

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic &amp; Critical Inquiry</p>	<ol style="list-style-type: none"> <li>1. Compares and contrasts visual qualities in works of art. (VA.D.1.3.1)</li> <li>2. Examines formal qualities of artwork (elements of art and principles of design). (VA.D.1.3.1)</li> <li>3. Evaluates how color, shape, space, line and texture affects the meanings of artworks. (VA.D.1.3.1)</li> <li>4. Values art as a vehicle for personal and collective cultural expression. (VA.C.1.3.1)</li> <li>5. Demonstrates an ability to critically analyze the aesthetic qualities of two and three-dimensional works of art. (VA.D.1.3.1)</li> <li>6. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.3.1)</li> <li>7. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2)</li> <li>8. <i>Describes the relationship between the success of a communicated message in an art work to the aesthetic value of a an object.</i> (VA.D.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast visual qualities in selected two-dimensional and three-dimensional artworks. (VA.D.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the application of the elements of art and the principles of design in artworks of importance and significance. (VA.D.1.3.1)</li> <li>C. <i>The student can use research and contextual information to identify responses to works of art.</i> (VA.D.1.3.2)</li> <li>D. <i>The student can understand how artist's intent plays a crucial role in the aesthetic value of an object.</i> (VA.D.1.3.3)</li> </ol>

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<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Explores how artifacts provide information about history and culture. (VA.C.1.3.2)</li> <li>2. Compares the role of the artist and the uses of art in different cultures. (VA.C.1.3.2)</li> <li>3. Describes how art work is reflective of the political, technological, religious, and social climate. (VA.C.1.3.1)</li> <li>4. Discusses how society values art (e.g. personal, monetary, decorative, religious). (VA.C.1.3.2)</li> <li>5. Identifies significant artists and their artworks. (VA.C.1.3.1)</li> <li>6. Demonstrates an awareness of styles, artists, and art forms as they relate to past and present cultures. (VA.C.1.3.1)</li> <li>7. <i>Creates a timeline using symbols based on his or her family lineage, incorporating historical, cultural, and personal events.</i> (VA.B.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine artworks from specific cultures and periods. (VA.C.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the function and importance of art historically and cross-culturally. (VA.C.1.3.2)</li> <li>C. <i>The student knows how different subjects, themes, and symbols (through context, value and aesthetics) convey intended meanings or ideas in works of art.</i> (VA.B.1.3.1)</li> </ol>
<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Applies the elements of art and principles of design in works of art. (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>2. Draws from observation, imagination, and memory. (VA.A.1.3.1)</li> <li>3. Composes works of art demonstrating positive-negative/spatial relationships. (VA.A.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can produce a portfolio of a minimum of ten artworks per nine weeks, that demonstrates:             <ol style="list-style-type: none"> <li>1. completion of art work using at least five different media and techniques (VA.A.1.3.2)</li> <li>2. exploration of two and three-dimensional media (VA.A.1.3.2)</li> <li>3. application of the elements of art and principles of design (VA.A.1.3.3) (VA.B.1.3.4)</li> </ol> </li> </ol>

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	<ol style="list-style-type: none"> <li>4. Experiments with color application in two-and three-dimensional works of art. (VA.A.1.3.3)</li> <li>5. Creates drawings using personal line quality. (VA.A.1.3.1)</li> <li>6. Creates spatial illusions using principles of perspectives. (VA.A.1.3.1)</li> <li>7. Practices craftsmanship when producing works of art. (VA.A.1.3.4)</li> <li>8. Explores depth in three-dimensional works of art. (VA.A.1.3.3)</li> <li>9. Examines how light affects form. (VA.A.1.3.3)</li> <li>10. Experiments with technology to produce works of art (i.e., photography, xerography, computer, laser disc, video.) (VA.A.1.3.2)</li> <li>11. Practices conservation of materials. (VA.A.1.3.2)</li> <li>12. Demonstrates proper care and safe use of tools and equipment. (VA.A.1.3.2)</li> <li>13. <i>Establishes and maintains a sketchbook/journal.</i> (VA.A.1.3.1)</li> <li>14. <i>Uses a controversial issue (e.g., capital punishment) to create two works of art that take opposite positions, paying attention to design aspects that help emphasize each position. The student then analyzes the two positions.</i> (VA.B.1.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>4. craftsmanship (VA.A.1.3.4)</li> <li>B. The student can demonstrate respect for tools, materials, and equipment through daily classroom practice. (VA.A.1.3.2)</li> <li>C. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.3.1)</li> <li>D. <i>The student knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.</i> (VA.B.1.3.2)</li> <li>E. <i>The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</li> </ol>

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<p>IV Personal Development</p>	<p>15. <i>Demonstrates problem-solving skills both independently and cooperatively when working on a team project to create a community mural.</i> (VA.B.1.3.3)</p> <p>1. Develops communication skills through participation in critiques. (VA.E.1.3.1)</p> <p>2. Demonstrates respect for other students' artwork and ideas. (VA.E.1.3.1)</p> <p>3. Creates personally expressive artworks.</p> <p>4. Demonstrates problem-solving both independently and cooperatively.</p> <p>5. Uses art as an impetus to explore other areas of the curriculum. (VA.E.1.3.1)</p> <p>6. Appreciates the importance of art in influencing the quality of everyday life. (VA.C.1.3.2) (VA.E.1.3.1)</p> <p>7. Understands that a work of art communicates a personal statement.</p> <p>8. <i>Participates in community activities and job shadowing to increase awareness of art applications and required training in the job market.</i> (VA.E.1.3.2)</p> <p>9. <i>Visits a local museum and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>A. Through participation in critiques, the student can develop communication skills and can demonstrate behavior that shows respect for self, others, and their art work. (VA.E.1.3.1)</p> <p>B. Using his/her own art work, the student can make connections with at least three other disciplines (such as mathematics, language arts, and science). (VA.E.1.3.1)</p> <p>C. The student can develop a personal philosophy of art.</p> <p>D. <i>The student understands that the skills artists use in various careers and how they can be developed in art school or college or through internships.</i> (VA.E.1.3.2)</p> <p>E. <i>The student understands the various roles of museums, cultural centers and exhibition spaces.</i> (VA.E.1.3.3)</p>