



Subject Introduction:

At Wynndale Primary, our Art curriculum is designed as a clear progression of skills and creativity, building confidence from early exploration to more refined techniques as pupils move through the school. Children develop their understanding of drawing, painting, sculpture, and mixed media while learning about a diverse range of artists and cultural influences. We aim to nurture curious, independent, and expressive young artists who are willing to experiment, reflect on their work, and grow from their ideas. By the end of their primary journey, our pupils become thoughtful creators who can communicate their ideas visually, appreciate the work of others, and take pride in their artistic voice.

Intent: We aim to...

Develop confidence in using a range of materials and techniques.

Build a clear progression of artistic skills from Early Years to Year 6.

Instil resilience when facing problems and find solutions in a systematic way.

Encourage creativity, imagination, and personal expression.

Develop evaluation and reflection skills.

Impact: How we know we will have achieved our aims:

Pupils experiment independently, selecting appropriate tools and showing increasing control and skill in their artwork.

Children demonstrate measurable improvement over time, applying prior knowledge to create more complex and refined pieces.

Pupils can discuss and draw inspiration from different artists, showing an appreciation for art across time and cultures.

Pupils produce unique work that reflects their own ideas, making thoughtful choices and explaining their artistic decisions.

Pupils can talk about their own and others' work using age-appropriate vocabulary.



Disciplinary Knowledge	Disciplinary knowledge in primary Art is to help pupils understand how artists think and work, enabling them to apply artistic processes, techniques, and critical thinking to create, evaluate, and develop their own artwork with increasing independence.
Substantive Knowledge	Substantive knowledge in primary Art is to develop pupils' understanding of key concepts such as colour, tone, line, shape, form, texture, and pattern, alongside knowledge of materials, techniques, and significant artists, enabling them to apply this foundation confidently in their own creative work.

Disciplinary Knowledge								
<u>Early Learning Goals</u>		<u>KS1 Art National Curriculum</u>		<u>KS2 Art National Curriculum</u>				
Supports children to safely explore and use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Pupils are encouraged to share their creations, ideas, and processes, and to use what they have learnt to develop and refine their own work. They also have opportunities to explore and respond to a range of art, music, movement, and imaginative play, developing their creativity and expressive skills.		Aims to ensure that pupils use a range of materials creatively to design and make products, and develop their use of drawing, painting, and sculpture to share their ideas, experiences, and imagination. Pupils are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. They learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Aims to ensure that pupils develop their techniques, including their control and use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. They develop their mastery of drawing, painting, and sculpture with a range of materials, and learn about great artists, architects, and designers in history, describing and evaluating their work.				
Ar		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Art Progression Document 2026

	Artists and Artworks	Explore how artists make marks using simple techniques. Talk about artworks using basic language (colour, shape). Share ideas about their own creations. Look closely at artworks and notice simple details. Experiment and understand there is no single "right" way in art.	Explore and use a wider range of artistic techniques with increasing control. Describe artworks using simple art vocabulary (line, colour, pattern). Share ideas and explain how their work was created. Compare artworks, noticing similarities and differences. Make choices in their work, beginning to explain their preferences.	Use a range of techniques with growing control and purpose. Use art vocabulary (tone, texture, pattern) to describe artworks. Explain how their work is made and the choices they have made. Compare artists and artworks, identifying key similarities and differences. Begin to adapt and improve their work based on simple reflection.	Use a range of techniques confidently and with increasing accuracy. Use art vocabulary (form, texture, tone) to describe and discuss artworks. Explain processes and ideas behind their work. Compare artists, identifying styles and key features. Reflect on and improve their work with guidance.	Apply techniques with control and begin to develop personal style. Use a wider range of art vocabulary to analyse artworks. Explain choices and processes with increasing clarity. Compare artists across different times and cultures. Reflect on work and make purposeful improvements.	Use techniques confidently to create more refined outcomes. Use technical vocabulary to critique and discuss art. Justify artistic choices and explain intentions. Analyse artists' styles and influences in detail. Independently evaluate and improve their work.	Select and apply techniques purposefully to achieve intended effects. Use advanced vocabulary to analyse and evaluate artworks. Clearly articulate ideas, intentions, and processes. Critically compare artists and understand influences and context. Independently refine and improve work to create accomplished outcomes.
	Evaluation and Analysis	Talk about what they see in artworks using simple language. Say what they like or notice in their own and others' work. Begin to look closely at details in images and objects. Share simple ideas about their creations. Understand that others may see or think differently about art.	Describe artworks using simple observations. Say what they like and why. Begin to compare simple features in artworks. Talk about their own work and what they have done. Recognise that people have different opinions about art.	Describe and compare artworks using basic art vocabulary. Explain preferences using simple reasons. Identify similarities and differences in artworks. Talk about what went well in their own work. Begin to suggest simple improvements.	Discuss artworks using subject-specific vocabulary. Explain opinions with reasons linked to visual features. Compare artists and styles in more detail. Reflect on strengths and areas for development in their work. Make simple improvements based on feedback.	Analyse artworks using appropriate art vocabulary. Justify opinions with reference to techniques and effects. Compare and contrast artists from different contexts. Evaluate their own work with increasing depth. Use feedback to make purposeful improvements.	Critically analyse artworks, referring to technique and intent. Support opinions with clear evidence from the work. Compare artists in terms of style, influence, and impact. Evaluate their work independently and in detail. Refine work based on thoughtful reflection.	Confidently analyse and interpret a wide range of artworks. Critically evaluate using precise art vocabulary and evidence. Compare artists across movements, styles, and contexts. Justify opinions with clear, reasoned arguments. Independently refine and improve work through critical reflection.



Art Progression Document 2026

	Drawing	Make marks using a variety of tools and materials. Explore lines, shapes, and patterns through drawing. Experiment with holding and using pencils and crayons. Begin to represent ideas through simple drawings. Develop confidence in mark-making and creative expression.	Use pencils and drawing tools with increasing control. Draw lines, shapes, and simple details from observation. Experiment with different mark-making techniques. Represent ideas and objects in drawings. Begin to show care and purpose in drawings.	Draw with greater accuracy and control. Use different grades of pencil and mark-making techniques. Observe and record simple details from life. Add texture and pattern to drawings. Develop drawings with increasing purpose and clarity.	Use a range of drawing tools with developing skill. Apply tone, shading, and line to show form. Draw from observation with increasing accuracy. Experiment with texture and composition. Begin to develop personal style in drawing.	Use drawing techniques such as shading, cross-hatching, and blending. Show form and depth using tone and perspective. Draw from observation with attention to detail. Experiment with scale and composition. Develop control and consistency in drawing.	Use advanced drawing techniques with increasing confidence. Apply perspective, proportion, and shading effectively. Record observations with precision and detail. Develop expressive and intentional mark-making. Refine drawings through evaluation and improvement.	Select and apply drawing techniques purposefully. Use perspective, proportion, and tone to create realism or effect. Produce detailed observational and imaginative drawings. Develop a confident and individual drawing style. Independently refine drawings to achieve intended outcomes.
	Painting	Explore paint using brushes, hands, and other tools. Experiment with colour, mixing, and texture. Make simple marks and shapes with paint. Begin to control paint application with support. Enjoy exploring and expressing ideas through painting.	Use brushes and tools with increasing control. Explore primary and secondary colours through mixing. Apply paint in different ways (dabbing, sweeping, stippling). Paint simple shapes, lines, and images. Begin to choose colours for purpose.	Mix colours to create new shades and tones. Use a range of brush sizes and techniques. Apply paint with greater care and control. Add detail and texture in paintings. Begin to plan and develop painted ideas.	Use paint confidently with a variety of techniques. Mix tints, tones, and shades accurately. Apply paint to show texture and form. Develop compositions with increasing purpose. Begin to refine painting based on reflection.	Use painting techniques such as layering, blending, and washes. Mix and control colour with accuracy and intention. Show depth and detail through paint application. Develop composition and structure in paintings. Evaluate and improve painted work.	Use painting techniques with confidence and precision. Create controlled colour palettes for effect. Apply paint to show mood, atmosphere, and detail. Develop expressive and purposeful compositions. Refine work through evaluation and adjustment.	Select and apply advanced painting techniques purposefully. Control colour, tone, and texture to achieve intended effects. Create detailed and expressive painted compositions. Develop a personal style in painting. Independently refine and evaluate painting outcomes.



Art Progression Document 2026

	Printing	Explore printing using hands, objects, and simple tools. Make patterns and repeated marks through stamping. Experiment with colour and texture in prints. Begin to understand that prints can be repeated. Enjoy creating simple printed images.	Use objects and basic tools to make prints. Create simple patterns through repetition. Apply paint evenly when printing. Experiment with different textures and shapes. Begin to plan simple print designs.	Use a range of tools to create prints (blocks, objects, hands). Develop repeating patterns with more control. Explore colour mixing in prints. Make simple relief prints with support. Plan and improve printed outcomes.	Create prints using relief and impressed techniques. Use pattern, shape, and line effectively in printing. Develop controlled and consistent prints. Experiment with layering and colour. Begin to refine print designs.	Use a variety of printing techniques with control. Create more complex patterns and repeated designs. Experiment with multi-layered prints. Develop accuracy and consistency in prints. Evaluate and improve printed work.	Use printing techniques with increasing precision. Develop detailed and purposeful print compositions. Experiment with combining techniques and textures. Create multi-layered and multi-coloured prints. Refine prints through evaluation and adjustment.	Select and apply printing techniques purposefully. Create complex, detailed, and well-controlled prints. Use layering, pattern, and texture for effect. Develop a personal approach to printmaking. Independently refine and evaluate print outcomes.
	Collage	Explore tearing, cutting, and sticking different materials. Experiment with textures, colours, and shapes in collage. Arrange materials in simple compositions. Begin to use glue and tools with support. Enjoy combining materials to create images.	Cut and stick a variety of materials safely. Explore simple composition using shape and colour. Arrange and layer materials to create images. Begin to select materials for purpose. Develop control when joining materials.	Use cutting and joining techniques with increasing accuracy. Layer materials to create texture and interest. Select materials based on colour, shape, and texture. Plan simple collage compositions. Refine and improve collage work.	Use a range of materials to create purposeful collage. Develop composition through layering and arrangement. Combine textures and patterns effectively. Cut and join with increasing precision. Begin to evaluate and improve outcomes.	Use collage techniques with growing control and creativity. Explore contrast, texture, and layering in detail. Select materials purposefully for effect. Develop more complex compositions. Refine work based on evaluation.	Use collage techniques confidently and precisely. Combine materials to create expressive compositions. Control layering, texture, and contrast for effect. Develop original and thoughtful designs. Refine and improve work independently.	Select and combine materials purposefully in collage. Create detailed and well-balanced compositions. Use layering, texture, and contrast for impact. Develop a personal style in collage work. Independently evaluate and refine final outcomes.



Art Progression Document 2026

Ar	Use of Sculpture	Explore materials by joining, stacking, and building.	Use a range of materials to build simple sculptures.	Use materials safely to create simple 3D forms.	Use a variety of materials to create 3D structures.	Use sculptural techniques with increasing precision.	Use a range of materials and techniques with confidence.	Select and apply sculptural techniques purposefully.
		Use malleable materials like clay or dough to make simple forms. Experiment with shape, texture, and structure. Begin to understand that sculptures have form and space. Enjoy creating simple 3D models and structures.	Join materials using basic techniques (sticking, stacking, joining). Shape and manipulate malleable materials. Explore simple structures and forms. Begin to plan and explain sculptural ideas.	Shape and join materials with increasing control. Explore texture and structure in sculpture. Develop simple plans for sculptural work. Improve and refine sculptures with support.	Develop control when shaping and joining materials. Explore form, balance, and texture in sculpture. Plan and construct simple sculptural pieces. Evaluate and make improvements to work.	Develop understanding of form, structure, and stability. Combine materials to create more complex sculptures. Experiment with surface texture and detail. Refine and improve sculptural outcomes.	Create stable and well-constructed sculptures. Develop form, scale, and proportion in 3D work. Add detail and texture for effect. Independently evaluate and refine sculptures.	Create complex, well-balanced 3D forms. Use structure, scale, and proportion effectively. Develop a personal style in sculpture. Independently refine and evaluate final pieces.

Substantive Knowledge

Ar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
----	------	--------	--------	--------	--------	--------	--------



Art Progression Document 2026

Artists and Artworks	To know that artists create pictures, sculptures, and models using different materials.	To know that artists use lines, colours, and shapes to create different artworks.	To know that artists use different techniques (such as painting, drawing, and printing) to create texture and pattern.	To know that artists choose colours and materials to create different effects in their artwork.	To know that artists use perspective, tone, and shading to show depth and distance in their work.	To know that artists use style, composition, and techniques to express ideas, moods, and meaning.	To know that artists develop individual styles and use a range of techniques to create detailed and meaningful artwork.
Evaluation and Analysis	To know that we can begin to talk about what we like and notice in artworks.	To know that we can describe what we see in artwork using simple art vocabulary.	To know that we can explain how an artwork has been made. To say what we like or dislike.	To know that we can discuss how artists use colour, pattern, and texture to create effects.	To know that we can analyse how artists use techniques (such as tone and perspective) to create depth and meaning.	To know that we can confidently evaluate artwork by explaining artistic choices and giving reasons using subject-specific vocabulary.	To know that we can critically analyse and evaluate artwork, comparing styles and explaining the impact of artistic choices.
Drawing	To know that observational drawing involves looking closely to replicate shapes and use colour.	To know that lines can vary in thickness and tone to create patterns and texture.	To know that mixing primary colours creates a range of tones and colours across the spectrum.	To know that sketching can be used to develop tone and texture in drawings.	To know that shading techniques can be used to create tone and texture in sketches.	To know that sketching techniques (shading, perspective, proportion) create movement and realistic form.	To know that shading and proportion can be used to create realism in still life and observational drawings.
Painting		To know that primary colours can be mixed to make secondary colours and different tints and tones.	To know that different mediums can be used to create tone, texture, and graded colour.	To know that colour (primary and secondary) can be used with washes to create backgrounds.	To know that colour perspective can show distance and depth in artwork.	To know that colour, tone, and composition can be used to create mood and depth in artwork.	To know that perspective (foreground, middle ground, background) can create depth in landscapes and cityscapes.



Art Progression Document 2026

	Printing			To know that printing techniques (pressing, rolling, stamping) can create repeating patterns.				To understand how to independently select, refine and combine printing techniques, materials and processes to create purposeful prints with control, detail and visual impact.
	Collage	To know that materials can be joined, drawn, and shaped to create simple collages and junk models.	To know that materials can be cut, torn, arranged, and glued to create textured collages.		To know that overlapping materials can create texture and show positive and negative space.			To know that layering, contrast, and pattern can be combined to create balanced, multi-layered compositions.
	Use of Sculpture	To know that materials can be adapted and modelled to make simple sculptures.		To know that materials can be rolled, cut, moulded, and carved to create sculptures.		To know that materials can be shaped through rolling, cutting, moulding, and carving to form sculptures.	To know that sculpting techniques (pinching, carving, flattening, glazing) can be used to shape and finish clay.	
	Assessment Statements	Pupils can say what they like about an artwork and describe simple features they can see.	Pupils can describe artworks using basic vocabulary (e.g. colour, line, shape) and share their opinions.	Pupils can talk about materials and techniques used and give simple reasons for their preferences.	Pupils can describe artistic choices and begin to explain how these create different effects.	Pupils can explain how specific techniques are used and the effect they have on the viewer.	Pupils can give reasoned opinions, using appropriate vocabulary to justify their evaluations.	Pupils can make comparisons between artworks, explain influences and styles, and justify their judgements with clear reasoning.



Vocabulary

Term	Autumn	Spring	Summer
EYFS	Collage Joining, drawing, junk model and forming shapes.	Drawing Observational drawing, replicate shapes, understand colour.	Sculpting Adapt, material, model, make, draw.
Year 1	Drawing Line, thickness, tone, pattern, texture, dots.	Collage Cut, arrange, torn, glued, texture.	Painting Mix, primary, secondary, tint, tone, colour wheel.
Year 2	Painting and Drawing Grade, mediums, tone, texture. Mix, primary, secondary, tint, tone, spectrum.	Printing Print, pressing, rolling, rubbing, stamping, pattern, repeating, overlapping.	Sculpting Rolling, cutting, moulding, carving, sculpt, material.
Year 3	Drawing Sketching, grade, tone, texture.	Painting Primary, secondary, colour wheel, background, wash.	Collage Cut, arrange, material, overlap, texture, negative space, positive space.
Year 4	Drawing Sketching, shade, tone, texture.	Painting Colour perspective.	Sculpting Rolling, cutting, moulding, carving, sculp, material.
Year 5	Sculpting Sculpt, rolling, cut, mould, carve, slip, pinching, glaze, pinch, flattening, measuring, painting, glaze, shine.	Painting Colour, tone, tint, mood, colour, tone, tint, mood, historical language, caricature, colour wash, foreground, background, composition, experimentation, watercolour.	Drawing Sketching, grade, tone, texture, graphite, sketching pencil, background, foreground, perspective, proportion, movement, shading techniques.



Year 6	Painting Landscape, scenery, cityscape, seascape, point of view, foreground, middle ground, background, hatching, highlight, directional	Drawing Sketching, grade, tone, texture, graphite, sketching pencil, background, foreground, perspective, proportion, movement, shading techniques, realism, still life, shadows	Collage and Printing Cut, arrange, material, overlap, texture, balanced compositions, layering, contrast, and pattern Complex detail, controlled prints, layering pattern, layering texture, personal approach, multi-layered and multicoloured
--------	--	--	--

Glossary of Terms

Term	Autumn	Spring	Summer
EYFS	Joining Putting things together to make one piece (e.g. glue, tape). Drawing Making marks using pencils or crayons to create pictures. Junk Modelling Making things using boxes, bottles, and recycled materials.	Observational Drawing Looking carefully at something and drawing what you see. Replicate Shapes To accurately copy shapes by carefully observing and matching their size, proportions, and details.	Sculpting Making 3D objects using materials like clay or playdough. Adapt Changing something to make it better or different. Materials The things we use to make art (paper, paint, glue). Model To create a detailed three-dimensional form using appropriate materials and techniques with accuracy and control.



	Forming Shapes Making shapes by rolling, bending, or cutting materials. Collage Sticking different materials onto a surface to make a picture.	Understand Colour To use knowledge of colour, including mixing, tone, and combinations, to create specific effects and meaning in artwork.	Make To construct and produce artwork by selecting and combining materials, tools, and techniques effectively. Draw To represent objects, ideas, or scenes using controlled lines, shading, and detail to create accurate and expressive images.
Year 1	Line Marks that can be thick, thin, straight, or wavy. Texture How something feels or looks like it feels (rough, smooth). Pattern A design that repeats. Tone Lightness or darkness of a colour. Thickness How thick or thin a line is. Dots Small marks made by pressing a pencil, pen, or brush onto a surface.	Collage (cut/arrange) Cutting and placing materials carefully to create an image. Cut Using scissors to make shapes or pieces from paper or other materials. Arrange Placing things in a chosen order or position to make a picture. Tom Paper or material that has been ripped instead of cut. Glued Stuck together using glue. Texture How something feels, or how it looks like it might feel (e.g. rough or smooth).	Rolling Shaping material (like clay or dough) by moving it back and forth with your hands or a tool. Cutting Using a tool or fingers to divide or shape material into smaller parts. Moulding Shaping soft material by pressing, squeezing, or forming it with hands or tools. Carving Removing pieces from a harder material to create a shape or design. Sculpt To create a 3D artwork by shaping or building materials. Material The substance used to make a sculpture (for example clay, dough, wood, or plasticine).



Year 2	Grade (Gradient) A gradual change from light to dark. Mediums Different materials used to create art, such as paint, pencil, or crayon. Tone How light or dark something is. Texture How something feels or looks like it might feel. Mix Combining colours to make new colours or different shades. Primary Colours Red, blue, and yellow – colours that cannot be made by mixing others. Secondary Colours Colours made by mixing two primary colours, such as green, orange, and purple. Tint A lighter colour made by adding white. Tone (colour) How light or dark a colour is.	Print A mark or image made by pressing something onto another surface. Pressing Pushing something firmly onto a surface to make a print. Rolling Moving a tool (like a roller) over paint or ink to spread it evenly before printing. Rubbing Creating a print by placing paper over a textured surface and rubbing over it with a crayon or pencil. Stamping Pressing a shaped object into paint or ink and then onto paper to make a repeated image. Pattern A design made by repeating shapes, lines, or colours. Repeating – doing the same shape, mark, or design more than once in a planned way. Overlapping – placing one shape or print partly on top of another to create depth or layering.	
Year 3	Sketching A quick, simple drawing used to capture ideas or shapes.	Primary The three basic colours: red, blue, and yellow.	Cut To separate materials into shapes using scissors or tools.



	Grade The range from light to dark in a drawing (also called shading). Tone How light or dark something is in a drawing. Texture - how a surface looks or feels (e.g. rough, smooth), shown using marks.	Secondary Colours made by mixing primary colours (green, orange, purple). Colour wheel A circle that shows how colours relate and mix together. Background The part of a painting that is behind the main subject. Wash A thin layer of watered-down paint used to create light colour or tone.	Arrange To place materials in a planned way before sticking them down. Material Different items used to create artwork (paper, fabric, card, etc.). Overlap When one shape or material is placed partly on top of another. Texture The look or feel of a surface in a collage. Negative space The empty space around and between objects. Positive space The main shapes or objects in the artwork.
Year 4	Sketching Quick drawing used to plan or capture ideas. Shade Adding darker areas to a drawing to show light and shadow. Tone How light or dark a colour or pencil mark is. Texture How a surface looks or feels, shown through marks or detail.	Colour That we see when light reflects off a surface. Perspective The way objects look smaller as they get further away, creating depth. Tone How light or dark a colour appears. Tint A colour made lighter by adding white. Mood The feeling or atmosphere created in an artwork.	Rolling Shaping material into smooth round forms using hands or tools. Cutting Shaping or dividing material using tools or fingers. Moulding Shaping soft material by pressing or forming it. Carving Cutting away material to create a shape or detail. Sculpt To create a three-dimensional artwork by shaping materials.



			Material The substance used to make a sculpture (e.g. clay, wood, plasticine).
Year 5	Sculpt - to create a 3D artwork by shaping or combining materials. Rolling - forming material into smooth, rounded shapes. Cut - to shape or divide material using tools or hands. Mould - to shape soft material by pressing or forming it. Carve - to remove material to create detail or shape. Slip - a wet clay mixture used to join pieces of clay together. Pinching - shaping clay by squeezing it between fingers and thumb. Flattening - pressing material down to make it flat. Measuring - checking size or proportions to make accurate shapes. Glaze - a liquid coating added to clay that creates a shiny, glass-like finish when fired. Shine - a glossy surface finish that reflects light.	Colour - what we see when light reflects off a surface. Tone - how light or dark a colour is. Tint - a colour made lighter by adding white. Mood - the feeling or atmosphere created in an artwork. Historical language - art styles, techniques, or ideas from the past used in artwork. Caricature - a drawing that exaggerates features for effect or humour. Colour wash - a thin, diluted layer of paint applied over a surface. Foreground - the part of an artwork that appears closest to the viewer. Background - the part of an artwork that appears furthest away. Composition - the arrangement of elements in an artwork. Experimentation - trying different techniques, materials, or effects. Watercolour - a type of paint that is mixed with water to create transparent effects.	Sketching - a quick drawing used to explore ideas or plan work. Grade - the range of light to dark tones in a drawing. Tone - how light or dark something appears. Texture - the way a surface looks or feels, shown through marks. Graphite - the material used in pencils for drawing. Sketching pencil - a pencil designed for drawing with different hardness levels. Background - the area behind the main subject in an artwork. Foreground - the part of the artwork closest to the viewer. Perspective - the technique of showing depth and distance in a drawing. Proportion - the relationship in size between different parts of a drawing. Movement - showing action or flow within a drawing. Shading techniques - methods used to create tone and depth (e.g. hatching, blending, cross-hatching).



Year 6	Scenery The natural or man-made features in a view that form the subject of an artwork. Cityscape An artwork that shows an urban environment, including buildings, streets, and structures. Seascape An artwork that shows the sea, including water, waves, and coastal features. Point of View The position or angle from which the artist observes and represents a scene. Foreground The part of an image that appears closest to the viewer, often shown with more detail. Middle Ground The area between the foreground and background, helping to create depth. Background The part of an image that appears furthest away, often with less detail. Hatching A shading technique using closely spaced parallel lines to create tone and texture.	Sketching A quick drawing used to develop ideas or plan artwork. Grade - the range from light to dark in shading. Tone - how light or dark a colour or pencil mark is. Texture - the way a surface looks or feels, shown through drawing techniques. Graphite - the material inside pencils used for drawing. Sketching pencil - a pencil designed for drawing, available in different hardness levels. Background - the part of an artwork that is furthest away from the viewer. Foreground - the part of an artwork that appears closest to the viewer. Perspective - a technique used to show depth and distance in a drawing. Proportion - the relationship in size between different parts of a drawing or object. Movement - showing action or flow within an artwork. Shading techniques - methods used to create light, shadow, and depth (e.g. hatching, cross-hatching,	Cut - to shape or divide materials using tools or hands. Arrange - to place materials in a planned or purposeful way. Material - different items used in artwork (paper, fabric, card, etc.). Overlap - placing one shape partly over another. Texture - the look or feel of a surface in an artwork. Balanced compositions - arranging elements so the artwork feels visually stable and evenly weighted. Layering - placing materials or marks on top of each other to build depth. Contrast - differences between elements (e.g. light/dark, rough/smooth) to make artwork stand out. Pattern - a repeated design or motif. Complex detail - intricate and carefully designed features in an artwork. Controlled prints - prints made with accuracy and careful technique. Layering pattern - building repeated designs over one another to create depth.



	Highlight The lightest area of an object where light is strongest, used to show form and shine. Directional (Light) Light coming from a specific direction, used to create consistent shadows and highlights.	blending). Realism - drawing or painting that looks as close to real life as possible. Still life - an artwork showing inanimate objects arranged together. Shadows - dark areas where light is blocked by an object.	Layering texture - combining different surface effects to build richness in artwork. Personal approach - using individual ideas, style, or choices in artwork. Multi-layered - made of several layers stacked or combined. Multicoloured - using many different colours within one artwork.
--	---	--	---