

Glossary of Art Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of **colour, form, line, shape, space, texture, and value**.

Colour

Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is **hue**, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is **intensity**, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its **value**, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.

Form

The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.

Line

Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space

Space

Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.

Shape

Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.

Texture

Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.

Value

Value is the degree of lightness and darkness in a colour. The difference in values is called **contrast**. Value can relate to shades, where a colour gets darker by adding black to it (**shade**), or **tints**, where a colour gets lighter by adding white to it.

Glossary of Art Terms

| Year 1 | |
|---|---|
| Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required. | |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| <u>Drawing</u> | |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide - apply hard/more pressure |
| thin | Small - apply light/less pressure |
| Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Sketch | When we draw something (in every subject) we sketch using small short strokes that can be developed . |
| Line | Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard |
| Shape | Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . |
| Colour | Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient |

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| | range of colour) felt tips are not suitable for this purpose. |
| Shade | Change the pressure applied to the media to add texture and colour. |
| <u>Painting</u> | |
| Tools | A physical item used to create art. |
| Printing | Printmaking is creating a printing plate and creating plates using different materials. |
| Technique | The tools they have used as artists so far. |
| Brush size | Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. |
| Colour match | Using colour mixing to create a specific tone/shade of a colour |
| Colour mix | Combining colours |
| Primary colours | A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue) |
| Secondary colours | A colour resulting from the mixing of two primary colours. |
| Warm colours | The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. |
| Cold colours | The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters). |
| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| <u>3D Form</u> | |
| Manipulate | The artist to make a change |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |
| Shaping | Using tools or hand to manipulate media into a specific shape |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques . |

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| Texture | Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D work. |
| Construct | Build or make |
| Join | Put together |
| Natural | existing in or derived from nature ; not made or caused by humankind . |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. |
| <u>Evaluating</u> | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. |
| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. |

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| Year 2 | |
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| <p>Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p>New vocabulary to Year 2 is highlighted in green.</p> | |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| <u>Drawing</u> | |
| Layer | Use more than one type of media in a piece |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide - apply hard/more pressure |
| thin | Small - apply light/less pressure |
| Smudge/blend | To use a tool or finger to merge two or more colours together to create another colour or texture |
| Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Sketch | When we draw something (in every subject) we sketch using small short strokes that can be developed . |
| Line | <p>Lines are used to:</p> <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions <p>They can be:</p> <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard |
| Shape | Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . |

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| Colour | Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . |
| Shade | Change the pressure applied to the media to add texture and colour. |
| <u>Painting</u> | |
| Types of paint: Acrylic, water colour etc. | Can the children choose the best type of paint for their project? |
| Brush mark | The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks? |
| Tools | A physical item used to create art. |
| Printing | Printmaking is creating a printing plate and creating plates using different materials. |
| Technique | The tools they have used as artists so far. |
| Brush size | Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. |
| Colour match | Using colour mixing to create a specific tone/shade of a colour |
| Colour mix | Combining colours to match natural and man-made objects. |
| Artefact | an object being observed made by a human being, typically one of cultural or historical interest. |
| Primary colours | A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue) |
| Secondary colours | A colour resulting from the mixing of two primary colours. |
| Warm colours | The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. |
| Cold colours | The phrase cool colour is used to describe any colour that is calm or soothing in |

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| | nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters). |
| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| <u>3D Form</u> | |
| Manipulate | The artist to make a change |
| Care | Children should understand how to treat different materials based on how durable they are. |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |
| Shaping | Using tools or hand to manipulate media into a specific shape |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques. |
| Malleable | Easily moved/changed. |
| Texture | Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world. |
| Construct | Build or make |
| Join | Put together |
| Natural | existing in or derived from nature ; not made or caused by humankind. |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). |
| Recycled | Can the children experiment and construct different materials more confidently? |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. |
| <u>Evaluating</u> | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment. Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. |

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| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. |
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| Year 3 | |
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| <p>Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p>New vocabulary to Year 3 is highlighted in green.</p> | |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| Follow creative process plan, design, make | Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. |
| Adaptation | Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief? |
| Sources | Pupils are to collect and record visual information from difference sources similar to a scrapbook. |
| Variation | Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose. |
| <u>Drawing</u> | |
| Grades of pencil | Experiment with the different grade practising, shading and adding texture. |
| Scale | Size in relation to the page, can the children increase and decrease the scale of their sketch? |
| Symmetry | Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry? |
| Refine and alter | Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson. |
| Layer | Use more than one media in a piece |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide- apply hard/more pressure |

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| thin | Small - apply light/less pressure |
| Smudge/blend | To use a tool or finger to merge two or more colours together to create another colour or texture |
| Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Sketch | When we draw something (in every subject) we sketch using small short strokes that can be developed . |
| Line | Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard |
| Shape | Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium. 3D: cuboid; cylinder; triangular prism and square-based pyramid. |
| Colour | Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness. |
| Shade | Change the pressure applied to the media to add texture and colour. Can they create a shadow ? |
| <u>Painting/colour</u> | |
| Colour-scheme | A planned combination of colours. |
| Colour spectrum | Red, orange, yellow, green, blue, indigo, violet. |

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| Tertiary Colours | These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone : need a combination of yellow, brown, red and white.) |
| Developed colour vocabulary | Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose? |
| Colour washing | A wash of whitewash or other water-based paint tinted with a coloured pigment |
| Properties of paint | Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant. |
| Types of paint: Acrylic, water colour etc. | Can the children choose the best type of paint for their project? |
| Brush mark | The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks? |
| Tools | A physical item used to create art. |
| Printing | Printmaking is creating a printing plate and creating paters using different materials. |
| Technique | The tools they have used as artists so far. |
| Brush size | Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. |
| Colour match | Using colour mixing to create a specific tone/shade of a colour |
| Colour mix | Combining colours to match natural and man-made objects. |
| Artefact | an object being observed made by a human being, typically one of cultural or historical interest. |
| Primary colours | A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue) |
| Secondary colours | A colour resulting from the mixing of two primary colours. |
| Warm colours | The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. |

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| Cold colours | The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters). |
| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| <u>3D Form</u> | |
| Manipulate | The artist to make a change |
| Care | Children should understand how to treat different materials based on how durable they are. |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |
| Shaping | Using tools or hand to manipulate media into a specific shape |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques . |
| Malleable | Easily moved/changed. |
| Texture | Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world. |
| Construct | Build or make |
| Join | Put together |
| Natural | existing in or derived from nature ; not made or caused by humankind . |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). |
| Recycled | Can the children experiment and construct different materials more confidently? |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. |
| Transparent | Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect? |
| <u>Evaluating</u> | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express |

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| | their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. |
| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. |
| Description In Year 3 pupils should be encouraged to use a wider range of vocabulary to <u>express how</u> others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size. | Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Colourful Bright Dark Realistic Unrealistic Simple Boring |

Glossary of Art Terms

| Year 4 | |
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| <p>Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required.</p> <p>New vocabulary to Year 4 is highlighted in green.</p> <p>In Year 4 pupils should be encouraged to make independent choices and given the opportunity to experiment with different media.</p> | |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| Follow creative process plan, design, make adapt to art work and models. | Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks. |
| Adaptation | Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief? |
| Sources | Pupils are to collect and record visual information from difference sources similar to a scrapbook. |
| Variation | Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose. |
| Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard. | Pupils should be given freedom to experiment and make informed choices independently based on the brief. |
| Media | Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style. |
| Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English) | Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed . |
| <u>Drawing</u> | |

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| Grades of pencil | Experiment with the different grade practising, shading and adding texture. |
| Scale | Size in relation to the page, can the children increase and decrease the scale of their sketch? |
| Symmetry | Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry? |
| Refine and alter | Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson. |
| Layer | Use more than one media in a piece |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide - apply hard/more pressure |
| thin | Small - apply light/less pressure |
| Smudge/blend | To use a tool or finger to merge two or more colours together to create another colour or texture |
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| | 3D: cuboid; cylinder; triangular prism and square-based pyramid. |
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| Shade | Change the pressure applied to the media to add texture and colour. Can they create a shadow ? |
| <u>Painting/colour</u> | |
| Colour-scheme | A planned combination of colours. |
| Colour spectrum | Red, orange, yellow, green, blue, indigo, violet. |
| Tertiary Colours | These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone: need a combination of yellow, brown, red and white.) |
| Developed colour vocabulary | Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ? |
| Colour washing | A wash of whitewash or other water-based paint tinted with a coloured pigment |
| Properties of paint | Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant. |
| Types of paint: Acrylic, water colour etc. | Can the children choose the best type of paint for their project? |
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| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness. |
| Hue | Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue. |
| <u>3D Form</u> | |
| Carving | The act of fashioning or producing by cutting into or shaping a solid material. |
| Surface | Pupils should be taught how to create a surface for a model to stand/ be based upon. |
| Manipulate | The artist to make a change |
| Care | Children should understand how to treat different materials based on how durable they are. |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |

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| Shaping | Using tools or hand to manipulate media into a specific shape | | |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques. | | |
| Malleable | Easily moved/changed. | | |
| Texture | Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world. | | |
| Construct | Build or make | | |
| Join | Put together | | |
| Natural | existing in or derived from nature ; not made or caused by humankind. | | |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). | | |
| Recycled | Can the children experiment and construct different materials more confidently? | | |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. | | |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. | | |
| Transparent | Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect? | | |
| <u>Evaluating</u> | | | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment. Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. | | |
| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. | | |
| Description In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how</u> others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size. | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small </td> <td style="width: 50%; vertical-align: top;"> Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus </td> </tr> </table> | Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small | Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus |
| Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small | Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus | | |

Glossary of Art Terms

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| | <p>Simple Fine Dull patterned crowded Flat Natural</p> |
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Glossary of Art Terms

| Year 5 Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required. New vocabulary to Year 5 is highlighted in green. | |
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| Comparison | Pupils should be taught how to compare ideas and methods of their own artwork to those of their peers and primary sources . Do ideas, styles, media contrast or complement ? |
| Contrast | One thing that is strikingly different to another |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| Follow creative process plan, design, make adapt to art work and models. | Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks. |
| Adaptation | Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief? |
| Sources | Pupils are to collect and record visual information from difference sources similar to a scrapbook. |
| Variation | Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose. |
| Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard. | Pupils should be given freedom to experiment and make informed choices independently based on the brief. |
| Conduct studies with Media | Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style. Y5 should spend time testing media and materials in the construct stage of the TEEP cycle. |

Glossary of Art Terms

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| Pupils should be encouraged to draw upon observations, experiences and imagination. | When designing and gathering media from different sources , pupils should observe potential properties in line, tone, texture, colour and shape . |
| Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English) | Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed . |
| <u>Drawing</u> | |
| Grades of pencil | Experiment with the different grade practising, shading and adding texture. |
| Scale | Size in relation to the page, can the children increase and decrease the scale of their sketch? |
| Symmetry | Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry? |
| Refine and alter | Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson. |
| Layer | Use more than one media in a piece |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide - apply hard/more pressure |
| thin | Small - apply light/less pressure |
| Smudge/blend | To use a tool or finger to merge two or more colours together to create another colour or texture |
| Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Sketch | When we draw something (in every subject) we sketch using small short strokes that can be developed . |
| Line | Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns |

Glossary of Art Terms

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| | <ul style="list-style-type: none"> - Express emotions <p>They can be:</p> <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard |
| Shape | <p>Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D.</p> <p>Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium.</p> <p>3D: cuboid; cylinder; triangular prism and square-based pyramid.</p> |
| Colour | <p>Can be used to convey feelings, emotions, atmosphere, moods and ideas. Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.</p> |
| Tone | <p>Tells us how much light and dark can be seen. Tone can help to suggest volume or depth.</p> <p>The quality of lightness or darkness.</p> |
| Shade | <p>Change the pressure applied to the media to add texture and colour. Can they create a shadow?</p> |
| <u>Painting/colour</u> | |
| Colour-scheme | A planned combination of colours. |
| Colour spectrum | Red, orange, yellow, green, blue, indigo, violet. |
| Tertiary Colours | <p>These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel.</p> <p>(Skin tone: need a combination of yellow, brown, red and white.)</p> |
| Developed colour vocabulary | <p>Introduce colour swatches. Can Children create a tertiary colour and name it based on it's tone/texture/purpose?</p> |
| Colour washing | A wash of whitewash or other water-based paint tinted with a coloured pigment |

Glossary of Art Terms

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| Properties of paint | Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant. |
| Types of paint: Acrylic, water colour etc. | Can the children choose the best type of paint for their project? |
| Brush mark | The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks? |
| Tools | A physical item used to create art. |
| Printing | Printmaking is creating a printing plate and creating paters using different materials. |
| Technique | The tools they have used as artists so far. |
| Brush size | Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. |
| Colour match | Using colour mixing to create a specific tone/shade of a colour |
| Colour mix | Combining colours to match natural and man-made objects. |
| Artefact | an object being observed made by a human being, typically one of cultural or historical interest. |
| Primary colours | A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue) |
| Secondary colours | A colour resulting from the mixing of two primary colours. |
| Warm colours | The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. |
| Cold colours | The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters). |
| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness. |
| Hue | Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A |

Glossary of Art Terms

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| | rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue. |
| <u>3D Form</u> | |
| Carving | The act of fashioning or producing by cutting into or shaping a solid material. |
| Surface | Pupils should be taught how to create a surface for a model to stand/ be based upon. |
| Manipulate | The artist to make a change |
| Care | Children should understand how to treat different materials based on how durable they are. |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |
| Shaping | Using tools or hand to manipulate media into a specific shape |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques. |
| Malleable | Easily moved/changed. |
| Texture | Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world. |
| Construct | Build or make |
| Join | Put together |
| Natural | existing in or derived from nature ; not made or caused by humankind. |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). |
| Recycled | Can the children experiment and construct different materials more confidently? |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. |
| Transparent | Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect? |
| <u>Evaluating</u> | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment. Adding opinions and ideas to others' art work or reflecting on their |

Glossary of Art Terms

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| | own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. | | |
| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. | | |
| Reflecting | Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements. This could be a written cross-curricular piece. | | |
| Description In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how</u> others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size. | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine Dull patterned crowded Flat Natural </td> <td style="width: 50%; vertical-align: top;"> Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus Distance Symbolic Subtle Complex Complementary Contrasting </td> </tr> </table> | Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine Dull patterned crowded Flat Natural | Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus Distance Symbolic Subtle Complex Complementary Contrasting |
| Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Simple Fine Dull patterned crowded Flat Natural | Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus Distance Symbolic Subtle Complex Complementary Contrasting | | |

Glossary of Art Terms

| Year 6 Pupils should be exposed to and encouraged to use the vocabulary listed below not only in art lessons but across the curriculum where sketching, observations and self-evaluation is required. New vocabulary to Year 6 is highlighted in green. | |
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| Purpose | Pupils to identify the purpose of their art work. Why have they created it? |
| Manipulate | Manipulate and experiment with elements of art: line, tone, pattern, texture, form, space, colour and shape |
| Dry Media | Pencils, pens, graphite, charcoal, chalk pastels, oil pastels. |
| Wet Media | Wet media is anything water based or activated with water, excluding oils (oil and water won't mix) but includes inks, paints and alternative media like salt, pepper, spices. |
| Digital Media | Photography, digital collage, graphic design, Photoshop, paint(computer) |
| Comparison | Pupils should be taught how to compare ideas and methods of their own artwork to those of their peers and primary sources . Do ideas, styles, media contrast or complement ? |
| Contrast | One thing that is strikingly different to another |
| Observation | The action or process of closely observing or monitoring something or someone. |
| Differences | How is an artefact, painting, sculpture, sketch different to another? Can they compare ? |
| Similarities | Can you identify any features of the artefact, painting, sculpture, artist, sketch different to another that art the same? |
| Foreground | Draws your eye to the front or middle of a piece. |
| Background | The space behind the foreground . What is the eye not immediately attracted to? |
| Follow creative process plan, design, make adapt to art work and models. | Pupils should be taught to plan their pieces of artwork beginning with experimentation with techniques, texture and media. This process should be evidenced in sketchbooks. |
| Adaptation | Pupils should be made aware of the need for adaptation based on the purpose of their art work i.e can they identify media that meets the needs of the brief? |
| Sources | Pupils are to collect and record visual information from difference sources similar to a scrapbook. |
| Variation | Pupils should be encouraged to use deliberate variation in line texture tone, colour, shape and pattern for a purpose. |

Glossary of Art Terms

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| Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard. | Pupils should be given freedom to experiment and make informed choices independently based on the brief. |
| Conduct Independent research from a range of sources | Informed independent choices regarding type of media i.e if you are asking children to replicate a piece of artwork based on a particular artist allow children to practise with a range of media such as paints and pastels and use the media that best suits their style. Y6 should spend time testing media and materials in the construct stage of the TEEP cycle. |
| Pupils should be encouraged to draw upon observations, experiences and imagination. | When designing and gathering media from different sources , pupils should observe potential properties in line, tone, texture, colour and shape . |
| Talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English) | Pupils should be able to discuss and evaluate the creative process of planning, designing, making and adapting art work. If 3D , pupils should be able to comment and evaluate whether the piece was sculpted, modelled or constructed . |
| <u>Drawing</u> | |
| Grades of pencil | Experiment with the different grade practising, shading and adding texture. |
| Scale | Size in relation to the page, can the children increase and decrease the scale of their sketch? |
| Symmetry | Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is " Reflection " (or " Mirror ") Symmetry. Can The pupils identify and create symmetry? |
| Refine and alter | Similar to the 'Review' section of the TEEP cycle, pupils should be encouraged to refine and alter their art work in each lesson. |
| Layer | Use more than one media in a piece |
| Pattern | Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history. |
| repeating | do (something) again or more than once. |
| thick | Wide - apply hard/more pressure |
| thin | Small - apply light/less pressure |

Glossary of Art Terms

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| Smudge/blend | To use a tool or finger to merge two or more colours together to create another colour or texture |
| Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Sketch | When we draw something (in every subject) we sketch using small short strokes that can be developed . |
| Line | Lines are used to: <ul style="list-style-type: none"> - Delineate shapes - Indicate volume - Describe - Make patterns - Express emotions They can be: <ul style="list-style-type: none"> - Bold or sensitive - Angled or curved - Soft or hard |
| Shape | Shapes are easily recognised and immediately understood. They can form symbols and can be 2D or 3D . Mathematical language relating to geometry including but not limited to 2D shapes such as square; rectangle; right-angled; triangle; pentagon; rhombus; parallelogram and trapezium . 3D: cuboid; cylinder; triangular prism and square-based pyramid. |
| Colour | Can be used to convey feelings, emotions, atmosphere, moods and ideas . Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness. |
| Shade | Change the pressure applied to the media to add texture and colour. Can they create a shadow ? |
| <u>Painting/colour</u> | |
| Colour-scheme | A planned combination of colours. |
| Colour spectrum | Red, orange, yellow, green, blue, indigo, violet. |

Glossary of Art Terms

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| Tertiary Colours | These are the resulting colour formed when an equal amount of a primary and a secondary colour are mixed. The primary and secondary colour must be beside each other on the colour wheel. (Skin tone : need a combination of yellow, brown, red and white.) |
| Developed colour vocabulary | Introduce colour swatches . Can Children create a tertiary colour and name it based on it's tone/texture/purpose ? |
| Colour washing | A wash of whitewash or other water-based paint tinted with a coloured pigment |
| Properties of paint | Thickness, water/oil based, ease of application, application (brush marks), high opacity, water resistant. |
| Types of paint: Acrylic, water colour etc. | Can the children choose the best type of paint for their project? |
| Brush mark | The textural effect by the bristles of a brush on a painted surface. Can they children deliberately create different brush marks? |
| Tools | A physical item used to create art. |
| Printing | Printmaking is creating a printing plate and creating paters using different materials. |
| Technique | The tools they have used as artists so far. |
| Brush size | Children should be taught to choose a tool based on the project. I.e smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. |
| Colour match | Using colour mixing to create a specific tone/shade of a colour |
| Colour mix | Combining colours to match natural and man-made objects. |
| Artefact | an object being observed made by a human being, typically one of cultural or historical interest. |
| Primary colours | A group of colours from which all other colours can be obtained by mixing . (red, yellow and blue) |
| Secondary colours | A colour resulting from the mixing of two primary colours. |
| Warm colours | The phrase warm colour is used to describe any colour that is vivid or bold in nature. Warm colours are those that tend to advance in space and can be overwhelming. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. |

Glossary of Art Terms

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| Cold colours | The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. ... Examples of cool colours include green, blue and violet (think calming blue waters). |
| Shade | To make a colour darker by adding black. |
| Tint | To make a colour lighter by adding white. |
| Tone | Tells us how much light and dark can be seen. Tone can help to suggest volume or depth . The quality of lightness or darkness. |
| Hue | Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue. |
| Harmony | A pleasing combination of colours that go well together. |
| Composition | Composition is the placement or arrangement of visual elements or 'ingredients' in a work of art. |
| Mood | In art appreciation, the general atmosphere , or state of mind and feelings , that a work of art generates. For example, the mood of a painting could be disturbing or tranquil, dark or energetic. |
| Abstract | A trend in painting and sculpture in the twentieth century. Abstract art seeks to break away from traditional representation of physical objects. It explores the relationships of forms and colours, whereas more traditional art represents the world in recognisable images. |
| <u>3D Form</u> | |
| Carving | The act of fashioning or producing by cutting into or shaping a solid material. |
| Surface | Pupils should be taught how to create a surface for a model to stand/ be based upon. |
| Care | Children should understand how to treat different materials based on how durable they are. |
| Rolling | Turning media over and over repeatedly. |
| Kneading | massage or squeeze with the hands. |
| Shaping | Using tools or hand to manipulate media into a specific shape |
| Sculpture | make or represent (a form) by carving, casting, or other shaping techniques . |
| Malleable | Easily moved/changed. |

Glossary of Art Terms

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|--|---|-------------|------------------|--------------|---------------|--------------|-------------|-------------|------------------|--------------|--------------------|---------------|---------------|-----------------|---------------|---------------|---------------|
| Texture | Can be seen, felt and built upon. The illusion of texture can be created in 2D work but it is easiest to achieve in 3D world. | | | | | | | | | | | | | | | | |
| Construct | Build or make | | | | | | | | | | | | | | | | |
| Join | Put together | | | | | | | | | | | | | | | | |
| Natural | existing in or derived from nature ; not made or caused by humankind . | | | | | | | | | | | | | | | | |
| Man made | made or caused by human beings (as opposed to occurring or being made naturally). | | | | | | | | | | | | | | | | |
| Recycled | Can the children experiment and construct different materials more confidently? | | | | | | | | | | | | | | | | |
| slip | A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together. | | | | | | | | | | | | | | | | |
| form | Shapes form an object whether it's done in modelling work or illustrating through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. | | | | | | | | | | | | | | | | |
| Transparent | Can the children define transparency and use transparent media or describe something transparent with reference to its use/effect? | | | | | | | | | | | | | | | | |
| <u>Evaluating</u> | | | | | | | | | | | | | | | | | |
| Annotate | To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson. | | | | | | | | | | | | | | | | |
| Develop | Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve. | | | | | | | | | | | | | | | | |
| Reflecting | Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements. This could be a written cross-curricular piece. | | | | | | | | | | | | | | | | |
| Developing their own style. | Identify similar artists to own technique/style. | | | | | | | | | | | | | | | | |
| Description In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how</u> others' artwork, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size. | <table style="width: 100%; border: none;"> <tr> <td>Busy</td> <td>Colourful</td> </tr> <tr> <td>Plain</td> <td>Bright</td> </tr> <tr> <td>Thick</td> <td>Dark</td> </tr> <tr> <td>Thin</td> <td>Realistic</td> </tr> <tr> <td>Rough</td> <td>Unrealistic</td> </tr> <tr> <td>Smooth</td> <td>Simple</td> </tr> <tr> <td>Swirling</td> <td>Boring</td> </tr> <tr> <td>Uneven</td> <td>Opaque</td> </tr> </table> | Busy | Colourful | Plain | Bright | Thick | Dark | Thin | Realistic | Rough | Unrealistic | Smooth | Simple | Swirling | Boring | Uneven | Opaque |
| Busy | Colourful | | | | | | | | | | | | | | | | |
| Plain | Bright | | | | | | | | | | | | | | | | |
| Thick | Dark | | | | | | | | | | | | | | | | |
| Thin | Realistic | | | | | | | | | | | | | | | | |
| Rough | Unrealistic | | | | | | | | | | | | | | | | |
| Smooth | Simple | | | | | | | | | | | | | | | | |
| Swirling | Boring | | | | | | | | | | | | | | | | |
| Uneven | Opaque | | | | | | | | | | | | | | | | |

Glossary of Art Terms

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| | Big | Translucent |
| | Small | Focus |
| | Simple | Distance |
| | Fine | Symbolic |
| | Dull | Atmosphere |
| | patterned | Representation |
| | crowded | Contrasting |
| | Flat | engaging |
| | Natural | Inconsistent |
| | Subtle | Delicate |
| | Complex | Flowing |
| | Complementary | Vibrant |
| | Contrasting | |