



Art vocabulary for the National Curriculum



This document sets out FS2 and KS1 Art vocabulary under the EYFS Development Matters and National Curriculum. The tables can be used to check pupils' understanding of new vocabulary introduced from FS2 to Year 2. The lists are intended as a guide as to what pupils should know, and are not exhaustive. Of course, key terms may be introduced earlier as a challenge for our learners, although it is also important to ensure that learning is 'new' and carries an 'element of surprise'.

Year	Progression in Art Vocabulary from Foundation Stage to Year 2
FS2	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.
1	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, man-made environment. Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.
2	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.
3	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting:

Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g., scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground.

Printing:

Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.

Collage & Textiles:

Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.

Sculpture:

Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.

	EXPLORING AND DEVELOPING	USING MATERIALS	EVALUATING	CONTROL AND EXPERTISE
FS2	Enjoy exploring in the paint area.	Mix paint and materials at random.	Talk about what they have done.	Show little control or refinement.
Y1	Respond to ideas. Explore different drawing and painting tools. Explore simple pattern. Design and make images.	Use primary and secondary colours. Use and investigate a variety of visual and tactile materials.	Talk about drawings and paintings and say what they feel.	Mix colours randomly. Use some control when drawing and painting.
Y2	Communicate ideas and meanings very simply. Investigate pattern and shape in the environment. Explore ideas and collect information in a sketchbook. Reproduce from memory, observation or imagination. Identify different ways to express ideas.	Use a range of materials / processes to show ideas / meanings. Select the best materials for the job. Create collage with range of materials and textures.	Talk about their work and explain it. Describe what they think or feel about their own and others' work. Think of ways to adapt and improve own work. Begin to use ways to improve work. Explore ideas and change what they have done to give a better result.	Use a range of pens, pencils, pastels and charcoal. Make a variety of lines, using different sizes and thicknesses. Mix secondary colours to make a wide range of new colours. Use shading to create different effects.
Y3	Make their own choices. Begin to work more abstractly. Use a digital camera to collect ideas. Experiment in many different ways. Use a sketchbook to make notes about artists, skills and techniques. Annotate a sketchbook. Experiment with mood using colour. Create artwork following an idea or towards a specific purpose.	Mix and use tertiary colours. (The resulting colour formed when an equal amount of primary and secondary colour are mixed. The colours must be beside each other on the colour wheel.) Design, draw, paint or make images for different purposes using knowledge and understanding. Use watercolour to produce a wash. Use an ICT paint program with edit. Use a digital camera to produce artwork. Use mosaic, montage and other effects. Use a range of materials and techniques in 3D work.	Make comments on the work of others, including both ideas and techniques. Apply previous knowledge to improve work. Adapt and refine work to reflect purpose.	Use art to illustrate in other subjects. Practise to improve skills. Create texture by adding dots and lines. Make different tones of colour using black and white. Use pencils of different grades and at different angles to create different effects. Use brushes in different ways. Use repeat pattern in design. Indicate movement using lines.

Tibshelf Infant and Nursery Curriculum: Art & Design: Highly Effective AfL Questions

	EXPLORING AND DEVELOPING	USING MATERIALS	EVALUATING	CONTROL AND EXPERTISE
	G&T Question: What is original about your work? To be assessed practically through artwork and the skills they have used.			
FS2	Can you explore in the paint area? What do you like in the paint area?	Can you mix paint and materials at random?	Can you talk about what you have done?	Can you show little control or refinement in your artwork?
Y1	Can you respond to ideas? Can you explore different drawing and painting tools? Can you explore simple pattern? What type of pattern can you see? Can you design and make images?	Can you use primary and secondary colours? Can you use and investigate a variety of visual and tactile materials?	Can you talk about drawings and paintings and say what you feel? How does the artwork make you feel?	Can you mix colours randomly? Can you use some control when drawing and painting?
Y2	Can you communicate ideas and meanings? Can you investigate pattern and shape in the environment? Can you explore ideas and collect information in a sketchbook? Can you reproduce from memory, observation or imagination? Can you identify different ways to express ideas?	Use a range of materials / processes to show ideas / meanings. Select the best materials for the job. Create collage with range of materials and textures.	Can you talk about your work and explain it? Can you describe what you think or feel about your own and others' work? Can you think of ways to adapt and improve your own work? Can you begin to use ways to improve work? Can you explore ideas and change what they you done to give a better result?	Can you use a range of pens, pencils, pastels and charcoal? Can you make a variety of lines, using different sizes and thicknesses? Can you mix secondary colours to make a wide range of new colours? Can you use shading to create different effects?
Y3	Can you make your own choices? Can you begin to work more abstractly? Can you use a digital camera to collect ideas? How can you experiment in different ways? Can you use a sketchbook to make notes about artists, skills and techniques? Can you annotate a sketchbook? How can you experiment with mood using colour?	Can you mix and use tertiary colours? (The resulting colour formed when an equal amount of primary and secondary colour are mixed. The colours must be beside each other on the colour wheel.) Can you design, draw, paint or make images for different purposes using knowledge and understanding? How can you use watercolour to produce a wash? How can you use an ICT paint program to edit with?	Can you make comments on the work of others, including both ideas and techniques? Can you apply previous knowledge to improve work? How can you adapt and refine work to reflect purpose?	How can you use art to illustrate in other subjects? Can you practise to improve skills? How can you create texture to your work? How can you make different tones of colour? How can you use pencils of different grades and at different angles to create different effects? How can you use brushes in different ways?

	<p>Can you create artwork following an idea or towards a specific purpose?</p>	<p>Can you use a digital camera to produce artwork? Can you use mosaic, montage and other effects? Can you use a range of materials and techniques in 3D work?</p>		<p>Can you use a repeat pattern in design? Can you indicate movement using lines?</p>
--	--	--	--	---