

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.1.4.2) 2. Questions the role of ceramics as fine and applied art. (VA.D.1.4.2) 3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 4. Explores personal philosophy of ceramics. 5. Compares and contrasts ways that artists from various cultures express personal feelings, ideas, and observations through ceramics. 6. Uses appropriate vocabulary to identify ceramics. (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 ceramic processes. B. <i>The student understands and determines the differences between 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 ceramics and applied art. (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) E. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Understands the historical contributions of artists through ceramics. (VA.C.1.4.1) (VA.C.1.4.2) 2. Identifies the works of noted ceramic artists. (VA.C.1.4.1) (VA.C.1.4.2) 3. Investigates notable ceramics past and present. (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 and examine ceramics by artists of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Studio Skills</p>	<p>4. Compares ceramics cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original ceramics using elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Creates ceramics from observation, experience, and imagination. (VA.B.1.4.1) (VA.A.1.4.1)</p> <p>3. Uses a variety of construction techniques. (VA.A.1.4.2) (VA.B.1.4.2)</p> <p>4. Experiments with a variety of decorative surface treatments. (VA.A.1.4.2)</p> <p>5. Demonstrates proper care and safe use of equipment and tools. (VA.A.1.4.2)</p> <p>6. Uses appropriate terminology to identify ceramic processes. (VA.A.1.4.2)</p> <p>7. Distinguishes between bisque and glaze firing processes. (VA.A.1.4.2)</p> <p>8. Maintains a sketchbook /journal. (VA.A.1.4.1)</p>	<p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the ways that artists in various cultures express personal feelings, ideas, and observations through ceramics. (VA.C.1.4.1)</p> <p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the role of the visual artist in society.</i> (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of five ceramic pieces that reflect: (VA.B.1.4.2)</p> <ol style="list-style-type: none"> 1. at least five different techniques (VA.A.1.4.2) 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.B.1.4.1) (VA.A.1.4.1) 4. proper use of tools and techniques (VA.A.1.4.2) 5. refined craftsmanship (VA.A.1.4.4) <p>B. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Personal Development</p>	<p>9. Employs appropriate methods for preparing clay. (VA.A.1.4.2)</p> <p>10. Demonstrates handbuilding techniques. (VA.A.1.4.2)</p> <p>11. Demonstrates craftsmanship. (VA.A.1.4.4)</p> <p>12. <i>Produces a body of work showing an in-depth study of a specific visual idea or a particular mode of working.</i> (VA.B.1.4.3)</p> <p>1. Expresses personal ideas and feelings in ceramics.</p> <p>2. Develops personal style in ceramics.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies personal goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Respects own culture and the culture of others.</p> <p>6. Demonstrate an open-mindedness toward different forms and styles of clay products.</p> <p>7. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3)</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.1.4.1)</p> <p>B. <i>The student understands and identifies 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>C. The student develops a personal philosophy of ceramics/pottery.</p> <p>D. <i>The student knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.</i> (VA.E.1.4.3)</p>