

# Art vocabulary for the National Curriculum



This document sets out EYFS, KS1 and KS2 Art vocabulary under the EYFS Development Matters and National Curriculum. The tables can be used to check pupils' understanding of new vocabulary introduced from EYFS-Y6.

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'.

EYFS - Reception	1	2
<p><b><u>Drawing: Marvellous marks</u></b>                      Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p> <p><b><u>Painting and mixed media: Paint my world</u></b>                      Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p> <p><b><u>Sculpture and 3D: Creation station</u></b>                      3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p>	<p><b><u>Painting and mixed media: Colour splash</u></b>                      Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p> <p><b><u>Drawing: Make your mark</u></b>                      Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p> <p><b><u>Sculpture and 3D: Paper play</u></b>                      Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p><b><u>Drawing: Tell a story</u></b>                      Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p> <p><b><u>Painting and mixed media: Life in colour</u></b>                      Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p> <p><b><u>Craft and design: Map it out</u></b>                      Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>

<p><b>3</b></p> <p><b><u>Craft and design: Ancient Egyptian scrolls</u></b>  Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p> <p><b><u>Drawing: Growing artists</u></b>  Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p> <p><b><u>Sculpture and 3D: Abstract shape and space</u></b>  Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>	<p><b>4</b></p> <p><b><u>Drawing: Power prints</u></b>  Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p> <p><b><u>Sculpture and 3D: Mega materials</u></b>  Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p> <p><b><u>Painting and mixed media: Light and dark</u></b>  Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	<p><b>5</b></p> <p><b><u>Sculpture and 3D: Interactive installation</u></b>  Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p> <p><b><u>Painting and mixed media: Portraits</u></b>  Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p> <p><b><u>Drawing: I need space</u></b>  Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	<p><b>6</b></p> <p><b><u>Craft and design: Photo opportunity</u></b>  Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p> <p><b><u>Drawing: Make my voice heard</u></b>  Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p> <p><b><u>Sculpture and 3D: Making memories</u></b>  Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>
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	<b>EXPLORING AND DEVELOPING</b>	<b>USING MATERIALS</b>	<b>EVALUATING</b>	<b>CONTROL AND EXPERTISE</b>
<b>FS</b>	Enjoy exploring in paint area.	Mix paint and materials at random.	Talk about what they have done.	Show little control or refinement.
<b>Y1</b>	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.
<b>Y2</b>	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.
<b>Y3</b>	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.
<b>Y4</b>	Plan work carefully before beginning. Use other cultures and times as a stimulus. Experiment with the styles of different artists.	Use a combination of visual and tactile ideas. Combine different materials in different ways. Make specific choices between different processes and materials.	Compare others' work with their own. Appraise the ideas, methods and approaches used in others' work, using a critical approach. Use the appraisal of others for improvement.	Show tone and texture using hatching and cross hatching. Use a program to create mood within digital photography. Show shadow or reflection by shading Select appropriate drawing materials.

<b>Y5</b>	<p>Make and support their own decisions and choices. Use inspiration from other cultures. Experiment with combinations of materials and techniques. Keep and use detailed notes in sketchbook.</p>	<p>Understand the importance of preparing materials before working. Produce work that sometimes can be both visual and tactile.</p>	<p>Evaluate own and others' work, explaining and justifying their reasons. Use analysis when commenting on ideas. Consider the end point when adapting and improving their work.</p>	<p>Develop and improve their own style. Use drawings to show movement. Combine a range of colours, tints, tones and shades. Get across feeling and emotion through their work.</p>
<b>Y6</b>	<p>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work.</p>	<p>Make specific decisions about using different visual and tactile effects towards an end point.</p>	<p>Analyse and comment on their own and others' ideas, methods and approaches. Make on-going revisions. Refine their work, often with several adaptations, to move towards an end point.</p>	<p>Choose to use a limited range of colour to produce a chosen effect. Begin to use perspective in both abstract and real life art. Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others.</p>

G&T Question: What is original about your work? Grey Sections: To be assessed practically through artwork and the skills they have used.				
<b>FS</b>	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?
<b>Y1</b>	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?
<b>Y2</b>	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?
<b>Y3</b>	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 create artwork following an idea or towards a specific purpose?	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 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?	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? Can you use a repeat pattern in design? Can you indicate movement using lines?
<b>Y4</b>	Can you plan work carefully before beginning?	How can you use a combination of visual and tactile ideas?	Can you compare others' work with your own?	How can you use tone and texture in your work?

	<p>Can you use other cultures and times as a stimulus?</p> <p>Can you experiment with the styles of different artists?</p>	<p>Can you combine different materials in different ways?</p> <p>Can you make specific choices between different processes and materials?</p>	<p>Can you appraise the ideas, methods and approaches used in others' work, using a critical approach?</p> <p>Can you use the appraisal of others for improvement?</p>	<p>Can you use a program to create mood within digital photography?</p> <p>How can you show shadow or reflection?</p> <p>Can you select appropriate drawing materials?</p>
<b>Y5</b>	<p>Can you make and support your own decisions and choices?</p> <p>Can you use inspiration from other cultures?</p> <p>Can you experiment with combinations of materials and techniques?</p> <p>Can you keep and use detailed notes in sketchbook?</p>	<p>Can you understand the importance of preparing materials before working?</p> <p>Can you produce work that sometimes can be both visual and tactile?</p>	<p>How can you evaluate your own and others' work?</p> <p>Can you use analysis when commenting on ideas?</p> <p>Can you consider the end point when adapting and improving their work?</p>	<p>How can you develop and improve your own style?</p> <p>How can you use drawings to show movement?</p> <p>Can you combine a range of colours, tints, tones and shades?</p> <p>How can you get across feeling and emotion through your work?</p>
<b>Y6</b>	<p>Can you use a full range of design, experimentation, exploration alongside the work of others to develop your own work?</p>	<p>How can you make specific decisions about using different visual and tactile effects towards an end point?</p>	<p>Can you analyse and comment on your own and others' ideas, methods and approaches?</p> <p>How can you make on-going revisions?</p> <p>How can you refine your work to move towards an end point?</p>	<p>Can you choose to use a limited range of colour to produce a chosen effect?</p> <p>Can you begin to use perspective in both abstract and real life art?</p> <p>Can you work with care and precision towards an end point, but make adaptations following your own reflections and the comments of others?</p>