



ART & DESIGN VOCABULARY

Whole-School Progression Map

Subject Language | EYFS to Year 6 | Park Road Units

Purpose of this document

This map identifies the Art and Design vocabulary that pupils should encounter, revisit and use with increasing precision from EYFS to Year 6. It follows Park Road Academy's selected units and is aligned to the vocabulary, disciplinary areas and formal elements within Kapow Primary's revised Art and Design scheme. Vocabulary should be taught through looking, talking, experimenting and making, rather than as isolated definitions.

Vocabulary principles

EXPLICIT	CUMULATIVE	CONTEXTUAL	APPLIED
Teachers model accurate terminology while demonstrating, discussing and evaluating artwork.	Earlier words are deliberately revisited and connected to increasingly complex concepts.	Vocabulary is introduced through artists, materials, processes, formal elements and purposeful outcomes.	Pupils use subject language to explain choices, compare approaches and refine their own work.

Vocabulary strands

Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	Formal Elements	Creative Process, Artists & Evaluation
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The vocabulary is indicative rather than exhaustive. Teachers should revisit prior terminology, give pupils repeated opportunities to hear and use new words, and accept age-appropriate explanations before expecting secure technical definitions.



Drawing Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from naming simple marks and lines to using precise language for tone, texture, proportion, depth, perspective and visual communication.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes through continuous provision; foundations linked to Marvellous marks	mark, line, dot, scribble, straight, curved, thick, thin, shape, outline, detail, observe	colour, pattern, texture, light, dark, draw, tool, pencil, chalk, crayon	"I used a curved line." "I noticed more detail when I looked closely."
Year 1	Drawing: Exploring line & shape	horizontal, vertical, diagonal, wavy, zigzag, continuous, broken, expressive, geometric, organic	line, shape, outline, pattern, observe, detail, thick, thin, curved, straight	"The diagonal lines make the picture feel lively."
Year 2	Drawing: Understanding tone and texture	tone, tonal shading, texture, pressure, rubbing, smudge, hatch, light source, observational, refine	line, shape, pattern, detail, light, dark, sketch, compare, control	"I changed the pressure to make a darker tone and show texture."
Year 3	Drawing: Developing drawing skills	hatching, cross-hatching, scale, composition, frame, crop, magnify, botanical, form, digital image	tone, texture, shading, observation, line, shape, pattern, sketch, refine	"I cropped the view and used cross-hatching to show form."
Year 4	Drawing: Exploring Tone, Texture and Proportion	proportion, relative size, tonal range, highlight, shadow, three-dimensional, contrast, focal point	tone, texture, form, scale, composition, hatching, pressure, observational	"The highlight and shadow make the object appear three-dimensional."
Year 5	Drawing: Depth, Emotion and Movement	gesture, movement, emotion, depth, foreground, middle ground, background, overlap, transfer, printing plate	expressive line, mark making, scale, composition, contrast, texture, tone, print	"Overlapping shapes and smaller marks create a sense of depth."
Year 6	Drawing: Expressing ideas	one-point perspective, horizon line, vanishing point, grid method, enlarge, mural, street art, symbolism, typography	scale, proportion, composition, focal point, line, tone, contrast, viewpoint, intention	"The vanishing point creates perspective, while the symbol communicates my message."

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.



Painting & Mixed Media Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from naming colour, paint and simple processes to discussing mixing, surface, tone, composition, portraiture and purposeful combinations of media.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes through continuous provision; foundations linked to Paint my world	paint, brush, bristles, dab, sweep, swirl, mix, colour, print, stamp, collage, layer, surface	mark, line, shape, pattern, texture, light, dark, choose, change	<i>"I mixed these colours and used a sponge to make texture."</i>
Year 1	Painting: Learning about paint and brush control	primary, colour, secondary colour, palette, brushstroke, load, wash, blend, stamp, print, colour mix	paint, brush, colour, line, shape, pattern, texture, thick, thin	<i>"I controlled the brush and mixed two primary colours."</i>
Year 2	Painting and mixed media: Colour mixing	colour wheel, hue, mixed media, collage, overlap, layering, painted texture, contrast, detail	primary, secondary, mix, palette, pattern, surface, shape, print, refine	<i>"I layered collage over painted texture to add contrast and detail."</i>
Year 3	Applied through Ancient Egyptian scrolls and Abstract shape and space	limited palette, pigment, wash, opacity, flat colour, motif, decorative surface, repeated pattern	primary, secondary, tone, texture, contrast, composition, detail, layer	<i>"I selected a limited palette and repeated the motif across the surface."</i>
Year 4	Painting and mixed media: Light and dark	tint, shade, tonal contrast, highlight, shadow, still life, three-dimensional, composition, focal point	tone, colour mix, palette, form, texture, blend, layer, light source	<i>"I mixed tints and shades to show the light source and form."</i>
Year 5	Painting and mixed media: portraits	portrait, self-portrait, identity, expression, facial proportion, distortion, mixed-media portrait, background	composition, colour, tone, texture, collage, layer, observation, refine	<i>"The distorted proportion and colour communicate the subject's mood."</i>
Year 6	Applied through Expressing ideas, Photo opportunity and Making memories	visual impact, emphasis, transparent, opaque, glaze, surface, combine, edit, reinterpret, resolved outcome	mixed media, contrast, focal point, tone, texture, composition, layer, intention	<i>"I combined transparent and opaque layers to emphasise the focal point."</i>

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.



Sculpture & 3D Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from describing manipulation and joining to explaining form, structure, relief, space, scale, installation, assemblage and viewer experience.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes through continuous provision; foundations linked to Creation station	3D, model, sculpture, form, roll, pinch, squeeze, flatten, mould, stack, join, build, balance	shape, texture, space, material, surface, pattern, cut, fold, stick	<i>"I pinched and rolled the material, then joined the pieces."</i>
Year 1	Sculpture and 3D: Paper play	fold, roll, curl, bend, loop, cylinder, tab, join, structure, balance, freestanding, viewpoint	3D, form, shape, paper, cut, stick, build, pattern, texture	<i>"The tabs make the paper forms join securely and stand upright."</i>
Year 2	Sculpture and 3D: Clay houses	clay, pinch pot, slab, tile, score, slip, impress, incise, relief, ceramic, architectural detail	roll, pinch, flatten, mould, join, texture, pattern, surface, form	<i>"I scored and slipped the clay before joining the raised detail."</i>
Year 3	Sculpture and 3D: Abstract shape and space	abstract, geometric, organic, positive space, negative space, structure, slot, scale, surface decoration	form, shape, join, tab, balance, viewpoint, texture, pattern, 3D	<i>"The negative space is as important as the geometric forms."</i>
Year 4	Applied through Light and dark and Fabric of nature	low relief, raised surface, layered form, construction, stability, shadow, silhouette, structural join	form, structure, texture, fold, join, scale, balance, surface, composition	<i>"The layered relief casts a shadow and strengthens the composition."</i>
Year 5	Sculpture and 3D: Interactive installation	installation, site-specific, interactive, sensory, viewer, environment, scale, spatial, concept, experience	space, form, structure, material, balance, composition, audience, purpose	<i>"The installation is site-specific and invites the viewer to interact."</i>
Year 6	Sculpture and 3D: Making memories	identity, memory, literal, abstract, relief, assemblage, symbolic object, curate, display, interpretation	form, structure, material, surface, scale, viewer, concept, intention, refine	<i>"The assemblage uses symbolic objects to represent identity and memory."</i>

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.

Progression focus

How pupils progress from pattern, joining and decoration to discussing cultural craft, textiles, printmaking, photography, audience and purposeful design choices.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes through continuous provision; foundations linked to Let's get crafty	cut, tear, stick, thread, wrap, weave, join, decorate, design, pattern, repeat, material, purpose	colour, shape, texture, print, collage, choose, make, change, display	<i>"I repeated the shapes and chose materials for my design."</i>
Year 1	Applied through Exploring line & shape, paint and Paper play	design choice, repeated pattern, print, collage, arrange, decorate, material, purpose, outcome	line, shape, colour, pattern, texture, cut, join, fold, select	<i>"I arranged a repeated pattern to decorate the finished form."</i>
Year 2	Applied through Colour mixing and Clay houses	motif, surface pattern, impressed pattern, template, decorative detail, repeat, arrangement	design, texture, colour, shape, layer, print, pattern, surface, refine	<i>"I repeated the motif and transferred it carefully to the surface."</i>
Year 3	Craft and design: Ancient Egyptian scrolls	papyrus, scroll, hieroglyphics, civilisation, symbol, motif, handmade paper, zine, layout, audience	ancient, culture, pattern, palette, surface, design, composition, purpose	<i>"The symbols and layout reflect the purpose and context of the scroll."</i>
Year 4	Craft and design: Fabric of nature	textile, fabric, motif, repeat pattern, mood board, template, colour palette, symmetry, rotation, reflection	pattern, print, texture, shape, design, composition, source, surface	<i>"I simplified the natural form into a motif and tested different repeats."</i>
Year 5	Applied through printmaking and mixed-media portraits	printmaking, printing plate, transfer, ink, impression, edition, register, monoprint, layout	composition, pattern, line, texture, layer, contrast, design, refine	<i>"I registered each impression carefully before layering the print."</i>
Year 6	Craft and design: Photo opportunity	photography, photomontage, macro, focal point, viewpoint, crop, focus, digital edit, photorealism, composition	image, scale, proportion, light, shadow, contrast, layer, purpose, audience	<i>"The macro viewpoint and crop direct attention to the focal point."</i>

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.



Formal Elements Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

A cumulative language spine for line, shape, colour, pattern, texture, tone, form and space, extending into proportion, depth, perspective, emphasis and visual impact.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	Revisited through all themes and continuous provision	line, shape, colour, pattern, texture, form, space, tone, light, dark, size	same, different, repeat, thick, thin, smooth, rough, flat, solid	<i>"The rough texture and dark colour change how the form looks."</i>
Year 1	Exploring line & shape; paint; Paper play	line direction, primary colour, secondary colour, geometric shape, organic shape, 2D, 3D, pattern	colour, line, shape, texture, form, space, repeat, light, dark	<i>"The repeated organic shapes create a pattern."</i>
Year 2	Tone and texture; Colour mixing; Clay houses	tonal value, surface texture, contrast, hue, relief, volume, visual texture, tactile texture	line, shape, form, colour, pattern, light, dark, 2D, 3D	<i>"The tonal contrast helps the raised relief stand out."</i>
Year 3	Drawing; Egyptian scrolls; Abstract shape and space	composition, scale, positive space, negative space, palette, motif, geometric form, organic form	line, tone, texture, pattern, shape, form, colour, contrast	<i>"I balanced positive and negative space within the composition."</i>
Year 4	Tone, texture and proportion; Light and dark; Fabric of nature	proportion, relative scale, tonal range, tint, shade, highlight, shadow, symmetry, visual balance	composition, form, texture, contrast, colour, pattern, motif, space	<i>"The tonal range and proportion make the still life appear balanced."</i>
Year 5	Depth, Emotion and Movement; Interactive installation; portraits	depth, foreground, middle ground, background, movement, rhythm, emphasis, scale, spatial relationship	line, tone, texture, contrast, form, composition, proportion, colour	<i>"The rhythm of the marks suggests movement across the foreground."</i>
Year 6	Expressing ideas; Photo opportunity; Making memories	perspective, focal point, hierarchy, unity, visual impact, balance, symbolism, viewpoint, atmosphere	all formal elements; composition, scale, proportion, contrast, emphasis, intention	<i>"Perspective, scale and emphasis create visual impact and guide the viewer."</i>

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.



Creative Process, Artists & Evaluation

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from talking about choices and preferences to researching, interpreting, justifying, critiquing, refining and curating with increasing independence.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes through continuous provision	artist, designer, maker, artwork, idea, imagine, choose, explore, try, notice, describe, compare, improve	like, dislike, same, different, material, tool, display, share, change	"I noticed..." "I chose... because..." "Next I will change..."
Year 1	All Year 1 units	sketchbook, experiment, practise, technique, purpose, inspiration, opinion, evaluate, successful, next step	artist, artwork, idea, choose, compare, describe, material, improve	"The artist inspired my idea. This technique was successful because..."
Year 2	All Year 2 units	research, test, sample, initial idea, feedback, refine, effect, mood, context, evidence, evaluate	sketchbook, artist, technique, compare, purpose, design, successful, improve	"The evidence in the artwork suggests... I refined my idea by..."
Year 3	All Year 3 units	annotation, reference, thumbnail, develop, process, intention, culture, ancient, contemporary, abstract, interpretation	research, experiment, sketchbook, feedback, composition, audience, evaluate, refine	"My intention developed after I compared the ancient and contemporary examples."
Year 4	All Year 4 units	artist study, influence, source, alternative, criteria, justify, style, sustainability, critique, adaptation	mood board, research, context, compare, evaluate, feedback, refine, intention	"I was influenced by the source, but adapted it to meet my own criteria."
Year 5	All Year 5 units	concept, personal response, audience, prototype, site, viewer, impact, critique, identity, interpretation	intention, research, experiment, feedback, justify, refine, medium, composition	"Audience feedback helped me refine the concept and strengthen its impact."
Year 6	All Year 6 units	visual research, brief, synthesise, resolve, independent, viewpoint, attribution, curate, exhibit, critical analysis	intention, context, interpretation, influence, critique, evaluate, justify, refine, audience	"I synthesised several influences, credited my sources and curated a resolved outcome."

Teaching note: Words should be introduced through practical experience and revisited in later units. Pupils should increasingly use vocabulary spontaneously to describe formal elements, explain techniques, justify choices and evaluate impact.



Using the Vocabulary Map

Planning, teaching, assessment and subject leadership

Planning and teaching vocabulary

1 IDENTIFY PRIOR WORDS Select the earlier vocabulary pupils need and check that they can connect the words to examples, materials and processes.	2 INTRODUCE IN CONTEXT Teach a small number of high-value words while modelling an artist, formal element, tool, technique or creative decision.	3 MODEL PUPIL SENTENCES Use precise oral explanations and sentence stems so pupils hear how artists describe, compare, justify and evaluate.
4 REVISIT DELIBERATELY Display and repeatedly use vocabulary in demonstrations, sketchbook talk, artist study, questioning and plenaries.	5 SUPPORT ACCESS Use real materials, images, gestures, word banks and repeated rehearsal, while maintaining ambitious subject language for all pupils.	6 ASSESS APPLICATION Look for accurate use in pupil talk, annotations and evaluation, not only recall of isolated definitions.

What vocabulary progression should look like

NAME PRECISELY Pupils move from everyday descriptions to accurate names for formal elements, materials, techniques and processes.	CONNECT IDEAS Pupils link new terminology to earlier learning and explain relationships such as tone and form or scale and depth.	EXPLAIN CHOICES Pupils use subject language to describe intentions, techniques, material choices and the effects they create.	CRITIQUE WITH PURPOSE Pupils compare, interpret, justify and refine using increasingly independent and precise artistic vocabulary.
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Suggested evidence for subject leadership

PUPIL VOICE Can pupils explain their process and choices using vocabulary appropriate to the current and earlier stages?	SKETCHBOOKS & DISPLAYS Do annotations, word banks and evaluations show vocabulary being revisited, connected and applied accurately?	LESSON VISITS Are teachers modelling a manageable number of high-value words and prompting pupils to use them in meaningful talk?	ASSESSMENT Do judgements consider whether pupils understand and apply terminology, rather than simply copy or recall definitions?
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This document should be read alongside Park Road Academy's Art and Design Long-Term Overview, the curriculum progression documents, Kapow Primary unit planning and knowledge organisers, assessment materials, sketchbooks and examples of pupils' outcomes.