

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. Uses appropriate art vocabulary as it applies to drawings. (VA.D.1.4.2) 3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 4. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollack), 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 make judgments about the aesthetic merit of personal drawings and the drawings of others. (VA.D.1.4.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to describe the relationship between aesthetic qualities and the organizational principles of the same work. C. <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) 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)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Identifies the works of significant artists and their contributions. (VA.C.1.4.1) (VA.C.1.4.2) 2. Demonstrates an awareness of master drawings from various historical periods for knowledge and inspiration. (VA.C.1.4.1) (VA.C.1.4.2) 3. Examines various styles and techniques for personal expression of noted artists. (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, examine and discuss significant artworks from various historical periods. (VA.C.1.4.1) (VA.C.1.4.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast drawings cross-culturally. (VA.C.1.4.1) (VA.C.1.4.21)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Studio Skills</p>	<p>4. Identifies ways in which reality is represented on a flat surface throughout history. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Utilizes elements of art and principles of design to produce drawings. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Uses original ideas to produce drawings. (VA.A.1.4.1) (VA.B.1.4.1)</p> <p>3. Utilizes a variety of drawing media as vehicles for personal expression. (VA.A.1.4.1) (VA.B.1.4.2)</p> <p>4. Demonstrates proficiency with drawing media, tools, and equipment. (VA.A.1.4.2)</p> <p>5. Demonstrates craftsmanship. (VA.A.1.4.4)</p> <p>6. Maintains a sketchbook/journal. (VA.A.1.4.1)</p> <p>7. <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>A. The student can produce a portfolio of a minimum of ten finished artworks that reflect:</p> <ol style="list-style-type: none"> 1. a variety of subjects (VA.A.1.4.1) (VA.B.1.4.1) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 3. competency in a variety of drawing techniques (VA.A.1.4.2) 4. a representation of three-dimensional objects in perspective (VA.A.1.4.3) 5. a variety of media (VA.A.1.4.2) 6. specific intent and expressive quality (VA.A.1.4.1) (VA.B.1.4.3) <p>B. The student can compile a journal/sketchbook that illustrates enhanced studio skills and concept development. (VA.A.1.4.1)</p> <p>C. <i>The student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.</i> (VA.B.1.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Personal Development</p>	<ol style="list-style-type: none"> 1. Prepares finished drawings for exhibition. 2. Participates in art events. (VA.E.1.4.1) 3. Develops personal philosophy of art. 4. Further develops personal style and expression. 5. <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) 6. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3) 	<ol style="list-style-type: none"> 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) B. <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) C. The student develops a personal philosophy of drawing. 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)