Art and Design Progression Map

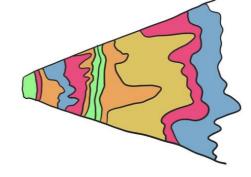
Unlike many other subject areas in in the primary national curriculum, progression in art and design is not a linear or stepped process. Trying to map progress for this subject area in this way can take away from the richness of experiences being provided. The reason for this is that art and design is a subjective experience, and is different for every child, therefore HCFS view progression in art and design using the funnel model.

Funnel Model

The child begins at the smaller end of the funnel and the teacher's role is to provide space, time and expertise to fill them with different opportunities and experiences throughout the course of their primary education journey. When provided, the different opportunities and experiences layer themselves and it is through these layers that children make progress. HCFS recognise that progression in art and design is not always an even process; some children progress really well in some years in relation to certain activities they are provided and some children plateau a little.

The aim is for each child to have not just grown in each discipline but to have also grown in attitude by the end of their primary education journey meaning they are:

- more open;
- more able to articulate; and
- more able to pass their own comment/reflect upon the art around them and the art they have made.





Coverage of the Primary Art Curriculum at HCFS

The majority of teaching and learning time is used to develop the disciplines of art: drawing, painting, crafting and sculpting (HCFS Golden Threads). As well as drawing being seen as a discipline in its own right, it is also seen as a discipline that underpins each of the others and therefore an element of drawing will always be present whenever art and design is being taught and learnt.

The key elements of art and design (colour, tone, texture, line, shape, form and pattern) are taught in progressive steps with them being deepened and evolved within each discipline. This is because the different disciplines in art and design weave in and out of one another e.g. if the key element of colour was being explored when completing a painting focused project, a child's knowledge, skills and understand of colour would be able to continue to be evolved in their next project which may have a crafting focus.

Alongside developing skills and gaining experiences in the key elements and across each of the disciplines, the children will also explore the work of various artists; both great and contemporary/diverse artists.

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas	Progression of Skills	- Talk about their ideas and explore different ways to record them using a range of media. (Marvellous Marks)	- Explore their own ideas using a range of media. (Make Your Mark, Dinosaur Planet))	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (African Art, Art Attack)	- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Tribal Tales, Urban Pioneers)	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Let's Face It, The Blue Abyss)	- Develop ideas more independently for their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. (Pharaohs, Extreme Earth)	- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (My, Oh, Maya!, Gallery Rebels)
	Curriculum Link	EYFS Framework ELG Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.	drawing, painting and sculpture to description experiences and imagination.	y to design and make products to use evelop and share their ideas,	National Curriculum KS2 - To create sketch books to record the	eir observations and use them to review and	revisit ideas.	
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Using Sketchbooks	Progression of Skills	- Experiment in an exploratory way. (Marvellous Marks)	- Use sketchbooks to explore ideas. (Make Your Mark)	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. (Both covered in African Art, Art Attack)	- Use sketchbooks for a wider range of purposes, for example recording things using drawing annotations, planning and taking next steps in a making process. (Tribal Tales, Urban Pioneers)	 Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. (Let's Face It, The Blue Abyss) 	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (Extreme Earth)	 Using a systematic and independent approach research, test and develop ideas and plans using sketchbooks. (My, Oh, Maya!, Gallery Rebels)
		EYFS Framework	National Curriculum		National Curriculum			
	Curriculum Link	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and	 KS1 To use a range of materials creating drawing, painting and sculpture to experiences and imagination. 	ively to design and make products to use to develop and share their ideas,	- To create sketch books to record the	ir observations and use them to review and	revisit ideas.	

		EYFS	KS1	LKS2	UKS2
		- Explore mark making using a	Phase 1: Phase 2:	Phase 1: Phase 2:	Phase 1: Phase 2:
	Progression of Knowledge	range of drawing materials. (Marvellous Marks) Investigate marks and patterns when drawing. (Marvellous Marks) Identify similarities and differences between drawing tools. (Marvellous Marks) Investigate how to make large and small movements with control when drawing. (Marvellous Marks) Practice looking carefully when drawing. (Marvellous Marks) Combine materials when drawing. (Marvellous Marks)	- That a continuous line drawing is a drawing with one unbroken line. (Make Your Mark) - Properties of drawing materials e.g. which ones smudge, which ones can be erased which ones blend. (Make Your Mark) - Hold and use drawing tools in different ways to create different lines and marks. (Make Your Mark) - Create marks by responding to different stimulus such as music. (Make Your Mark) - Overlap shapes to create new ones. (Make Your Mark) - Use mark making to replicate texture. (Make Your Mark) - Look carefully to make an observational drawing. (Make Your Mark) - Complete a continuous line drawing. (Make Your Mark)	- Use shapes identified within objects as a method to draw. (Let's Face It) - Create tone by shading. (Let's Face It) - Hold and use a pencil to shade. (Let's Face It) - Use paper shapes to create a drawing. (Let's Face It) - Use drawing tools to make a rubbing. (Let's Face It) - Make careful observations to accurately draw an object. (Let's Face It) - Create abstract compositions to draw more creatively. (Let's Face It) - Create a drawing tools to make a rubbing. (Let's Face It) - Create abstract compositions to draw more creatively. (Let's Face It) - Create a durawing tools to make a rubbing. (Let's Face It) - Create abstract compositions to draw more creatively. (Let's Face It) - Create a wax resist background. (Let's Face It) - Create a wax resist background. (Let's Face It) - Choose a section of a drawing to recreate as a print. (Let's Face It) - Create a monochrome print. (Let's Face It)	- What print effects different materials make. (My, Oh, Maya!) - Draw the same image in different materials and techniques. (My, Oh, Maya!) - Combine techniques to create a final composition. (My, Oh, Maya!) - Decide what materials and tools to use based on experience and knowledge. (My, Oh, Maya!) - Combine technique called chiaroscuro. (My, Oh, Maya!) - Combine technique called chiaroscuro effects. (My, Oh, Maya!) - Use charcoal to create chiaroscuro effects. (My, Oh, Maya!)
Making Skills (Drawing)	Progression of Skills	- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. (Child Initiated Learning) - Begin to develop observational skills e.g. by using mirrors to include the main features of faces. (Marvellous Marks)	Phase 1: - Develop some control when using a wide range of tools to draw. (Make Your Mark) - Make choices about which materials to use to create an effect. (Make Your Mark) - Develop observational skills to look closely and reflect surface texture. (Make Your Mark) - Develop observational skills to look closely and reflect surface texture. (Make Your Mark) - Develop observational skills to look closely and aim to reflect some of the key elements of art (colour, pattern, texture, line, shape, form, space) in their work. (Make Your Mark, African Art)	Phase 1: - Confidently use a range of materials and tools, selecting and using these appropriately with more independence. (Let's Face It) - Use hands and tools confidently to cut, shape and join materials for a purpose. (Let's Face It) - Develop direct observation e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Let's Face It) - Phase 2: - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing and awareness of proportion and being able to create 3D effects. (Let's Face It) - Use growing knowledge of different materials, combining media for effect. (Let's Face It) - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Let's Face It)	Phase 1: - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (My, Oh, Maya!) - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (My, Oh, Maya!) - Work in a sustained way over several sessions to complete a piece. (My, Oh, Maya!)
	Curriculum Link	EYFS Framework ELG Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG Fine Motor Skills - Hold a pencil effectively in preparation or fluent writing — using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint, brushes and cutlery. - Begin to show accuracy and care when drawing.	National Curriculum KS1 - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	clay).	nting and sculpture with a range of materials (for example, pencils, charcoal, paint, with creativity, experimentation and an increasing awareness of different kinds of

		EYFS	k	(S1	L	KS2	U	KS2
	Progression of Knowledge	 Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials e.g. paint, water for painting. Explore paint textures, for example missing in other materials or adding water. Respond to a range to stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. (All covered in Child Initiated Learning) 	Phase 1: - Combine primary coloured materials to make secondary colours. (Art Attack) - Mix secondary colours in paint. (Art Attack) - Choose suitable sized paint brushes. (Art Attack) - Clean a paintbrush to change colours. (Art Attack) - Print with objects, applying a suitable layer of paint to the printing surface. (African Art) - Overlap paint to mix new colours. (Art Attack) - Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour. (Art Attack)	Phase 2: - Mix a variety of shades of a secondary colour. (Art Attack) - Make choices about amounts of paint to use when mixing a particular colour. (Art Attack) - Match colours seen around them. (Art Attack) - Create texture when using different painting tools. (Art Attack) - Make textures paper to use in a collage. (Art Attack) - Choose and shape collage materials e.g. cutting, tearing. (Art Attack) - Compose a collage, arranging and overlapping pieces for contrast and effect. (Art Attack) - Add painted detail to a collage to enhance/improve it. (Art Attack)	Phase 1: Use natural objects to make tools to paint with. (The Blue Abyss) Create different textures using different parts of the brush. (The Blue Abyss) Use colour mixing to make natural colours. (The Blue Abyss) Mix a tint and a shade by adding black or white. (The Blue Abyss) Choose suitable painting tools. (The Blue Abyss)	Phase 2: Use tints and shades of a colour to create a 3D effect when painting. (The Blue Abyss) Apply paint using different techniques e.g. stippling, dabbing, washing. (The Blue Abyss) Arrange objects to create a still life comparison. (The Blue Abyss) Plan a painting by drawing first. (The Blue Abyss) Organise painting equipment independently, making choices about tools and materials. (The Blue Abyss)	Phase 1: Develop a drawing into a painting. (Gallery Rebels) Experiment with materials and create different backgrounds to draw onto. (Gallery Rebels) Adapt an image to create a new one. (Gallery Rebels) Combine materials to create an effect. (Gallery Rebels) Choose colours to represent an idea or atmosphere. (Gallery Rebels) Develop a final composition from sketchbook ideas. (Gallery Rebels)	Phase 2: Use sketchbooks to research and present information. (Gallery Rebels) Develop ideas into a plan for a final piece. (Gallery Rebels) Make a personal response to the artwork of another artist. (Gallery Rebels) Use different methods to analyse artwork such as drama, discussion and questioning. (Gallery Rebels)
Making Skills (Painting)	Progression of Skills	- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. (All covered in Child Initiated Learning)	Phase 1: - Develop some control when using a wide range of tools to paint. (Art Attack) - Make choices about which materials to use to create an effect. (Art Attack)	Phase 2: - Further demonstrate increased control with a greater range of media. (Art Attack) - Make choices about which materials and techniques to use to create an effect. (Art Attack) - Develop observational skills to look closely and aim to reflect some of the key elements of art (colour, pattern, texture, line, shape, form, space) in their work. (Art Attack) - Use hand and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Art Attack)	Phase 1: Confidently use a range of materials and tools, selecting and using these appropriately with more independence. (The Blue Abyss) Develop direct observation e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (The Blue Abyss)	Phase 2: - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing and awareness of proportion and being able to create 3D effects. (The Blue Abyss) - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (The Blue Abyss)	Phase 1: - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Gallery Rebels) - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Gallery Rebels)	Phase 2: - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Gallery Rebels) - Combine materials and techniques appropriately to fit with ideas. (Gallery Rebels) - Work in a sustained way over several sessions to complete a piece. (Gallery Rebels)
	Curriculum Link	EYFS Framework ELG Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG Fine Motor Skills - Hold a pencil effectively in preparation or fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint, brushes and cutlery Begin to show accuracy and care when drawing.	National Curriculum KS1 - To use a range of materials creative - To develop a wide range of art and pattern, texture, line, shape, form a	design techniques in using colour,	clay).	d design techniques, including drawing, pain		

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		EYFS	KS1		LI	KS2	U	KS2
	Progression of Knowledge	- Explore differences when cutting a variety of materials Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags Follow lines when cutting Experiment with threading objects, holding equipment steady to do so Explore techniques for joining paper and card e.g. sticky, clip, tie, tape Apply crafting skills e.g. cutting, threading, folding to make their own artworks Design something on paper ready to make in 3D. (All covered in Child Initiated Learning)	Phase 1: What materials can be cut, knotted, threaded or plaited. (African Art) Separate wool fibres to make felt. (African Art) Lay wool fibres in opposite directions to make felt. (African Art) Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. (African Art) Apply paint or ink using a printing roller. (African Art) Phase 2: Roll and squeez make the fibres (African Art) Overlap celloph create new cold transfer an ima transfer an ima transfer an ima adapting prints artworks. (African Art)	s stick together. felt by twisting of wool. (African nane/tissue to ours. (African Art) ing tile evenly to age. (African Art) ty of ideas for s into 2D or 3D	Phase 1: Produce and select an effective final design. (Urban Pioneers) Use glue as an alternative batik technique to create patterns on fabric. (Urban Pioneers) Use materials, like glue, in different ways depending on the desired effect. (Urban Pioneers) Paint on fabric. (Urban Pioneers) Wash fabric to remove glue to finish a decorative fabric piece. (Urban Pioneers) Make a zine and use it to present information. (Urban Pioneers)	 Phase 2: That a mood board is a visual collection which aims to convey a general feeling or idea. (The Blue Abyss) Select imagery and use as inspiration for a design project. (The Blue Abyss) Know how to create a mood board. (The Blue Abyss) Recognise a theme and develop colour palettes using selected imagery and drawings. (The Blue Abyss) Develop observational drawings into shapes and patterns for design. (Let's Face It) 	Phase 1: That layering materials in opposite directs makes handmade paper stronger. (Pharaohs) Construct a new paper material using paper, water and glue. (Pharaohs) Select a small section of a drawing to use as a print design. (Pharaohs) Develop drawings further to use as a design for print. (Pharaohs)	 Phase 2: How different materials can be used to produce photorealistic artwork. (Pharaohs) That macro photography is showing a subject as larger than it is in real life. (Pharaohs) Create artwork for a design brief. (Pharaohs) Use a camera of a tablet for photography. (Pharaohs) Take a macro photo, choosing an interesting composition. (Pharaohs) Manipulate a photograph using photo editing tools. (Pharaohs)
Making Skills (Crafting) Incorporating Digital Media in UKS2	Progression of Skills	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focusing on process over outcome. (All covered in Child Initiated Learning)	create crafts. (African Art) media. (African Art) - Explore and analyse a wider - Make choices a	greater range of (art) (about which echniques to use fect. (African Art) (cools with een cutting,	Phase 1: - Confidently use a range of materials and tools, selecting and using these appropriately with more independence. (Urban Pioneers) - Use hands and tools confidently to cut, shape and join materials for a purpose. (Urban Pioneers)	Phase 2: - Use growing knowledge of different materials, combining media for effect. (Urban Pioneers)	Phase 1: - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Pharaohs) - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Pharaohs)	Phase 2: - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Pharaohs) - Combine materials and techniques appropriately to fit with ideas. (Pharaohs)
		EYFS Framework	National Curriculum		National Curriculum		. Committee in the comm	
	Curriculum Link	ELG Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG Fine Motor Skills - Hold a pencil effectively in preparation or fluent writing — using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint, brushes and cutlery. - Begin to show accuracy and care when drawing.	KS1 To use a range of materials creatively to design and make p To develop a wide range of art and design techniques in usi pattern, texture, line, shape, form and space.		- To improve their mastery of art and clay).		iting and sculpture with a range of materials with creativity, experimentation and an incr	

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	<u> </u>	FVEC		C4		VC2		VC2
		EYFS		S1		KS2		KS2
	Progression of Knowledge	 Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem solve and try out solutions when using modelling materials. Develop 3D models by adding colour. (All covered in Child Initiated Learning) 	Phase 1: - Roll and fold paper. (Dinosaur Planet) - Cut shapes from paper and card. (Dinosaur Planet) - Cut and glue paper to make 3D structures. (Dinosaur Planet)	Phase 2: Decide the best way to glue something. (Dinosaur Planet) Create a variety of shapes in paper e.g. spiral, zig-zag. (Dinosaur Planet) Make larger structures using newspaper rolls. (Dinosaur Planet)	Phase 1: Join 2D shapes to make a 3D form. (Tribal Tales) Join larger pieces of materials, exploring what gives 3D shapes stability. (Tribal Tales) Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. (Tribal Tales) Plan a sculpture by drawing. (Tribal Tales) Choose materials to scale up an idea. (Tribal Tales) Create different joins in card e.g. slots, tabs, wrapping. (Tribal Tales) Add surface detail to a sculpture using colour or texture. (Tribal Tales) Display sculpture. (Tribal Tales) Smooth and flatten clay. (Tribal Tales) Make different surface marks in clay. (Tribal Tales) Use hands in different ways as a tool to manipulate clay. (Tribal Tales) Use clay tools to score clay. (Tribal Tales)	Phase 2: How different tools can be used to create different sculptural effects and add details, and are suited for different purposes e.g. paper clips for clay. (Tribal Tales) Sculpt from a drawn design. (Tribal Tales) Smooth a surface using water when carving. (Tribal Tales) Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. (Tribal Tales)	Phase 1: Try out ideas on a small scale to assess their effect. (Extreme Earth) Use everyday objects to form a sculpture. (Extreme Earth) Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. (Extreme Earth) Try out ideas for making a sculpture interactive. (Extreme Earth) Plan an installation proposal, making choices about light, sound and display. (Extreme Earth)	Phase 2: - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). (Extreme Earth) - Manipulate cardboard to create different textures. (Extreme Earth) - Make a cardboard relief sculpture. (Extreme Earth) - Make visual notes to generate ideas for a final piece. (Extreme Earth) - Translate ideas into sculptural forms. (Extreme Earth)
Making Skills (Sculpting)	Progression of Skills	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focusing on process over outcome. Begin to develop observational skills e.g. by using mirrors to include the main features of faces. (All covered in Child Initiated Learning)	Phase 1: - Develop some control when using a wide range of tools to sculpt. (Dinosaur Planet) - Explore and analyse a wider variety of ways to join and fix materials in place. (Dinosaur Planet)	Phase 2: Further demonstrate increased control with a greater range of media. (Dinosaur Planet) Make choices about which materials and techniques to use to create an effect. (Dinosaur Planet) Use hand and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Dinosaur Planet) Develop observational skills to close closely and aim to reflect some of the key elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Dinosaur Planet)	Phase 1: - Confidently use a range of materials and tools, selecting and using these appropriately with more independence. (Tribal Tales) - Use hands and tools confidently to cut, shape and join materials for a purpose. (Tribal Tales) - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Tribal Tales)	Phase 2: Use growing knowledge of different materials, combining media for effect. (Tribal Tales) Use more complex techniques to shape and join materials, such as carving. (Tribal Tales) Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Tribal Tales)	Phase 1: - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Extreme Earth) - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Extreme Earth) - Combine a wider range of media e.g. photography and digital art effects. (Extreme Earth)	Phase 2: - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Extreme Earth) - Combine materials and techniques appropriately to fit with ideas. (Extreme Earth) - Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the key elements of art. (Extreme Earth)
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		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge of Artists	Progression of Knowledge	Meanings: Child-led through discussion and individual responses to their own and other artworks. Interpretations: Child-led through discussion and individual responses to their own and other artworks. Materials and Processes: - Artists use modelling materials like clay to recreate things from real life. (child Initiated Learning) - Artists choose colours to draw or paint with. (Marvellous Marks) - Artists draw many different things and use different tools to draw with. (Marvellous Marks) - Sometimes artists are inspired by the seasons. (child Initiated Learning) - Some art doesn't last long — it is temporary. (child Initiated Learning) - Sometimes artists cut and stick photo to make new images. (child Initiated Learning)	Meanings: - Some artists are influenced by things happening around them. (Make Your Mark) Interpretations: - Some artists concentrate on how they are making something rather than what they make. (Make Your Mark) - Artists living in different places at different times can be inspired by similar ideas or stories. (Make Your Mark) Material and Processes: - Artists can use everyday materials that have been thrown away to make art. (Dinosaur Planet) - Artists choose materials that suit what they want to make. (Dinosaur Planet)	Meanings: - Some artists create art to make people aware of things happening in the world around them. (Art Attack) Interpretations: - Art can be figurative or abstract. (African Art, Art Attack) Material and Processes: - Artists can use the same material to make 2D or 3D artworks. (African Art) - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. (African Art)	Meanings: - Art from the past can give us clues about what it was like to live at that time. (Tribal Tales) Interpretations: - The meanings we take from art made in the past are influenced by our own ideas. (Tribal Tales) Material and Processes: - Artists have different materials available to them depending on when they live in history. (Tribal Tales) - Artists can make their own tools. (Tribal Tales) - Artists experiment with different tools and materials to create texture. (Tribal Tales) - Artists can work in more than one medium. (Tribal Tales) - Artists make decisions about how their work will be displayed. (Tribal Tales)	Meanings: - Art can communicate powerful statements about right and wrong. (Let's Face It) Interpretations: - Designers can make beautiful things to try and improve people's everyday lives. (The Blue Abyss) - How and where art is displayed has an effect on how people interpret it. (Let's Face It) Material and Processes: - Artists can choose particular materials to communicate a message. (Let's Face It) - Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. (Let's Face It) - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. (Let's Face It) - Artists and designers sometimes choose techniques based on the time and money available to them. (Let's Face It) - Artists use drawing to plan ideas for work in different media. (Let's Face It)	Meanings: - Artists are influenced by what is going on around them e.g. culture, politics and technology. (Extreme Earth) - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. (Pharaohs) - How an artwork is interpreted will depend on the life experiences of the person looking at it. (Extreme Earth) Interpretations: - Artists create works that make us question our beliefs. (Extreme Earth) - Visual designs can represent big ideas like harmony with nature or peace. (Extreme Earth) Material and Processes: - Artists can choose their medium to create a particular effect on the viewer. (Extreme Earth) - Artists can combine materials e.g. digital imagery with paint or print. (Pharaohs) - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. (Extreme Earth)	Meanings: Artists can use symbols in their artwork to convey meaning. (My, Oh, Maya!) Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. (Gallery Rebels) Interpretations: Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. (Gallery Rebels) Art can be a form of protest. (Gallery Rebels) Art sits use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. (My, Oh, Maya!, Gallery Rebels) Art sometimes create difficult feelings when we look at it. (Gallery Rebels) Material and Processes: Artists use techniques to create dramatic light and shade when drawing or painting. (My, Oh, Maya!, Gallery Rebels) Artists can use materials to respond to a feeling or idea in an abstract way. (Gallery Rebels) Artists take risks to try out ideas; this can lead to new techniques being developed. (My, Oh, Maya!) Art forms are always evolving as materials and techniques change over time. (My, Oh, Maya!)
	Progression of Skills	Enjoy looking at and talking about art. (Marvellous Marks) Confidently use a range of materials and tools, selecting and using these appropriately with more independence. (Marvellous Marks)	Describe similarities and differences between practices in Art and Design e.g. between drawing and sculpture, and link these to their own work. (Dinosaur Planet) Understand how artists choose materials based on their properties in order to achieve certain effects. (Make Your Mark)	 Talk about art they have seen using some appropriate subject vocabulary. (African Art, Art Attack) Create work from a brief, understanding that artists are sometimes commissioned to create art. (African Art, Art Attack) Create and critique both figurative and abstract art, recognizing some of the techniques used. (African Art, Art Attack) Apply their own understanding of art materials learnt from artists work to begin purposefully choosing materials for a specific effect. (African Art, Art Attack) 	 Discuss how artists produced art in the past and understand the influence and impact of their own methods and styles on art today, using their own experiences and historical evidence. (Tribal Tales) Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. (Tribal Tales) Consider how to display art work, understanding how artists consider their viewer and the impact on them. (Tribal Tales) 	 Use subject vocabulary confidently to describe and compare creative works. (Let's Face It) Understand how artists use art to convey messages through the choices they make. (Let's Face It) Work as a professional designer does, by collating ideas to generate a theme. (The Blue Abyss) 	 Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (Pharaohs, Extreme Earth) Discuss how artists create work with the intent to create an impact on the viewer. (Pharaohs, Extreme Earth) Consider what choices can be made in their own work to impact their viewer. (Pharaohs, Extreme Earth) 	 Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (My, Oh, Mayal, Gallery Rebels) Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. (My, Oh, Mayal, Gallery Rebels) Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. (My, Oh, Mayal)
	Curriculum Link	EYFS Framework ELG Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas using	_	, craft makers and designers, describing veen different practices and disciplines,	National Curriculum KS2 - About great artists, architects and d	designers in history.		
		recently introduced vocabulary.	1		<i></i>			

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Progression of (nowledge	- Art is looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring (Marvellous Marks)	- Art is made in different ways. (Make Your Mark, Dinosaur Planet) - Art is made by all different kinds of people. (Make Your Mark, Dinosaur Planet) - An artist is someone who creates. (Make Your Mark, Dinosaur Planet) - Craft is making something creative and useful. (Make Your Mark, Dinosaur Planet)	People use art to tell stories. (African Art) People make art about things that are important to them. (African Art) People make art to share their feelings. (African Art) People make art to explore an idea in different ways. (African Art) People make art for fun. (African Art) People make art to decorate a space. (African Art) People make art to help others understand something. (African Art)	- Artists make art in more than one way. (Tribal Tales, Urban Pioneers) - There are no rules about what art must be. (Tribal Tales, Urban Pioneers) - Art can be purely decorative or it can have a purpose. (Tribal Tales, Urban Pioneers) - People use art to tell stories and communicate. (Tribal Tales, Urban Pioneers) - People can make art to express their views or beliefs. (Tribal Tales, Urban Pioneers) - People make art for fun, and to make the world a nicer place to be. (Tribal Tales, Urban Pioneers) - People use art to help explain or teach things. (Tribal Tales, Urban Pioneers) - People make art to explore big ideas, like depth or nature. (Tribal Tales, Urban Pioneers) - People can have their own opinions about art, and sometimes disagree. (Tribal Tales, Urban Pioneers) - One artwork can have several meanings. (Tribal Tales, Urban Pioneers)	- Artists make choices about what, how and where they create art. (Let's Face It, The Blue Abyss) - Art can be all different sizes. (Let's Face It, The Blue Abyss) - Art can be displayed inside or outside. (Let's Face It, The Blue Abyss) - Art is interpreted differently depending on how it is displayed. (Let's Face It, The Blue Abyss) - Artworks can fit more than one genre. (Let's Face It, The Blue Abyss) - Art can be created to make money; being an artist is a job for some people. (Let's Face It, The Blue Abyss) - Art, craft and design affects the lives of people who see or use something that has been created. (Let's Face It, The Blue Abyss) - Artists make work to explore right and wrong and to communicate their own beliefs. (Let's Face It, The Blue Abyss) - Art is influenced by the time and place it was made, and this affects how people interpret it. (Let's Face It, The Blue Abyss) - Artists may hide messages or meaning in their work. (Let's Face It, The Blue Abyss) - Artists evaluate what they make and talking about art is one way to do this. (Let's Face It, The Blue Abyss)	- Sometimes people disagree about whether something can be called 'art'. (Extreme Earth) - Art doesn't always last for a long time; it can be temporary. (Extreme Earth) - Art, craft and design can be functional and affect human environments and experiences. (Extreme Earth) - People make art to express emotion. (Pharaohs, Extreme Earth) - People make art to encourage others to question their ideas of beliefs. (Extreme Earth) - People make art to portray ideas about identity. (Pharaohs, Extreme Earth) - People make art to fit in with popular ideas or fashions. (Pharaohs, Extreme Earth) - People can explore and discuss art in different ways, e.g. by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. (Extreme Earth) - Some artists become well-know or famous and people tend to talk more about their work because it is familiar. (Extreme Earth) - Talking about plans for artwork, or evaluating finished work, can help improve what artists create. (Pharaohs, Extreme Earth) - Comparing artwork can help people understand them better. (Pharaohs, Extreme Earth)	- Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. (Gallery Rebels) - Art can represent abstract concepts, like memories and experiences. (My, Oh, Mayal, Gallery Rebels) - Art can be a digital art form, like photography Sometimes people make art to express their views and opinions, which can be political or topical. (Gallery Rebels) - Sometimes people make art to create reactions. (My, Oh, Mayal, Gallery Rebels) - People use art as a means to reflect on their unique characteristics. (My, Oh, Mayal, Gallery Rebels) - Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. (Gallery Rebels) - People can have varying ideas about the value of art. (Gallery Rebels) - Art can be analysed and interpreted in lots of ways and can be different for everyone. (Gallery Rebels) - Everyone has a unique way of experiencing art. (Gallery Rebels)
	Progression of Skills	 Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. (Marvellous Marks) 	Describe and compare features of their own and others' artwork. (Make Your Mark, Dinosaur Planet) Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Make Your Mark, Dinosaur Planet)	- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. (African Art, Art Attack) - Begin to talk about how they could improve their own work. (African Art, Art Attack) - Talk about how art is made. (African Art, Art Attack)	- Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. (Tribal Tales, Urban Pioneers) - Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. (Tribal Tales, Urban Pioneers) - Begin to carry out a problemsolving process and make changes to improve their work. (Tribal Tales, Urban Pioneers)	 Use more complex vocabulary when discussing their own and others' art. (Let's Face It, The Blue Abyss) Discuss art considering how it can affect the lives of the viewers or users of the piece. (Let's Face It, The Blue Abyss) Evaluate their work more regularly and independently during the planning and making process. (Let's Face It, The Blue Abyss) 	- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. (Pharaohs, Extreme Earth) - Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Pharaohs, Extreme Earth) - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (Pharaohs, Extreme Earth)	- Give reasoned evaluations of their own and others' work which takes account of context and intention. (My, Oh, Mayal, Gallery Rebels) - Discuss how art is sometimes used to communicate social, political, or environmental views. (My, Oh, Mayal, Gallery Rebels) - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. (My, Oh, Mayal, Gallery Rebels) - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (My, Oh, Mayal, Gallery Rebels)
C	Curriculum Link	EYFS Framework ELG Creating with materials - Share their creations, explaining the process they have used.	_	craft makers and designers, describing veen different practices and disciplines,	National Curriculum KS2 		vith creativity, experimentation and an incre	easing awareness of different kinds of

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Colour	Pupils know: The names of a wide range of colours. (Marvellous Marks) Colours can be mixed to make new colours. (Child Initiated Learning)	Pupils know: The different between bright, cool and warm colours. (Dinosaur Planet)	Pupils know: That the primary colours are red, yellow and blue. (Art Attack) Primary colours can be mixed to make secondary colours. (Art Attack) Different amounts of paint and water can be used to mix hues to secondary colours. (Art Attack) Colours can be mixed to 'match' real life objects or to create things from your imagination. (Art Attack)	Pupils know: - Using light and dark colours next to each other creates contrast. (Urban Pioneers)	Pupils know: Adding black to a colour creates a shade. (The Blue Abyss) Adding white to a colour creates a tint. (The Blue Abyss) A 'monochrome' artwork uses tints and shaded of just one colour. (Let's Face It))	Pupils know: - Artists use colour to create an atmosphere or to represent feelings in an artwork, e.g. by using warm or cool colours. (Extreme Earth)	Pupils know: - Colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration. (My, Oh, Mayal, Gallery Rebels)
	Form	Pupils know: - Modelling materials can be shaped using hands or tools. (Child Initiated Learning)	Pupils know: - Paper can change from 2D to 3D by folding, rolling and scrunching it. (Dinosaur Planet) - That 3D art is called sculpture. (Dinosaur Planet)	Pupils know: - That 'composition' means how things are arranged on the page. (African Art)	Pupils know: - 3D forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Tribal Tales) - Organic forms can be abstract. (Tribal Tales) - A clay surface can be decorated by pressing into it or by joining pieces on. (Tribal Tales)	Pupils know: - Using lighter and darker tints and shapes of colour can create a 3D effect. (The Blue Abyss) -	Pupils know: - An art installation is often a room or environment in which the viewer 'experiences' the art all around them. (Extreme Earth) - The size and scale of 3D artwork changes the effect of the piece. (Pharaohs, Extreme Earth)	Pupils know: - The surface textures created by different materials can help suggest form in 2D artwork. (Gallery Rebels)
	Shape	Pupils know: - The names of simple shapes in art. (Marvellous Marks)	Pupils know: - A range of 2D shapes and confidently draw these. (Dinosaur Planet) - Paper can be shaped by cutting and folding it. (Dinosaur Planet)	Pupils know: - Collage materials can be shaped to represent shapes in an image. (African Art) - Shapes can be organic (natural) and irregular. (African Art) - Patterns can be made using shapes. (African Art)	Pupils know: - Negative shapes show the space around and between objects. (Tribal Tales) - Artists can focus on shapes when making abstract art. (Tribal Tales)	Pupils know: - How to use basic shapes to form more complex shapes and patterns. (Let's Face It, The Blue Abyss)	Pupils know: - Shapes can be used to place key elements in a composition. (Pharaohs)	Pupils know: - How an understanding of shape and space can support creating effective composition. (Gallery Rebels)
Key Elements	Line	Pupils know: - Lines can be curved or straight and described in simple terms such as: straight and curved. (Marvellous Marks)	Pupils know: - Drawing tools can be used in a variety of ways to create different lines. (Make Your Mark) - Lines can represent movement in drawings. (Make Your Mark)	Pupils know: - Lines can be used to fill spaces, to make outlines and to add detail or pattern. (African Art)	Pupils know: - Using different tools or using the same tool in different ways can create different types of lines. (Tribal Tales)	Pupils know: - Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (Let's Face It, The Blue Abyss)	Pupils know: - Lines can be used by artists to control what the viewer looks at within a composition e.g. by using diagonal lines to draw your eye into the centre of a drawing. (Pharaohs)	Pupils know: - How line is used beyond drawing and can be applied to other art forms. (My, Oh, Mayal, Gallery Rebels)
of Art Progression of Knowledge	Pattern	Pupils know: - When they have made a pattern with objects/colours/drawn marks and be able to describe it. (Marvellous Marks)	Pupils know: - N/A	Pupils know: - Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. (African Art) - Patterns can be used to add detail to an artwork. (African Art) - That a pattern is a design in which shapes, colours or lines are repeated. (African Art)	Pupils know: - Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). (Urban Pioneers) - Surface rubbings can be used to add or make patterns. (Tribal Tales)	Pupils know: - Patterns can be irregular, and change in ways you wouldn't expect. (The Blue Abyss) -	Pupils know: - Artists create pattern to add expressive detail to art works. (Extreme Earth)	Pupils know: - Pattern can be created in many different ways e.g in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition. (Gallery Rebels)
	Texture	Pupils know: - Simple terms to describe what something feels like e.g. bumpy. (Marvellous Marks)	Pupils know: - N/A	Pupils know: Different marks can be used to represent the textures of objects. (Art Attack) Different drawing tools make different marks. Collage materials can be chosen to represent real-life textures. (Art Attack) Collage materials can be overlapped and overlaid to add texture. (Art Attack) Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. (Art Attack) Painting tools can create varied textures in paint. (Art Attack)	Pupils know: - Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. (Tribal Tales)	Pupils know: - How to use texture more purposely to achieve a specific effect or to replicate a natural surface. (Let's Face It) -	Pupils know: - How to create texture on different materials. (Extreme Earth)	Pupils know: - Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. (Gallery Rebels)
	Tone	Pupils know: - There are different shades of the same colour and identify colours as 'light' or 'dark'. (Marvellous Marks)	Pupils know: - N/A	Pupils know: That there are many different shades (or hues) of the same colour. (Art Attack) Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. (Art Attack) Different amounts of paint and water can be used to mix hues of secondary colours. (Art Attack)	Pupils know: - That 'tone' in art means 'light and dark'. (Urban Pioneers) -	Pupils know: - Shading helps make drawn objects looks realistic. (Let's Face It) - Some basic rules for shading when drawing e.g. shade in one direction, blend tones smoothly and with no gaps. (Let's Face It) - That using lighter and darker tints and shades of a colour can create a 3D effect. (Let's Face It) - Tone can be used to create contract in an artwork. (Let's Face It, The Blue Abyss)	Pupils know: - Tone can help show the foreground and background in an artwork. (Pharaohs)	Pupils know: - That chiaroscuro means 'light and dark' and is a term used to describe high-contract images. (My, Oh, Maya!)

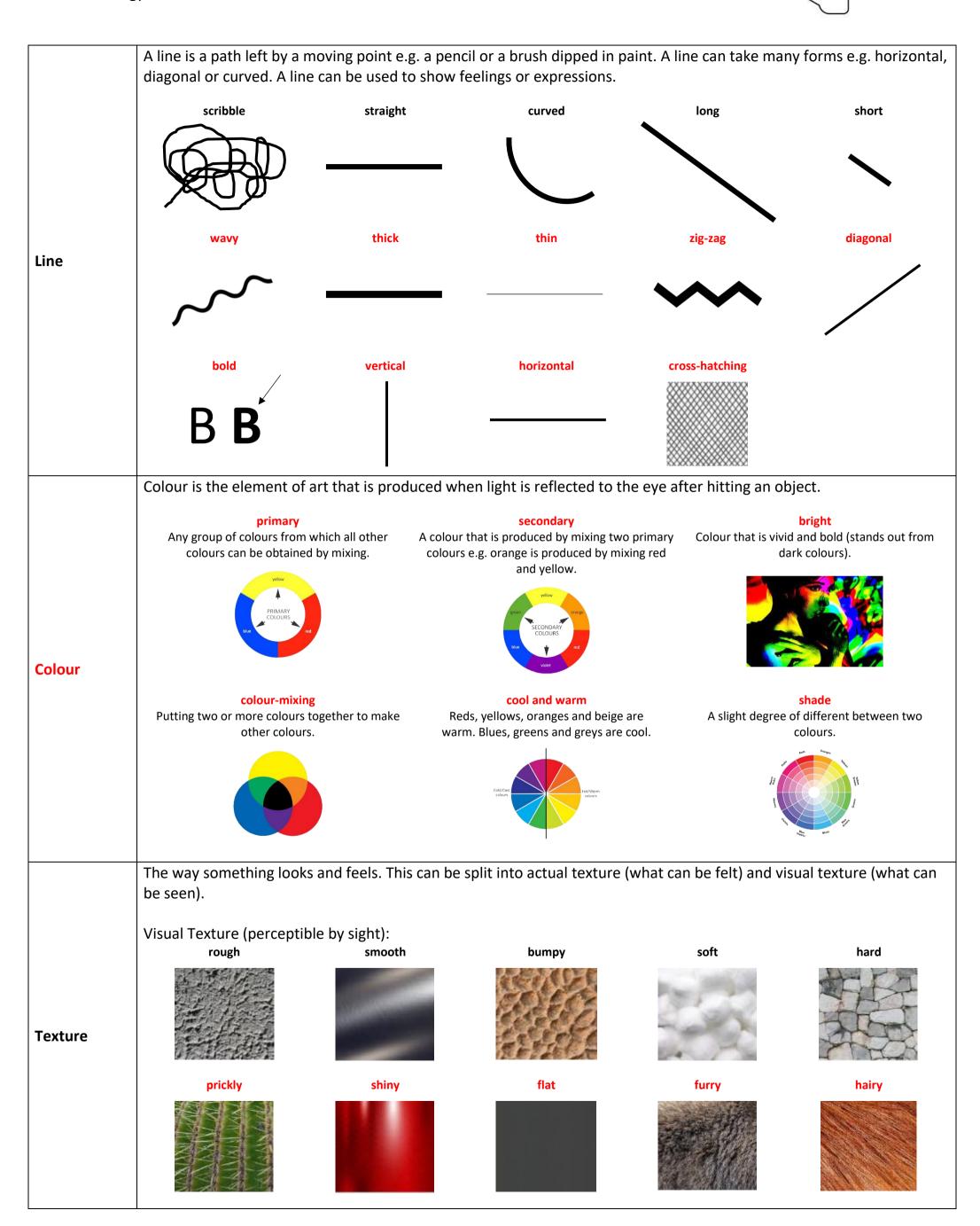
EYFS Key Element Vocabulary GLOSSARY



		n moving point e.g. a pend ne can be used to show f	cil or a brush dipped in pai eelings or expressions.	nt. A line can take mar	ny forms e.g. horizontal,
	scribble	straight	curved	long	short
Line					
	The way something loo be seen).	oks and feels. This can be	split into actual texture (w	/hat can be felt) and vi	sual texture (what can
	Visual Texture (percep	tible by sight): smooth	bumpy	soft	hard
Texture					
	Tactile Texture (percep		h	a of t	hand
	rough Having an uneven or irregular surface.	smooth Having an even and regular surface.	bumpy Uneven with many patches raised above the rest.	soft Easy to mould, cut, compress or fold.	hard Solid, firm and rigid.
	A pattern is a design th	at is created by repeating	g lines, shapes, tones or co	olours. Patterns can be	manmade or natural.
	repeating				
Pattern					

KS1 Key Element Vocabulary (GLOSSARY

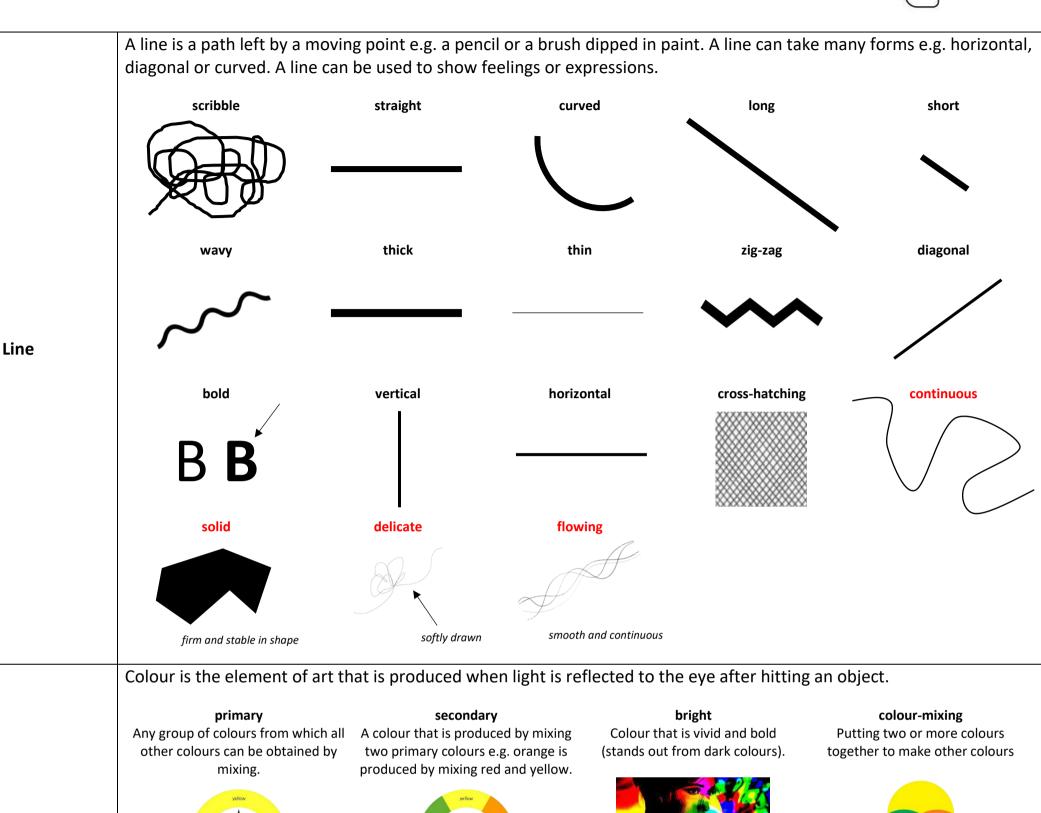
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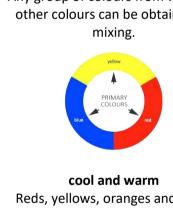


	Tactile Texture (percept	ible by touch):			
	rough Having an uneven or irregular surface.	smooth Having an even and regular surface.	bumpy Uneven with many patches raised above the rest.	soft Easy to mould, cut, compress or fold.	hard Solid, firm and rigid.
Texture (continued)	prickly Covered in prickles (short, pointed out growth).	shiny A smooth surface reflecting light.	flat Having a level surface.	furry Covered with fur (the short, fine, soft hair of certain animals).	hairy Covered with hair (fine, thread like strands growing from the skin of humans, mammals and some other animals.
	Tone means the lightness		ning. This could be how l	light or dark something a	appears. Tones are
Tone	light	dark	Bold and	strong powerful colours. G	soft entle and muted colours.
	shade Created by adding black Shades	tint Created by adding	or unpleas	harsh ch are uncomfortable sant on the eyes or cult to view.	
	A pattern is a design tha	t is created by repeating	g lines, shapes, tones or	colours. Patterns can be	manmade or natural.
Pattern	repeating	spotted	stripped	simple	
	A shape is an area enclo	•	just an outline or it cou	lld be shaded in. Form is	a three dimensional
Shape and Form	2D shapes Having only two-dimensions as width and height but r thickness. Squares, circles, triangles etc	3D shape s such A 3D shape has three no It is any shape or objuup air space. Sphere, oc. are three-dimensi	e-dimensions. A flat shape ect that takes two-di cube, pyramid	•	curved yed line can be geometric, like he arc of a perfect circle.

LKS2 Key Element Vocabulary GLOSSARY

New terminology for LKS2 is shown in red.





Colour

Reds, yellows, oranges and beige are warm. Blues, greens and greys are cool.



contrasting

Differing strikingly. Opposite colours on the colour wheel.





shade

A slight degree of different between two colours.



pale

little colour or pigment.





tertiary

A colour that is produced by mixing one primary colour with one secondary colour.



earthy

Light in colour or shade, containing Resembling earth in form or colour.





complementary

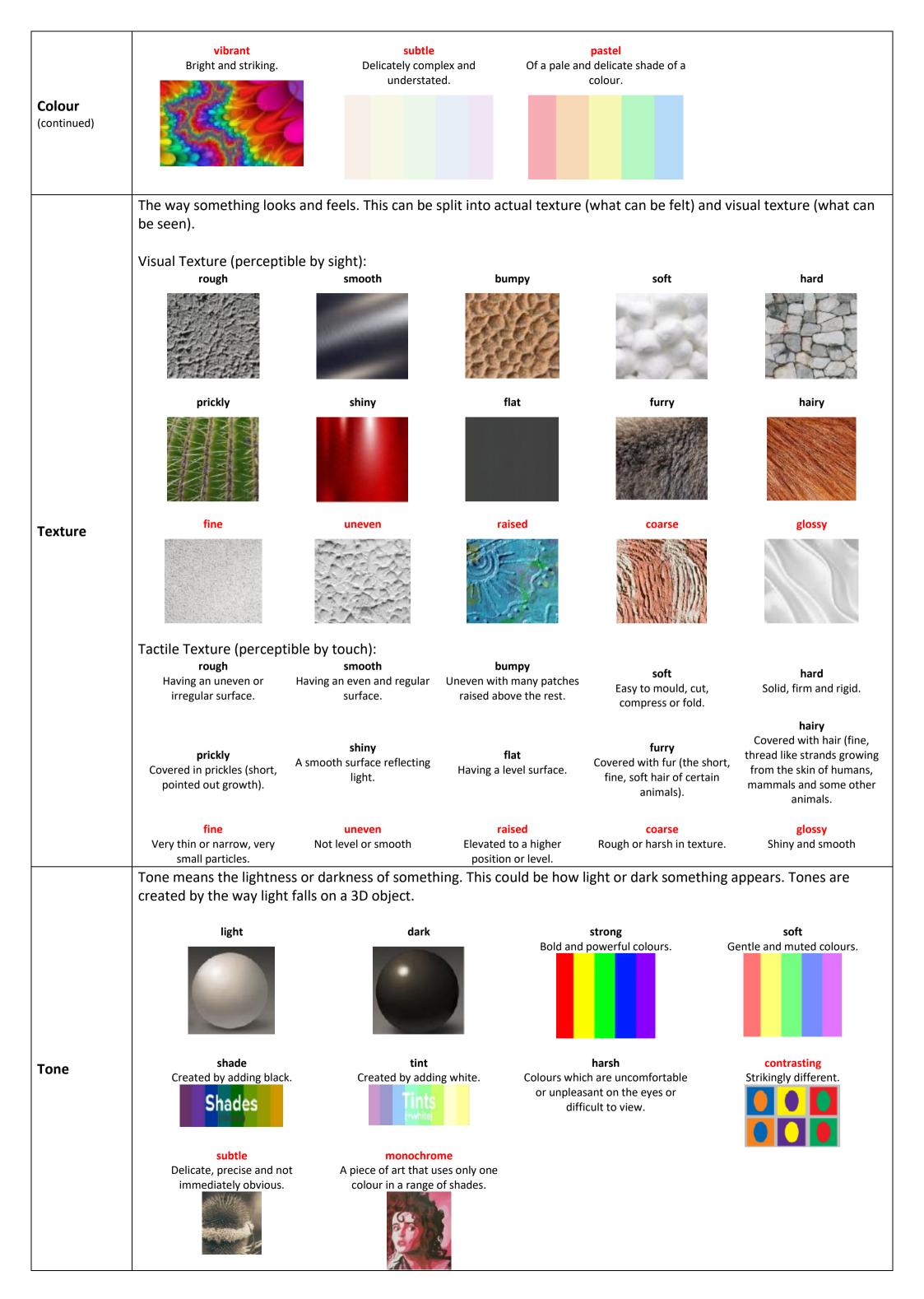
A colour that looks good with another colour.



bold

Having a strong, vivid or clear appearance.



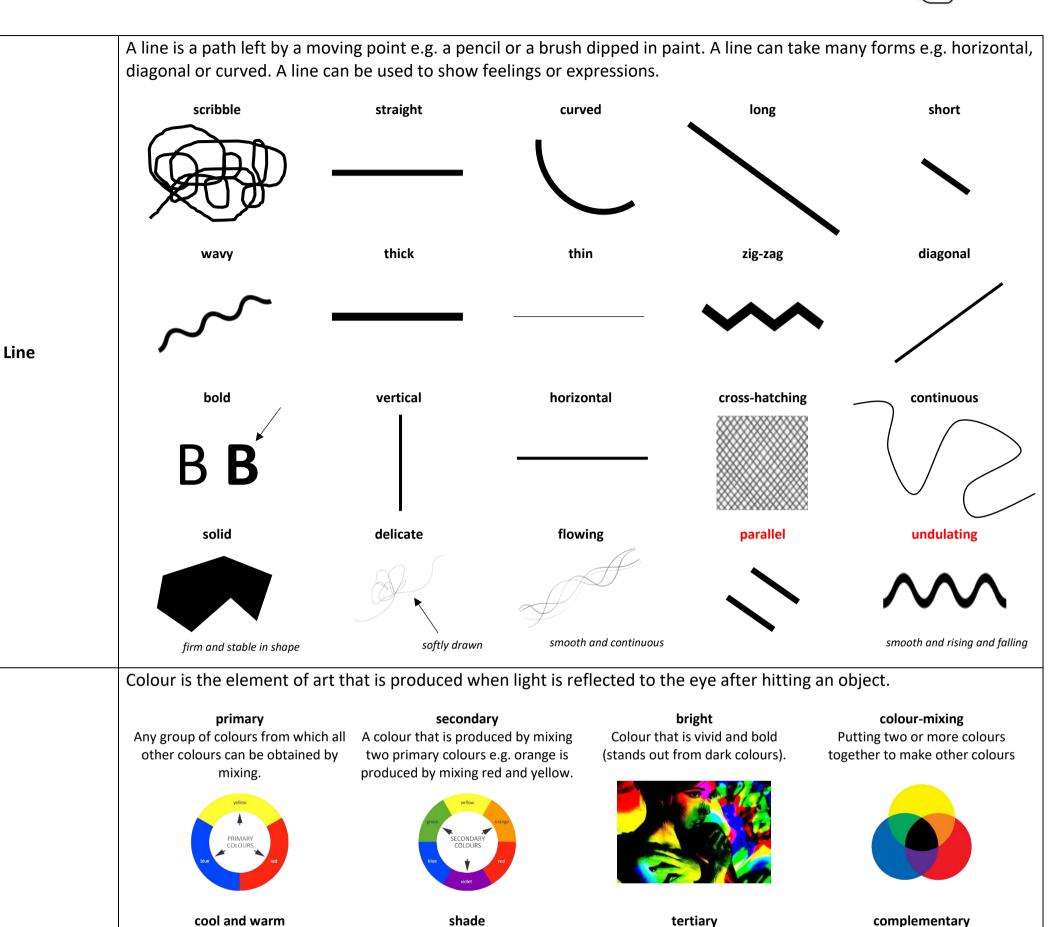


A pattern is a design that is created by repeating lines, shapes, tones or colours. Patterns can be manmade or natural. spotted stripped simple criss-cross repeating **Pattern** complex symmetrical spaced busy A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape. Sculpture is about creating forms. 2D shapes 3D shapes flat curved coiled A curved line can be Having only two-A 3D shape has three-A flat shape is a shape with To wind into rings or dimensions, such as width dimensions. It is any shape only two-dimensions (2D). geometric, like the arc of a spirals. and height but no or object that takes up air perfect circle. thickness. space. Sphere, cube, pyramid etc. are three-Squares, circles, triangles etc. are two-dimensional dimensional shapes. Shape and objects. **Form** symmetrical rounded proportioned Something is symmetrical In experiencing the scale of A round shape, consisting when is is the same on both artwork, we tend to of a curved line that sides. A shape has completely encloses a compare its size to the size symmetry if a central space and is the same of our own bodies. dividing line (a mirror line) distance from the centre at Proportion refers to the relative size of parts of can be drawn onto it. every point. whole elements within an object.

UKS2 Key Element Vocabulary GLOSSARY



New terminology for UKS2 is shown in red.



Colour

are warm. Blues, greens and greys are cool. contrasting



Differing strikingly. Opposite

Reds, yellows, oranges and beige

shade A slight degree of different between two colours.



pale Light in colour or shade, containing Resembling earth in form or colour. little colour or pigment.



tertiary

A colour that is produced by mixing one primary colour with one secondary colour.





complementary

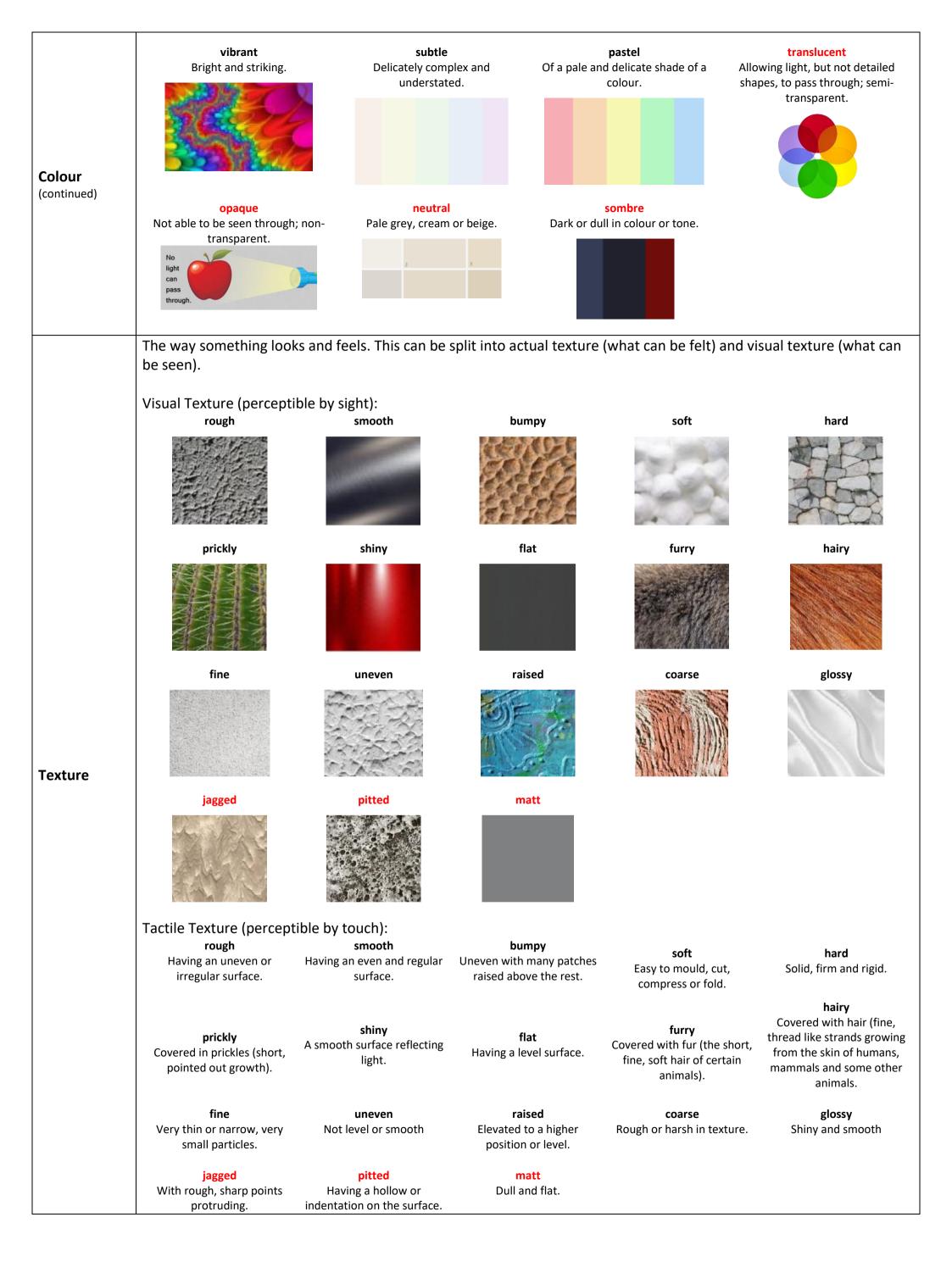
A colour that looks good with another colour.

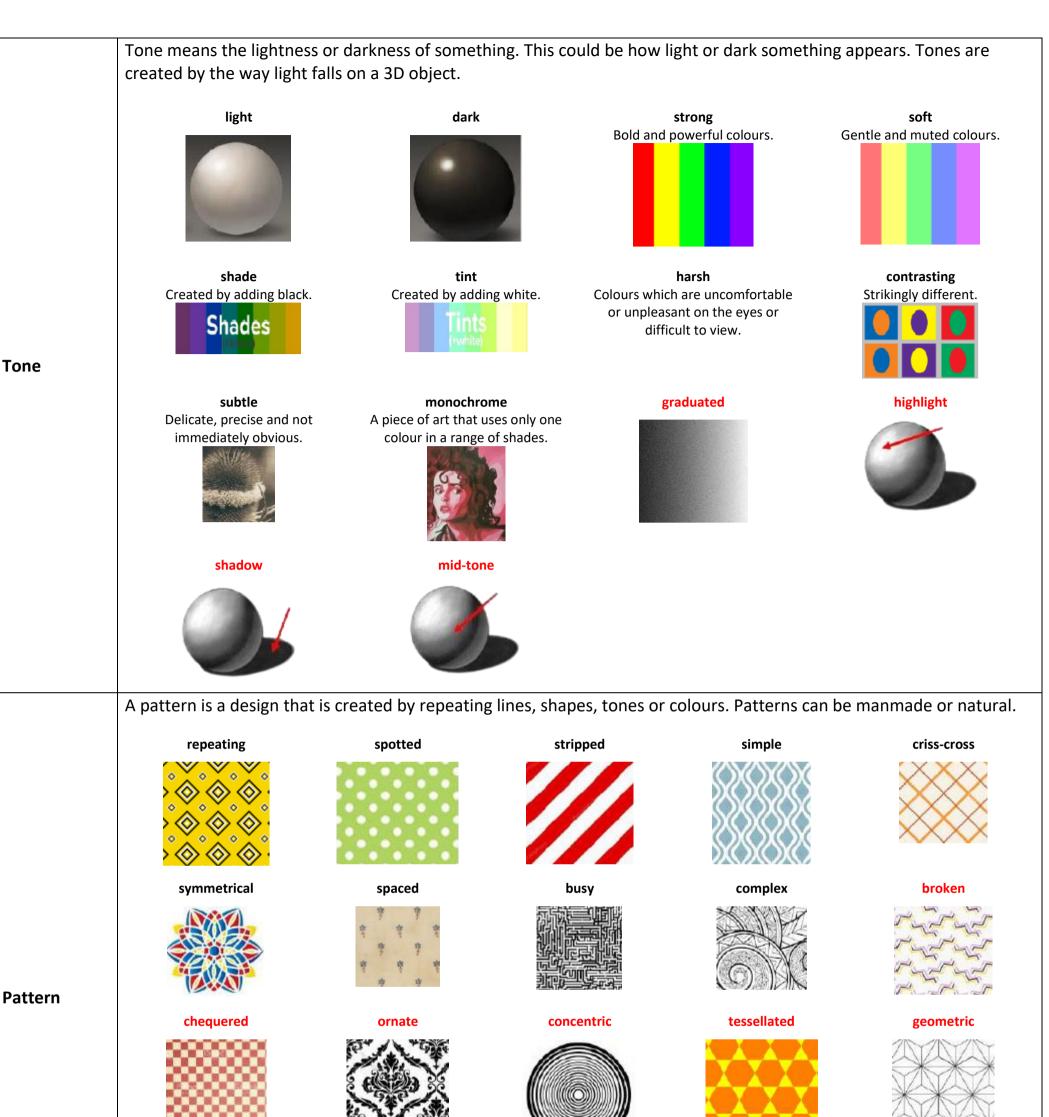


bold

Having a strong, vivid or clear appearance.



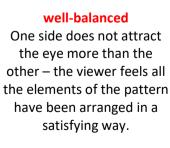




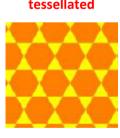


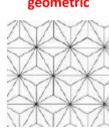












A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape. Sculpture is about creating forms.

Shape and **Form**

Having only twodimensions, such as width and height but no thickness. Squares, circles, triangles etc. are two-dimensional objects.

2D shapes

3D shapes

A 3D shape has threedimensions. It is any shape or object that takes up air space. Sphere, cube, pyramid etc. are threedimensional shapes.

flat

A flat shape is a shape with only two-dimensions (2D).

curved

A curved line can be geometric, like the arc of a perfect circle.

coiled

To wind into rings or spirals.

	symmetrical Something is symmetrical when is is the same on both sides. A shape has symmetry if a central dividing line (a mirror line) can be drawn onto it.	rounded A round shape, consisting of a curved line that completely encloses a space and is the same distance from the centre at every point.	proportioned In experiencing the scale of artwork, we tend to compare its size to the size of our own bodies. Proportion refers to the relative size of parts of whole elements within an object.	angular Forming an angle; sharp- cornered, having one or more angles.	bulbous Bulb-shaped, bulging.
Shape and Form (continued)	asymmetrical Not identical on both sides of a central line.	forked Zig-zagged, as lightning.	geometric Resembling the simple rectilinear or curvilinear lines or figures.	irregular A polygon that does not have all sides equal and all angles equal.	tapering Becoming thinner or narrower towards one end.
	sweeping Having a curving line or form.	curvaceous Having a smoothly curving shape e.g. a curvaceous coastline.	elongated Making something longer, rarely associated with width. Elongated art refers to paintings that feature figures that are painted with their forms elongated much more than in reality.		