



**Reception**

**Drawing**

Finger, stick, chalk, pastel, felt tip, chalk, pencil, charcoal

**Line** - straight, wavy, zig-zag, thin, thick

**Shape** - circle, square, triangle, rectangle, long, short, round, straight, 2D, 3D

**Colour** - Colour names, dark, light, mix

**Pattern** – simple, repeat

**Painting**

Sponge, brush, hand, stick, roller, **stamp**, paint, mix, palette, dip, colour, names, artist

**Print** – press, rub

**3D Form/ Construction/ Malleable**

Clay, **sculpt**, plasticine, dough, explore, **roll, cut, join, squeeze, press**, shaping, stick, glue, rolling pin, tape, fix, join

Textiles/**collage** – Wool, thread, join, fabric, decorate, weave, felt, cut, rip, tear, arrange, stick, paper, tissue, foil, card, natural materials, fabric, pasta/rice, ribbon

**Texture** - Hard, soft, bumpy, smooth, shiny, wet, dry, fluffy, shiny

**Evaluating**

Children should be **encouraged** to develop and refine their artwork and artistic skills

Children should be able to freely express their feelings, emotions and responses about art work

Children should be encouraged to return to and build on their previous learning, refining ideas and developing their ability to represent them.

**Year 1**

**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**?



<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
<b>Foreground</b>	Draws your <b>eye</b> to the front or middle of a piece.
<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Drawing</b>	
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> and <b>cultural styles</b> throughout history.
<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide</b> - apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small</b> - apply light/less <b>pressure</b>
<b>Collage</b>	a piece of art made by sticking various different materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small <b>short strokes</b> that can be <b>developed</b> .
<b>Line</b>	<p>Lines are used to:</p> <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> <p>They can be:</p> <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>



<b>Shape</b>	Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b> .
<b>Colour</b>	Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas</b> . Children's ability to <b>select, mix</b> and <b>apply</b> 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.
<b>Shade</b>	Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour.
<b>Painting</b>	
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.
<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e. smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
<b>Colour match</b>	Using colour mixing to create a specific <b>tone/shade</b> of a colour
<b>Colour mix</b>	<b>Combining</b> colours
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)
<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.



<b>Warm colours</b>	The phrase warm colour is used to describe any colour that is vivid or <b>bold</b> 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.
<b>Cold colours</b>	The phrase cool colour is used to describe any colour that is <b>calm</b> or <b>soothing</b> 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).
<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>3D Form</b>	
<b>Manipulate</b>	The artist to make a change
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving, casting,</b> or other <b>shaping techniques.</b>
<b>Texture</b>	Can be seen and felt. The illusion of texture can be created in 2D work, but it is easiest to achieve in 3D work.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind.</b>
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).



<b>slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work but it is easier in <b>3D</b> work.
<b>Evaluating</b>	
<b>Annotate</b>	To <b>add notes</b> to (a text or diagram) giving <b>explanation</b> or <b>comment</b> . Adding opinions and ideas to others' art work or <b>reflecting</b> on their own. Pupils should be encouraged to express their thoughts and <b>emotions</b> towards artists, concepts and pieces of artwork and add annotations in each art lesson.
<b>Develop</b>	Art work should never be marked as incorrect. Children should be <b>encouraged</b> to develop their artwork rather than find negatives to improve.

<b>Year 2</b>	
<b>Observation</b>	The action or process of closely observing or monitoring something or someone.
<b>Differences</b>	How is an <b>artefact, painting, sculpture, sketch</b> different to another? Can they <b>compare</b> ?
<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
<b>Foreground</b>	Draws your <b>eye</b> to the front or middle of a piece.
<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Drawing</b>	



<b>Layer</b>	Use more than one type of media in a piece
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> and <b>cultural styles</b> throughout history.
<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide-</b> apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small-</b> apply light/less <b>pressure</b>
<b>Smudge/blend</b>	To use a <b>tool</b> or finger to <b>merge</b> two or more colours together to create another colour or <b>texture</b>
<b>Collage</b>	a piece of art made by sticking various different materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small <b>short strokes</b> that can be <b>developed</b> .
<b>Line</b>	<p>Lines are used to:</p> <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> <p>They can be:</p> <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>
<b>Shape</b>	Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b> .



<b>Colour</b>	Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas</b> . Children's ability to <b>select, mix</b> and <b>apply</b> 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.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> .
<b>Shade</b>	Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour.
<b>Painting</b>	
<b>Types of paint: Acrylic, water colour etc.</b>	Can the children choose the best type of paint for their project?
<b>Brush mark</b>	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.
<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
<b>Colour match</b>	Using colour mixing to create a specific <b>tone/shade</b> of a colour
<b>Colour mix</b>	<b>Combining</b> colours to match natural and man-made objects.
<b>Artefact</b>	an object being observed made by a human being, typically one of <b>cultural</b> or <b>historical</b> interest.
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)
<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
<b>Warm colours</b>	The phrase warm colour is used to describe any colour that is vivid or <b>bold</b> 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.
<b>Cold colours</b>	The phrase cool colour is used to describe any colour that is <b>calm</b> or <b>soothing</b> 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).



<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>3D Form</b>	
<b>Manipulate</b>	The artist to make a change
<b>Care</b>	Children should understand how to treat different materials based on how durable they are.
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving</b> , <b>casting</b> , or other <b>shaping techniques</b> .
<b>Malleable</b>	Easily moved/changed.
<b>Texture</b>	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.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind</b> .
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).
<b>Recycled</b>	Can the children experiment and construct different materials more confidently?
<b>Slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>Form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work, but it is easier in <b>3D</b> work.
<b>Evaluating</b>	
<b>Annotate</b>	To <b>add notes</b> to (a text or diagram) giving <b>explanation</b> or <b>comment</b> . Adding opinions and ideas to others' artwork or <b>reflecting</b> on their own. Pupils should be encouraged to express their thoughts and <b>emotions</b> towards artists, concepts and pieces of artwork and add annotations in each art lesson.
<b>Develop</b>	Artwork should never be marked as incorrect. Children should be <b>encouraged</b> to develop their artwork rather than find negatives to improve.





<b>Observation</b>	The action or process of closely observing or monitoring something or someone.
<b>Differences</b>	How is an <b>artefact, painting, sculpture, sketch</b> different to another? Can they <b>compare</b> ?
<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
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<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Follow creative process plan, design, make</b>	Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture, and media.
<b>Adaptation</b>	Pupils should be made aware of the need for adaptation based on the purpose of their artwork i.e can they identify media that meets the needs of the brief?
<b>Sources</b>	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
<b>Variation</b>	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape, and pattern for a purpose.
<b>Drawing</b>	
<b>Grades of pencil</b>	Experiment with the different grade practising, shading, and adding texture.
<b>Scale</b>	Size in relation to the page, can the children increase and decrease the scale of their sketch?
<b>Symmetry</b>	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?
<b>Refine and alter</b>	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their artwork in each lesson.
<b>Layer</b>	Use more than one media in a piece
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> , and <b>cultural styles</b> throughout history.



<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide-</b> apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small-</b> apply light/less <b>pressure</b>
<b>Smudge/blend</b>	To use a <b>tool</b> or finger to <b>merge</b> two or more colours together to create another colour or <b>texture</b>
<b>Collage</b>	a piece of art made by sticking various different materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small <b>short strokes</b> that can be <b>developed</b> .
<b>Line</b>	<p>Lines are used to:</p> <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> <p>They can be:</p> <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>
<b>Shape</b>	<p>Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b>.</p> <p>Mathematical language relating to geometry including but not limited to 2D shapes such as <b>square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium.</b></p> <p><b>3D: cuboid; cylinder; triangular prism and square-based pyramid.</b></p>
<b>Colour</b>	Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas</b> . Children’s ability to <b>select, mix and apply</b> 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.



<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>
<b>Shade</b>	Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour. Can they create a <b>shadow</b> ?
<b>Painting/colour</b>	
<b>Colour-scheme</b>	A planned combination of colours.
<b>Colour spectrum</b>	Red, orange, yellow, green, blue, indigo, violet.
<b>Tertiary Colours</b>	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. ( <b>Skin tone</b> : need a combination of yellow, brown, red and white. )
<b>Developed colour vocabulary</b>	Introduce <b>colour swatches</b> . Can Children create a tertiary colour and name it based on it's <b>tone/texture/purpose</b> ?
<b>Colour washing</b>	A wash of whitewash or other water-based paint tinted with a coloured pigment
<b>Properties of paint</b>	<b>Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.</b>
<b>Types of paint: Acrylic, water colour etc.</b>	Can the children choose the best type of paint for their project?
<b>Brush mark</b>	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.
<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
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<b>Colour mix</b>	<b>Combining</b> colours to match natural and man-made objects.
<b>Artefact</b>	an object being observed made by a human being, typically one of <b>cultural</b> or <b>historical</b> interest.
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)



<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
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<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>3D Form</b>	
<b>Manipulate</b>	The artist to make a change
<b>Care</b>	Children should understand how to treat different materials based on how durable they are.
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving, casting,</b> or other <b>shaping techniques.</b>
<b>Malleable</b>	Easily moved/changed.
<b>Texture</b>	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.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind.</b>
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).
<b>Recycled</b>	Can the children experiment and construct different materials more confidently?



<b>slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work but it is easier in <b>3D</b> work.
<b>Transparent</b>	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?
<b>Evaluating</b>	
<b>Annotate</b>	To <b>add notes</b> to (a text or diagram) giving <b>explanation</b> or <b>comment</b> . Adding opinions and ideas to others' artwork or <b>reflecting</b> on their own. Pupils should be encouraged to express their thoughts and <b>emotions</b> towards artists, concepts and pieces of artwork and add annotations in each art lesson.
<b>Develop</b>	Artwork should never be marked as incorrect. Children should be <b>encouraged</b> to develop their artwork rather than find negatives to improve.
<p><b>Description</b>                  In Year 3 pupils should be encouraged to use a wider range of vocabulary to <u>express how others'</u> artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.</p>	<p><b>Busy</b>  <b>Plain</b>  <b>Thick</b>  <b>Thin</b>  <b>Rough</b>  <b>Smooth</b>  <b>Swirling</b>  <b>Uneven</b>  <b>Big</b>  <b>Small</b>  <b>Colourful</b>  <b>Bright</b>  <b>Dark</b>  <b>Realistic</b>  <b>Unrealistic</b>  <b>Simple</b>  <b>Boring</b></p>



Year 4	
<b>Observation</b>	The action or process of closely observing or monitoring something or someone.
<b>Differences</b>	How is an <b>artefact, painting, sculpture, sketch</b> different to another? Can they <b>compare</b> ?
<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
<b>Foreground</b>	Draws your <b>eye</b> to the front or middle of a piece.
<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Follow creative process plan, design, make adapt to art work and models.</b>	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.
<b>Adaptation</b>	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?
<b>Sources</b>	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
<b>Variation</b>	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.
<b>Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.</b>	Pupils should be given freedom to experiment and make informed choices independently based on the brief.
<b>Media</b>	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.
<b>Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English)</b>	Pupils should be able to <b>discuss</b> and <b>evaluate</b> the <b>creative process</b> of <b>planning, designing, making, and adapting</b> artwork. If <b>3D</b> , pupils should be able to comment and evaluate whether the piece was <b>sculpted, modelled, or constructed</b> .
Drawing	
<b>Grades of pencil</b>	Experiment with the different grade practising, shading, and adding texture.



<b>Scale</b>	Size in relation to the page, can the children increase and decrease the scale of their sketch?
<b>Symmetry</b>	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?
<b>Refine and alter</b>	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their artwork in each lesson.
<b>Layer</b>	Use more than one media in a piece
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> , and <b>cultural styles</b> throughout history.
<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide-</b> apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small-</b> apply light/less <b>pressure</b>
<b>Smudge/blend</b>	To use a <b>tool</b> or finger to <b>merge</b> two or more colours together to create another colour or <b>texture</b>
<b>Collage</b>	a piece of art made by sticking various materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small, short <b>strokes</b> that can be <b>developed</b> .
<b>Line</b>	Lines are used to: <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> They can be: <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>
<b>Shape</b>	<p>Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b>.</p> <p>Mathematical language relating to geometry including but not limited to 2D shapes such as <b>square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium.</b></p> <p><b>3D: cuboid; cylinder; triangular prism and square-based pyramid.</b></p>
<b>Colour</b>	<p>Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas.</b> Children's ability to <b>select, mix</b> and <b>apply</b> 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.</p>
<b>Tone</b>	<p>Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth.</b></p> <p><b>The quality of lightness or darkness.</b></p>
<b>Shade</b>	<p>Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour. Can they create a <b>shadow?</b></p>
<b>Painting/colour</b>	
<b>Colour-scheme</b>	<p>A planned combination of colours.</p>
<b>Colour spectrum</b>	<p>Red, orange, yellow, green, blue, indigo, violet.</p>
<b>Tertiary Colours</b>	<p>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.</p> <p>(<b>Skin tone:</b> need a combination of yellow, brown, red and white. )</p>
<b>Developed colour vocabulary</b>	<p>Introduce <b>colour swatches.</b> Can Children create a tertiary colour and name it based on it's <b>tone/texture/purpose?</b></p>
<b>Colour washing</b>	<p>A wash of whitewash or other water-based paint tinted with a coloured pigment</p>





<b>Properties of paint</b>	<b>Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.</b>
<b>Types of paint: Acrylic, water colour etc.</b>	Can the children choose the best type of paint for their project?
<b>Brush mark</b>	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.
<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
<b>Colour match</b>	Using colour mixing to create a specific <b>tone/shade</b> of a colour
<b>Colour mix</b>	<b>Combining</b> colours to match natural and man-made objects.
<b>Artefact</b>	an object being observed made by a human being, typically one of <b>cultural</b> or <b>historical</b> interest.
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)
<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
<b>Warm colours</b>	The phrase warm colour is used to describe any colour that is vivid or <b>bold</b> 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.
<b>Cold colours</b>	The phrase cool colour is used to describe any colour that is <b>calm</b> or <b>soothing</b> 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).
<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>



<b>Hue</b>	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.
<b>3D Form</b>	
<b>Carving</b>	The act of fashioning or producing by cutting into or shaping a solid material.
<b>Surface</b>	Pupils should be taught how to create a surface for a model to stand/ be based upon.
<b>Manipulate</b>	The artist to make a change
<b>Care</b>	Children should understand how to treat different materials based on how durable they are.
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving, casting,</b> or other <b>shaping techniques.</b>
<b>Malleable</b>	Easily moved/changed.
<b>Texture</b>	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.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind.</b>
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).
<b>Recycled</b>	Can the children experiment and construct different materials more confidently?
<b>slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work but it is easier in <b>3D</b> work.



<b>Transparent</b>	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?	
<b>Evaluating</b>		
<b>Annotate</b>	To <b>add notes</b> to (a text or diagram) giving <b>explanation</b> or <b>comment</b> . Adding opinions and ideas to others' artwork or <b>reflecting</b> on their own. Pupils should be encouraged to express their thoughts and <b>emotions</b> towards artists, concepts and pieces of artwork and add annotations in each art lesson.	
<b>Develop</b>	Artwork should never be marked as incorrect. Children should be <b>encouraged</b> to develop their artwork rather than find negatives to improve.	
<p><b>Description</b></p> <p>In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how others'</u> artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.</p>	<p><b>Busy</b></p> <p><b>Plain</b></p> <p><b>Thick</b></p> <p><b>Thin</b></p> <p><b>Rough</b></p> <p><b>Smooth</b></p> <p><b>Swirling</b></p> <p><b>Uneven</b></p> <p><b>Big</b></p> <p><b>Small</b></p> <p><b>Simple</b></p> <p><b>Fine</b></p> <p><b>Dull</b></p> <p><b>patterned</b></p> <p><b>crowded</b></p> <p><b>Flat</b></p> <p><b>Natural</b></p>	<p><b>Colourful</b></p> <p><b>Bright</b></p> <p><b>Dark</b></p> <p><b>Realistic</b></p> <p><b>Unrealistic</b></p> <p><b>Simple</b></p> <p><b>Boring</b></p> <p><b>Opaque</b></p> <p><b>Translucent</b></p> <p><b>Focus</b></p>



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Year 5	
<b>Comparison</b>	Pupils should be taught how to <b>compare</b> ideas and <b>methods</b> of their own artwork to those of their peers and <b>primary sources</b> . Do ideas, styles, media <b>contrast</b> or <b>complement</b> ?
<b>Contrast</b>	One thing that is strikingly different to another
<b>Observation</b>	The action or process of closely observing or monitoring something or someone.
<b>Differences</b>	How is an <b>artefact, painting, sculpture, sketch</b> different to another? Can they <b>compare</b> ?
<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
<b>Foreground</b>	Draws your <b>eye</b> to the front or middle of a piece.
<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Follow creative process plan, design, make adapt to art work and models.</b>	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.
<b>Adaptation</b>	Pupils should be made aware of the need for adaptation based on the purpose of their artwork i.e. can they identify media that meets the needs of the brief?
<b>Sources</b>	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
<b>Variation</b>	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.



<b>Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.</b>	Pupils should be given freedom to experiment and make informed choices independently based on the brief.
<b>Conduct studies with Media</b>	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. <b>Y5 should spend time testing media and materials in the construct stage of the TEEP cycle.</b>
<b>Pupils should be encouraged to draw upon observations, experiences and imagination.</b>	When <b>designing</b> and <b>gathering media</b> from different <b>sources</b> , pupils should <b>observe potential properties</b> in line, <b>tone, texture, colour</b> and <b>shape</b> .
<b>Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English)</b>	Pupils should be able to <b>discuss</b> and <b>evaluate</b> the <b>creative process</b> of <b>planning, designing, making</b> and <b>adapting</b> artwork. If <b>3D</b> , pupils should be able to comment and evaluate whether the piece was <b>sculpted, modelled</b> or <b>constructed</b> .
<b>Drawing</b>	
<b>Grades of pencil</b>	Experiment with the different grade practising, shading, and adding texture.
<b>Scale</b>	Size in relation to the page, can the children increase and decrease the scale of their sketch?
<b>Symmetry</b>	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?
<b>Refine and alter</b>	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
<b>Layer</b>	Use more than one media in a piece
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> and <b>cultural styles</b> throughout history.



<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide-</b> apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small-</b> apply light/less <b>pressure</b>
<b>Smudge/blend</b>	To use a <b>tool</b> or finger to <b>merge</b> two or more colours together to create another colour or <b>texture</b>
<b>Collage</b>	a piece of art made by sticking various different materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small <b>short strokes</b> that can be <b>developed</b> .
<b>Line</b>	<p>Lines are used to:</p> <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> <p>They can be:</p> <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>
<b>Shape</b>	<p>Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b>.</p> <p>Mathematical language relating to geometry including but not limited to 2D shapes such as <b>square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium.</b></p> <p><b>3D: cuboid; cylinder; triangular prism and square-based pyramid.</b></p>



<b>Colour</b>	Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas</b> . Children's ability to <b>select, mix and apply</b> 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.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>
<b>Shade</b>	Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour. Can they create a <b>shadow</b> ?
<b>Painting/colour</b>	
<b>Colour-scheme</b>	A planned combination of colours.
<b>Colour spectrum</b>	Red, orange, yellow, green, blue, indigo, violet.
<b>Tertiary Colours</b>	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. ( <b>Skin tone</b> : need a combination of yellow, brown, red and white. )
<b>Developed colour vocabulary</b>	Introduce <b>colour swatches</b> . Can Children create a tertiary colour and name it based on it's <b>tone/texture/purpose</b> ?
<b>Colour washing</b>	A wash of whitewash or other water-based paint tinted with a coloured pigment
<b>Properties of paint</b>	<b>Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.</b>
<b>Types of paint: Acrylic, water colour etc.</b>	Can the children choose the best type of paint for their project?
<b>Brush mark</b>	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.



<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
<b>Colour match</b>	Using colour mixing to create a specific <b>tone/shade</b> of a colour
<b>Colour mix</b>	<b>Combining</b> colours to match natural and man-made objects.
<b>Artefact</b>	an object being observed made by a human being, typically one of <b>cultural</b> or <b>historical</b> interest.
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)
<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
<b>Warm colours</b>	The phrase warm colour is used to describe any colour that is vivid or <b>bold</b> 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.
<b>Cold colours</b>	The phrase cool colour is used to describe any colour that is <b>calm</b> or <b>soothing</b> 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).
<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>
<b>Hue</b>	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.
<b>3D Form</b>	
<b>Carving</b>	The act of fashioning or producing by cutting into or shaping a solid material.
<b>Surface</b>	Pupils should be taught how to create a surface for a model to stand/ be based upon.
<b>Manipulate</b>	The artist to make a change





<b>Care</b>	Children should understand how to treat different materials based on how durable they are.
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving, casting,</b> or other <b>shaping techniques.</b>
<b>Malleable</b>	Easily moved/changed.
<b>Texture</b>	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.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind.</b>
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).
<b>Recycled</b>	Can the children experiment and construct different materials more confidently?
<b>slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work, but it is easier in <b>3D</b> work.
<b>Transparent</b>	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?
<b>Evaluating</b>	
<b>Annotate</b>	To <b>add notes</b> to (a text or diagram) giving <b>explanation</b> or <b>comment.</b> Adding opinions and ideas to others' artwork or <b>reflecting</b> on their own. Pupils should be encouraged to express their thoughts and <b>emotions</b> towards artists, concepts and pieces of artwork and add annotations in each art lesson.
<b>Develop</b>	Artwork should never be marked as incorrect. Children should be <b>encouraged</b> to develop their artwork rather than find negatives to improve.



<p><b>Reflecting</b></p>	<p>Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements. <b>This could be a written cross-curricular piece.</b></p>	
<p><b>Description</b>                  In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how</u> others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.</p>	<p><b>Busy</b>  <b>Plain</b>  <b>Thick</b>  <b>Thin</b>  <b>Rough</b>  <b>Smooth</b>  <b>Swirling</b>  <b>Uneven</b>  <b>Big</b>  <b>Small</b>  <b>Simple</b>  <b>Fine</b>  <b>Dull</b>  <b>patterned</b>  <b>crowded</b>  <b>Flat</b>  <b>Natural</b></p>	<p><b>Colourful</b>  <b>Bright</b>  <b>Dark</b>  <b>Realistic</b>  <b>Unrealistic</b>  <b>Simple</b>  <b>Boring</b>  <b>Opaque</b>  <b>Translucent</b>  <b>Focus</b>  <b>Distance</b>  <b>Symbolic</b>  <b>Subtle</b>  <b>Complex</b>  <b>Complementary</b>  <b>Contrasting</b></p>

<p style="text-align: center;"><b>Year 6</b></p>	
<p><b>Purpose</b></p>	<p>Pupils to identify the purpose of their artwork. Why have they created it?</p>
<p><b>Manipulate</b></p>	<p>Manipulate and experiment with elements of art: line, tone, pattern, texture, form, space, colour and shape</p>



<b>Dry Media</b>	Pencils, pens, graphite, charcoal, chalk pastels, oil pastels.
<b>Wet Media</b>	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.
<b>Digital Media</b>	Photography, digital collage, graphic design, Photoshop, paint(computer)
<b>Comparison</b>	Pupils should be taught how to <b>compare</b> ideas and <b>methods</b> of their own artwork to those of their peers and <b>primary sources</b> . Do ideas, styles, media <b>contrast</b> or <b>complement</b> ?
<b>Contrast</b>	One thing that is strikingly different to another
<b>Observation</b>	The action or process of closely observing or monitoring something or someone.
<b>Differences</b>	How is an <b>artefact, painting, sculpture, sketch</b> different to another? Can they <b>compare</b> ?
<b>Similarities</b>	Can you <b>identify</b> any features of the <b>artefact, painting, sculpture, artist, sketch</b> different to another that art the same?
<b>Foreground</b>	Draws your <b>eye</b> to the front or middle of a piece.
<b>Background</b>	The <b>space</b> behind the <b>foreground</b> . What is the eye not immediately attracted to?
<b>Follow creative process plan, design, make/ adapt to artwork and models.</b>	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.
<b>Adaptation</b>	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?
<b>Sources</b>	Pupils are to collect and record visual information from difference sources similar to a scrapbook.
<b>Variation</b>	Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose.



<b>Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.</b>	Pupils should be given freedom to experiment and make informed choices independently based on the brief.
<b>Conduct Independent research from a range of sources.</b>	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. <b>Y6 should spend time testing media and materials in the construct stage of the TEEP cycle.</b>
<b>Pupils should be encouraged to draw upon observations, experiences, and imagination.</b>	When <b>designing</b> and <b>gathering media</b> from different <b>sources</b> , pupils should <b>observe potential properties</b> in line, <b>tone, texture, colour, and shape.</b>
<b>Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English)</b>	Pupils should be able to <b>discuss</b> and <b>evaluate</b> the <b>creative process</b> of <b>planning, designing, making, and adapting</b> artwork. If <b>3D</b> , pupils should be able to comment and evaluate whether the piece was <b>sculpted, modelled, or constructed.</b>
<b>Drawing</b>	
<b>Grades of pencil</b>	Experiment with the different grade practising, shading, and adding texture.
<b>Scale</b>	Size in relation to the page, can the children increase and decrease the scale of their sketch?
<b>Symmetry</b>	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?
<b>Refine and alter</b>	Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson.
<b>Layer</b>	Use more than one media in a piece
<b>Pattern</b>	Can be seen in the <b>natural</b> and built world. It is related to mathematics, decoration, <b>symbolism</b> and <b>cultural styles</b> throughout history.



<b>repeating</b>	do (something) again or more than once.
<b>thick</b>	<b>Wide-</b> apply hard/more <b>pressure</b>
<b>thin</b>	<b>Small-</b> apply light/less <b>pressure</b>
<b>Smudge/blend</b>	To use a <b>tool</b> or finger to <b>merge</b> two or more colours together to create another colour or <b>texture</b>
<b>Collage</b>	a piece of art made by sticking various different materials such as <b>photographs</b> and pieces of paper or fabric on to a backing.
<b>Sketch</b>	When we draw something (in every subject) we sketch using small <b>short strokes</b> that can be <b>developed</b> .
<b>Line</b>	<p>Lines are used to:</p> <ul style="list-style-type: none"> <li>- Delineate <b>shapes</b></li> <li>- <b>Indicate volume</b></li> <li>- <b>Describe</b></li> <li>- Make <b>patterns</b></li> <li>- <b>Express</b> emotions</li> </ul> <p>They can be:</p> <ul style="list-style-type: none"> <li>- <b>Bold</b> or <b>sensitive</b></li> <li>- <b>Angled</b> or <b>curved</b></li> <li>- <b>Soft</b> or <b>hard</b></li> </ul>
<b>Shape</b>	<p>Shapes are easily recognised and immediately understood. They can form symbols and can be <b>2D</b> or <b>3D</b>.</p> <p>Mathematical language relating to geometry including but not limited to 2D shapes such as <b>square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium.</b></p> <p><b>3D: cuboid; cylinder; triangular prism and square-based pyramid.</b></p>



<b>Colour</b>	Can be used to convey <b>feelings, emotions, atmosphere, moods and ideas</b> . Children's ability to <b>select, mix and apply</b> 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.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>
<b>Shade</b>	Change the <b>pressure</b> applied to the <b>media</b> to add <b>texture</b> and colour. Can they create a <b>shadow</b> ?
<b>Painting/colour</b>	
<b>Colour-scheme</b>	A planned combination of colours.
<b>Colour spectrum</b>	Red, orange, yellow, green, blue, indigo, violet.
<b>Tertiary Colours</b>	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. ( <b>Skin tone</b> : need a combination of yellow, brown, red and white. )
<b>Developed colour vocabulary</b>	Introduce <b>colour swatches</b> . Can Children create a tertiary colour and name it based on it's <b>tone/texture/purpose</b> ?
<b>Colour washing</b>	A wash of whitewash or other water-based paint tinted with a coloured pigment
<b>Properties of paint</b>	<b>Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant.</b>
<b>Types of paint: Acrylic, water colour etc.</b>	Can the children choose the best type of paint for their project?
<b>Brush mark</b>	The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks?
<b>Tools</b>	A <b>physical</b> item used to create art.
<b>Printing</b>	<b>Printmaking</b> is creating a printing plate and creating paters using different materials.
<b>Technique</b>	The <b>tools</b> they have used as artists so far.



<b>Brush size</b>	Children should be taught to choose a tool based on the project. I.e smaller <b>fine</b> brush for water colours/ small areas. Larger harder brushes for painting large areas.
<b>Colour match</b>	Using colour mixing to create a specific <b>tone/shade</b> of a colour
<b>Colour mix</b>	<b>Combining</b> colours to match natural and man-made objects.
<b>Artefact</b>	an object being observed made by a human being, typically one of <b>cultural</b> or <b>historical</b> interest.
<b>Primary colours</b>	A group of colours from which all other colours can be obtained by <b>mixing</b> . (red, yellow and blue)
<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
<b>Warm colours</b>	The phrase warm colour is used to describe any colour that is vivid or <b>bold</b> 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.
<b>Cold colours</b>	The phrase cool colour is used to describe any colour that is <b>calm</b> or <b>soothing</b> 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).
<b>Shade</b>	To make a colour darker by adding black.
<b>Tint</b>	To make a colour lighter by adding white.
<b>Tone</b>	Tells us how much <b>light</b> and <b>dark</b> can be seen. Tone can help to suggest <b>volume</b> or <b>depth</b> . <b>The quality of lightness or darkness.</b>
<b>Hue</b>	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.
<b>Harmony</b>	A pleasing combination of colours that go well together.
<b>Composition</b>	Composition is the placement or arrangement of visual elements or 'ingredients' in a work of art.
<b>Mood</b>	In art appreciation, the general <b>atmosphere</b> , or <b>state of mind</b> and <b>feelings</b> , that a work of art generates. For example, the mood of a painting could be disturbing or tranquil, dark or energetic.



<b>Abstract</b>	A trend in <b>painting</b> and sculpture in the twentieth century. <b>Abstract art</b> 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.
<b>3D Form</b>	
<b>Carving</b>	The act of fashioning or producing by cutting into or shaping a solid material.
<b>Surface</b>	Pupils should be taught how to create a surface for a model to stand/ be based upon.
<b>Care</b>	Children should understand how to treat different materials based on how durable they are.
<b>Rolling</b>	Turning media over and over repeatedly.
<b>Kneading</b>	<b>massage</b> or <b>squeeze</b> with the hands.
<b>Shaping</b>	Using tools or hand to manipulate media into a specific shape
<b>Sculpture</b>	make or <b>represent</b> (a form) by <b>carving</b> , <b>casting</b> , or other <b>shaping techniques</b> .
<b>Malleable</b>	Easily moved/changed.
<b>Texture</b>	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.
<b>Construct</b>	Build or make
<b>Join</b>	Put together
<b>Natural</b>	existing in or derived from <b>nature</b> ; not made or caused by <b>humankind</b> .
<b>Man made</b>	made or caused by human beings (as opposed to occurring or being made naturally).
<b>Recycled</b>	Can the children experiment and construct different materials more confidently?
<b>slip</b>	A <b>slip</b> is a liquid mixture or slurry of clay and/or other materials suspended in water use to <b>join</b> pieces of clay together.
<b>form</b>	Shapes <b>form</b> an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in <b>2D</b> work but it is easier in <b>3D</b> work.
<b>Transparent</b>	Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect?
<b>Evaluating</b>	





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