










Formal Elements

Line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching
Shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects
Form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone
Space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale
Colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange
Tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour
Texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry
Pattern	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy [petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures)

Art and Design Progression in EYFS

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage and is used to develop a child’s imagination, creativity and their ability to use media and materials. Children do this in a range of ways including singing songs and making music, dancing, playing with colour, textures and design. Expressive Art and Design is a Specific Area of Learning. The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. ‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.’



Art & Design Progression in Nursery		
Playing & Exploring - Engagement	Active Learning – Motivation	Creating & thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Be willing to ‘have a go’ 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
ELG <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role-playing characters in narratives and stories 		
Making Skills (Procedural Knowledge) 	Drawing  <ul style="list-style-type: none"> Begin to use a variety of drawing tools Create closed shapes and continuous lines and begin to use these shapes to represent objects Draw details such as representing face with a circle and including details Show different emotions in their drawings Draw from imagination and observation. 	
	Painting  <ul style="list-style-type: none"> Explore colour and colour mixing Learn colour mixing using primary colours. Play with colours, experimenting to ‘discover’ new colours. Begin to learn how to look after brushes and equipment. 	
	Sculpture  <ul style="list-style-type: none"> Use a variety of construction materials. Explore different materials freely, to develop ideas about how to use them and what to make. Enjoy handling, feeling, and manipulating materials. 	
	Printing  <ul style="list-style-type: none"> Make simple printing blocks from soft materials they have cut, shaped, or molded. 	
	Collage  <ul style="list-style-type: none"> Join different materials and explore different textures. 	
Generating Ideas (Conceptual)  Explore ideas, record feelings & experiences.	Develop & Share Ideas	<ul style="list-style-type: none"> Use drawings to represent ideas
	Experiences & Imagination	<ul style="list-style-type: none"> Develop own ideas and decide which materials to use to express them.
Knowledge & Understanding (Factual)  Learn about artists, craft makers & designer. Learn how artists use formal elements.	Artists, Craftspeople, Designers	<ul style="list-style-type: none"> Discuss likes and dislikes about artwork Notice what other children and adults do.
	Formal Elements	<ul style="list-style-type: none"> Verbally talk their work and be familiar with words such as colour, line, shape and texture.
Evaluation (Metacognition)  Evaluate and analyse own and others work.	Compare to work to others	<ul style="list-style-type: none"> Make creative choices about their work using resources available to them. Begin to describe their ideas about their work.
	Make choices & decisions	<ul style="list-style-type: none"> Compare their work to significant pieces of artwork and recognise what is the same and different.


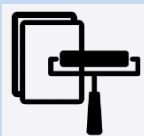


Holy Family Catholic Primary School, Cronton

Art & Design Progression Document



Art & Design Progression in Reception		
Early Learning Goals	Expressive Arts & Design (Creating with Materials)	
<ul style="list-style-type: none"> Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 		
Making Skills (Procedural Knowledge) 	Drawing	<ul style="list-style-type: none"> Develop their control and confidence when drawing using a range of materials. Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Begin to draw accurate drawings of themselves and others. Learn to shade areas and shapes as neatly and carefully as they can. Draw things they like and learn to draw for pleasure. Draw from imagination and observation.
	Painting	<ul style="list-style-type: none"> Learn how to hold and control a paintbrush. Recognise Primary colours. Use colours imaginatively to express their thoughts and feelings. Play with colours, experimenting to 'discover' new colours. Learn how to look after brushes and equipment. Experiment to create different textures using tools such as brushes, fingers, sticks, cork.
	Sculpture	<ul style="list-style-type: none"> Make something they have imagined or invented. This might be drawn initially then modelled using plasticine. Learn to create form by cutting and joining 3D shapes using packaging or cartons.
	Printing	<ul style="list-style-type: none"> Make simple printing blocks from soft materials they have cut, shaped, or molded.
	Collage	<ul style="list-style-type: none"> Use collage to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.
Generating Ideas (Conceptual)	Develop & Share Ideas	<ul style="list-style-type: none"> Learn how ideas change, grow and develop through experimentation with different materials
Explore ideas, record feelings & experiences.	Experiences & Imagination	<ul style="list-style-type: none"> Create art from personal experience and imagination.
Knowledge (Factual)	Artists, Craftspeople, Designers	<ul style="list-style-type: none"> Respond imaginatively to artworks and express how it makes them feel, talking about parts they like.
Learn about artists, craft makers & designer. Learn how artists use formal elements.	Formal Elements	<ul style="list-style-type: none"> Orally describe their work and learn the meaning of the words colour, line, tone, shape, texture and pattern
Evaluation (Metacognition)	Compare to work to others	<ul style="list-style-type: none"> Make creative choices about their work using resources available to them. Begin to describe their thoughts, ideas and intentions about their work.
Evaluate and analyse own and others work.	Make choices & decisions	<ul style="list-style-type: none"> Compare their work to significant pieces of artwork and recognise what is the same and different.
Vocabulary: <u>Line</u> : thick, thin, pattern, detail, wavy, <u>Texture</u> : smooth, rough, wrinkly, bumpy, natural, man-made, felt tip pen, pencil, graphite, pastel, <u>Colour</u> : light/dark, <u>Shape</u> : circle, square, rectangle, triangle, primary colours, colour mixing, wax, watercolours, powder paints, poster paints, invent, cut, stick, fold, bend, attach, 2D, print, rubbing, smudge, image, found objects, collage, pattern, texture, cut, rip, arrange, gather, sort, materials, size, experiment, imagination.		




	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	Key Stage 1 Art & Design National Curriculum		Key Stage 2 Art & Design National Curriculum			
	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.			
	Pupils should be taught: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		Pupils should be taught: <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) About great artists, architects and designers in history 			
Drawing 	A Year 1 Artist will: <ul style="list-style-type: none"> Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax, and charcoal. Explore mark making to start to build their mark-making vocabulary. Explore drawing from observation & imagination. 	A Year 2 Artist will: <ul style="list-style-type: none"> Use a variety of drawing tools including pencil, graphite, pen, chalk, soft pastel, wax, and charcoal. Begin to control pressure to create lighter and darker tones and marks. Identify and draw line, shape, texture & pattern. Use a variety of drawing starting points including observation from primary & secondary sources, drawing from memory and imagination. Work with care and focus, enjoying making drawings which are unrushed. 	A Year 3 Artist will: <ul style="list-style-type: none"> Effectively control drawing media to create light and dark with different grades of pencil. Explore texture and tone through hatching and cross hatching. Use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens and pastels to achieve variations in line, texture, tone, colour, shape and pattern. Draw things they can see from nature, their environment, still life or photos they have taken. 	A Year 4 Artist will: <ul style="list-style-type: none"> Consider scale and proportion. Create accurate drawings of 2D & 3D shapes from observation and second-hand sources. Make progress in controlling line & shading with graphite, charcoal and chalks when drawing shape, form, texture, pattern, light and shade. Learn different styles of drawing such as, mindful drawing, drawing quickly, realistic, and abstract. Visualise their thoughts and feelings. 	A Year 5 Artist will: <ul style="list-style-type: none"> Work in a sustained and independent way from observation, experience, and imagination. Develop key elements of their work; line, tone, pattern, texture, colour, shape. Investigate shading techniques such as hatching, cross hatching and stippling. Control the amount of pressure when drawing. Draw for a range of purposes - thinking, designing, creating. Learn that we all draw differently, and that realism is only one form of drawing. 	A Year 6 Artist will: <ul style="list-style-type: none"> Draw with increasing confidence developing their own personal style using line, tone, pattern, texture, form, and space. Use drawing to discover, test ideas and experiment. Work in a range of media with increasing confidence (pencils – hard & soft, crayons, felt-tips, charcoal and chalk and other materials such as inks) Learn more styles of drawing and how drawing is used in art – graphic (cartoon, graffiti), realistic (portrait, still life), illustration (books, magazines), abstract (fine art), sculptural (3D, wire), digital (using computers) Demonstrate a secure knowledge of shading techniques such as hatching, cross hatching and stippling.
Painting 	<ul style="list-style-type: none"> Develop skills in mixing paint, blending colours in palettes and on paper. Use different types of painting surfaces such as cartridge paper, card and brown paper. Know primary colours and use simple colour mixing to discover secondary colours. Discover that colours can be made lighter or darker by adding more water/pigment Paint thick and thin lines, big and small shapes in a range of colours. 	<ul style="list-style-type: none"> Explore a variety of tools and techniques (looking at different types and sizes of brushes.) Learn to measure & mix the paint needed & apply paint with control. Continue to develop colour mixing to secure knowledge of secondary colours. Discuss warm/cool and light/dark colours. Name different types of paint and their properties. Explore painting on different 	<ul style="list-style-type: none"> Work confidently on a range of scales and surfaces (looking at size of paintbrushes and types of paint.) Learn how to paint with expression by using unusual tools and techniques (such as rags, sponges, fabrics etc.) Mix secondary and tertiary colours to paint with. Experiment with different effects and textures (washes, blocking in colour, thickened paint etc.) Use colours imaginatively to express ideas. 	<ul style="list-style-type: none"> Use paint with control, more accurately applying the correct amount of paint for the surface. Use different types of paints and know when to use them. Be able to name them and remember some of their textures/effects i.e., acrylic, watercolours, metallic. Demonstrate secure knowledge of primary and secondary, warm, and cool. Explore mixing a variety of tints, tones, and shades to achieve a desired effect. Use pattern & texture for 	<ul style="list-style-type: none"> Develop skills to paint neatly and carefully, yet in a more creative style when required. Learn how to control the amount of paint they use and/or water for finer details. Use different types of paint and know when to use them, such as paint for painting models. Control colour when painting, improving the translucency of colour. Work on preliminary studies to test media and materials. Learn that darker and lighter colours 	<ul style="list-style-type: none"> Control paint to work in different ways; precise and accurate yet loose and instinctive when required. Show secure knowledge about making tints, tones, and shades. Know different types of paint media and when to use them. Know different papers and surfaces to paint on. Able to use colour and tone to create depth and distance. Paint from observation, using tone, line, texture and colour to express mood and feeling. Be aware of a range of different artist'

	<ul style="list-style-type: none"> Explore a range of paintbrush sizes and tools. 	<ul style="list-style-type: none"> surfaces and scales. Learn to use different techniques to create effects such as splattering, stippling & dripping to paint expressively. 	<ul style="list-style-type: none"> Learn how depth is created by varying the tones or colours, such as in skies and landscapes. 	<ul style="list-style-type: none"> decoration. 	<ul style="list-style-type: none"> can be added to create tints and shades instead of black and white. Confidently control the types of marks made and experiment with different brushstrokes and textures. 	<ul style="list-style-type: none"> work and painting styles, articulating which styles they prefer and why they like them. Talk about complimentary and harmonious colours. Apply pattern and texture with confidence to decorate paintings.
Sculpture 3D Shape & Form 	<ul style="list-style-type: none"> Enjoy handling, feeling, and manipulating a range of materials. Explore shape and form. Cut, form, tear, join and shape a range of materials (card, plastic, wire, found and natural) to make things they have designed and invented. Respond to a simple brief. 	<ul style="list-style-type: none"> Cut, form, tear, join and shape a range of materials (card, plastic, wire, found and natural) to make things they have designed, invented, and can modify with greater skill. Make simple plans for making. Experiment with constructing and joining natural and manmade materials. Work safely and with basic care of tools and materials. 	<ul style="list-style-type: none"> Show an awareness of how texture, form and shape can be transferred from 2D to 3D. Plan, design, make and adapt models using imagination. Finish and present their work to a good standard. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Design, make and adapt forms in 3D using card, wire, found materials or clay, understanding how to finish and present the work to a good standard. Work in a safe, organised way, caring for equipment. 	<ul style="list-style-type: none"> Design and make more complex forms in 3 dimensions., using a range of modelling materials, understanding how to finish to a good standard. Independently recognise problems and adapt work when necessary. Plan a model through drawing and other preparatory work. 	<ul style="list-style-type: none"> Create sculpture with increasing independence. Use plaster safely. Design and make a figurative piece, using a variety of materials such as wire & plaster, understanding how to finish and present their work to a good standard.
Printing 	<ul style="list-style-type: none"> Explore simple printmaking using found materials such as, leaves & bark or quick print foam. Make marks in print with a variety of objects, hard and soft materials. Use rollers to create pressure to make a print. Explore pattern, line, shape, and texture 	<ul style="list-style-type: none"> Explore simple mono printing techniques with carbon paper, using observational drawing skills and mark making. Explore resist printing (marbling). Print using a variety of materials, objects, and techniques. 	<ul style="list-style-type: none"> Print using a variety of materials, objects, and techniques (e.g., imprinting, cyanotype) related to a theme. Talk about the processes used to create a simple print. Explore pattern and shape by creating designs for printing. 	<ul style="list-style-type: none"> Research, design and create a collagraph print using a range of materials. Select the kinds of material needed to print to get the effect they want. Continue to develop skills in mono printing to create individual patterns. 	<ul style="list-style-type: none"> Continue to gain experience in combining prints with other media to produce singular images or patterns. Organise their work in terms of pattern, repetition, symmetry, or random printing styles. Choose inks and overlay colours. 	<ul style="list-style-type: none"> Combine different printing techniques within the same piece of artwork Gain experience in overlaying colours. Use print as a starting point. Be familiar with layering prints. Articulate a message through print.
Collage 	<ul style="list-style-type: none"> Create an image from a variety of cut or torn media. Arrange and glue materials to different backgrounds Create collage with painted papers exploring colour, shape and texture. 	<ul style="list-style-type: none"> Develop a range of cutting, tearing, and fixing techniques, e.g., folding, crumpling, and overlapping. Use scissors in a controlled way to cut with accuracy. Begin to think carefully about colours, shapes, texture, and composition. Have experience of adhesives and decide on most effective for a given task. 	<ul style="list-style-type: none"> Use collage as a means of collecting ideas and information. Name tools and materials they have used. Explore shape, line, colour and composition. Explore collage as an art form, such as sewing. 	<ul style="list-style-type: none"> Develop experience in embellishing, using more advanced joining techniques i.e., glue gun. Combine art forms such as collage, painting, and printmaking in mixed media projects. Create a piece that explores composition, colour, line, shape and/or words. Create repeat patterns using collage. 	<ul style="list-style-type: none"> Create a photomontage from a range of sources. Add collage to a painted, printed or drawn background to enhance work. Gain experience in using collage as an art form, explore crafts such as embroidery, sewing, weaving etc. 	<ul style="list-style-type: none"> Use different techniques, colours and textures etc. when designing and making a piece of work. Select appropriate media and techniques to achieve a specific outcome and develop their own style. Be expressive and analytical to adapt and extend their work.
Sketchbook 	<ul style="list-style-type: none"> Be introduced to using a “sketchbook” as a place to record individual responses to the world. Develop a “sketchbook habit”. Begin to feel a sense of ownership. 	<ul style="list-style-type: none"> Continue to develop a “sketchbook habit” as a place to record their responses to the world. Begin to feel ownership about the sketchbook. Practice and develop sketchbook use with activities such as drawing what you have seen, drawing to experiment, collecting, sticking, writing notes... 	<ul style="list-style-type: none"> Continue to develop a “sketchbook habit” as a place to record their responses to the world. Begin to feel ownership and work at their own pace. Practice and develop sketchbook use with activities such as drawing what you have seen, drawing to experiment, testing ideas, exploring paint, collecting, sticking, writing notes, looking back, thinking forwards... 	<ul style="list-style-type: none"> Continue to develop a “sketchbook habit” as a place to record their responses to the world. Begin to feel ownership and work at their own pace. Practice and develop sketchbook use with activities such as drawing what you have seen, drawing to experiment, testing ideas, exploring paint, collecting, sticking, writing notes, looking back, thinking forward, reflecting, making links... 	<ul style="list-style-type: none"> See sketchbook as a personal space Increasingly see the sketchbook as a place to see what works and what doesn't. Label & record observations and research of artists. Practice and develop sketchbook use with activities such as drawing what you have seen, drawing to experiment, testing ideas, exploring paint, collecting, sticking, writing notes, looking back, thinking forward, reflecting, 	<ul style="list-style-type: none"> See sketchbook as a personal space Increasingly see the sketchbook as a place to see what works and what doesn't. Label & record observations and research of artists. Practice and develop sketchbook use with activities such as drawing what you have seen, drawing to experiment, testing ideas, exploring paint, collecting, sticking, writing notes, looking back, thinking forward, reflecting,

Holy Family Catholic Primary School, Cronton

Art & Design Progression Document



					making links...	making links...
Generating Ideas  (Conceptual) Explore ideas, record feelings & experiences.	<ul style="list-style-type: none"> Coming up with an idea linked to a theme or topic they are studying. Drawing events and things that have happened to them, things they know and love or imagined. 	<ul style="list-style-type: none"> Work should be continued over longer periods of time. Opportunities to express their ideas & thoughts about the type of art they want to make. Develop ideas by experimenting and adapting their design. 	<ul style="list-style-type: none"> Create work from things they have observed in their environment, photographs etc. and translate this into new materials. Make art for expression and pleasure to reimagine what they know. 	<ul style="list-style-type: none"> Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. 	<ul style="list-style-type: none"> Take risks when trying out materials and explore the properties of materials. Produce original artwork in response to similar starting points. 	<ul style="list-style-type: none"> Use materials with confidence, take risks and experiment. Make art from nature, their environment, still life or from photos they have taken. Make art about their hopes, fears, and dreams for the future.
Knowledge & Understanding  (Factual) Learn about artists, craft makers & designer. Learn how artists use formal elements.	<ul style="list-style-type: none"> Study famous works of art, craft, and design, learning how and when they were made. Describe the content and the feelings conveyed by the work. Learn the meaning of the words colour, line, tone, shapes, textures, and patterns and begin using them in their art. Recognise when they are using the formal elements and describe how they are using them. 	<ul style="list-style-type: none"> Study significant works of art, craft, and design, learning how and when they were made. Describe the content and the feelings conveyed by the work to a more competent level. Learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape, and form. Recognise when using these qualities and describe their intentions. 	<ul style="list-style-type: none"> Study significant works of art, craft, design, or architecture and give personal opinions. How has the artist produced the work? What was the background to the art? Who made it and where were they from? Make small copies of artists work to study formal techniques of colour, tone, texture, and patterns. Develop their use of language. 	<ul style="list-style-type: none"> Study significant works of art, craft, design, or architecture and give more complex oral opinions about it. How has the artist produced to the art? Who made, where were they from? Why was it made? Make small copies of artists work to study formal techniques of colour, tone, texture, and patterns. Develop their use of the language of art (formal elements). 	<ul style="list-style-type: none"> Study significant works of art using the following method: Content – Describe the art. Social, historical factors that affect the work. Process – When & how was it made? Materials and techniques. Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Make studies of artists work to learn techniques and processes. 	<ul style="list-style-type: none"> Study significant works of art using the following method: Content – Describe the art. Social, historical factors that affect the work. Process – When & how was it made? Materials and techniques. Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Make studies of artists work to learn techniques and processes.
Evaluation  (Metacognition) Evaluate and analyse own and others work.	<ul style="list-style-type: none"> Make creative decisions about their work, select appropriate media to work with and make choices about outcomes. Develop skills in orally describing their thoughts, ideas, and intentions about their work. Form opinions about what went well and how they might improve it. Compare their art to works of art recognizing what is the same and what is different. 	<ul style="list-style-type: none"> Describe their ideas and intentions about their work. Talk about how they could improve their work and learn that is ok to feel nervous about an outcome. Offer feedback to others. Describe their work and the work of others, using the formal elements. 	<ul style="list-style-type: none"> Verbally describe their work and others using the formal elements of art. Use evaluation to understand how they can improve and know that all artists do this. Know that it is ok to feel anxious about outcomes. Use evaluation as a tool to improve. 	<ul style="list-style-type: none"> Verbally describe their work and others using the formal elements of art. Use evaluation to understand how they can improve and know that all artists do this. Know that it is ok to feel anxious about outcomes. Use evaluation as a tool to improve. 	<ul style="list-style-type: none"> Appraise their own work and understand how to improve it, accepting criticism. Know the creative process can lead to uncertainty. Make careful and considerate judgements about their own & others work. Use evaluation as a tool to improve. 	<ul style="list-style-type: none"> Develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process can be difficult and to not be too self-critical or compare their work to others. Appraise their own work and understand how to improve it.

Progression of vocabulary for Art & Design

Retrieval vocabulary in standard print

New vocabulary identified in **bold**

Progression of Key Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Line: Thick, thin, pattern, detail, wavy, bold, narrow, mark making Texture: smooth, rough, wrinkly, bumpy Natural, man-made Felt tip pen, pencil, graphite, pastel Colour: light/dark Shape: circle, square, rectangle, triangle	Line: Thick, thin, soft, broad, narrow, detail, continuous, curved Texture: smooth, wrinkly, bumpy, rough Natural, man-made Felt tip pen, pencil, graphite, oil pastel, marker, charcoal Colour: light/dark Shape: circle, square, rectangle, triangle, oval	Line, detail, texture, shape, colour, value, big shapes, gesture, form, mark making, illustrations, landscape, stitch, observational, chalk pastels	Line, form, shape, tone, texture, observational, landscape, pattern, colour, plan, pressure, weight, pencil scales (H, B, HB) square tile	Line, form, shape, tone, texture, pattern, colour, grades, shading, blending, hatching, proportion, expression, scale, contrast, portrait, mood, feeling, record, typography	Line, form, shape, tone, texture, pattern, colour, blending, shading, hatching, grades, typography, balance, movement, horizon, perspective, sense of self, graphic design
Painting	Primary colours, colour mixing, wax, watercolours, powder paints, poster paints, secondary colours, light, dark, warm, cool	Primary colours, colour mixing, light, dark, warm, cool, watercolours, secondary colours, thick, thin, foreground, background, abstract, still life, acrylic, ink	Foreground, background, abstract, still life, acrylic, secondary colours, light, dark, warm, cool, tone, tint, pigment, natural, bold, watery, intense, strong, colour wheel, tertiary	Colour wheel, tertiary, opaque, translucent, traditional, representational, modern, stippled, dabbed, flat, textured, metallic	Colour wheel, representational, traditional, still life, modern, textured, abstract, mood, feeling, splattered, skin tone, complementary colours, contrasting colours,	Colour wheel, traditional, modern, abstract, still life, complimentary, atmosphere, imaginary, urban, rural, landscape, harmonious
Sculpture 3D Shape & Form	Invent, cut, stick, fold, bend, attach, 2D, transform, sculpture, sculptor, 3D	Sculpture, fold, bend, attach, structure, assemble, construct, construction, architect, architecture, models	2D, 3D, sculpted, modelled, texture, airdry clay, impress, malleable, knead, join, armature, subject, design	Airdry clay, malleable, join, design, slips, coils, ornate, decorative, functional, symbolic, bronze, marble, stone, pottery, craftsman	Airdry clay, decorative, functional, pottery, surface texture, relief, surface, transform, intricate pattern, slab	Transform, texture, surface, dynamic, motion, proportion, position, audience, mod roc, plinth
Printing	Print, rubbing, smudge, image, found objects, surface, pressure, decoration	Print, image, surface, pressure, found objects, decoration, monotype, impress	Monotype, impress, monoprint, cyanotype	Monoprint, collagraph, zine	Printing plate, inking up, block, water-based, relief, overlay	Oil-based, water-based, overlay, aesthetic, visual metaphor, propaganda art, activism
Collage	Collage, pattern, texture, cut, rip, arrange, gather, sort, materials	Collage, pattern, texture, cut, rip, arrange, layers, shapes, overlap, individual/group collages	Pattern, layers, shape, overlap, individual/group collages, composition	Pattern, individual/group collages, composition, emblem, motif, geometric, tactile	Composition, tactile, mixed media, stylised, montage, manipulate	Mixed media, composition, manipulate, qualities, embellish