



Ellel St. John's C of E Primary School

Art and Design



1. Progression grids for skills across each phase. These should be addressed over a two-year cycle.
2. Suggested artists
3. Links to websites to support the pedagogy and skills of teachers
4. Vocabulary – progressive vocabulary lists organised by phase and cycle

1. Progression Grids

Work of Artists

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.	Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.	Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.

Exploring and Evaluating Ideas

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
E1 record and explore ideas from first hand observations. E2 ask and answer questions about starting points for their work. E3 develop and share their ideas, try things out and make changes. E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.	E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	E1 create sketch books to record their observations and use to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.

Drawing

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. D2 draw lines and shapes from observations using different surfaces. D3 invent lines and shapes in drawing. D4 investigate tone by drawing light/dark lines, patterns and shapes. D5 investigate pattern and texture by describing, naming, rubbing and copying.	D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements.	D1 work on sustained, independent, detailed drawings. D2 develop close observational skills. D3 use a sketchbook to collect and develop ideas. D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. D5 use different techniques for different purposes i.e. shading, hatching, blending. D6 develop drawing using tonal contrast and mixed media. D7 begin to use simple perspective in their work i.e. by using single focal point on horizon.

		D8 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.
Digital Media		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
DM1 explore ideas using digital sources i.e. internet, ipads. DM2 record visual information digitally. DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture.	DM1 explore ideas using digital sources i.e. internet, ipads. DM2 record, collect and store visual information digitally. DM3 present recorded visual images using software e.g. Photostory, Powerpoint. DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.	DM1 explore ideas using digital sources i.e. internet, ipads DM2 record, collect and store visual information digitally. DM3 present recorded visual images using software e.g. Photostory, Powerpoint. DM4 use a graphics package to import or create/manipulate images. DM5 create digital layered images from original ideas in sketchbooks
3D Design		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D2 explore sculpture with a range of malleable media. 3D3 work safely with materials and tools. 3D4 experiment with constructing and joining recycled, natural and manmade materials	3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay.	3D1 shape, form, model and construct from observation and imagination. 3D2 use recycled, natural and manmade materials to create sculptures. 3D3 plan a sculpture through drawing and other preparatory work. 3D4 develop skills in using clay including slabs, coils, slips etc. 3D5 produce patterns and textures in malleable materials.
Painting		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
P1 use a variety of tools and techniques i.e. brush sizes and types. P2 mix and match colours to artefacts and objects. P3 work on different scales. P4 experiment with tools and techniques e.g. layering, mixing. P5 name and mix primary colours, shades and tones. P6 create textured paint by adding material, i.e. sand or plaster	P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades.	P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry. P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours.
Printing		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. PR2 take simple prints i.e. mono-printing.	PR1 create printing blocks using relief or impressed method.	PR1 create printing blocks using sketchbook ideas. PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method.

PR3 design and build repeating patterns and recognise pattern in the environment. PR4 create simple printing blocks for press print. PR5 experiment with overprinting motifs and colour	PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlays.	PR5 experiment with overprinting motifs and colour.
Textiles		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
T1 choose fabrics/threads based on colour, texture and shape. T2 cut and shape fabric using scissors/snips. T3 apply shapes with glue or stitching. T4 apply decoration using beads, buttons, feathers etc. T5 apply colour with printing, dipping, fabric crayons. T6 create fabrics by weaving materials, i.e. grass through twigs.	T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining	T1 use fabrics to create 3D structures. T2 experiment with a range of media to overlap and layer creating textures, effects and colours.
Collage		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour. C3 arrange and glue materials to different backgrounds. C4 fold, crumple, tear and overlap papers/.	C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.	C1 add collage to a printed or painted background. C2 use a range of media to create collages. C3 use different techniques, colours and textures when designing and making pieces of work. C4 use collage as a means of extending work from initial ideas.
2. Suggested artists		
<ul style="list-style-type: none"> <input type="checkbox"/> Piet Mondrian (Colour, pattern, shape) <input type="checkbox"/> Mark Rothko (Colour, shape, texture) <input type="checkbox"/> Jackson Pollack (Colour, abstract art) <input type="checkbox"/> Joan Miro (Surrealism – Painting) <input type="checkbox"/> Barbara Hepworth (Sculpture) <input type="checkbox"/> Robert Delaunay (Colour, geometric shape) <input type="checkbox"/> Patrick Heron (Colour, abstract) <input type="checkbox"/> Wassily Kandinsky (Colour, abstract art) <input type="checkbox"/> Gustav Klimt (Symbolist painter) <input type="checkbox"/> Eva Rothschild (Sculpture) 	<ul style="list-style-type: none"> <input type="checkbox"/> Thomas Gainsborough (Landscape and Cityscape) <input type="checkbox"/> Paula Rego (Illustration) <input type="checkbox"/> Henry Moore (Sculpture) <input type="checkbox"/> Louise Bourgeois (Mosaic) <input type="checkbox"/> Michelangelo Simoni (Italian Renaissance sculptor and painter) <input type="checkbox"/> LS Lowry (Matchstick figures, collage) <input type="checkbox"/> Anselm Kiefer (Drawing) <input type="checkbox"/> John Hoyland (Abstract art) <input type="checkbox"/> Jennifer Angus (Sculpture – links to Victorian art) <input type="checkbox"/> Michelangelo Caravaggio (Italian still life) 	<ul style="list-style-type: none"> <input type="checkbox"/> Diego Rivera (Painting) <input type="checkbox"/> Beatriz Milhazes (Collage) <input type="checkbox"/> Henri Rousseau (Drawing) <input type="checkbox"/> Martin Jenkinson (Photojournalist) <input type="checkbox"/> David Oliveira (Wire sculptor) <input type="checkbox"/> Frida Kahlo (Painting) <input type="checkbox"/> Carlos Paez Vilaro (Design and technology) <input type="checkbox"/> India Flint (Printing) <input type="checkbox"/> John Flaxman (Sculptor) <input type="checkbox"/> Hapa Zome (Printing)
3. Links to websites to support the pedagogy and skills of teachers		
https://www.accessart.org.uk/	Access Art offers free sign up with limited accessibility. Lots of stimulus for warm up activities before completing larger pieces of work, examples of art from a wide range of sources both cultural and historical. Provides technical knowledge for staff teaching the subject who may not be specialists, as well as lesson plans and examples sequences of learning for students to support progressive teaching of the subject.	

	The academy has a log in for the art subject leader, who can access resources for professional development,
https://www.tate.org.uk/art	Provide backgrounds of various artists who are or have been exhibited. Useful to share in class to explore, analyse and critically review art work, as well as to develop appropriate understanding of a wide range of artists.
https://www.tate.org.uk/art/teaching-resource	Further support from the Tate Gallery focusing on lesson plans and support materials for the teaching of a variety of artistic features. Mostly aimed at UKS2 and Key Stage Three, and meant to be used in conjunction with a visit to the gallery, therefore would need some adaptation for our pupils.
https://www.focus-education.co.uk/blog/weaving-mastery-and-greater-depth-in-the-national-curriculum/	Blog post about teaching for mastery, with clear structure on how to approach and build on skills to enable pupils to master and embed skills and vocabulary.
https://hepworthwakefield.org/your-visit-for-teachers/teachers-resources/	The Hepworth Gallery, Wakefield, offers free visits, workshops for students all year around, and often free CPD sessions for teachers. The link is to teacher resources to support teaching around Barbara Hepworth, alongside other artists who are/have been exhibited.
https://www.paulcarneyarts.com/art-assessment	Guidance for assessment and feedback in art.
https://bit.ly/311m4xz	NSEAD further guidance for the Art and Design National Curriculum, including progression, supporting learners and technical detail.

4. Vocabulary: Glossary of Terms and Progressive Vocabulary Map

Glossary of Art Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of **colour, form, line, shape, space, texture, and value**.

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

Key Stage One

Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.

Purple vocabulary should be taught in Cycle one, and then revisited and developed during cycle two, when green new vocabulary is introduced.

Observation	The action or process of closely observing or monitoring something or someone.
Differences	How is an artefact, painting, sculpture, sketch different to another? Can they compare ?
Similarities	Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same?
Foreground	Draws your eye to the front or middle of a piece.
Background	The space behind the foreground . What is the eye not immediately attracted to?

Drawing

Layer	Use more than one type of media in a piece
Pattern	Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.
repeating	do (something) again or more than once.
thick	Wide - apply hard/more pressure
thin	Small - apply light/less pressure

Smudge/blend	To use a tool or finger to merge two or more colours together to create another colour or texture
Collage	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed .
Line	<p>Lines are used to:</p> <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions <p>They can be:</p> <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard
Shape	Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D .
Colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth .
Shade	Change the pressure applied to the media to add texture and colour.
<u>Painting</u>	
Types of paint: Acrylic, water colour etc.	Can the children choose the best type of paint for their project?
Brush mark	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
Tools	A physical item used to create art.
Printing	Printmaking is creating a printing plate and creating patters using different materials.
Technique	The tools they have used as artists so far.
Brush size	Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas.
Colour match	Using colour mixing to create a specific tone/shade of a colour
Colour mix	Combining colours to match natural and man-made objects.
Artefact	an object being observed made by a human being, typically one of cultural or historical interest.
Primary colours	A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue)
Secondary colours	A colour resulting from the mixing of two primary colours.
Warm colours	The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours.
Cold colours	The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters).

Shade	To make a colour darker by adding black.
Tint	To make a colour lighter by adding white.
<u>3D Form</u>	
Manipulate	The artist to make a change
Care	Children should understand how to treat different materials based on how durable they are.
Rolling	Turning media over and over repeatedly.
Kneading	massage or squeeze with the hands.
Shaping	Using tools or hand to manipulate media into a specific shape
Sculpture	make or represent (a form) by carving, casting , or other shaping techniques .
Malleable	Easily moved/changed.
Texture	Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world.
Construct	Build or make
Join	Put together
Natural	existing in or derived from nature ; not made or caused by humankind .
Man made	made or caused by human beings (as opposed to occurring or being made naturally).
Recycled	Can the children experiment and construct different materials more confidently?
slip	A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.
form	Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.
<u>Evaluating</u>	
Annotate	To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.
Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.
<p align="center">Lower Key Stage Two – Cycle One Vocabulary</p> <p align="center">Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p align="center">New vocabulary in this cycle is highlighted in green.</p>	
Observation	The action or process of closely observing or monitoring something or someone.
Differences	How is an artefact, painting, sculpture, sketch different to another? Can they compare ?
Similarities	Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same?
Foreground	Draws your eye to the front or middle of a piece.
Background	The space behind the foreground . What is the eye not immediately attracted to?

Follow creative process plan, design, make	Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media.
Adaptation	Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief?
Sources	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
Variation	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.
<u>Drawing</u>	
Grades of pencil	Experiment with the different grade practising, shading and adding texture.
Scale	Size in relation to the page, can the children increase and decrease the scale of their sketch?
Symmetry	Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry?
Refine and alter	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
Layer	Use more than one media in a piece
Pattern	Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.
repeating	do (something) again or more than once.
thick	Wide - apply hard/more pressure
thin	Small - apply light/less pressure
Smudge/blend	To use a tool or finger to merge two or more colours together to create another colour or texture
Collage	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed .
Line	Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard
Shape	Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium. 3D: cuboid; cylinder; triangular prism and square-based pyramid.

Colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Shade	Change the pressure applied to the media to add texture and colour. Can they create a shadow ?
<u>Painting/colour</u>	
Colour-scheme	A planned combination of colours.
Colour spectrum	Red, orange, yellow, green, blue, indigo, violet.
Tertiary Colours	These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone : need a combination of yellow, brown, red and white.)
Developed colour vocabulary	Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ?
Colour washing	A wash of whitewash or other water-based paint tinted with a coloured pigment
Properties of paint	Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.
Types of paint: Acrylic, water colour etc.	Can the children choose the best type of paint for their project?
Brush mark	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
Tools	A physical item used to create art.
Printing	Printmaking is creating a printing plate and creating paters using different materials.
Technique	The tools they have used as artists so far.
Brush size	Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas.
Colour match	Using colour mixing to create a specific tone/shade of a colour
Colour mix	Combining colours to match natural and man-made objects.
Artefact	an object being observed made by a human being, typically one of cultural or historical interest.
Primary colours	A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue)
Secondary colours	A colour resulting from the mixing of two primary colours.
Warm colours	The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours.
Cold colours	The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters).
Shade	To make a colour darker by adding black.
Tint	To make a colour lighter by adding white.
<u>3D Form</u>	
Manipulate	The artist to make a change

Care	Children should understand how to treat different materials based on how durable they are.
Rolling	Turning media over and over repeatedly.
Kneading	massage or squeeze with the hands.
Shaping	Using tools or hand to manipulate media into a specific shape
Sculpture	make or represent (a form) by carving, casting , or other shaping techniques .
Malleable	Easily moved/changed.
Texture	Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world.
Construct	Build or make
Join	Put together
Natural	existing in or derived from nature ; not made or caused by humankind .
Man made	made or caused by human beings (as opposed to occurring or being made naturally).
Recycled	Can the children experiment and construct different materials more confidently?
slip	A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.
form	Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.
Transparent	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?

Evaluating

Annotate	To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.
Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.
Description In Year 3 pupils should be encouraged to use a wider range of vocabulary to <u>express how others' artwork</u> , as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.	Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Colourful Bright Dark Realistic Unrealistic

	Simple Boring
<p align="center">Lower Key Stage Two – Cycle Two Vocabulary</p> <p align="center">Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p align="center">New vocabulary to cycle two is highlighted in green.</p>	
Observation	The action or process of closely observing or monitoring something or someone.
Differences	How is an artefact, painting, sculpture, sketch different to another? Can they compare ?
Similarities	Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same?
Foreground	Draws your eye to the front or middle of a piece.
Background	The space behind the foreground . What is the eye not immediately attracted to?
Follow creative process plan, design, make adapt to art work and models.	Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks.
Adaptation	Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief?
Sources	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
Variation	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.
Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.	Pupils should be given freedom to experiment and make informed choices independently based on the brief.
Media	Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style.
Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English)	Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed .
<u>Drawing</u>	

Grades of pencil	Experiment with the different grade practising, shading and adding texture.
Scale	Size in relation to the page, can the children increase and decrease the scale of their sketch?
Symmetry	Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry?
Refine and alter	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
Layer	Use more than one media in a piece
Pattern	Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.
repeating	do (something) again or more than once.
thick	Wide - apply hard/more pressure
thin	Small - apply light/less pressure
Smudge/blend	To use a tool or finger to merge two or more colours together to create another colour or texture
Collage	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed .
Line	Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard
Shape	Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium . 3D: cuboid; cylinder; triangular prism and square-based pyramid .
Colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Shade	Change the pressure applied to the media to add texture and colour. Can they create a shadow ?
<u>Painting/colour</u>	
Colour-scheme	A planned combination of colours.
Colour spectrum	Red, orange, yellow, green, blue, indigo, violet.
Tertiary Colours	These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel.

	(Skin tone : need a combination of yellow, brown, red and white.)
Developed colour vocabulary	Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ?
Colour washing	A wash of whitewash or other water-based paint tinted with a coloured pigment
Properties of paint	Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.
Types of paint: Acrylic, water colour etc.	Can the children choose the best type of paint for their project?
Brush mark	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
Tools	A physical item used to create art.
Printing	Printmaking is creating a printing plate and creating paters using different materials.
Technique	The tools they have used as artists so far.
Brush size	Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas.
Colour match	Using colour mixing to create a specific tone/shade of a colour
Colour mix	Combining colours to match natural and man-made objects.
Artefact	an object being observed made by a human being, typically one of cultural or historical interest.
Primary colours	A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue)
Secondary colours	A colour resulting from the mixing of two primary colours.
Warm colours	The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours.
Cold colours	The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters).
Shade	To make a colour darker by adding black.
Tint	To make a colour lighter by adding white.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Hue	Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue.
<u>3D Form</u>	
Carving	The act of fashioning or producing by cutting into or shaping a solid material.
Surface	Pupils should be taught how to create a surface for a model to stand/ be based upon.
Manipulate	The artist to make a change
Care	Children should understand how to treat different materials based on how durable they are.
Rolling	Turning media over and over repeatedly.
Kneading	massage or squeeze with the hands.

Shaping	Using tools or hand to manipulate media into a specific shape	
Sculpture	make or represent (a form) by carving, casting , or other shaping techniques .	
Malleable	Easily moved/changed.	
Texture	Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world.	
Construct	Build or make	
Join	Put together	
Natural	existing in or derived from nature ; not made or caused by humankind .	
Man made	made or caused by human beings (as opposed to occurring or being made naturally).	
Recycled	Can the children experiment and construct different materials more confidently?	
slip	A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.	
form	Shapes form an object whether it’s done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.	
Transparent	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?	
Evaluating		
Annotate	To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others’ art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.	
Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.	
Description In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how others’ artwork</u> , as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.	Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine Dull patterned crowded Flat Natural	Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus
Upper Key Stage Two – Cycle One Vocabulary		

Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.

New vocabulary to Cycle One is highlighted in green.

Comparison	Pupils should be taught how to compare ideas and methods of their own artwork to those of their peers and primary sources . Do ideas, styles, media contrast or complement ?
Contrast	One thing that is strikingly different to another
Observation	The action or process of closely observing or monitoring something or someone.
Differences	How is an artefact, painting, sculpture, sketch different to another? Can they compare ?
Similarities	Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same?
Foreground	Draws your eye to the front or middle of a piece.
Background	The space behind the foreground . What is the eye not immediately attracted to?
Follow creative process plan, design, make adapt to art work and models.	Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks.
Adaptation	Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief?
Sources	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
Variation	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.
Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.	Pupils should be given freedom to experiment and make informed choices independently based on the brief.
Conduct studies with Media	Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style. Y5 should spend time testing media and materials in the construct stage of the TEEP cycle.
Pupils should be encouraged to draw upon observations, experiences and imagination.	When designing and gathering media from different sources , pupils should observe potential properties in line, tone, texture, colour and shape .
Talk about own work in in-depth and considered way. (This could be a	Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed .

great way to generate cross-curricular writing in English)	
Drawing	
Grades of pencil	Experiment with the different grade practising, shading and adding texture.
Scale	Size in relation to the page, can the children increase and decrease the scale of their sketch?
Symmetry	Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry?
Refine and alter	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
Layer	Use more than one media in a piece
Pattern	Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.
repeating	do (something) again or more than once.
thick	Wide - apply hard/more pressure
thin	Small - apply light/less pressure
Smudge/blend	To use a tool or finger to merge two or more colours together to create another colour or texture
Collage	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed .
Line	Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard
Shape	Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium . 3D: cuboid; cylinder; triangular prism and square-based pyramid.
Colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Shade	Change the pressure applied to the media to add texture and colour. Can they create a shadow ?

Painting/colour r

Colour-scheme	A planned combination of colours.
Colour spectrum	Red, orange, yellow, green, blue, indigo, violet.
Tertiary Colours	These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone : need a combination of yellow, brown, red and white.)
Developed colour vocabulary	Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ?
Colour washing	A wash of whitewash or other water-based paint tinted with a coloured pigment
Properties of paint	Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.
Types of paint: Acrylic, water colour etc.	Can the children choose the best type of paint for their project?
Brush mark	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
Tools	A physical item used to create art.
Printing	Printmaking is creating a printing plate and creating paters using different materials.
Technique	The tools they have used as artists so far.
Brush size	Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas.
Colour match	Using colour mixing to create a specific tone/shade of a colour
Colour mix	Combining colours to match natural and man-made objects.
Artefact	an object being observed made by a human being, typically one of cultural or historical interest.
Primary colours	A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue)
Secondary colours	A colour resulting from the mixing of two primary colours.
Warm colours	The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours.
Cold colours	The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters).
Shade	To make a colour darker by adding black.
Tint	To make a colour lighter by adding white.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Hue	Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue.
<u>3D Form</u>	
Carving	The act of fashioning or producing by cutting into or shaping a solid material.

Surface	Pupils should be taught how to create a surface for a model to stand/ be based upon.	
Manipulate	The artist to make a change	
Care	Children should understand how to treat different materials based on how durable they are.	
Rolling	Turning media over and over repeatedly.	
Kneading	massage or squeeze with the hands.	
Shaping	Using tools or hand to manipulate media into a specific shape	
Sculpture	make or represent (a form) by carving, casting, or other shaping techniques.	
Malleable	Easily moved/changed.	
Texture	Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world.	
Construct	Build or make	
Join	Put together	
Natural	existing in or derived from nature; not made or caused by humankind.	
Man made	made or caused by human beings (as opposed to occurring or being made naturally).	
Recycled	Can the children experiment and construct different materials more confidently?	
slip	A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.	
form	Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.	
Transparent	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?	
Evaluating		
Annotate	To add notes to (a text or diagram) giving explanation or comment. Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.	
Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.	
Reflecting	Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements. This could be a written cross-curricular piece.	
Description In KS2 pupils should be encouraged to use a wider range of vocabulary to express how others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting	Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine	Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus Distance Symbolic

with colour, texture, size.	Dull patterned crowded Flat Natural	Subtle Complex Complementary Contrasting
<p style="text-align: center;">Upper Key Stage Two – Cycle Two</p> <p style="text-align: center;">Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p style="text-align: center;">New vocabulary to cycle two is highlighted in green.</p>		
Purpose	Pupils to identify the purpose of their art work. Why have they created it?	
Manipulate	Manipulate and experiment with elements of art: line, tone, pattern, texture, form, space, colour and shape	
Dry Media	Pencils, pens, graphite, charcoal, chalk pastels, oil pastels.	
Wet Media	Wet media is anything water based or activated with water, excluding oils (oil and water won't mix) but includes inks, paints and alternative media like salt, pepper, spices.	
Digital Media	Photography, digital collage, graphic design, Photoshop, paint(computer)	
Comparison	Pupils should be taught how to compare ideas and methods of their own artwork to those of their peers and primary sources . Do ideas, styles, media contrast or complement ?	
Contrast	One thing that is strikingly different to another	
Observation	The action or process of closely observing or monitoring something or someone.	
Differences	How is an artefact, painting, sculpture, sketch different to another? Can they compare ?	
Similarities	Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same?	
Foreground	Draws your eye to the front or middle of a piece.	
Background	The space behind the foreground . What is the eye not immediately attracted to?	
Follow creative process plan, design, make adapt to art work and models.	Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks.	
Adaptation	Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief?	
Sources	Pupils are to collect and record visual information from difference sources similar to a scrapbook.	
Variation	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.	
Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.	Pupils should be given freedom to experiment and make informed choices independently based on the brief.	

Conduct Independent research from a range of sources	Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style. Y6 should spend time testing media and materials in the construct stage of the TEEP cycle.
Pupils should be encouraged to draw upon observations, experiences and imagination.	When designing and gathering media from different sources , pupils should observe potential properties in line, tone, texture, colour and shape .
Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English)	Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed .
<u>Drawing</u>	
Grades of pencil	Experiment with the different grade practising, shading and adding texture.
Scale	Size in relation to the page, can the children increase and decrease the scale of their sketch?
Symmetry	Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry?
Refine and alter	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
Layer	Use more than one media in a piece
Pattern	Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.
repeating	do (something) again or more than once.
thick	Wide- apply hard/more pressure
thin	Small- apply light/less pressure
Smudge/blend	To use a tool or finger to merge two or more colours together to create another colour or texture
Collage	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed .
Line	Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be:

	<ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard
Shape	Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium. 3D: cuboid; cylinder; triangular prism and square-based pyramid.
Colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Shade	Change the pressure applied to the media to add texture and colour. Can they create a shadow ?
<u>Painting/colour</u>	
Colour-scheme	A planned combination of colours.
Colour spectrum	Red, orange, yellow, green, blue, indigo, violet.
Tertiary Colours	These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone : need a combination of yellow, brown, red and white.)
Developed colour vocabulary	Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ?
Colour washing	A wash of whitewash or other water-based paint tinted with a coloured pigment
Properties of paint	Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.
Types of paint: Acrylic, water colour etc.	Can the children choose the best type of paint for their project?
Brush mark	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
Tools	A physical item used to create art.
Printing	Printmaking is creating a printing plate and creating paters using different materials.
Technique	The tools they have used as artists so far.
Brush size	Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas.
Colour match	Using colour mixing to create a specific tone/shade of a colour
Colour mix	Combining colours to match natural and man-made objects.
Artefact	an object being observed made by a human being, typically one of cultural or historical interest.
Primary colours	A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue)
Secondary colours	A colour resulting from the mixing of two primary colours.

Warm colours	The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours.
Cold colours	The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters).
Shade	To make a colour darker by adding black.
Tint	To make a colour lighter by adding white.
Tone	Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness.
Hue	Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue.
Harmony	A pleasing combination of colours that go well together.
Composition	Composition is the placement or arrangement of visual elements or 'ingredients' in a work of art.
Mood	In art appreciation, the general atmosphere , or state of mind and feelings , that a work of art generates. For example, the mood of a painting could be disturbing or tranquil, dark or energetic.
Abstract	A trend in painting and sculpture in the twentieth century. Abstract art seeks to break away from traditional representation of physical objects. It explores the relationships of forms and colours, whereas more traditional art represents the world in recognisable images.
3D Form	
Carving	The act of fashioning or producing by cutting into or shaping a solid material.
Surface	Pupils should be taught how to create a surface for a model to stand/ be based upon.
Care	Children should understand how to treat different materials based on how durable they are.
Rolling	Turning media over and over repeatedly.
Kneading	massage or squeeze with the hands.
Shaping	Using tools or hand to manipulate media into a specific shape
Sculpture	make or represent (a form) by carving , casting , or other shaping techniques .
Malleable	Easily moved/changed.
Texture	Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world.
Construct	Build or make
Join	Put together
Natural	existing in or derived from nature ; not made or caused by humankind .
Man made	made or caused by human beings (as opposed to occurring or being made naturally).
Recycled	Can the children experiment and construct different materials more confidently?
slip	A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.
form	Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.
Transparent	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?
Evaluating	

Annotate	To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.	
Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.	
Reflecting	Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements. This could be a written cross-curricular piece.	
Developing their own style.	Identify similar artists to own technique/style.	
Description In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how others' artwork, as well as their own makes them feel.</u> Here are some ideas to introduce starting with colour, texture, size.	Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine Dull patterned crowded Flat Natural Subtle Complex Complementary Contrasting	Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus Distance Symbolic Atmosphere Representation Contrasting engaging Inconsistent Delicate Flowing Vibrant