

## **Art - Vocabulary Progression Document**

In addition to the key vocabulary for the SKILL, the name of the significant artist should also be included in the key vocabulary box on the Learning Objective.

<b><u>Printing</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Rubbing Frottage Stamping Pattern Repeat	Collagraph Texture Bumpy Smooth rough Pattern Repeat	Foil prints Pattern Repeat	Mono printing Unique Roller Ink	Polyblock printing Block- printing Negative Multiples Roller ink	Paper-cut printing Multiple Image Roller Ink	Paper-cut printing Multiple Image Over printing Roller Ink Contrast
<b><u>Painting</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Primary Secondary	Primary Secondary Watercolour Tone Lighter Darker	Primary Secondary Warm colours Cold Colours Contrast Wash Stipple brush	Primary Secondary Warm colours Cold Colours Contrast Mixed Media	Primary Secondary Tertiary Warm colours Cold Colours Mix Observation	Primary Secondary Tertiary Medium Warm colours Cold Colours Colour match
<b><u>Collage</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Layer textures	Mixed media Layer texture	Mixed media Pattern Texture Layer	Pasting Surface design Embellish	Pasting Smooth Texture Layer	Mixed media Layer Texture Surface design

				Layer Texture	Surface Design	Embellish Abstract
<b><u>Drawing</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Thick Thin Dark Light Pencil	Chalk Pencil Charcoal Dark Light Tone Viewfinder	Pencil Tone Composition Texture Line	Line Tone Mark- making Geometric shape Recede Advance Detail	Line Tone Mark-making Geometric shape Recede Advance Detail texture	Line Pattern Mark-making Recede Advance Geometric Shape Composition Viewpoint Texture Tone Negative Space Movement Detail
<b><u>Sculpture</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Cut Roll Coil	Cut Roll Coil Etch Surface design Three dimensional	Recycle Found Joining Etch Three dimensional	Mouldable Joining Etch Three dimensional	Gum tape Three dimensional Etch Smooth surface	Shape Texture Etch Three dimensional Surface design
<b><u>IT</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Canvas	Zoom in Zoom out Delete Swipe Rotate Canvas Delete	Eyedrop tool Pressure Template Layer Background Shape Delete	Layer Stamp Pressure French Curve Customising Taper	Layer Customising Taper Flat Chisel Terminal Capacity	Layer Customising Taper Flat Chisel Terminal Capacity

		Undo	Undo	Flat Chisel Terminal	Themes Pressure dynamics Stoke Smoothing	Themes Pressure dynamics Stoke Smoothing Import
<b><u>Textiles</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Dying Fabric Negative Natural	Weave Weft Warp Loom Right angle	Weave Weft Warp Loom Thread Fabric	Felt Fibres limited palette weft wisp shape pattern	Stitch Thread Decorative Surface design	Wax resist Felt Fibres limited palette weft wisp shape pattern
<b><u>Art History</u></b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Content Form Process Mood Background Foreground	Content Form Process Mood Background Foreground Explore Feeling Mood	Content Form Process Mood Background Foreground Explore Mood Depth Perspective Viewpoint	Content Form Process Mood Background Foreground Recede Advance Explore Mood Depth Perspective Viewpoint Context	Content Form Process Mood Background Foreground Recede Advance Explore Mood Depth Perspective Viewpoint Context	Content Form Process Mood Background Foreground Recede Advance Explore Mood Depth Perspective Viewpoint Context

Discussing Art and Design						
	Tone	Patterns and textures	Line	Colour	Shape and Form	
	Bright Dark Faded Smooth Harsh Contrasting Intense Sombre Grey Strong Powerful Light Medium Dark Dramatic Large Small	Repeated Uniform Geometric Random, Symmetrical Irregular Bold Uneven Bumpy Rough Smooth Uneven Spikey Broken Furry Fine Flat Grid	Fluent Free Rough Controlled Powerful Strong Geometric Angular Light Delicate Flowing Simple Thick Thin Horizontal Broken Interrupted Rounded Overlapping Faint	Bright Bold Primary Secondary Tertiary Radiant Dull Vivid Contrasting Deep Monotone Harmonious Complimentary Natural Earthy Subtle Pale Cool Warm Saturated Luminous Strong	Space Closed Open Distorted Flat Organic Deep Flat Positive Negative Foreground Background Composition Large Small 20:30	
Talking with Pupils about Art and Design - <b>CONTENT, FORM, PROCESS</b> and <b>MOOD</b> are categories that can be used for critical appreciation of Art and Design. The list below contains suggestions and should be selected in accordance with the age of the pupils. Once again, it is a <i>starting point</i> to aid discussion rather than a rigid list.						

**CONTENT**

What is the work about/ What is the subject matter?  
What can you see?  
What is the most important thing in the picture?  
What time of the day/ year is it?  
Where and when was it made?  
Is it of a real event or is it from the artist's imagination?  
Does it tell a story or show a scene from a story?  
Is it realistic or has it been distorted exaggerated? If so, why?  
Are there any hidden messages?

**FORM**

What colours can I see?  
What is the texture? (what does or would the sculpture/object feel like?)  
What is the overall shape of the picture/ work? Why is it this shape?  
What is the composition (the arrangement of shapes, colours, lines)?  
Is your eye drawn to any particular part?  
Does the work have a variety of colour, texture and shape?  
Is there a colour scheme? If so, is it warm or cool?

**PROCESS**

What process has the artist used? (Is it a painting, drawing, collage, mosaic, sculpture, mural etc?)  
What tools and materials would the artist have used?  
Why were these materials and tools used at this time/ in this country?  
Would it have taken a long time to make or was it produced rapidly?  
Would it have cost a lot to make?  
Was it created on location or in the artist's studio?  
Was it made by one person or a team of different experts?

**MOOD**

Do you like or dislike this work? Why?

How does it make you feel?

Is the work happy, sad, disturbing, peaceful, exciting, mysterious, shocking etc? Give a reason for your response.

Is it possible to guess the artist's feelings at the time it was made?

How did the artist create this mood?