

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Describes how the elements of art and principles of design are used in three-dimensional works of art. (VA.D.1.3.1) 2. Uses appropriate art vocabulary in critiquing and producing three-dimensional works of art. (VA.D.1.3.1) 3. Develops criteria for making aesthetic judgments about three-dimensional art. (VA.D.1.3.1) 4. Identifies three-dimensional forms as functional (utilitarian) and non-functional (decorative, expressive, and abstract forms). (VA.D.1.3.3) 5. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2) 	<ol style="list-style-type: none"> A. The student can: <ol style="list-style-type: none"> 1. identify and define form 2. name the three-dimensions of form 3. classify forms as geometric or free-form and give specific examples of each 4. identify basic sculptural processes (i.e. additive, subtractive, casting) (VA.D.1.3.2) B. The student can, in verbal or written form, identify media, analyze process, and interpret meaning of three-dimensional forms. C. <i>The student can use research and contextual information to identify responses to works of art.</i> (VA.D.1. 3.2) 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)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Locates and places examples of three-dimensional works on a timeline. (VA.C.1.3.1) 2. Compares and contrasts the similarities and differences in three-dimensional expressions, cross-culturally, as they relate to: <ol style="list-style-type: none"> a) form (VA.C.1.3.1) b) function (VA.C.1.3.2) c) media (VA.C.1.3.1) d) processes (VA.C.1.3.1) 	<ol style="list-style-type: none"> A. The student can identify the development of three-dimensional works of art throughout the history of humankind. (VA.C.1.3.1) B. The student can recognize and appreciate the universal qualities of three-dimensional works in all cultures. (VA.C.1.3.2) 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)

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<p>III Studio Skills</p>	<p>3. <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. Produces three-dimensional works of art with a consideration for: a. expressive quality (VA.A.1.3.3) b. technical processes (VA.A.1.3.2) (VA.B.1.3.2) c. forms (VA.A.1.3.4) (VA.B.1.3.4) d. function (VA.A.1.3.4) e. craftsmanship (VA.A.1.3.4)</p> <p>2. Demonstrates an understanding of the proper and safe use of tools and materials necessary to three-dimensional processes. (VA.A.1.3.2)</p> <p>3. Manipulates paper (cut, tear, fold, score, curl, tab, crumple) into assembled three-dimensional forms. (VA.A.1.3.2)</p> <p>4. Constructs three-dimensional forms in clay by using the pinch, coil and slab methods of handbuilding. (VA.A.1.3.2)</p> <p>5. Develops technical skill by demonstrating proper welding and scoring procedures. (VA.A.1.3.2))</p> <p>6. Creates a mold and casts a three-dimensional form. (VA.A.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 create a minimum of six three-dimensional art works, per semester, utilizing the following techniques: 1. additive (VA.A.1.3.2) 2. subtractive (VA.A.1.3.2) 3. manipulative (VA.A.1.3.2) 4. casting (VA.A.1.3.2)</p> <p>B. The student can integrate two or more processes within a finished piece. (VA.A.1.3.2)</p> <p>C. <i>The student can maintain a sketchbook/ journal for expressing feelings and formulating new ideas.</i> (VA.A.1.3.1) (VA.B.1.3.2)</p> <p>D. <i>The student can understand what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.</i> (VA.A.1.3.3)</p> <p>E. <i>The student can create two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.</i> (VA.A.1.3.4)</p>

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<p>IV Personal Development</p>	<p>7. Constructs/assembles a three-dimensional form from found objects. (VA.A.1.3.2) (VA.B.1.3.2)</p> <p>8. <i>Maintains a sketchbook/journal.</i> (VA.A.1.3.1) (VA.B.1.3.2)</p> <p>9. <i>Creates and justifies two or more solutions to the same problem by using different art forms to display the solutions.</i> (VA.B.1.3.2)</p> <p>10. <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>11. <i>Produces a work of art using either formal or informal balance.</i> (VA.B.1.3.4)</p> <p>1. Demonstrates an awareness and appreciation of art as an influence on the quality of everyday life. (VA.C.1.3.2) (VA.E.1.3.1)</p> <p>2. Researches and presents career opportunities as they relate to three-dimensional design. (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>3. <i>Visits local museums and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>F. <i>The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</p> <p>G. <i>The student knows and uses interrelated elements of art and principles of design to improve the communication of ideas.</i> (VA.B.1.3.4)</p> <p>A. The student can investigate art career opportunities that relate to the three-dimensional design process (i.e. architecture, industrial design, stage design). (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>B. The student can recognize and appreciate the relationship of three-dimensional design to the environment. (VA.E.1.3.1)</p> <p>C. <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>D. <i>The student understands the various roles of museums, cultural centers, and exhibition spaces.</i> (VA.E.1.3.3)</p>