep (Hue)	626***(t) Chrome Orange (Hue)
619***(t) Cadmium Orange (Hue)	628***(t) Chrome Orange Deep (Hue)	588***(t) Vermilion (Hue)	505***(t) Cadmium Red Light (Hue)	503***(t) Cadmium Red (Hue)	504***(t) Cadmium Red Deep (Hue)	571***(t) Scarlet Lake	515***(t) Crimson Alizarin
512***(t) Naphthol Crimson	561***(t) Rose Madder (Quinacridone)	409***(t) Permanent Magenta	406***(t) Cobalt Violet (Hue)	413***(t) Permanent Mauve	123***(t) French Ultramarine	137***(t) Permanent Blue	110***(t) Cobalt Blue (Hue)
142***(t) Phthalo Blue	135***(t) Prussian Blue	112***(o) Coeruleum (Hue)	369***(t) Prussian Green	361***(t) Phthalo Green	352***(t) Hooker's Green	382***(t) Viridian (Hue)	338***(o) Emerald Green (Hue)
375***(t) Sap Green	379***(t) Terre Verte (Hue)	388***(o) Yellow Green	347***(t) Permanent Light Green	663****(t) Yellow Ochre	667****(t) Raw Sienna	024****(o) Buff Titanium	577****(o) Flesh Tint
527****(o) Light Red	583****(o) Venetian Red	523****(o) Indian Red	221****(t) Burnt Sienna	247****(t) Raw Umber	223****(t) Burnt Umber	264****(t) Vandyke Brown (Hue)	065****(o) Payne's Grey
034****(o) Ivory Black	035****(o) Lamp Black	005****(o) Flake White	009****(o) Titanium White	001****(o) Zinc White	007****(o) Mixing White	003****(o) Underpainting White	



TONE

In art, the term "tone" describes the quality of colour.

It has to do with whether a colour is perceived as warm or cold, bright or dull, light or dark, and pure or "dirty."

Tone can be used to show variation from light to dark.

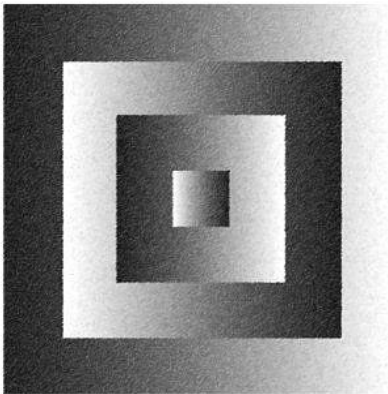
In expressive art tone can be used to describe 3D form, pattern and texture.

The direction and source of light in a drawing or painting can be shown through tone.

Tone can be used expressively to create a sense of realism, [adding emphasis](#), or to show mood or atmosphere.



Examples of tone:



Words to Describe Tone:				
Light	Highlight	Limited tone	Dramatic	Hard light
Drab	Dark	Half-tone	Varied	Contrasting
Diffused	Faded	Sombre	Exaggerated	Mid-tone
Soft	Subtle	Monotone	Tonal scale	Hard
Low key	Gloomy	Murky	Reflected	Glowing
Light source	Graduated	Muted	Blended	Shaded
Shadow	Illuminated	Bright	Flat	Shiny

TEXTURE

Texture is an element of art that also plays to our sense of touch.

Texture can be used to describe how a surface feels or looks like it would feel.

Sometimes we're speaking about an actual texture that can be felt, other times, the texture is an implied visual texture that is two-dimensional.

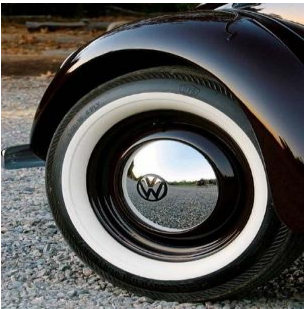
Smooth, rough, hard, soft, furry, fluffy, and bumpy are just some different textures that evoke different responses.

Texture can be represented using 2D techniques.

3D techniques can be used to create surface textures.



Examples of textures:



Words to Describe Texture:				
Tactile	Furry	Even	Brushstroke	Touch
Scaly	Uneven	Impasto	Textural	Silky
Grainy	Low relief	Soft	Hairy	Indented
Hard	Rippled	Linear	Swirling	Dusty
Wrinkled	Rough	Smooth	Crinkled	Waxy
Dashed	Directional	Greasy	Ribbed	Coarse
Fine	Grooved	Velvety	Random	Bumpy
Fleecy	Spiky	Flat	Shiny	Scratched
Woolly	Woven	Glossy	Matt	Gritty

PATTERN

The visual element of pattern is a regular repetition.

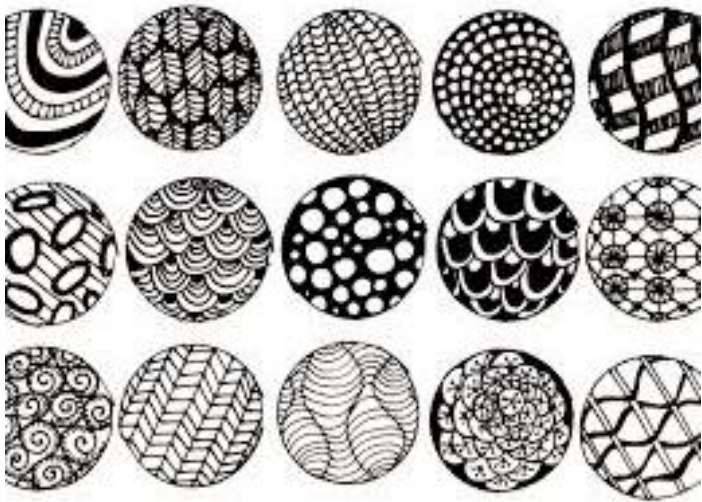
Pattern is an arrangement of repeating elements or motifs; lines; shapes; forms; tones; or colours.

Pattern can be observed in the nature or in human-made environments and designs.

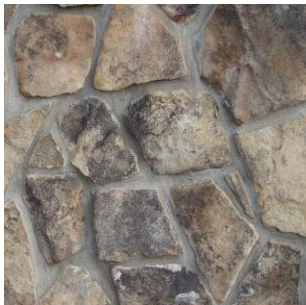
Visual patterns in nature are often chaotic, natural patterns are spirals, waves and cracks.

In both design and expressive work pattern can be used to enhance a piece of work.

In art and architecture, decorations or [visual motifs](#) can be combined and repeated to form patterns.



Examples of pattern:



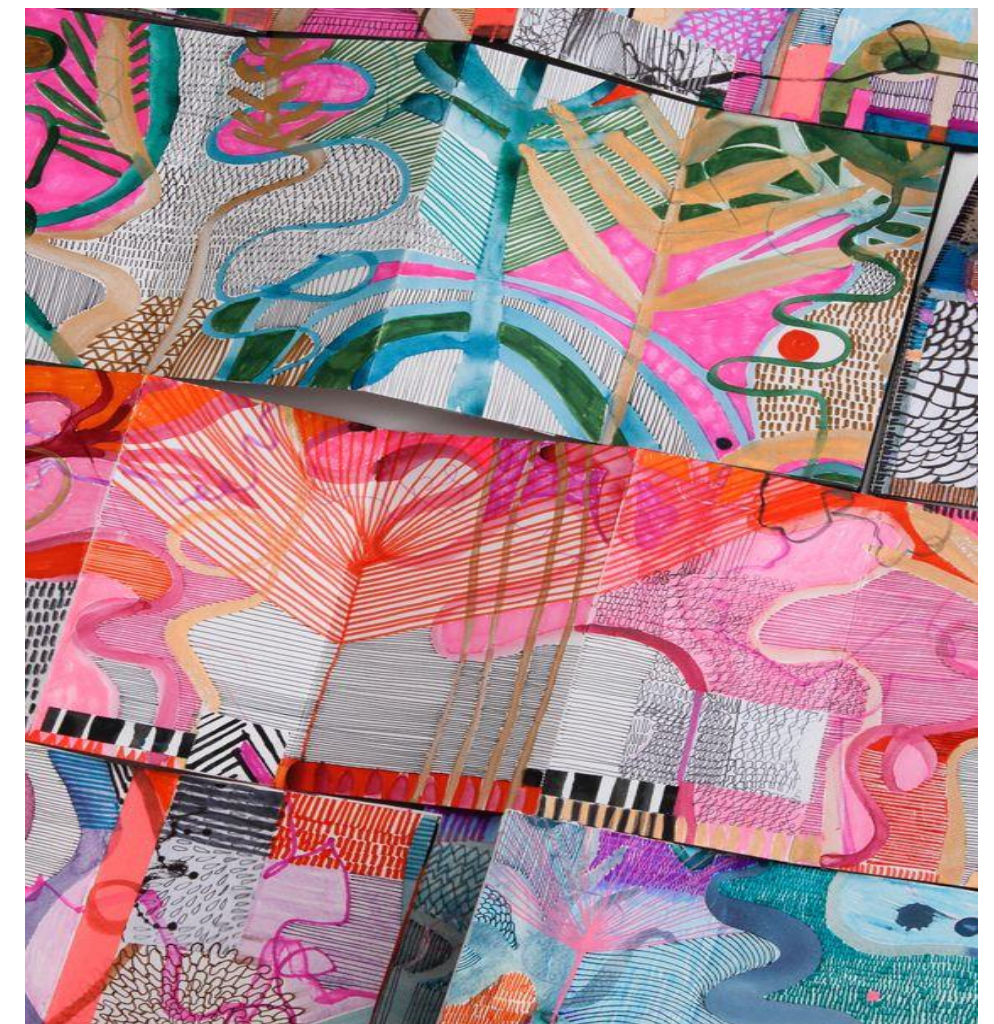
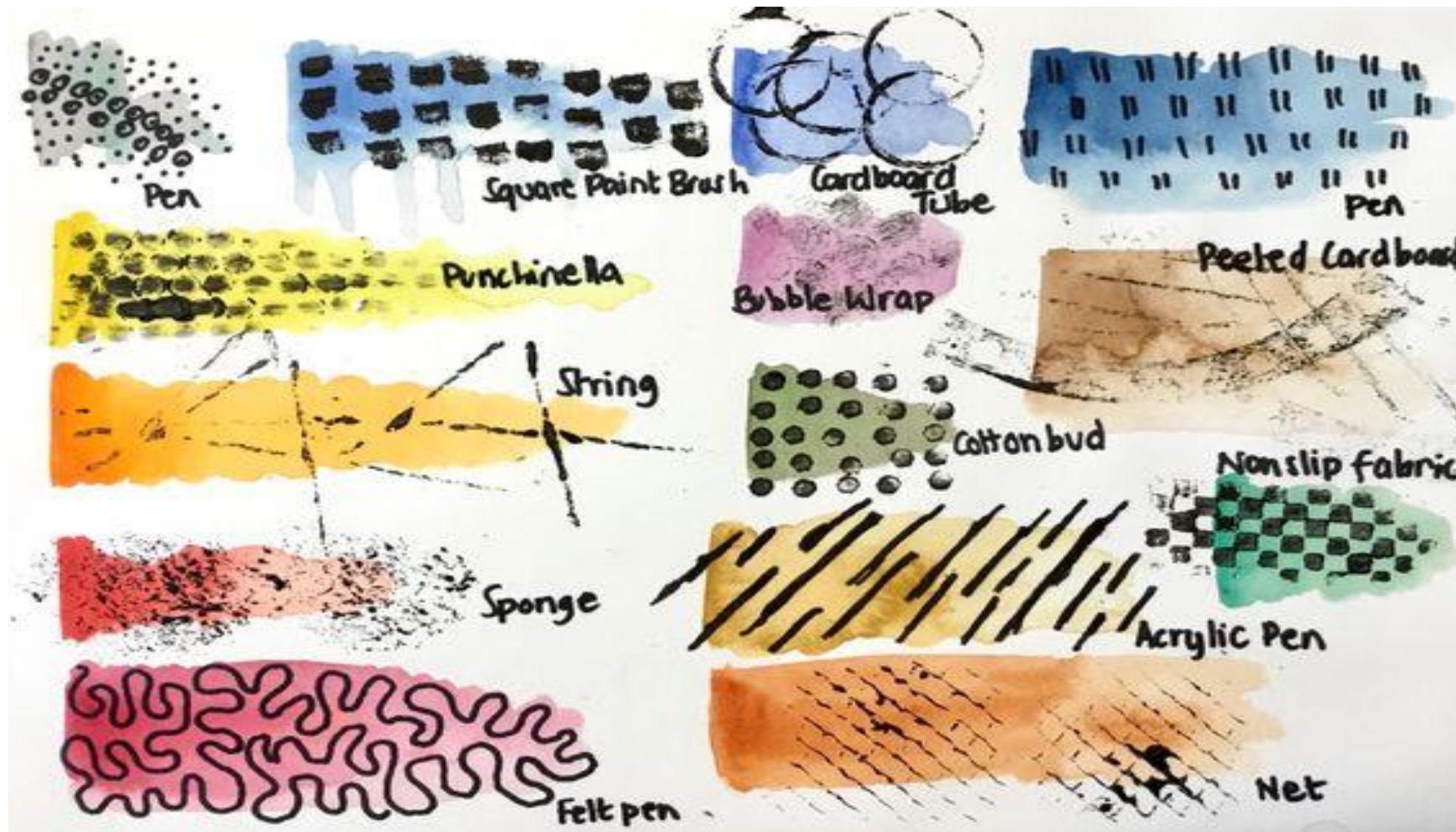
Words to Describe Pattern:				
Applied	Random	Dots	Decorative	Repeating
Varied	Polka dot	Ornate	Ornamental	Dashes
Regular	Simple	Regular	Dashes	Embellished
Linear	Complex	Man-made	Rectilinear	Stripes
Bold	Subtle	Chequered	Curvy	Natural
Geometric	Rhythmic	Tartan	Clashing	Symmetrical
Organic	Mechanical	Asymmetrical	Floral	Optical
Motifs	Symbols	Speckled	Digital	Abstract
Marbled	Mirror image	Squiggles	Large-scale	Small-scale
Stippled	Psychedelic	Pleated	Zigzagged	Flowing

Appendix 2: Artistic Techniques

MARK-MAKING TECHNIQUES

A range of materials can be used to allow children and young people to explore how to make different marks for creative effect. They could even create their own brushes!

Prepared papers can be made and then used as collage materials as part of an artwork, or could be contained within a sketchbook to encourage consideration of the visual elements.

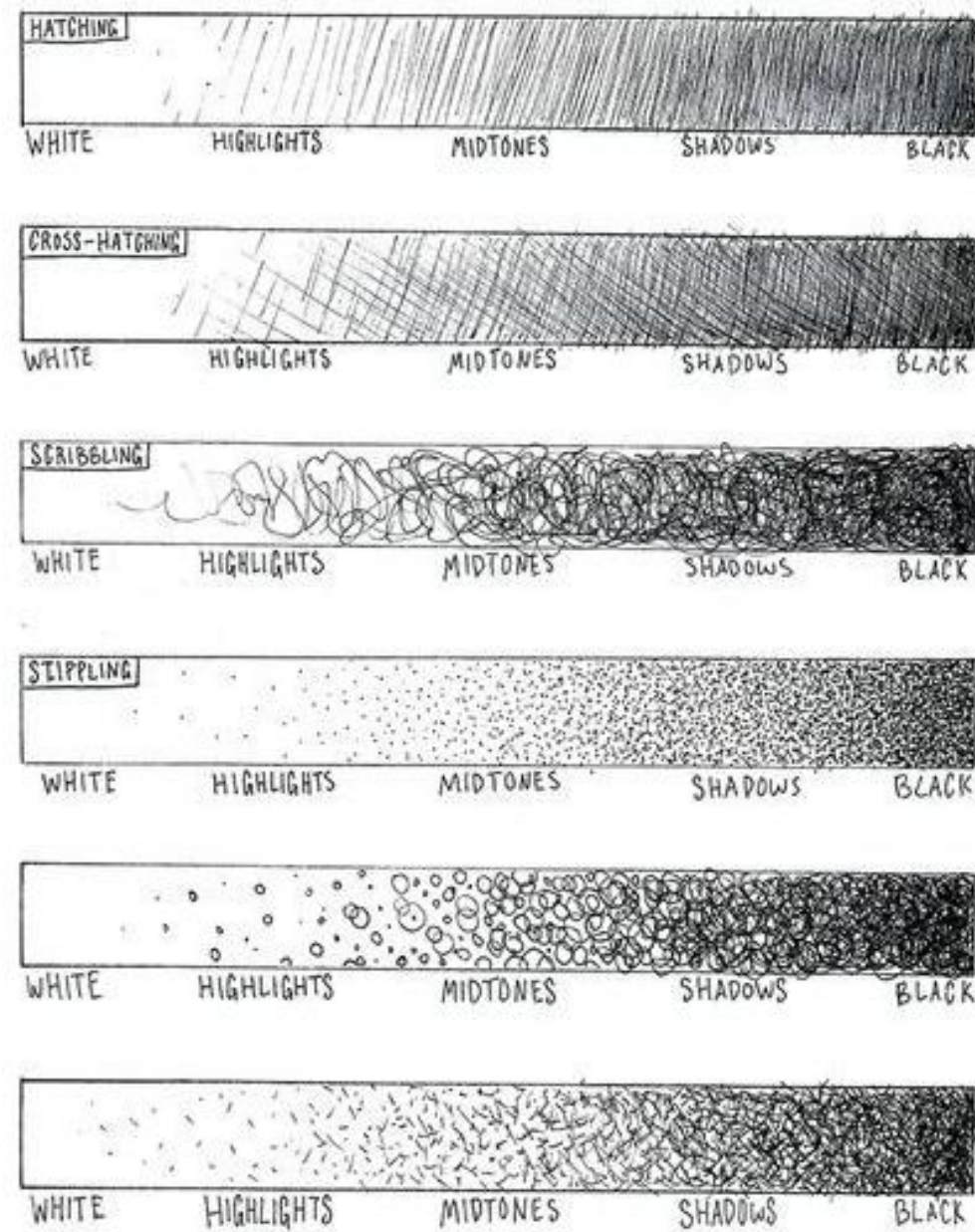
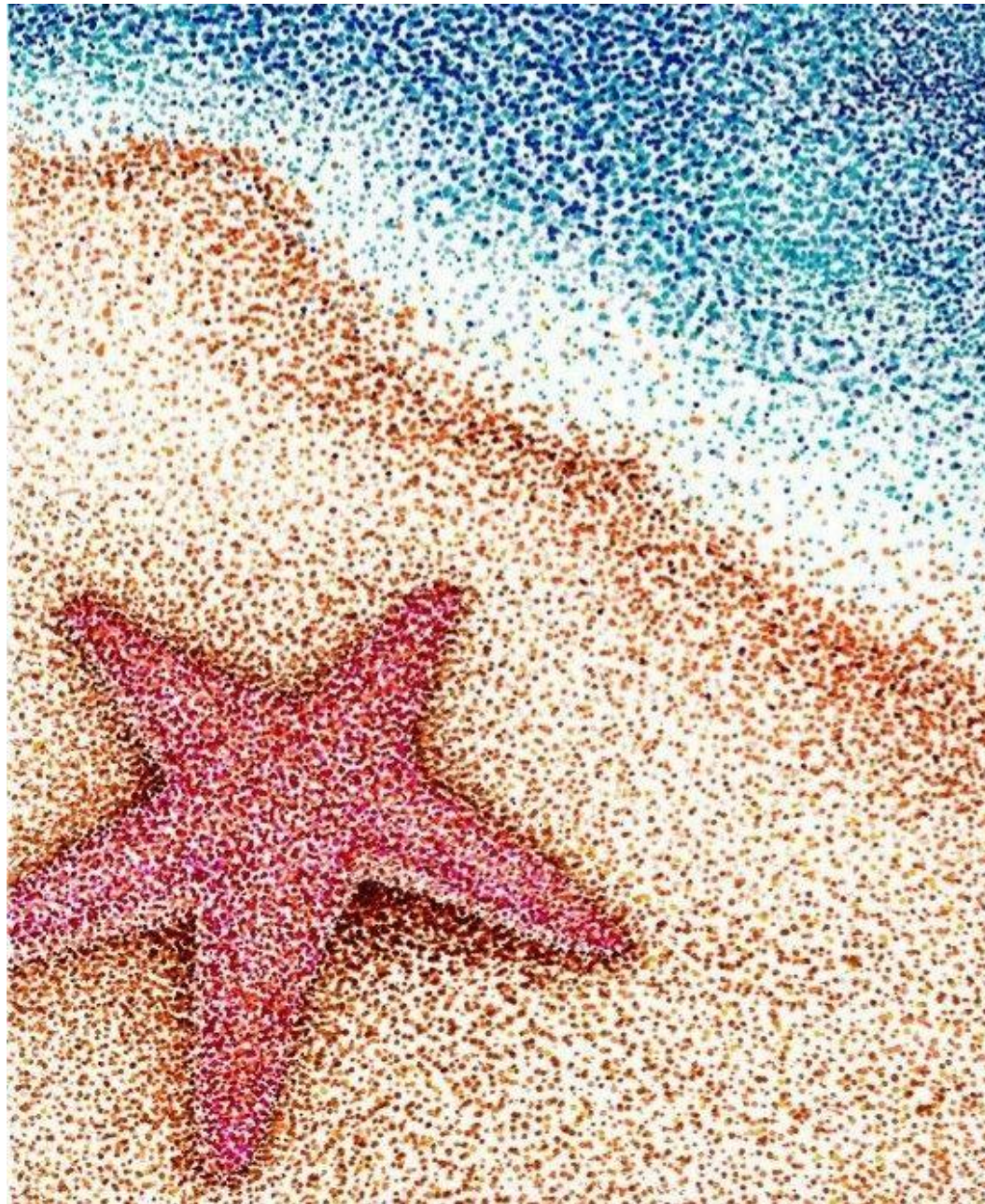


MARK-MAKING TO CREATE TONE

Many children and young people think tone has to be smoothly applied to look like a photograph. However, many techniques can be used to create shading including stippling (often called Pointillism), scumbling (applying dry paint over another layer), or hatching / cross-hatching.

Offering other opportunities for children and young people to create marks encourages them to be more expressive.

Chuck Close
Georges Seurat



COLLAGE

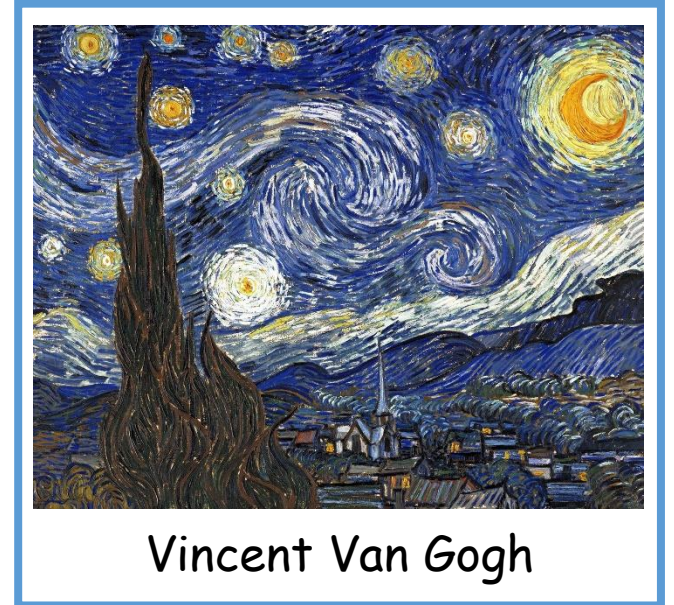
Prepared papers (for example using glue spreaders, or sponges to create textures) can be created and then cut up as part of wider artworks. Eric Carle's work is an excellent example of this technique.

Collaged materials can be created or found (newspapers, magazines, cardboard) and then cut up or torn to create new imagery.



Eric Carle





Vincent Van Gogh

MARK-MAKING TECHNIQUES

scraping, rubbing, cutting, gluing, splattering

Techniques such as crayon resist, chalk rub off or oil pastel batik can be used as individual techniques or combined in different sections to create texture in an artwork.





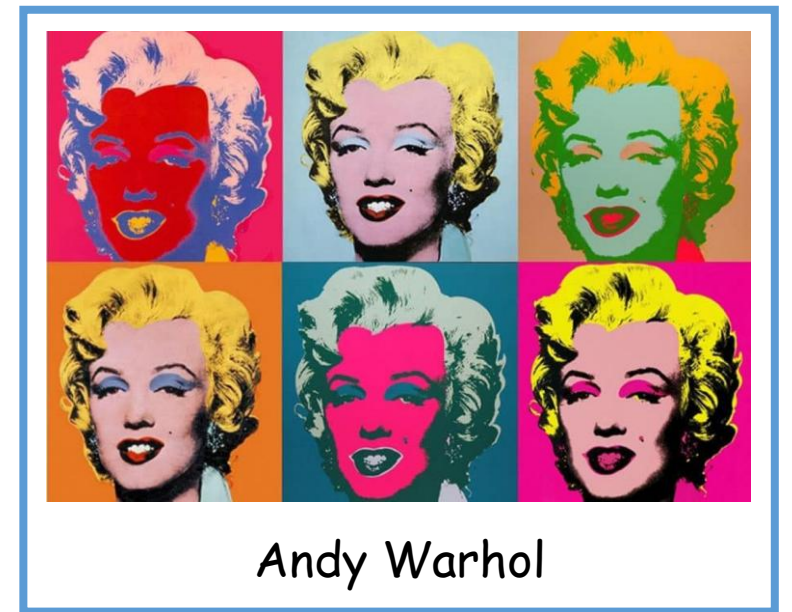
PRINTMAKING

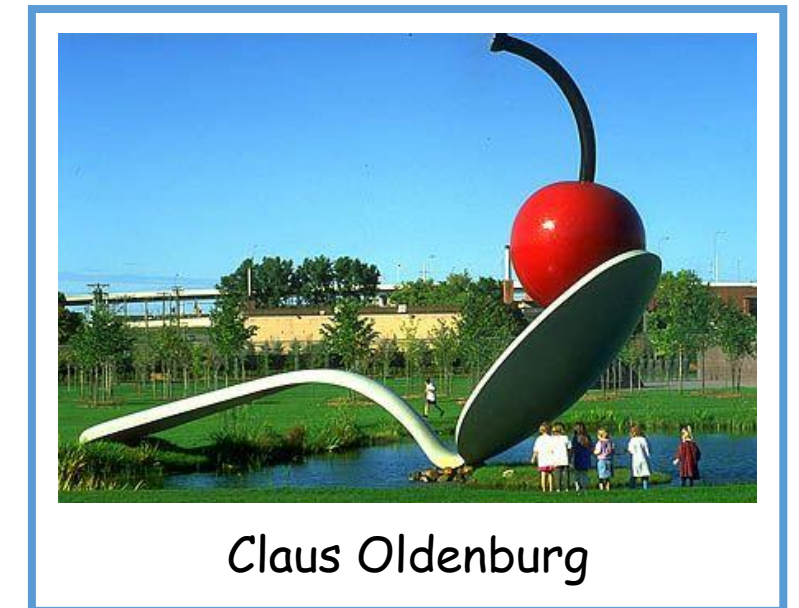
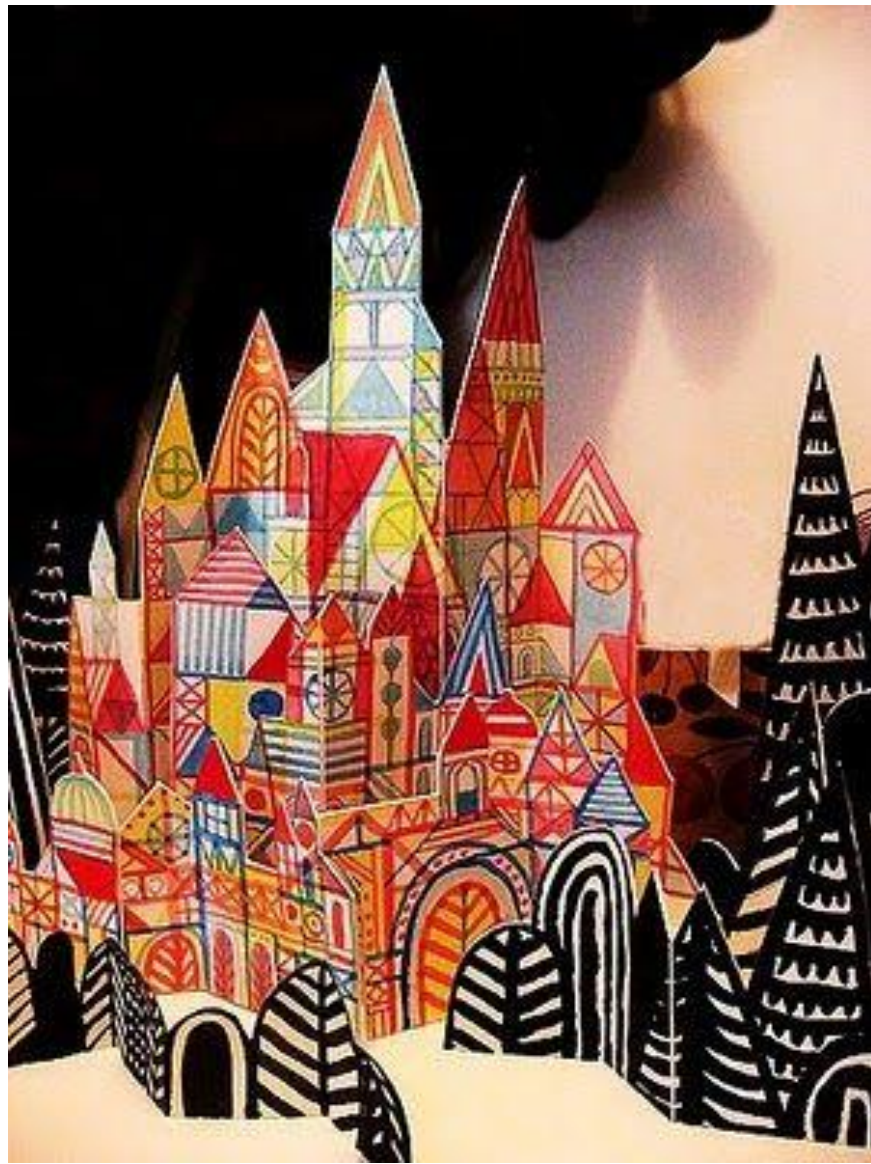
Stamps can be made out of everyday objects found around the house.

Collagraphs can be created out of cut textures and then stuck on to a cardboard backing, before inking up 'the plate' to create a print.

Styrofoam prints allow children and young people to draw into the foam board to make marks, which can then be printed in a block, or cut out to create a softer edge. These prints can be printed once or repeated on to white or coloured papers to create a pattern.

Prints can be a stand-alone piece or be cut out and collaged as part of a wider artwork.





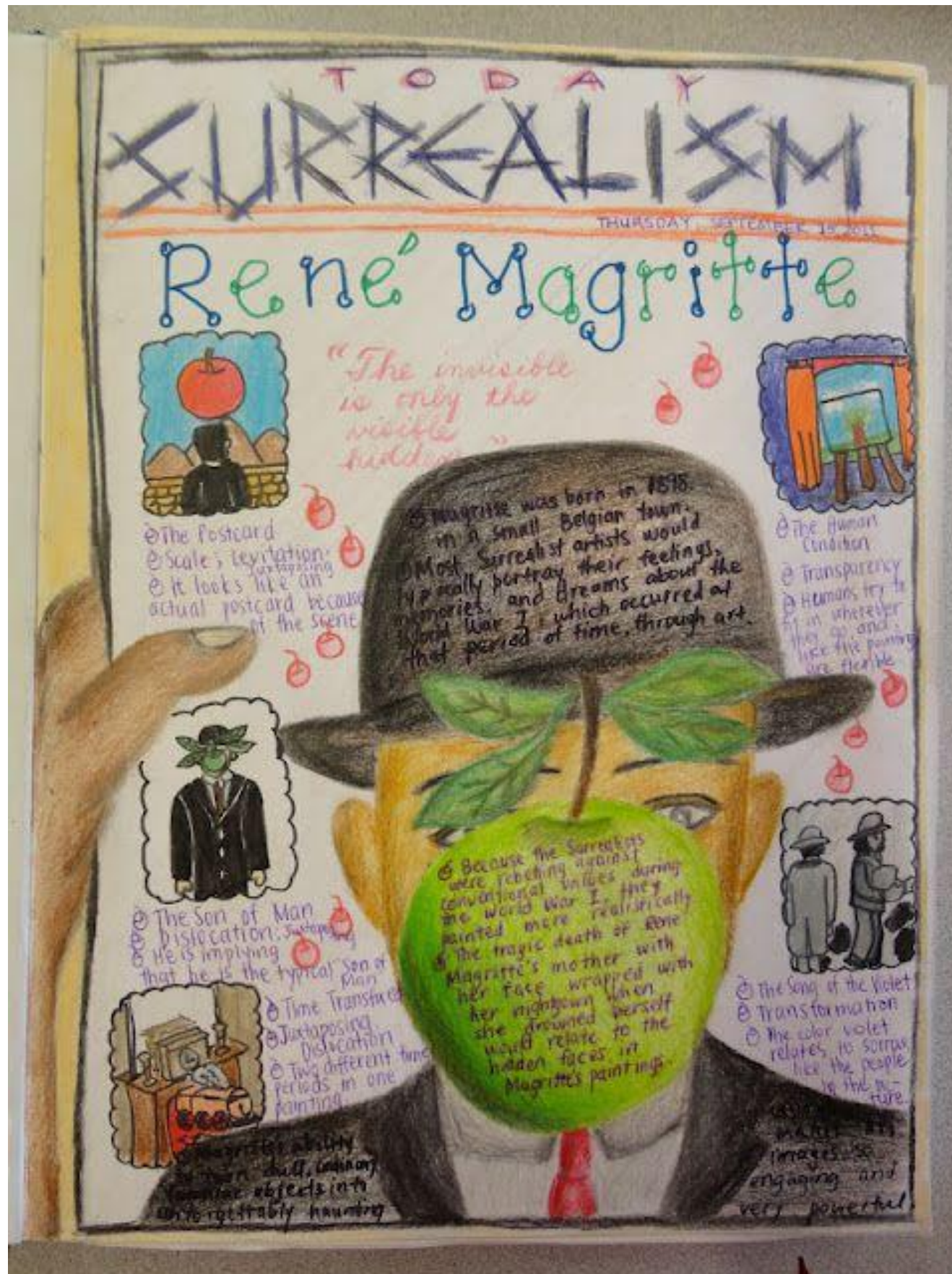
Claus Oldenburg

SCULPTURE

Sculptures can be created out of anything; found objects, paper-mâché, or clay. This doesn't have to be hugely complicated or expensive process. Sculptures can also be made quickly out of folded paper or card to create eye-catching 3D objects.

Making sculptures is an excellent way to encourage children and young people to think about form, before use of colour and pattern.





EXPLORING ARTIST'S AND DESIGNER'S WORK

Artist's and designer's work link closely to the time in which it was produced in, so it can be useful to link the study of particular movements to projects about history. For example, by linking the 1960's to Pop Art.

Observed drawings could be completed in various ways to explore different artists' styles or children and young people could be given choices to explore their own choice of artists and designers and complete research around this.



THE DESIGN PROCESS

Give children and young people a simple **design brief** and ask them to come up with a solution to this.

Children and young people will need to complete **research** around the design brief. They should look for **market research** (other similar designs that already exist) and **theme imagery** (images they can refer to when they are coming up with their own ideas).

Children and young people then need **develop their own ideas**. These can be a series of quick sketches. Design isn't about instantly finding one good idea. Children and young people should be exploring different ideas, before then deciding on the **final outcome** that they want to draw / produce.

Once they have created an idea they are happy with, a **simple evaluation** about how well the design works and how happy they are with how the design looks.

