

Progression of Knowledge in: Art and design

National Curriculum Aims:

The national curriculum for art and design aims to ensure that all pupils: 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 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

<u>Year Groups</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Units</u>	<u>1</u> .Henri Matisse <u>2</u> .Paul Klee <u>3</u> .Andy Goldsworthy	<u>1</u> .Frida Kahlo <u>2</u> . Edward Tingatinga <u>3</u> .Claude Monet	<u>1</u> .William Morris <u>2</u> .Paul Cezanne <u>3</u> .Yinka Shonibare	<u>1</u> .Barbara Hepworth <u>2</u> .David Hockney <u>3</u> .Hafza Yusuf	<u>1</u> .Ahmed Moustafa <u>2</u> .Cyril Power and Sybil Andrews <u>3</u> .William Kentridge	<u>1</u> .Anish Kapoor <u>2</u> .Zaha Hadid <u>3</u> .George Seurat and Gakonga

Strand/NC	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Sketchbooks KS1: not needed in NC but we use them to explore ideas KS2:to create sketch books to record their observations and use them to review and revisit ideas			Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotation, planning and taking next steps in a making process. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
Evaluating, analysing and developing ideas and work ELG: Creating with Materials Share their creations, explaining the process they have used. Communication and language Participate in small group, class and one-to-one discussions, offering their own ideas,	Comment on what they have created and explain what they have made to an adult. Commentate on what they are doing and simply explain what they are trying to achieve. Be exposed to different artworks and comment simply on what they like and dislike. To begin to review and say what I think and feel about my	Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. Compare their art to significant works of art recognising what is the same and what is different.	Make creative decisions about the content of their work, use appropriate media to work with and make choices about outcomes. Orally describe their thoughts, ideas and intentions about their work. Form opinions about the process of their work saying what went well & how they might improve it. Compare their art to appropriate works of art recognising what is the same and what is different.	Develop skills in verbally describing their thoughts, ideas and intentions about their work. Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Talk about how they could improve their work using the language of the formal elements. Offer advice to others understanding that all artists do this and give confidence and praise.	Continue to use the language of the formal elements to describe in more detail their work and the work of others, including great artists. Use spoken and written analyses and evaluation to understand what they need to do to improve and that all artists do this throughout the creative process. Offer critical advice, confidence and praise to others.	Use the language of the formal elements to describe, analyse and evaluate in both oral and written form. Review and revisit ideas by offering and receiving critical advice, confidence and praise to others and respond to feedback positively.	Begin to show objective judgements when evaluating and analysing the work of others without comparing their own work to that of others. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Review and revisit ideas throughout the creative process, using the language of the formal elements to evaluate, analyse and develop own ideas the ideas of others. They should know that most artists struggle with this and that it is

using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. KS1 describing the differences and similarities between different practices and disciplines, and making links to their own work. KS2 review and revisit ideas (including in sketchbooks)	artwork and that of others. To begin to identify what I might change in my current work.	Work alongside their peers and share their ideas in the creative process. To begin to review and say what I think and feel about my artwork and that of others. To identify what I might change in my current work					Identify artists who have worked in a similar way to their own work. a vital part of the art process. Adapt their work according to their views and describe how they might develop it further. To work from a variety of sources, including those researched independently.
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Drawing and Mark Making	Children will experiment freely with different drawing implements.	Use graphic tools, fingers, hands, chalk, pens and pencils.	Experiment using pencils and oil pastels, (1,2)	Continue to experiment with different grades of pencil in sketchbooks. (1,2,3)	Develop intricate patterns/marks with a variety of media; pencil, charcoal. (1)	Develop intricate patterns to create lines and marks. (1, 2, 3)	Work in a sustained and independent way to create a detailed drawing and begin to develop own style of drawing. (1, 3)	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of line: tone, pattern, texture. (1,2,3)
	Begin to control the types of marks made.	Draw on different surfaces and coloured paper.	Start to record simple pencil and pastel explorations in a sketchbook. (1,2)	Develop intricate patterns and marks with different grades of pencil. (2)	Begin to have greater control when using different media; pencil, charcoal. (1,2)	Draw for a sustained period of time at an appropriate level. (1, 3)	Have a secure understanding of the grades of pencils. (1,3)	Have a secure understanding of the grades of pencils. (1,2,3)
	-Children will draw on a variety of papers and surfaces.	Produce lines of different thickness and tone using a pencil.	Develop knowledge of tone using oil pastels (2)	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. (1, 2)	Begin to show understanding of the different grades of pencil. Start to make informed choices about which pencils to choose when drawing (2)	Have opportunities to develop further drawings featuring the third dimension and perspective. (1)	Make informed choices about which pencils and media they are going to use, this includes charcoal. (1, 3)	Adapt their work according to their views and describe how they might develop it further. (1, 2, 3)
	-Include a variety of shapes and lines within their drawings. Some features will become recognisable within their drawings.	Begin to show increasing accuracy and care when drawing.	Begin to match and draw lines/marks from observations and create own shapes. (2)	Observe and draw shapes from observations. Begin to draw shapes in-between objects. (1, 2, 3)	Experiment with different grades of pencils and other implements to achieve variations in tone. Apply tone in a drawing in a simple way using techniques from KS1. (Stippling, scribbling) (2)	Create textures and patterns with a wide range of drawing implements: viewfinders to aid observation. (3)	Use different techniques for different purposes i.e shading, hatching within their own work. Independently choose to include these techniques and explain why they are using them. (3)	Develop an awareness of composition, scale and proportion in their work. (3)
	-Will develop their grip when handling a range of media.	Start to produce and explore how different patterns and textures can be made from observations, imagination and illustrations.	Explore a range of different lines and describe their thickness. (2)	Begin to show an awareness of objects having a third dimension and perspective. (3)	Continue to show an awareness of objects having a third dimension and perspective and know that directional shading can influence a shape's 3D appearance.(2)	Make drawings as a starting point for work in other areas. (1, 2, 3)	Have opportunities to develop further simple perspective in their work using a single focal point and horizon. (2)	Make drawings as a starting
	To know some drawing tools to make marks on a surface. (Chalk, crayons, pens, pencils) (P)	Look at and talk about what they have produced, describing simple techniques and media used.	Produce an expanding range of patterns and textures. (3)	Make drawings as a starting point for work in other areas. (1, 2, 3)	Create textures and patterns with a wide range of drawing implements. Use viewfinders to aid observation. (1)	To know that directional shading can influence a shape's 3D appearance. (P) (1)	Start to develop their own style using tonal contrast. (1)	
	To know which material is most appropriate for drawing. (ground for large chalk, paper and sugar paper) (P)	Will develop their grip when handling a range of media.	Investigate tone by drawing light/dark patterns, light and dark shapes. (2)	To draw for a sustained period to form figures and real objects, both single and grouped. (1,3)	Make drawings as a starting point for work in other areas. (1, 2, 3)	To identify and draw simple objects and use marks and lines to produce texture. (1)	Have opportunities to develop further simple perspective in their work using a single focal point and horizon. (2)	
	Work collaboratively with their peers and share their ideas, resources and skills.			Begin to show form by drawing light and dark lines, patterns and shapes. (1, 2, 3)				
	ELG-							
	To know that movement and sounds can be represented by drawing.	To continue to develop fine motor skills to use a range of tools competently, safely and confidently (chalk, pastels, pens, pencils) to draw. (P) (PD)						
	To begin to use closed shapes (squares, triangles and circles) with continuous lines to							

	represent objects (circle for a human face) To draw with increased complexity and detail facial features and emotions) To hold drawing tools with some control. (PD) Use large muscle movements to wave flags and streamers, paint and make marks. (PD)	To know which material is most appropriate for a specific drawing activity and say why. To understand that I can draw what I see. To draw pictures from observation of the natural world (animals and plants) (UW - NW-ELG) To show accuracy and care when drawing (PD - fine motor - ELG)			can be used to show areas of light and dark. To draw for a sustained period of time		Begin to develop an awareness of composition, scale and proportion in their work. (1, 2, 3) Use drawing techniques to work from a variety of sources including observation, photographs and digital images. (1, 2, 3) Identify artists who have worked in a similar way. (1, 2, 3) Make drawings as a starting point for work in other areas. (1, 2, 3) To know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of a piece of artwork. (1, 2, 3) To know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter (P) (1, 2, 3) Draw for a sustained period of time over a number of sessions working on one piece. (1, 3)	point for work in other areas. (1,2, 3) To know that there are technical processes we can use to help us see, draw and scale up our work from 2D to 3D. (TH) (1, 2) To create sketches which communicate emotions and a sense of self with accuracy and imagination. (P) (3)
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Colour and Painting	To begin to know the different tools that can be used to paint on a surface.(paint brushes, sponges, stampers) (P)	To be able to know that different tools can be used for different purposes (P)	Know the primary colours and mix secondary colours. Moving towards predicting resulting colours. (1)	To know the name different types of paint and their properties: Watercolor = translucent and Acrylic = opaque (1, 3)		Confidently control the types of marks made and experiment with different effects and textures Inc. blocking in colour and washes. (3)	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. (1)	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. (3)
	To know the name of different primary colours (red, blue and yellow). (P)	To know which primary colours to mix together to make some secondary colours.	Experiment with poster paint using different brush sizes. (1)	Begin to control the types of marks made with a range of painting techniques and media (acrylic, poster and watercolour painting) e.g. layering and adding texture using different brush strokes and sizes. (1, 2, 3)		Start to work with fabric paint and understand the properties of it. Compare this to watercolour, acrylic and poster paint. (3)	Continue to work with acrylic paint and understand the properties of acrylic paint. Compare this to watercolour and poster paint. (1)	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. (1, 3)
	To begin to understand colour mixing using ready mixed paint.	To begin to know that adding a lighter colour or a darker colour to an original colour will change it.	Develop control of marks made using poster paint. (1)	To know that paintbrushes can differ in appearance and purpose: Flat brush – straight edges or blocked strokes. Rounded brush – versatile and can be used for small details. (1, 2, 3)		Start to develop a painting from a drawing. (3)	Mix and match colours to create atmosphere and light effects. (1, 2)	Understand tertiary colours. (1, 3)
	Knowing that adding materials to paint (cornflour rice, shaving cream) will change the texture.	To begin to understand different paint types (ready mixed paint and Powder paint)	Record simple paint explorations in a sketchbook. (1)	Use a brush to produce marks appropriate to work. E.g. small brush for small marks. (1, 2, 3)		Begin to choose appropriate brushes to work with and know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting eg fabric	Mix colour, shades and tones with confidence building on previous knowledge. (1, 2)	Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and
	To begin to explore using a range of tools to move paint.	To choose a tool for a given purpose. (paint rollers for large painting, a thin brush for more detail)	Begin to understand how colour can be linked to different emotions. (1)	Experiment in differing hues of watercolours using different amounts of water. (3)		Detail round brushes- have short hairs. They are a good choice for working on details and making short strokes. Flat square – are good for bold strokes and filling wide spaces. They can also be used for fine lines. Oval-shaped-brushes work well for blending.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. (1, 2)	
	To explore colour mixing linked to feelings (happiness, sadness, anger)	To experiment with different primary colours based on knowledge of mixing.		Begin to mix colour shades and tones. Understand the vocabulary of shades and tones (Acrylic paint and watercolours). (1, 3)		Mix colour, shades and tones with increasing confidence. (3)	Start to develop their own style using tonal contrast. (1)	
	To hold tools with some control. (PD)	To experiment with shade.		Have a secure understanding of primary and secondary colours. (1, 2, 3)		Start to look at working in the style of a selected artist. (Hafza Yusuf) (3)	To know that paint acts differently on different surfaces. (P) (1, 2)	
	Use large muscle movements to wave flags and streamers, paint and make marks. (PD)	To confidently and competently hold tools for painting. (PD)		Begin to understand		To know how to mix primary colours to make secondary		
	To explore materials to paint.							

				how artists use warm and cool colours and explore how this can create a mood in painting. (1, 2, 3)		colours of different hues. (P) (3) To make and match colours with increasing accuracy. (3) To use varied brush techniques to create shapes, patterns and lines. (3) To use more specific colour language e.g. tint, tone, shade (3)	To show increasing independence and creativity with the painting process. (1, 2)	why. (1, 2, 3) To show an awareness of the composition of paintings. To explain why they have chosen specific painting techniques.
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Craft and Design P1 Printing and Pattern	To begin to understand that prints can be made using a variety of objects (hands, fingers, sponges, blocks, fruit).	To know that print can be made using a variety of objects (leaves, cones, flower heads)	Use sketchbook for recording textures/patterns (3)	Create order, symmetry, and irregularity. (2)	Explore colour mixing through overlapping colour prints deliberately. (1)		Become experienced in combining prints taken from different objects to produce an end piece. (2)	
	To explore how print looks on a surface To explore making patterns using printing.	To make marks in print using natural and made objects. To use simple printing to patterns using objects.	Use paper to make a collage picture. (1) Develop skills of overlapping and overlaying to create effects. (1) Cut shapes using scissors. (1) Develop knowledge of measuring materials to support correct shape proportions and size (1)	Extend repeating patterns - overlapping, using two contrasting colours. (2) To explore pattern and shape when creating designs for printing. (2)	-Expand experience in 2 colour printing. (1) Use rollers and ink with increasing confidence. (1) -Use relief and impressed printing processes to design patterns of increasing complexity and repetition. (1) To talk about the processes used to produce a simple print		Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper). (2) To know that artists use a range of materials and techniques when printing (TH) (2) To understand why an artist chose or explored these techniques. (TH) (2) To explain different printing techniques, including the use of relief, mono and lino printing and choosing an appropriate technique for own work. (2) To build up layers, colours and textures. (2) To organise their work in terms of pattern, repetition, symmetry or random printing styles. (2) To choose appropriate ink and overlay colours. (2)	

Craft and Design P2 Textile and Collage	To begin to understand that you can collage to create art.	To develop an understanding that collaging is a way of creating art.	To know how to cut, glue and trim material.	I know how to cut, glue and trim paper with precision.		Use initial sketches to aid work.		
	To begin to explore how to cut and glue materials. To use one handed tools (scissors) to make snips in paper.	To know how to cut, glue and trim materials. To develop fine motor skills to be able to use scissors competently. To competently use scissors to cut and shape materials (paper, tissue paper, sugar paper and card)	To say how artists have used colour, pattern and shape. To create images from imagination, experience or observation. To use scissors to cut a range of shapes out of paper.	To know how to sort and use materials according to specific qualities. I know how to modify materials by cutting, layering and tearing. To use a combination of materials that have been cut, torn and glued. To sort and arrange materials. To create textured collages from a variety of media To consider the use of colour for effect.		Continue experimenting with creating mood, feeling, movement and areas of interest. (2) Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. (3) To know the name of the tools and materials I have used (P) (Fabric paint, mixed media, photographs of self, scissors, glue)(2) To understand how to place shapes or images to convey an idea. (2) To use a range of media to create collage. (2) To experiment with a range of media by overlapping and layering to create texture, effect, and colour (2) To combine visual and tactile qualities (2) To refine and alter ideas and explain choices using art vocabulary.		

3D Form/Sculpture	To construct and build using a variety of objects. To begin, know that structures can be made by moulding a malleable material with hands and simple tools. To mould and create simple shapes with malleable materials (play. dough - Gingerbread men) To begin to arrange blocks, boxes in different ways stacking, lining up, enclosure. To join different materials and explore different textures. (glueing and masking taping for sticking pieces of scrap materials onto boxes, lids and paper)	To know that art can take many forms. To know that modelling material can make objects of purpose. To develop understanding of how manipulating materials using hands and simple tools has an effect. To know how to combine boxes and other found materials to create junk models and then return and adapt their work. recycled, natural and man-made materials. To use hands to manipulate malleable materials. (Playdough and clay) in different ways. (Rolling, kneading, squashing, pinching) To make an object for a purpose using curriculum knowledge (diva lamp, Mini beasts) To be able to handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego To build on knowledge of joining materials using (different types of glue and tape, tabs and split pins)	Use sculpture as a medium to develop and share ideas. Create 3D forms using imagination, known experiences and personal ideas. To know that art can take many forms including architecture. To know the difference between a 2D and 3D image. To construct, and join recycled, natural, and man-made materials. To explore shape and form. To cut, make and combine shapes to create recognisable forms. To add materials to the sculpture to create detail.		(All Summer term) -Create and combine shapes to create recognisable forms from solid materials. -Create and use coils when using clay and begin to work independently (making coils of even thickness; and add coils and other clay forms to create images or decoration) -Add clay to provide interesting detail. -Use clay and sculpting tools with increasing confidence. -Shape, form, model and construct from observation and / or imagination with increasing confidence. -Have simple discussion about aesthetics. -Experiment and apply a varnish or paint to clay. -Use a range of decorative techniques: applied and painted. To know that art can take many forms including sculpture(TH) To construct a simple clay base for extending and modelling other shapes	Create and combine shapes to create recognisable forms from solid materials. (1) Design and make for a purpose. (1) Include textures that convey expression or movement. (1) Explore the nature and qualities of clay. (1) Using scoring and slip to layer clay to provide interesting detail. (1) Shape, form, model and construct from observation and / or imagination with increasing confidence. (1) Discuss own work and work of other sculptors with comparisons made. (1) Consider space and size of sculptures. (1) To be more confident in using a variety of sculpting tools and begin to take creative risks by experimenting to see what happens. (P) (1) To know the techniques used to create sculptures (e.g moulding). (P) (1)		Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 1, 2) Use clay tools to carve and add shapes, texture and pattern. (2) Combine visual and tactile qualities. (1, 2) Use frameworks (such as wire or moulds) to provide stability and form. (1) Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. (1, 2)
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					To understand the safety and basic care of clay and sculpting tools.	To understand that artists can represent objects in a particular context. (1) To explore how we can re-see the objects around us and represent them as sculptures. (1)		Create and evaluate a sculpture. Incorporate form, pattern, and texture. (1, 2) Use a wide variety of tools and refine skills. (1, 2) Use imagination and experience to influence work. (1, 2) Use language appropriate to skill and technique. (1, 2) To know that designers often create scaled models of sculptures to share with others. (TH) (1) To understand that architects and other artists have responsibilities towards
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								society. (TH) (1) To experiment with and combine materials and processes to design and make 3D form (1, 2) To plan a sculpture through drawing, discussing and looking at other artists work (Anish Kapoor, Magdalena Odundo) (1, 2) To create work which is open to interpretation by the audience. (1, 2)
Range of great artists, architects and designers in history.			Matisse Paul Klee Andy Goldsworthy	Frida Kahlo Edward Tinguely Monet	William Morris Paul Strand Yinka Shonibare	Barbara Hepworth David Hockney Hafsa Yusuf	Ahmed Moustafa Sybil Power and Cyril Andrews William Kentridge	Anish Kapoor Magdalena Odundo

Element Definition

Line	Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive. Lines are basic tools for artists—though some artists show their lines more than others. Some lines in paintings are invisible—you don't actually see the dark mark of the line. But they are there, shown in the way the artist arranges the objects in the painting.
Shape	Shape is a flat area surrounded by edges or an outline. Artists use all kinds of shapes. Geometric shapes are precise and regular, like squares, rectangles, and triangles. They are often found in human-made things, like buildings and machines while biomorphic shapes are found in nature.
Space	Space deals with the area around or inside the shapes. 'Positive space' is the area occupied by an object and 'negative space' is the area around the object. This element is used to give the illusion of depth in a two-dimensional image. Specific vocabulary that relates to this is 'foreground', 'middle ground' and 'back-ground'.
Colour	Colour is what we see because of reflected light. Light contains different wavelengths of energy that our eyes and brain "see" as different colours. When light hits an object, we see the coloured light that reflects off the object. Red, blue, and yellow are the primary colours. With paints of just these three colours, artists can mix them to create all the other colours. When artists mix pigments of the primary colours, they make secondary colours. Colour has three main properties: hue, which is the name we give to different colours. Intensity related to the vividness of the colour; and tonal value, which relates to the share or tint of a colour. Tone- Tonal value refers to the degree of lightness or darkness, or shade, of an object or colour. Artists use this element to create the illusion of depth in two-dimensional shapes, by shading and adding shadow. 'Tints' make colour lighter by adding white or, in some cases, yellow can help tones seem brighter; 'shades' make colours appear darker, which is achieved by adding black or darker colours, such as purple or blue.
Texture	This element relates to how the surface of something feels, or might feel if you could touch it. For artists, this could mean either real surface quality, such as in sculpture, or the illusion of surface quality, as represented though for example, painting or drawing.
Form	All objects that have three dimensions are examples of this element. 3D forms will have height, width, depth and volume. Forms can be viewed from all side, either by picking them up or by walking around them.