

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<ol style="list-style-type: none"> 1. Makes and justifies judgments about the aesthetic merit of two-dimensional art forms. (VA.D.1.3.1) 2. Describes, analyzes, interprets and judges works of art. (VA.D.1.3.1) 3. Demonstrates research techniques using printed and visual media. 4. Applies the critique process of description, analysis, interpretation, and judgment in verbal and written form. (VA.D.1.3.1) 5. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2) 6. <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) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine artistic styles, compositional qualities, content, expressive characteristics, and methods and techniques in selected artworks. (VA.D.1.3.3) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend judgments about the importance and significance of recognized artists. (VA.D.1.3.1) C. <i>The student can use research and contextual information to identify responses to works of art.</i> (VA.D.1. 3.2)
II Cultural & Historical Context	<ol style="list-style-type: none"> 1. Discusses art works in relation to the cultures in which they were produced. (VA.C.1.3.1) 2. Compares and contrasts art from various cultures. (VA.C.1.3.1) 3. Compares and contrasts art work from various artists and periods. (VA.C.1.3.1) 4. <i>Identifies the use of the visual arts in business and industry including, architecture and commercial design, advertising, television, film, and in art careers associated with all of these forms.</i> (VA.C.1.3.2) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify artwork and significant periods in art history. (VA.C.1.3.1) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the ways in which artists in various cultures express their ideas, feelings, and observations. (VA.C.1.3.1)

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<p>III Studio Skills</p>	<p>5. <i>Creates works of art that record and communicate social issues such as historical, cultural, and personal events.</i> (VA.B.1.3.1)</p> <p>1. Explores new techniques and processes. (VA.A.1.3.2)</p> <p>2. Demonstrates good craftsmanship by understanding the capabilities and limitations of tools and media. (VA.A.1.3.4)</p> <p>3. Produces two-dimensional art using the elements of art and principles of design in a proficient manner and with creative and original content. (VA.A.1.3.1) (VA.A.1.3.3) (VA.B.1.3.4)</p> <p>4. Uses tools and materials in a safe and constructive manner. (VA.A.1.3.2)</p> <p>5. Experiments and builds on past learning experiences. (VA.A.1.3.4)</p> <p>6. Thinks, feels, and acts creatively with visual art materials. (VA.A.1.3.2) (VA.B.1.3.2)</p> <p>7. Collects thoughts, visual imagery and found objects in a sketchbook/ journal. (VA.A.1.3.1) (VA.B.1.3.2)</p>	<p>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)</p> <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 twenty pieces of two-dimensional art per semester that demonstrates growth in the following areas:</p> <ol style="list-style-type: none"> 1. observational skills (VA.A.1.3.1) 2. imagination (VA.A.1.3.1) 3. effective use of elements of art and principles of design (VA.A.1.3.3) (VA.B.1.3.4) 4. creativity (VA.A.1.3.2) 5. craftsmanship (VA.A.1.3.4) 6. media experimentation (VA.A.1.3.2) (VA.B.1.3.2) <p>B. The student can identify and describe uses for specific tools and demonstrate their applications with selected media. (VA.A.1.3.2)</p>

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<p>IV Personal Development</p>	<p>8. <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. Demonstrates positive attitude toward his or her own work and the work of others. (VA.E.1.3.1)</p> <p>2. Explores art careers. (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>3. Respects works of art.</p> <p>4. <i>Designs reports or research projects using information gained from the visual arts.</i> (VA.E.1.3.1)</p> <p>5. <i>Visits local museums and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>C. The student can demonstrate visual thinking in a sketchbook/journal. (VA.A.1.3.1) (VA.B.1.3.2)</p> <p>D. <i>The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</p> <p>A. The student can work independently and with others: 1. to explore personal imagery 2. to analyze student and professional artwork</p> <p>B. The student can: 1. list skills needed for specific careers (VA.C.1.3.2) 2. emulate the designs created by artist/designers (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>C. The student can assume responsibility for initiating and completing personal artwork as assigned by the art teacher.</p> <p>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)</p> <p>E. <i>The student understands the various roles of museums, cultural centers, and exhibition spaces.</i> (VA.E.1.3.3)</p>