

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Broadens descriptive vocabulary about visual qualities in art and the environment. (VA.D.1.1.1) 2. Identifies and describes the uses of neutral colors. (VA.D.1.1.1) 3. Identifies warm and cool colors. (VA.D.1.1.1) 4. Identifies traditional subject matter in art (examples may include, but are not limited to: landscape, still life, portrait, etc.). (VA.D.1.1.1) 5. Makes comparisons, gives feelings and opinions in response to art and the environment. (VA.D.1.1.1) 6. <i>Relates response to an artwork to individual and cultural experiences, recognizing difference in groups.</i> (VA.D.1.1.2) 7. <i>Participates in a community-based field trip to a museum, gallery, or studio and compares an original work with a print, photograph, or other reproduction.</i> (VA.D.1.1.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student uses analytical vocabulary in verbal and written form to describe the elements of art and principles of design. (VA.D.1.1.1) B. Through the critique process, the student uses analytical vocabulary in verbal and written form to express feelings about works of art. (VA.D.1.1.1) C. Through the critique process, the student uses analytical vocabulary in verbal and written form to identify subject matter in works of art. (VA.B.1.1.1) (VA.D.1.1.1) D. <i>Through the critique process, the student can understand that works of art can be rendered realistically, symbolically, or abstractly.</i> (VA.D.1.1.2) E. <i>The student knows the difference between an original work of art and a reproduction.</i> (VA.D.1.1.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Recognizes the contributions and value of art from Western and non-Western cultures, including folk art. (VA.B.1.1.2.) (VA.C.1.1.1) 2. Explains personal reactions to reproduction of well known artists' works. 	<ol style="list-style-type: none"> A. Through the critique process, the student uses analytical vocabulary in verbal and written form to compare and contrast several cultures through art activities (critiques and/or hands-on). (VA.C. 1.1.1)

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<p>III Studio Skills</p>	<p>3. Recognizes that artists design everyday objects (examples may include, but are not limited to: utensils, jewelry, furniture, dwellings, etc.). (VA.B.1.1.3) (VA.C.1.1.2) (VA.E.1.1.1)</p> <p>4. Identifies works of art that represent specific cultures (examples may include, but are not limited to: images from African, Asian, European, North American, Hispanic, etc.). (VA.C.1.1.1)</p> <p>5. <i>Takes part in an arts career day.</i> (VA.E.1.1.2)</p> <p>1. Makes independent and experimental decisions in visual expression. (VA.A.1.1.1) (VA.B.1.1.3)</p> <p>2. Organizes elements of art in both two-dimensional and three-dimensional form. (VA.A.1.1.3) (VA.B.1.1.4)</p> <p>3. Shows proportion in drawing. (VA.A.1.1.3)</p> <p>4. Experiments with wet and dry media on wet and dry surfaces. (VA.A.1.1.2)</p> <p>5. Chooses primary colors to mix specified secondary colors. (VA.A.1.1.2)</p> <p>6. Explores value (the range from dark to light) in black and white and/or color. (VA.A.1.1.3)</p> <p>7. Constructs by cutting, folding, and inserting with or without glue. (VA.A.1.1.2)</p> <p>8. Prints by using relief printing techniques. (VA.A.1.1.2)</p>	<p>B. Through the critique process, the student uses analytical vocabulary in verbal and written form to explain the function of art objects through art activities (critiques and/or hands-on). (VA.B.1.1.1) (VA.C.1.1.2) (VA.E.1.1.1)</p> <p>C. <i>The student knows various careers that are available to artists.</i> (VA.E.1.1.2)</p> <p>A. The student can produce a minimum of twelve works of original art through the:</p> <ol style="list-style-type: none"> 1. manipulation of a variety of media (VA.A.1.1.2) 2. application of the elements of art and principles of design (VA.A.1.1.3) (VA.B.1.1.4) 3. interpretation of personal ideas (VA.1.1.1) (VA.B.1.1.2) <p>B. The student can:</p> <ol style="list-style-type: none"> 1. develop fine and gross motor skills (VA.A.1.1.2) 2. recognize the properties of materials (VA.A.1.1.3) <p>C. The student can demonstrate good craftsmanship through their production of works of art. (VA.A.1.1.4)</p>

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IV Personal Development	<p>9. Works with clay using pinching, coil and slab techniques. (VA.A.1.1.2)</p> <p>10. Manipulates clay surfaces with tools to create details on pottery and sculpture. (VA.A.1.1.2)</p> <p>11. Increases motor skills with fiber arts (examples may include, but are not limited to: weaving, stitchery, etc.) (VA.A.1.1.2)</p> <p>12. Uses computer technology to explore the visual arts. (VA.A.1.1.2)</p> <p>13. Uses materials and tools properly with an emphasis on care and safety. (VA.A.1.1.2)</p> <p>14. <i>Uses good craftsmanship when producing works of art.</i> (VA.A.1.1.4)</p> <p>1. Develops independence in self-expression. (VA.B.1.1.3)</p> <p>2. Works cooperatively in classroom setting. (VA.E.1.1.3)</p> <p>3. Demonstrates respect for materials, tools, and facilities. (VA.A.1.1.2) (VA.E.1.1.3)</p>	<p>A. The student can practice safety and conservation through the care of materials and demonstrates the proper use of tools. (VA.A.1.1.2)</p> <p>B. The student can show respect for fellow classmates and their work through cooperative interaction. (VA.E.1.1.3)</p> <p>C. The student demonstrates independence in self-expression by actively participating in class assignments and by developing an original body of artwork. (VA.B.1.1.3)</p>