



## Progression in Vocabulary document EYFS to Y6 (1)

Please note that this document contains **new** vocabulary for each year group, relevant to the skills taught and to the planned lessons. Vocabulary from previous years is used and is built on each year.

**These areas are covered in each year group**

Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Drawing</b>	Pencil, finger, stick, chalk, pastel, felt tip, pen <b>Line:</b> thick, thin, wavy, straight. <b>Texture:</b> smooth, rough.	Marker pen. <b>Line:</b> soft, broad, narrow, fine, pattern, line, shape, detail, bold sketch, hatch, scribble, zig zag. <b>Texture:</b> wrinkly, bumpy, hard, shiny Portrait	Pencil grades HB, 2B, 4B, 6B, charcoal, chalk. <b>Line:</b> Hatch, cross hatch, smudge, shade, stippling, blending, horizontal, vertical, tone. abstract	graphite Pencil grades 2H+ <b>Line:</b> continuous line <b>Texture:</b> layer  Dimension Proportion silhouette	Ink Line drawing  Perspective, background and foreground.	Posca pens Focal point Horizon Scale Composition Oil pastel	Tonal ladder, contour drawing, 'exploded drawing' Leading lines
<b>Painting</b>	Paint Brush, roller, sponge, primary colours (red, yellow, blue) Light and dark	Lighten, darken, Secondary colours, colour wheel. Warm and cold colours	Tint, tone, shade, monochrome.	pigment, natural dye, complementary colour	Block colour, wash, background, tertiary colour.	Atmosphere, harmonious colours. Wet on dry, wet on wet.	Wax resist
<b>Digital</b>	Art program, Line, fill, stamp	Tool, motif, edit, digital camera, capture.	Repeat pattern, digital image.	Cut and paste, digital collage.	Animate, frame, photo manipulation	Editing software, crop, enlarge.	CAD Computer aided design. Crop, edit. Virtual art.



## Progression in Vocabulary document EYFS to Y6 (2)

Please note that this document contains **new** vocabulary for each year group, relevant to the skills taught and to the planned lessons.  
Vocabulary from previous years is used and is built on each year.

**These areas are covered in alternating year groups, except Reception where aspects of each area are covered.**

Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Collage/Multimedia</b>	Collage, found objects, stick, layer, cut, tear, screw up, glue.		Shape, surface, texture, qualities, image, scrunch, roll, fold, behind, in front, crinkly, wrinkly, corrugated, bumpy.		Overlap, represent, textured image, backdrop, paper making.		Embellish, complexity
<b>Textiles</b>	Fabric, material, textile, colour, pattern, shape, texture, Glue, Stick, scissors, sew, needle, felt, scraps, wool, thread, fur,	Weave, yarn, lace, cotton, warp, weft, over, under, loom, loop, knot.		Leather, threading, sew, stitch, running stitch, pin/pinning, embellish, tie-dye, glue resist paste technique.		2 colour tie-dye, batik, wax resist, tjanting tool, applique.	
<b>Sculpture</b>	clay, plasticine, salt dough, impress, dent, tools, build, decorate.		Sculpture, Manipulate (roll, pinch, squeeze, flatten), shape, construct, join, slip, slab, modelling materials. Fold, bend, attach, concertina, build.		Maquette, environmental sculpture, pinch pot, coil pot, Modroc, mould.		Armature, papier mache, frame, carve.
<b>Printing</b>	Rubbing, found objects, stencil, repeat.	Print pictures, texture rubbings, monoprint, printed pattern.		Relief print, over-print, motifs, combining print, surfaces, block printing, polystyrene print, overlap.		3 colour print, emboss, chase, repousse, engrave, collograph print.	



## Progression in Evaluation Vocabulary document EYFS to Y6 (1)

Please note that this document contains suggestions for vocabulary to use for each year group when evaluating their work. It may be used orally or in written form.

Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>What?</b> <i>A brief description about what you have made and how you have made it.</i>	I have made a... I used... We looked at the artist...	I used... We looked at the artist... I used a... to help my ideas. My work is... The materials I used are...		I created a... I wanted to use... because... I was inspired by... I liked working with... because... I chose to create an image of... because...		I created a... I wanted to use... because... I was inspired by... I have shown... in the style of... The artist has influenced my designs because... In this piece, the materials I have used are... I found working with... I chose to create an image of ... because...	
<b>Think?</b> <i>Explaining why you have selected used the materials you have.</i>	I made my art because... I used... because... I wanted to...	I used... colour(s) because... I made my art because... I used... because... I wanted to...		The materials I have selected are effective due to... I chose the design because... My choice of media allowed me to... My design will allow me to... The technique I have used is...		The materials I have selected are effective due to... The technique I have used is... Through focusing on my use of... I... I was able to capture... My choice of media allowed my to portray... I chose to emphasise... in this piece of art because... I wanted to incorporate... as it would... Using... allows me to...	
<b>Link?</b> <i>Link the piece to your theme or artist and reflect on the successes; what will you take forward?</i>	The part I like is... My work looks like... Next time I want to... My work makes me feel...	The part I like is... I think... worked well. My work looks like... I think ... was not as successful because... I would do... to make it better. Next time I want to... My work makes me feel...		I think using... worked well because... I am pleased with... because. I feel... captures the theme well because... I need to improve my... I think ... was not as successful because... Next time I would like to... My design was powerful because... My work makes me feel...		Through working this way I have learned to... To develop this piece further I would need to... I think using... worked really well because... I am particularly pleased with... because... ... was least successful because... I aim to now... I need to refine... because... In order to improve, I need to develop my skill in/ use of... The impact of my art it... My art communicates...	