

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<ol style="list-style-type: none"> 1. Knows and understands the vocabulary related to art. (VA.D.1.4.2) 2. Makes judgments about works of art based on various criteria. (VA.D.1.4.2) 3. Describes how elements of art and principles of design are used in three-dimensional works of art to make a personal statement. (VA.D.1.4.2) 4. <i>Discusses how public interpretation of works of art (e.g., as related to theories or values) can change over time and space and from culture to culture and how this changing interpretation relates to the original intent of the artists.</i> (VA.D.1.4.1) 5. Demonstrates knowledge of the visual qualities that contribute to three-dimensional design. 6. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.4.2) 7. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollock), those who appropriate images (e.g., Robert Levine and Jeff Koons), and those who create parodies (e.g., Robert Colescott).</i> (VA.D.1.4.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify at least five different three-dimensional processes used in significant works of art. B. <i>The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) C. Through the critique process, the student can use analytical vocabulary in verbal and written form to make judgments about three-dimensional artworks. (VA.D.1.4.2) D. <i>The student knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.</i> (VA.D.1.4.3)
II Cultural & Historical Context	<ol style="list-style-type: none"> 1. Describes the positive roles and significance of the visual arts in the history of mankind and understands their significance. (VA.C.1.4.2) 2. Recognizes major figures and works, including architecture, in the history of art and understands their significance. (VA.C.1.4.1) (VA.C.1.4.2) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to recognize the significance and contributions of at least five master visual artists. (VA.C.1.4.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 3. Analyzes the functions of particular works of art in the cultures which produced them. (VA.C.1.4.1) (VA.C.1.4.2) 4. Uses knowledge of art history to deepen and broaden personal viewpoints about art. (VA.C.1.4.1) 5. Analyzes the role of the artist/craftsperson. (VA.C.1.4.2) 6. <i>Demonstrates awareness of the importance of art in influencing the quality of everyday life.</i> (VA.C.1.4.2) 7. Names the style that most closely characterizes a work of art or architecture. (VA.C.1.4.1) 8. Recognizes that non-Western art mirrors the beliefs and practices of a culture and should be judged in relationship to that culture. (VA.C.1.4.1) 9. Identifies a style of art or architecture that may have influenced specific subsequent styles. (VA.C.1.4.2) 10. Demonstrates understanding and proficiency in visual solutions to art problems through the study and analysis of works of master artists. (VA.C.1.4.2) <ol style="list-style-type: none"> 1. Produces works of art with particular composition, subject matter, expressive quality, or expressive content. (VA.A.1.4.1) (VA.B.1.4.1) (VA.A.1.4.3) 2. Demonstrates skill in the use of tools and materials related to three-dimensional processes. (VA.A.1.4.2) 	<ol style="list-style-type: none"> B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast three-dimensional art cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2) C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to describe the role of the visual artist in society.</i> (VA.C.1.4.1) (VA.C.1.4.2) <ol style="list-style-type: none"> A. The student can produce a portfolio of a minimum of six three-dimensional artworks that reflect: <ol style="list-style-type: none"> 1. a variety of at least five different techniques (VA.A.1.4.2)(VA.B.1.4.2)

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	<ol style="list-style-type: none"> 3. Describes the media, tools, techniques, and forming processes employed in producing particular works, and explains the advancements that preceded their use. (VA.A.1.4.2) (VA.B.1.4.2) 4. Integrates the elements of art when applying the principles of design. (VA.A.1.4.3) (VA.B.1.4.4) 5. Practices craftsmanship. (VA.A.1.4.4) 6. Demonstrates the proper and safe use and care of tools and equipment. (VA.A.1.4.2) 7. Makes a plan for a finished artwork. (VA.A.1.4.1) 8. Maintains a journal/sketchbook. (VA.A.1.4.1) 9. <i>Compiles a portfolio of works that demonstrate consistency in style, personality, and breadth and that reflect a variety of media.</i> (VA.B.1.4.3) 	<ol style="list-style-type: none"> 2. effective use of elements of art and principles of design (VA.A.1.4.3)(VA.B.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.1)(VA.B.1.4.3) 4. proper use of tools and techniques (VA.A.1.4.2) 5. refined craftsmanship (VA.A.1.4.4) <p>B. The student create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.4.1)</p> <p>C. <i>The student applies various subjects, symbols, and ideas in works of art.</i> (VA.B.1.4.1)</p>

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IV Personal Development	<ol style="list-style-type: none"> 1. Creates a product for a school, district, or community art show. (VA.E.1.4.1) 2. Recognizes the heritage and values reflected in the work of classmates. 3. Gives and receives constructive critiques. (VA.E.1.4.3) 4. Establishes personal goals in art. 5. Takes pride in presentation of finished work. 6. <i>Determines career choices and required skill proficiency from experiences attained through visual arts courses, past research, and actual apprenticeships.</i> (VA.E.1.4.2) <p>A. The student can demonstrate through active participation in art events,</p>	<p>exhibits, and programs the value of his/her personal artwork and of sharing his/her abilities. (VA.E.1.4.1)</p> <p>B. The student can engage in critical dialogue about three-dimensional artworks using verbal and written form. (VA.E.1.4.3)</p> <p>C. <i>The student understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and collaboration within the arts and across life.</i> (VA.E.1.4.2)</p> <p>D. The student can refine his/her personal philosophy of three-dimensional art.</p>