

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<ol style="list-style-type: none"> <li>1. Demonstrates the ability to recognize and talk about works of art. (VA.D.1.3.1)</li> <li>2. Develops and utilizes criteria for judging works of art. (VA.D.1.3.2)</li> <li>3. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.3.1)</li> <li>4. <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>5. <i>Researches a work of art and discusses what the artist's creative thoughts and intentions might have been.</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 examine the content, compositional qualities, and styles in works of art. (VA.D.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify fallacies and prejudices that people bring to a work of art. (VA.D.1.3.2)</li> <li>C. <i>The student can understand how an artist's intent plays a crucial role in the aesthetic value of an object.</i> (VA.D.1. 3.3)</li> </ol>
II Cultural & Historical Context	<ol style="list-style-type: none"> <li>1. Recognizes art from various cultures. (VA.C.1.3.1)</li> <li>2. Identify historical works of art. (VA.C.1.3.1)</li> <li>3. Communicates thoughts and feelings about specific two-dimensional art works from various cultures. (VA.C.1.3.1)</li> <li>4. <i>Identifies the use of the visual arts in business and industry (including, but not limited to: architecture, commercial design, advertising, film, etc.)</i> (VA.C.1.3.2)</li> <li>5. <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 identify, examples of two-dimensional artworks and the cultures in which they were created. (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 artworks cross-culturally. (VA.C.1.3.1)</li> <li>C. <i>The student can understand the role of the artist and the function of art in different periods of time and in different cultures.</i> (VA.C.1.3.2)</li> </ol>

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Produces two-dimensional art using elements of art and principles of design. (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>2. Demonstrates manipulative skills in use of tools. (VA.A.1.3.2)</li> <li>3. Uses materials and tools in a safe and constructive manner. (VA.A.1.3.2)</li> <li>4. <i>Experiments with different compositional arrangements including formal, informal and radial balance.</i> (VA.A.1.3.1)</li> <li>5. <i>Produces works of art with consideration for technical process, form, function, and craftsmanship.</i> (VA.A.1.3.4)</li> <li>6. <i>Creates and justifies two or more solutions to the same problem by using different art forms to display the solution.</i> (VA.B.1.3.2)</li> <li>7. <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)</li> </ol>	<p>D. <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)</p> <p>A. The student can produce a portfolio containing ten pieces of two-dimensional art per semester that demonstrates:</p> <ol style="list-style-type: none"> <li>1. observational skills (VA.A.1.3.1)</li> <li>2. imagination (VA.A.1.3.1)</li> <li>3. a variety of two-dimensional media and processes (VA.A.1.3.2) (VA.B.1.3.2)</li> <li>4. an understanding of the elements of art and the principles of design (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>5. creativity (VA.A.1.3.2)</li> <li>6. craftsmanship (VA.A.1.3.4)</li> </ol> <p>B. The student can identify and describe uses of specific tools and demonstrate their applications with selected media. (VA.A.1.3.2)</p> <p>C. <i>The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</p>

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> <li>1. Demonstrates a positive attitude toward personal work and the work of others. (VA.E.1.3.1)</li> <li>2. Explores art careers. (VA.E.1.3.2)</li> <li>3. Collects ideas, information and visual imagery in a sketchbook/ journal. (VA.A.1.3.1)</li> <li>4. <i>Visits a local museum and analyzes its cultural, social and economic role.</i> (VA.E.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can express feelings, thoughts and ideas through daily entries in a journal/ sketchbook. (VA.A.1.3.1)</li> <li>B. The student can write a one page artist's statement.</li> <li>C. After investigating a variety of careers in art the student can:               <ol style="list-style-type: none"> <li>1. list art careers</li> <li>2. name necessary skills</li> <li>3. emulate the creations/designs indicative of a career (VA.E.1.3.2)</li> </ol> </li> <li>D. <i>The student understands how knowledge, skills and attitudes gained from the visual arts can enhance and deepen understanding for life.</i> (VA.E.1.3.1)</li> <li>E. <i>The student understands the various roles of museums, cultural centers, and exhibition spaces.</i> (VA.E.1.3.3)</li> </ol>