

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Speaks and writes confidently in response to works of art. (VA.D.1.1.1) 2. Analyzes and interprets possible meanings for works of art based on formal qualities observed and visual clues perceived. (VA.B.1.2.3) (VA.B.1.2.4) (VA.D.1.1.1) 3. Identifies moods expressed in works of art through the use of warm, cool, and/or neutral colors. (VA.B.1.2.4) (VA.D.1.1.1) 4. Appreciates and articulates the visual qualities in works of art. (VA.D.1.1.1) 5. Makes thoughtful comparisons of own art work with artwork of others. (VA.D.1.2.2) 6. <i>Analyzes works of art in a museum or gallery setting and composes poetry (e.g. haiku or cinquain) describing a work of art.</i> (VA.D.1.2.2) (VA.E.1.2.3) 7. <i>Distinguishes the difference between fine art and commercial art.</i> (VA.B.1.2.3) (VA.E.1.2.2) 8. <i>Compares and contrasts different genres of art.</i> (VA.D.1.2.3) 	<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 the elements of art and the principles of design in a work of art. (VA.D.1.2.1) B. Through the critique process, the student uses analytical vocabulary in verbal and written form to distinguish the differences between fine art and commercial art. (VA.B.1.2.3) (VA.E.1.2.2) C. Through the critique process, the student uses analytical vocabulary in verbal and written form to assess and make informed judgments about design and qualities that affect commercial products. (VA.B.1.2.4) (VA.D.1.2.2) D. Through the critique process, the student can understand perceived similarities and differences among different genres of art. (VA.D.1.2.3) E. <i>The student can understand similarities and differences and the various contributions of galleries, studios, and museums.</i> (VA.E.1.2.3)

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<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Identifies career possibilities in the visual arts. (VA.E.1.2.2) 2. Identifies artworks that represent the ethnic diversity of the United States. (VA.C.1.2.1) 3. Appreciates how works of art reflect the time, place and culture in which they were produced (European, African, Native American, Asian, Hispanics, etc.). (VA.C.1.2.2) 4. Recognizes the work of Early American artists and craftsmen and Native American artists and places them in historical context. (VA.C.1.2.1) 5. Identifies modern American art movements (examples may include, but are not limited to: abstract expressionism, pop art, super-realism, etc.). (VA.C.1.2.1) 6. Recognizes differences in architectural styles. (VA.C.1.2.1) 7. Recognizes the various media that artist use. (VA.E.1.2.2) 8. Recognizes Western and non-Western artists and how their works influenced the American culture. (VA.C.1.2.1) 9. <i>Selects, categorizes, and critiques magazine pictures or photographs, according to aesthetic qualities, linear qualities, etc.</i> (VA.E.1.2.1) 	<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 the integral role of art in society both past and present. (VA.C.1.2.1) (VA.E.1.2.1) B. Through the critique process, the student uses analytical vocabulary in verbal and written form to compare and contrast various careers in art. (VA.E.1.2.2) C. <i>The student understands how artists have used visual languages and symbol systems through time and across cultures.</i> (VA.C.1.2.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Uses thumbnail sketch process. (VA.A.1.2.3) 2. Creates art through experimentation (e.g., accepts that accidents can be incorporated into the creative process). (VA.A.1.2.2) (VA.B.1.2.3) 3. Renders full figures in action poses, using basic principles of proportion, variety, and detail. (VA.A.1.2.1) (VA.A.1.2.3) 4. Portrays perspective and the illusion of space and distance (e.g., through use of overlap, diagonal line, relative size). (VA.A.1.2.1) (VA.A.1.2.3) 5. Mixes a full range of colors to create tints, tones, and shades. (VA.A.1.2.2) 6. Seeks opportunities to refine skills and craftsmanship. (VA.A.1.2.2) 7. Follows a series of steps to complete an art process. (VA.A.1.2.3) 8. Promotes mood or feeling in own artwork through the use of color, technique, and/or symbolism. (VA.A.1.2.1) (VA.A.1.2.3) (VA.B.1.2.1) (VA.B.1.2.2) (VA.B.1.2.4) 9. Shows the relationship between visual and verbal imagery by illustrating poems, prose, or stories. (VA.B.1.2.1) (VA.B.1.2.3) 10. Creates posters, signs, or charts considering spacing, visual communication, craftsmanship, etc. (VA.A.1.2.1) (VA.A.1.2.3) (VA.B.1.2.4) (VA.A.1.2.4) 11. Develops a surface for printmaking through additive or subtractive process and produces several prints. (VA.A.1.2.2) 	<ol style="list-style-type: none"> A. The student can produce a minimum of twelve works of original art through the: <ol style="list-style-type: none"> 1. manipulation of a variety of media, tools, and techniques (VA.A.1.2.2) 2. the application of the elements of art and principles of design in two and three-dimensional works of art (VA.A.1.2.3) 3. creating a new and personal way of using materials and tools. (VA.A.1.2.1) (VA.A.1.2.2) (VA.B.1.2.2) 4. planning and organizing a series of steps to complete the art process. (VA.A.1.2.2) B. The student can collect and assemble a variety of sketches to formulate a plan to produce art works. (VA.A.1.2.2) C. The student can demonstrate the use of technology and good craftsmanship in a variety of media through the production of art. (VA.A.1.2.2) (VA.A.1.2.4) D. <i>The student can understand that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.</i> (VA.B.1.2.1)

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IV Personal Development	<p>12. Refines skills with tools and materials to make carved or constructed sculpture (freestanding or in relief). (VA.A.1.2.2)</p> <p>13. Refines ceramic techniques. (VA.A.1.2.2)</p> <p>14. Integrates textile techniques. (VA.A.1.2.2)</p> <p>15. Uses computer technology to create a graphic portfolio on disk. (VA.A.1.2.2)</p> <p>16. Demonstrates responsible use of materials and tools. (VA.A.1.2.2)</p> <p>17. Manages clean-up with minimal direction.</p> <p>18. <i>Creates a work of art depicting how signs and symbols convey historical, cultural, or personal meaning.</i> (VA.B.1.2.1)</p> <p>19. <i>Develops methods for presentation or display of own art work.</i></p> <p>1. Selects and develops a sketchbook, journal. (VA.A.1.2.1)</p> <p>2. Works cooperatively in classroom setting.</p> <p>3. Examines and explores art program opportunities in middle schools.</p>	<p>A. The student can demonstrate a sense of commitment to his/her own work by making selections and exploring art options at the middle school level.</p> <p>B. The student demonstrates a commitment to his/her artwork as expressed through sketchbook and journals. (VA.A.1.2.1)</p> <p>C. The student can demonstrate the value of his/her personal artwork and of sharing his/her abilities through active participation in art, events, exhibits, and programs.</p>