



# VOCABULARY PROGRESSION AND ASSESSMENT

## ART AND DESIGN

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Drawing</b>	Line, thick, thin, pattern, wavy, straight Colour, pattern, shape Body parts	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: <a href="#">tone</a> , <a href="#">soft</a> , <a href="#">hard</a> , <a href="#">shiny</a> , <a href="#">tone</a> , <a href="#">light/dark</a> , <a href="#">pale</a> , <a href="#">deep</a> Shape: <a href="#">oval</a> , <a href="#">long</a> , <a href="#">curvy</a> , <a href="#">bright</a> Shading Tone Broad Narrow Fine Pattern Shape Detail Nature Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grade of pencils, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, <a href="#">Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</a> Personality Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense
<b>Painting</b>	Brush, colour, red, blue, yellow, green, orange, purple, light, dark Self portrait Thin, thick Poster, powder, watercolour palette wash	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media Blend Bright Primary Secondary Warm, Deep Tone Shading Colour wash Blend Bright Primary Secondary Warm, Deep Landscape, portrait <a href="#">Light</a> <a href="#">Dark</a> <a href="#">Bright</a> , <a href="#">Dull</a> <a href="#">Colourful</a> <a href="#">Blend</a> <a href="#">Bright</a> <a href="#">Warm</a> <a href="#">Vibrant</a> <a href="#">Deep</a> <a href="#">Blend</a> <a href="#">Bright</a> <a href="#">Primary</a> <a href="#">Secondary</a> <a href="#">Warm</a> <a href="#">Vibrant</a> <a href="#">Deep</a> <a href="#">Tone</a> <a href="#">Shading</a> , <a href="#">Colour</a> <a href="#">wash</a> , <a href="#">still life</a> <a href="#">Natural</a> <a href="#">Bold</a> <a href="#">Delicate</a> <a href="#">Detailed</a> <a href="#">Colour</a> <a href="#">descriptors</a> e.g. <a href="#">scarlet</a> , <a href="#">crimson</a> , <a href="#">emerald</a> , <a href="#">turquoise</a> , <a href="#">Watery</a> <a href="#">Strong</a> <a href="#">Wash</a> <a href="#">Tint</a> <a href="#">Shade</a> <a href="#">Background</a> <a href="#">Foreground</a> <a href="#">Middle ground</a>	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground <a href="#">Representational</a> <a href="#">Natural</a> <a href="#">Swirling</a> <a href="#">Stippled</a> <a href="#">Foreground</a> <a href="#">Background</a> <a href="#">Middle ground</a> <a href="#">Horizon</a>	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, <a href="#">atmosphere</a> , <a href="#">light effects</a> , identify primary secondary and complementary colours, wet, dry, watercolours, imagination Action Balance Direction Dynamic Imbalance Movement Poise Transition Viewpoint <a href="#">Still life</a> <a href="#">Traditional</a> <a href="#">Modern</a> <a href="#">Abstract</a> <a href="#">Imaginary</a> <a href="#">Natural</a> <a href="#">Made</a> <a href="#">Inanimate</a> <a href="#">Composition</a> <a href="#">Arrangement</a> <a href="#">Complimentary</a> <a href="#">Tonal</a> <a href="#">Shading</a> <a href="#">Viewpoint</a> <a href="#">Distance</a> <a href="#">Direction</a> <a href="#">Angle</a> <a href="#">Modify</a> <a href="#">Bird's eye view</a> <a href="#">Alter</a> <a href="#">Interior</a> <a href="#">Exterior</a> <a href="#">Natural form</a> <a href="#">Vista</a> <a href="#">Panorama</a> <a href="#">Image</a> <a href="#">Subject</a> <a href="#">Portrait</a> <a href="#">Expression</a>
<b>Sculpture</b>	Clay, sculpture, model, tool, junk model, build, construct	Materials, products, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, texture Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay <a href="#">Texture</a> <a href="#">Structure</a> <a href="#">Assemble</a> <a href="#">Construct</a> <a href="#">Model</a> <a href="#">Fold</a> <a href="#">Bend</a> <a href="#">Attach</a> <a href="#">Statue</a> <a href="#">Stone</a> <a href="#">Metal</a> <a href="#">Curve</a> <a href="#">Form</a> <a href="#">Clay</a> <a href="#">Impress</a> <a href="#">Texture</a>	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Paper Mache <a href="#">Form</a> <a href="#">Shape</a> <a href="#">Texture</a> <a href="#">Composition</a> <a href="#">Profile</a> <a href="#">Proportion</a> <a href="#">Decoration</a> <a href="#">Ornate</a> <a href="#">Symbolic</a> <a href="#">Perspective</a>	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, slabs, coils, slips, materials, sculptures Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment <a href="#">Relief</a> <a href="#">Line</a> <a href="#">Shape</a> <a href="#">Pose</a> <a href="#">Position</a> <a href="#">Gesture</a> <a href="#">Repetition</a> <a href="#">Sequence</a> <a href="#">Dynamic</a> <a href="#">Flowing</a> <a href="#">Motion</a> <a href="#">Rhythm</a> <a href="#">Proportion</a> <a href="#">Balance</a>
<b>Knowledge &amp; Understanding</b>	DM- 4-5YEARS Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Famous Artists  Talk about the work of a famous artist and discuss what they think about it. Recognise the style of a famous and talk about the techniques that they use. Compare different artists.	FORMAL Each child should know: • How to recognise and describe some simple characteristics of different kinds of art, craft and design • The names of tools, techniques and formal elements EXPERIENTIAL Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Begin to feel confident to express a preference in.... • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Begin to build knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups	FORMAL Each child should: • Know the names of tools, techniques and formal elements • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • Be able to demonstrate how to safely use the tools they work with. EXPERIENTIAL Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	FORMAL Know the names of tools, techniques and formal elements • Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with EXPERIENTIAL Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others



## VOCABULARY PROGRESSION AND ASSESSMENT ART AND DESIGN

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Collage	Paper, tissue fold, stick, cut, collage, weaving	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy <a href="#">DELICATE</a> , <a href="#">OVERLAP EDGES</a>	Tearing, overlapping and layering to create images an represent textures. Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background
Textiles	fabric, soft, rough, furry, silky	Fabrics, threads, knotting, pulling threads, twisting, Pattern Shape Sew Weave Mixed media Collage Layers Combine Opinion Fur Silk Tweed Satin Net sewing, stitching, beads, buttons, feathers, printing, dipping, fabric crayons, Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool	Printing, tie dyeing, weaving and stitching, textural effects. Natural Synthetic Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease batik, zig zag/chain stitch Daub Stamp Emblem Motif Ornamentation Geometric Abstract	Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view <a href="#">Manipulation Smocking Ruching Batik Embellish Applique Accentuate Enhance Detract Practicality Aesthetic</a>
Printing	Print, press, rubbing, man made, natural, sponges, rollers, repeating pattern	Hard and soft materials e.g. corks, pen barrels, sponge, relief printing foam, foil, plastic, stencils, press print, repetitive patterns, Print Rubbing, Image Reverse Shapes Surface Pressure Decoration Cloth over printing, rubbing Print Rubbing, Reverse Shapes, Surface Pressure, Two-tone print, mono print, quick print foam pattern	Printing blocks, impressed or relief method, repeating patterns, two colour overlays. Imprint Impression Mould Mono-print Background Marbling Surface Stencil Negative image Positive image pointillism <a href="#">Linear Block Manipulate</a>	Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy <a href="#">Aesthetic Pattern Motif Rotation Reflection Symmetrical Repetition</a>
Activities & Techniques	<b>Activities &amp; Techniques</b> Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage		<b>Activities &amp; Techniques</b> Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate	<b>Activities &amp; Techniques</b> Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media
Materials & Tools	Pencil, felt tips, poster paints, card, paper, fabric, clay, scissors, brushes, palettes, hands, powder paint	<b>Materials:</b> Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Clay, Plasticine, Quick Print, Foam pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk <b>Concepts:</b> line, shape, dark and light, pattern, texture, colour mixing, primary and secondary colours, observational drawing, self portraits <b>Tools:</b> Scissors, Brushes, Palettes, Rollers, Hands	<b>Materials:</b> Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam <b>Concepts:</b> Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Armature, Model, Space, Design, Typography <b>Tools:</b> Scissors, Pliers, Brushes, Palettes, Rollers, Hands	<b>Materials:</b> Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam <b>Concepts:</b> Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, <b>Tools:</b> Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands