

CARSHALTON BOYS SPORTS COLLEGE

Excellence • Character • Aspiration

ART & DESIGN DEPARTMENT

Vocabulary Booklet

YEAR 10

AQA GCSE Fine Art (9–1) | Component One: Coursework

Tier 2 & Tier 3 Vocabulary

Expected & Aspirational

Academic Year 2026 – 2027

For pupils, parents and carers

A Note for Parents and Pupils

This booklet contains the key Tier 2 (academic) and Tier 3 (subject-specific) vocabulary for Year 10 Art & Design — Component One: Coursework (60% of the final GCSE grade). Knowing these words — not just recognising them, but using them accurately and fluently to annotate and evaluate practical work — is one of the most important things a pupil can do to improve their performance at GCSE.

Year 10 is the year in which pupils begin the sustained research–practice–evaluation cycle that runs through both years of the AQA Fine Art course: moodboard, statement of intent, artist research, artist copy, annotation and evaluation, development of personal ideas, and a final piece. High marks at GCSE consistently depend on confident, accurate use of this vocabulary throughout the portfolio.

Words marked E (Expected) are the core vocabulary every pupil must know by the end of the unit. Words marked A (Aspirational) are stretch vocabulary for pupils targeting the top GCSE grades. All pupils are encouraged to attempt the A words as part of weekly homework.

How to Learn Vocabulary: Metacognitive Strategies

Research is unambiguous: the most effective ways to learn vocabulary are not simply re-reading the list. The strategies below are recommended by cognitive science:

- Look–Cover–Write–Check: Look at the word and definition. Cover them up. Write the word and definition from memory. Check. Repeat for any you could not recall.
- The Leitner System (flashcards): Write the word on one side of a card; definition and example on the other. Sort cards into three piles: 'know well' (review weekly), 'know fairly' (review daily), 'don't know yet' (review every session).
- Dual coding: Draw a small diagram or sketch next to each word to create a visual memory anchor — especially powerful for techniques such as cross-hatching, monoprinting or one-point perspective.
- Self-quizzing: Ask a parent, carer or friend to test you using the word list. Take turns explaining definitions in your own words.
- Use in annotation: Once you can define a word, use it to annotate a piece of your own coursework. Pupils who annotate their sketchbooks with accurate Tier 3 vocabulary consistently score in the top mark band.
- Spaced retrieval: Revisit words at increasing intervals (after 1 day, 3 days, 7 days, 14 days) — the single most effective study habit research has identified for long-term retention.

Spend 15 minutes per night, four to five nights per week, on vocabulary for the current unit and on revisiting earlier learning. Rotate through the strategies above rather than using only one.

Tier Markers — Expected and Aspirational

E — Expected Every pupil is expected to know, spell and use these words by the end of the unit.	A — Aspirational Stretch words for pupils aiming for top grades. Try to use these in extended writing.
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All pupils — without exception — are expected to learn the Expected vocabulary. Aspirational vocabulary is how stronger candidates distinguish themselves; used accurately in annotation and evaluation, it reliably moves work up a grade.

Unit: Component One — Coursework — Vocabulary

The vocabulary of independent research, artist study, experimentation, development and personal response that underpins the GCSE coursework portfolio.

Word	Type	Tier	E/A	Definition	Example
moodboard	<i>noun</i>	T3	E	A collection of images, colours and materials that establishes the visual direction of a project.	<i>A moodboard establishes the visual direction of the Component One theme.</i>
statement of intent	<i>noun</i>	T3	E	A short piece of writing explaining what a student plans to explore and produce in their coursework.	<i>The statement of intent sets out the theme and artists to be studied.</i>
artist research	<i>noun</i>	T3	E	Investigation into the life, style and techniques of a chosen artist.	<i>Artist research supports the development of a personal response.</i>
artist copy	<i>noun</i>	T3	E	A close reproduction of an existing artwork made to understand an artist's technique.	<i>An artist copy demonstrates understanding of the chosen artist's style.</i>
personal response	<i>noun</i>	T3	E	A piece of work created by a student that reflects their own ideas, informed by study of an artist or theme.	<i>The final piece is a personal response inspired by the chosen artist.</i>
development	<i>noun</i>	T3	E	The stage of a project in which ideas are explored, tested and improved.	<i>Development pages show how the theme evolves through experimentation.</i>
sketchbook	<i>noun</i>	T3	E	A book used to record research, drawings, experiments and planning.	<i>The sketchbook records every stage of the Component One portfolio.</i>
theme	<i>noun</i>	T3	E	The central idea or subject that unifies a body of coursework.	<i>Pupils choose a theme such as still life, cityscapes or portraiture.</i>
final piece	<i>noun</i>	T3	E	The completed artwork that concludes a unit of coursework.	<i>The final piece merges the styles of both artists studied.</i>
mock exam	<i>noun</i>	T3	A	A timed, formal practice assessment carried out under exam conditions.	<i>The ten-hour mock exam produces a final piece merging both artists' styles.</i>
portfolio	<i>noun</i>	T3	E	A collected body of coursework demonstrating a student's research, development and final pieces.	<i>The portfolio is presented so that it clearly links to the chosen theme.</i>
genre	<i>noun</i>	T3	A	A category of artwork defined by its subject matter, such as still life, landscape or portrait.	<i>Pupils choose a genre for their Component One portfolio from Still Life, Cityscapes, Landscape, Seascapes, Wildlife, Figurative, Manga or Portrait.</i>
annotation	<i>noun</i>	T3	E	Written notes added to a piece of artwork or sketchbook page to explain choices, techniques and ideas.	<i>Annotation explains the decisions made in each artist copy.</i>
independent	<i>adjective</i>	T2	E	Carried out by the student with growing autonomy and less guidance.	<i>Pupils work with growing independence through the research and development cycle.</i>
contextual	<i>adjective</i>	T2	E	Relating to the background information — historical, cultural or artistic — that surrounds a piece of work.	<i>Contextual understanding of an artist supports the development of personal ideas.</i>
annotate	<i>verb</i>	T2	E	To add written notes explaining and analysing a piece of work.	<i>Annotate the artist copy to explain the materials and techniques used.</i>
evaluate	<i>verb</i>	T2	E	To judge the success of a piece of work and explain why, usually leading to improvements.	<i>Evaluate the final piece against the original statement of intent.</i>
justify	<i>verb</i>	T2	A	To give reasons that support a decision or choice made in the work.	<i>Justify the choice of materials used in the final piece.</i>
experiment	<i>verb</i>	T2	E	To try out different materials, techniques or ideas to see what effect they create.	<i>Experiment with a range of materials relevant to the chosen artist's style.</i>
refine	<i>verb</i>	T2	A	To make small improvements to a piece of work to increase its quality.	<i>Refine the composition before beginning the final piece.</i>

Word	Type	Tier	E/A	Definition	Example
synthesise	<i>verb</i>	T2	A	To combine ideas, styles or techniques from more than one source into a single piece of work.	<i>The mock-exam final piece synthesises the styles of two artists studied.</i>

End of Year 10 Vocabulary Booklet

This booklet should be kept at home and used as the basis for weekly homework throughout the year. A digital copy is available on Google Classroom. Teachers will set vocabulary as part of weekly homework tasks for 2026–2027 — please support pupils in using this booklet little and often.