

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic &amp; Critical Inquiry</p>	<ol style="list-style-type: none"> <li>1. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.3.1)</li> <li>2. Examines the similarities and differences among type styles, logos, pictographs, combination marks, and symbols in graphic design. (VA.D.1.3.1)</li> <li>3. Demonstrates knowledge of vocabulary and an ability to use descriptive phrases when evaluating design. (VA.D.1.3.1)</li> <li>4. Identifies the impact and questions the role of graphic design in society. (VA.D.1.3.3)</li> <li>5. Discriminates between art created for personal expression and art created for commercial communication. (VA.D.1.3.3)</li> <li>6. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2)</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 analyze the importance and significance of ten selected graphic designs by master graphic designers. (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 role of the graphic design artist in society. (VA.D.1.3.3)</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> </ol>
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Identifies the styles and contributions of graphic design artists throughout history. (VA.C.1.3.1)</li> <li>2. Demonstrates an awareness of quality advertising in today's media. (VA.C.1.3.2)</li> <li>3. Compares graphic designs cross-culturally. (VA.C.1.3.1)</li> <li>4. <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 compare and contrast the ways in which graphic designers in various cultures express their feelings, ideas, and observations. (VA.C.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify the art movements that have had a strong influence on the development of graphic design. (VA.C.1.3.2)</li> </ol>

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Demonstrates skill in using traditional and new media in creating visual images. (VA.A.1.3.2)</li> <li>2. Demonstrates skill in solving visual problems. (VA.A.1.3.1)</li> <li>3. Demonstrates the creative use of the elements of art and principles of design in layout and typography. (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>4. Creates original graphic designs for books, magazines, advertisements, posters, brochures and video. (VA.A.1.3.1)</li> <li>5. <i>Demonstrates refined craftsmanship.</i> (VA.A.1.3.4)</li> <li>6. <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>	<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 of a minimum of ten finished graphic designs that reflect:</p> <ol style="list-style-type: none"> <li>1. at least five different techniques (VA.A.1.3.2)</li> <li>2. effective use of elements of art and principles of design (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>3. variety in creative and original imagery (VA.A.1.3.1)</li> <li>4. good craftsmanship (VA.A.1.3.4)</li> </ol> <p>B. The student can demonstrate effective use of the design process by producing:</p> <ol style="list-style-type: none"> <li>1. research (VA.A.1.3.1)</li> <li>2. thumbnails (VA.A.1.3.3)</li> <li>3. roughs (VA.A.1.3.3)</li> <li>4. “comps” (comprehensives) (VA.A.1.3.3)</li> <li>5. camera ready art (VA.A.1.3.4)</li> </ol>

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<p>IV Personal Development</p>	<p>7. <i>Demonstrates problem-solving skills both independently and cooperatively when working on a team project.</i> (VA.B.1.3.3)</p> <p>1. Expresses personal ideas and feelings in graphic designs.</p> <p>2. Develops personal style in graphic design.</p> <p>3. Identifies personal goals and aspirations in relation to design careers. (VA.E.1.3.2)</p> <p>4. Creates and adds to individual files of visual and graphic imagery.</p> <p>5. Assembles and updates a resumé relating to graphic design experience. (VA.E.1.3.2)</p> <p>6. <i>Designs reports or research projects using information gained from the visual arts.</i> (VA.E.1.3.1)</p> <p>7. <i>Visits a local museum and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>C. <i>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>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 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. The student can create and update a written resumé detailing:</p> <ol style="list-style-type: none"> <li>1. personal information</li> <li>2. education</li> <li>3. experience</li> <li>4. awards, exhibits, and memberships (VA.E.1.3.2)</li> </ol> <p>C. The student refines his/her personal philosophy of graphic design.</p> <p>D. <i>The student understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of 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>