



The different elements of Art

At Kingsway, we ensure that we teach the different elements of Art.

Line

This is a mark that is made on a surface. Lines are the first element of art and are continuous marks that are made on any surface with a moving point. A line can be used to express various things or feelings; it can be used to show various moods or anything abstract. Lines can be used in various ways to create different compositions. A horizontal or a vertical line can be used to express various things in different ways, such as, only a vertical lines can be used to express an orderly feeling where are only horizontal lines can give a feeling of peace and stillness. We use diagonal line to create feelings of movement. It is up to our children as artists how they conveys it, in the best way possible through the use of lines. (A ship sailing a stormy sea will need diagonal lines to represent movement.)

There are many ways to use line in artwork. Lines can go in different directions – vertically, horizontally or diagonally. They can be different sizes. They can be thick, thin, solid, broken or jagged and create patterns and textures by changing appearance. They can be bent into curves or broken into angles. There are an infinite number of ways lines can be used. Lines can be made by using a range of tools such as pencils, paintbrushes, pens or crayons. They can help to enhance artwork by adding texture and crating atmosphere and mood.

- We show our children how to observe an object and draw its outline. Initially they can only observe the object and draw it without looking at the paper
- Next, they can try drawing the object only using a single line without any breaks in it
- They also experience using different media (charcoal, fine line pens, pencils)

Shape

A shape always has two dimensions, length as well as width. This is represented as an enclosed area that is defined by colour, value, space, texture and form. When lines form together, they form shapes. Shapes can be geometrical, rectangles, ovals and squares.

In drawings and paintings, we teach our children how two-dimensional shapes can be made to look three-dimensional through the use of skilful shading, and two-dimensional patterns can be turned into three-dimensional constructions. Shape also involves the use of positive and negative space where the background of a shape is negative and the object is positive.

- An example would be Dali to enable our children to see how he has changed the shape of regular objects such as clocks and distorted them, or created another image from the form of another. He also puts obscure objects together in his paintings
- Viewfinders are used to isolate particular aspects of the subject

Colour

Colour is a sensation produced by rays of light of different wavelengths. Colour affects and reflects the way we think and our emotions. Children need to develop an understanding of how colours can represent moods, designs and atmospheres by choosing colours that have the right effect. The use of a colour wheel allows the children to see how the three primary colours can be mixed together to make secondary colours and how there are warm and cool colours.

Colour always has three characteristics, which are hue, value and the intensity. Hue means the shades (red, yellow or pink), value refers to the lightness or the darkness and the intensity refers to the brightness or dullness of the work of art.

- Using the three primary colours (blue, red and yellow), we can create a chart showing which colours can be made by mixing the colours. Make notes on the chart to explain how each colour was made. Then, look at how colour is affected by the one next to it, e.g. a red looks redder next to a green than it does next to an orange.

Tone

Tone gives colours a depth of lightness in a piece of art. Any hue or colour on the colour wheel may have an infinite number of tones. When colours are used to full tone, they appear strong and bright. When colours are mixed with white paint or water, they appear as muted, lighter tones. Tones are used in art to create a sense of shape, a mood, shadows and an atmosphere.

- Our children are taught to draw an object using black, white and grey pastels (or paint) on coloured paper.
- They are able to look at black and white photographs to see how tone is used.

Texture

The texture is the quality of a surface or the way any work of art is represented. There are three kinds of basic textures: actual, simulated and the invented texture. Lines and shading can be used to create different textures as well. For example, if one is portraying certain fabrics, one needs to give the feeling of the right texture so that it closely resembles what the artist is trying to convey.

The world is full of different textures and our children will have first-hand experiences of many textures. They will know about rough rocks, smooth marbles, soft fur and hard, jagged brick walls. Interesting textures make us want to touch and

fell and this appeal can be used bring an added dimension to artwork. Through exploring different textures, our children can discover art techniques such as rubbing, tearing, scratching and creasing materials and use these effects in their work. Texture can be used in a range of art forms such as the use of clay and textiles, sculpture, printing, collage and painting.

- We teach still life using different textures (e.g. soft fur, shiny metallic tins and rough textured bark) and ask the children to find an equivalent for these surfaces with their mark-making

Form

When a flat, two-dimensional shape is bent, a third dimension is created. The shape becomes a form. Artists use form when they create sculptures.

A form always has three dimensions; length, width and height. Examples of such would be cubes, pyramids, spheres or even cylinders. Therefore, form has depth as well as height. We use a wide range of materials such as clay, wood, paper, and recycled items. Creating forms can be for artistic purposes such as sculptures and ornaments or functional purposes such as clay cups and cardboard boxes. Sculptures and decorative arts serve as good examples for form.

Pattern

- We use for example, William Morris wallpaper
- Our children experiment with repetition of lines, shapes, tones or colours
- We print – on paper, cloth or T-shirts using string patterns on card as stamps

Space

Space is the creation of visual perspective; this gives the illusion of depth. Space can also mean the way an artist used the are within the picture plane. Real space is actually three-dimensional. The way any artist uses the combination of positive and negative space can have a great effect on his/her entire composition. The right use of space can go a long way in creating a bigger impact with even minimum use of lines. Three-dimensional space can be created with the help of shading and perspective to give a feeling of depth.

There are several ways our children as artists can add space to artwork using:

- Overlapping: placing an object in front of another object makes the object in front appear closer than the one behind
 - Changing size: an object that is smaller looks like it is in the distance while an object that is larger looks like it is closer
 - Using perspective: objects can be drawn on a flat surface to give an impression of their relative position and size
- We ask our children to look at colour to see how it can give a sense of space. For example, often the sky gets bluer and trees get greener as they recede (colour gradation). Be aware of the size of the paper in relation to the drawing.