

**Vocabulary**

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>About art history</u> Long ago Then When Last Next Before After First/second etc Older Newer <u>Techniques</u> Drawing Painting Printing Craft Model Trace PVA glue Border Brushwork To describe Colour Pattern Shape Form Space Critique Share Effect Improve 'Navigate' the artwork Near Far Up Down Further Higher Underneath Centre Direction	<u>About art history</u> Years (dating system) Later Earlier Since Long after Long before At the same time as Modern era Pop art Street art Graffiti Retro <u>Techniques</u> Sketch Sculpture Pottery Paste Pulp Papier maché Textile Cross-stitch Sew Patchwork Crocheting Resist Collage Relief object Style Mould Template To describe Texture Line Depth Foreground, background, middleground Contrast Layer Scale	<u>About art history</u> During While Recently Chronological Approximate Change Fashion Origin Process Trace Series Genre Culture Realism Surrealism Still life Narrative art <u>Techniques</u> Process Weave Fabric Material Dye Adhesive Carve To describe Positive & negative space Hue Shade Tint Tone Warm Cool Primary Secondary Tertiary Repetition Complementary Tissue paper Blotting paper	<u>About art history</u> Uncertain Former Latter Phase Decline Trend Continuity School Workshop Influence Abstract Futurist Minimalist Installation art <u>Techniques</u> Medium Silhouette Mural Tapestry Engrave Bleeding Wash To describe Intensity Transition Intricate Stroke Expressive Horizon line Frame Metallic card Corrugated card Plaster of Paris Critique Audience Impact Principal Develop Structure Unique	<u>About art history</u> Contemporary Prior Subsequent Enduring Legacy Dominate Context Aesthetic Post-impressionism Pointillism Symbolism Expressionism <u>Techniques</u> Monochrome Monoprint Pigment Weft Warp To describe Value Ceramic Terracotta Porcelain Critique Complex Sparse Simplification Exceptional Perspective (i.e. point of view) Component 'Navigate' the artwork Diagonal Rotation Angle ...and other age-appropriate shape vocabulary from the Maths NC	<u>About art history</u> Simultaneous Medieval Renaissance Baroque Mannerism Romanticism Triptych ...about techniques En plein air Maquette To describe Chintz Critique Attribute Controversy Authentic Discern Epitomise Characterise Concept 'Navigate' the artwork Concentric Radial Intersecting Cross-section Golden section

<p>Above</p> <p>Below</p>	<p>Medium</p> <p>Critique</p> <p>Experience</p> <p>Imagination</p> <p>Critique</p> <p>Compare</p> <p>Represents</p> <p>'Navigate' the artwork</p> <p>Left</p> <p>Right</p> <p>Portrait</p> <p>Landscape</p> <p>Vertical</p> <p>Horizontal</p> <p>Reflect</p> <p>Symmetrical</p> <p>Diagonal (i.e. sloped, not the official maths meaning)</p> <p>Range</p>	<p>Cellophane</p> <p>Animation</p> <p>Crop</p> <p>Image</p> <p>Critique</p> <p>Theme</p> <p>Version</p> <p>Purpose</p> <p>Function</p> <p>Interpret</p> <p>Opinion</p> <p>Organise</p> <p>Construct</p> <p>Infer</p> <p>Clarify</p> <p>Draft</p> <p>Etch</p> <p>Mosaic</p> <p>Artefact</p> <p>Plinth</p> <p>Pastel</p> <p>Acrylic</p> <p>Oil</p> <p>Watercolour</p> <p>Perspective</p>	<p>Characteristic</p> <p>Element</p> <p>Convention</p> <p>'Navigate' the artwork</p> <p>Increase</p> <p>Decrease</p> <p>Glaze</p> <p>Fire ware</p> <p>Throw</p> <p>Jpeg</p> <p>Film speed</p> <p>Resolution</p>		
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<u>Theme: Plan</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Make comments about what they are going to draw	Explain an overview of their planned artwork before starting, using some art vocabulary	Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary	Explain their planned artwork in some detail, and in writing, making reference to technique and materials	Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied	Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices

<u>Theme: Produce</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Realism</u> Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating') Depictions of humans include the trunk (i.e. no longer stick-limbs coming straight out of circle-heads) Control & precision Colouring-in is mostly within the lines Correct tripod grasp <u>Reproduce</u> Simple shapes (e.g. square or a triangle but possibly with curved out corners) <u>Create</u> Work creatively with materials that are supplied for them	<u>Realism</u> Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) <u>Control &amp; precision</u> Colouring within the lines; some shading With support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste) <u>Reproduce</u> Rectangles are accurate (e.g. corners don't curve outwards) Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings') <u>Create</u> Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)	<u>Realism</u> Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture <u>Control &amp; precision</u> Adequately cut e.g. Xmas tree shape from card Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on) <u>Reproduce</u> Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point) <u>Create</u> Work creatively with a range of materials (e.g. grades of pencil, charcoal)	<u>Realism</u> Perspective and scale Use shading, line direction, mixing, pattern etc to change the value, intensity and texture <u>Control &amp; precision</u> Cleanly cut e.g. Xmas tree shape from card Independent awareness of smaller table clutter (e.g. rubber detritus) Start to estimate quantities needed <u>Reproduce</u> Start to reproduce some simple art/craft in its entirety without much guidance (i.e. identifying and recreating elements independently) <u>Create</u> Show some artistic sensitivity (e.g. to audience, style)	<u>Realism</u> Attempt realism and get frustrated if this cannot be achieved Conversely, starting to overemphasise some sexual elements in drawings of people (e.g. muscles on men) <u>Control &amp; precision</u> Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time) <u>Reproduce</u> Reproduce simple art/craft in its entirety without much guidance <u>Create</u> Starting to make choices (about techniques/materials) for artistic reasons	<u>Realism</u> Realistic depictions <u>Control &amp; precision</u> Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up <u>Reproduce</u> Reproduce more complex works of art and craft without much guidance <u>Create</u> Make choices about techniques and materials for artistic reasons

<u>Theme: Evaluate</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Appreciate</u>	<u>Appreciate</u>	<u>Appreciate</u>	<u>Appreciate</u>	<u>Appreciate</u>	<u>Appreciate</u>

<p>Politely express opinions about works of art</p> <p><u>Ask questions</u></p> <p>Ask and answer simple questions about what they have seen</p> <p><u>Compare</u></p> <p>Make some simple artistic comparisons (e.g. spot the difference between pictures)</p> <p><u>Evaluate</u></p> <p>With some support, discuss the effect (how it makes them feel)</p>	<p>Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views</p> <p><u>Ask questions</u></p> <p>Show curiosity by voluntarily asking questions about what they have seen</p> <p><u>Compare</u></p> <p>Independently identify similarities and differences between art works</p> <p><u>Evaluate</u></p> <p>Think critically by discussing the effect of their work</p>	<p>Start to describe the artistic aspects (e.g. that they like or dislike)</p> <p>Start to verbalise other people's opinions that differ from their own</p> <p><u>Ask questions</u></p> <p>Start to frame questions and answers in artistically valid ways</p> <p><u>Compare</u></p> <p>Start to identify themes within and between artworks, and to link artwork to its historical and geographical context</p> <p><u>Evaluate</u></p> <p>Politely discuss the effect of their peers' work</p> <p>Willingness to redraft</p>	<p>Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p> <p><u>Ask questions</u></p> <p>Ask and answer artistically valid questions</p> <p><u>Compare</u></p> <p>Link artistic themes and conventions to historical and geographical context and cultural source, and suggest reasons</p> <p><u>Evaluate</u></p> <p>Start to think critically by suggesting improvements to their peers' work</p> <p>Desire to redraft</p>	<p>Respond sensitively to other people's artistic tastes</p> <p>Explain how people can show respect or tolerance for other people's opinions</p> <p><u>Ask questions</u></p> <p>Ask/answer more complex questions (e.g. about influence, legacy, context)</p> <p><u>Compare</u></p> <p>Start to suggest reasons for different artistic styles in different times, places and cultures</p> <p><u>Evaluate</u></p> <p>Think critically by suggesting improvements to their peers' work</p>	<p>Explain how their own behaviour might affect the enjoyment of others</p> <p><u>Ask questions</u></p> <p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p><u>Compare</u></p> <p>Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p><u>Evaluate</u></p> <p>Constructively critique their peers' work, and if appropriate help bring about the improvements</p>
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