**A R T V O C A B U L A R Y**

Vocabulary is cumulative and should not be seen as the sole province of each stage within the school. The expectations are that children will accumulate new vocabulary to add to that previously learned / experienced earlier on in.

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| **EARLY YEARS** | | | | | | | |
| COLOUR | COMPOSITION | FEELING | LIGHT | LINE | TEXTURE | TYPES OF ART | WHAT IS IT? |
| BLEND  COLD  WARM | SHAPE  SPACE | EXCITED  HAPPY  SAD | DARK  LIGHT  SOFT | FREE  SCRIBBLE  WIGGLY | SHINY  TICK  THIN | ILLUSTRATION  INSIDE  OUTSIDE  PORTRAIT  ABSTRACT | ASSEMBLAGE  COLLAGE  DRAWING  EASEL  MODEL |

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| **YEAR ONE** | | | | | | | |
| COLOUR | COMPOSITION | FEELING | LIGHT | LINE | TEXTURE | TYPES OF ART | WHAT IS IT? |
| BRIGHT  DEEP  DULL  PASTEL  PRIMARY  SOFT | BACKGROUND  COMPLEX  DESIGN  DISTANT  FOREGROUND  MID-GROUND | ALIVE  DELICATE EXPRESSIVE  FRESH | EVENING  GENTLE  HARSH  MIDDAY  NORMAL  NIGHT  SHADOW | BROKEN  DARK  FAINT  FLOWING  PATTERN  STRONG | FLAT  HATCHING  ROUGH  SMOOTH  SOFT  STIPPLE | EMOTIONAL  FAKE  FANTASY  IMPRESSIONISM  LANDSCAPE  SEASCAPE  STILL-LIFE | CARVING  CERAMIC  DESIGN  MINIATURE  MURAL  OIL  SCREEN-PRINT  SCULPTURE |

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| **YEAR TWO** | | | | | | | |
| COLOUR | COMPOSITION | FEELING | LIGHT | LINE | TEXTURE | TYPES OF ART | WHAT IS IT? |
| CLASH  GLOWING  NEUTRAL  OPAQUE  PALE  SECONDARY  TRANSPARENT  VIBRANT | ASYMMETRICAL  FOCUS  GEOMETRIC  PROPORTION  SCALE  SYMMETRICAL | ATMOSPHERIC  DIGNIFIED  HUMOROUS  NOSTALGIC | ARTIFICAL  FIERCE  HAZE  HIGHLIGHT  INTENSE  NATURAL  SHADING  SOURCE  TONE | CONFIDENT  FLUENT  FORM  HESITANT  TIGHT  WOOLLY | COARSE  FINE  GLAZE  IMPASTO  MATT  RUGGED  SPLATTER | DISTORTED  EXAGGERATED  FIGURATIVE  GRAPHIC  NON-FIGURATIVE  RELIGIOUS  SENTIMENTAL  SURREALIST  SYMBOLIC | CARICATURE  COLLAGRAPH  DIPTYCH  FRESCO  ICON  RELIEF-PRINT  TEMPERA  TRIPTYCH  TROMPE L’OEIL |