

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.3.1) 2. Questions the role of art critics, historians, and artists who make photographs. (VA.D.1.3.3) 3. Discriminates between artist's intent and public interpretation. (VA.D.1.3.2) (VA.D.1.3.3) 4. Uses appropriate vocabulary as it applies to color photography. (VA.D.1.3.1) 5. Uses appropriate terminology to discuss the photographic process. (VA.D.1.3.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine photography and the role of the artist/photographer in society. (VA.D.1.3.3) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze elements of art and principles of design in photographic images. (VA.D.1.3.1) 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)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Understands the historical contributions of artists through photography. (VA.C.1.3.2) 2. Identifies the works of noted artist/photographers. (VA.C.1.3.1) 3. Investigates notable photographers past and present. (VA.C.1.3.1) 4. Compares photographs cross-culturally. (VA.C.1.3.1) 5. <i>Recognizes photographs as a means to document historical and cultural events.</i> (VA.C.1.3.2) 6. <i>Creates works of art that record and communicate social issues such as historical, cultural, and personal events.</i> (VA.B.1.3.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to recognize and examine the cultural and historical significance of at least ten photographs by master photographers. (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 ways that artists in various cultures express personal feelings, ideas, and observations. (VA.C.1.3.1) C. <i>The student can understand the role of a photographer and the function of photographs in different periods of time and in different cultures.</i> (VA.C.1.3.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Creates original photographs using elements of art and principles of design. (VA.A.1.3.3) (VA.B.1.3.4) 2. Formulates imagery for photographs from observation, experience, and imagination. (VA.A.1.3.1) 3. Explores and applies a variety of advanced photographic techniques. (VA.A.1.3.1) 4. Explores and applies a variety of photographic approaches such as computer generated images, video, xerox, etc. (VA.A.1.3.2) 5. Maintains a photographic journal incorporating class notes, contact sheets, negatives in sleeves, and prints. (VA.A.1.3.1) 6. Demonstrates mastery of basic photographic techniques as well as manipulative and alternative processes. (VA.A.1.3.2) 7. Produces mixed media images. (VA.A.1.3.2) 8. Uses studio lighting techniques. (VA.A.1.3.2) 9. <i>Demonstrates refined craftsmanship when producing and presenting photographs for exhibition.</i> (VA.A.1.3.4) 	<p><i>D. 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 of a minimum of twenty photographs that reflect:</p> <ol style="list-style-type: none"> 1. a variety of content (VA.A.1.3.1) 2. a variety of photographic techniques (VA.A.1.3.2) 3. effective use of elements of art and principles of design (VA.A.1.3.3) (VA.B.1.3.4) 4. creative and original imagery (VA.A.1.3.1) <p>B. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.3.1)</p> <p>C. The student can demonstrate appropriate presentation skills for display of the photograph as a fine art print. (VA.A.1.3.4)</p> <p><i>D. The student knows how 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)</p> <p><i>E. The student understands and distinguishes multiple purposes for creating works of art.</i></p>

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<p>IV Personal Development</p>	<p>10. <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>11. <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. Expresses personal ideas and feelings in photography.</p> <p>2. Demonstrates personal style in photography.</p> <p>3. Actively participates in art events. (VA.E.1.3.1)</p> <p>4. Identifies personal goals and aspirations in art/photography. (VA.E.1.3.2)</p> <p>5. <i>Designs reports or research projects using information gained from the visual arts.</i> (VA.E.1.3.1)</p> <p>6. <i>Visits a local museum and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>A. 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. (VA.E.1.3.1)</p> <p>B. <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>C. <i>The student understands the skills artists use in various art careers and how they can be developed in art school or college or through internships.</i> (VA.E.1.3.2)</p> <p>D. <i>The student understands the various roles of museums, cultural centers and exhibition spaces.</i> (VA.E.1.3.3)</p> <p>E. The student refines his/her personal philosophy of creative photography.</p>