

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.1.4.2)</li> <li>2. Questions the role of art critics, historians, and artists.</li> <li>3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1)</li> <li>4. Uses appropriate vocabulary to identify drawings and paintings. (VA.D.1.4.2)</li> <li>5. <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)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (V.A.D.1.4.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine at least ten different drawing and painting processes.</li> <li>C. Through the critique process, the student can use analytical vocabulary in verbal and written form to make judgments about drawings and paintings. (VA.D.1.4.2)</li> <li>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)</li> <li>E. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)</li> </ol>
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Understands the historical contributions of artists through drawing and painting. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Identifies the works of noted artists. (VA.C.1.4.2)</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 recognize and examine drawings and paintings by artists of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>

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<p>III Studio Skills</p>	<p>3. Investigates the cultural and historical significance of well-known drawings and paintings, past and present. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>4. Compares and contrasts the ways that artists in various cultures express personal feelings, ideas and observations. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Combines the elements of art and principles of design to produce works of art. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Uses original ideas to produce works of art. (VA.A.1.4.3)</p> <p>3. Explores and applies the unique qualities inherent in drawing and painting media as tools for expression. (VA.A.1.4.1) (VA.B.1.4.2)</p> <p>4. Explores a variety of stylistic approaches in drawing and painting such as gesture, contour, pointillism, cross-hatching, impressionistic, impasto, transparency, and abstract expressionism. (VA.A.1.4.2)</p> <p>5. Demonstrates craftsmanship. (VA.A.1.4.4)</p> <p>6. Demonstrates proper use of tools and techniques. (VA.A.1.4.2)</p> <p>7. 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 through drawings and paintings. (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 describe the role of the artist in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of twenty drawings and paintings that reflect:</p> <ol style="list-style-type: none"> <li>1. a variety of five drawing and five painting techniques; (VA.A.1.4.2) (VA.B.1.4.2)</li> <li>2. effective use of elements of art and principles of design; (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>3. a variety of creative and original imagery; (VA.A.1.4.1) (VA.B.1.4.1)</li> <li>4. proper use of tools and techniques; (VA.A.1.4.2)</li> <li>5. refined craftsmanship. (VA.A.1.4.4)</li> </ol> <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>

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IV Personal Development	<p>8. <i>Produces a design that illustrates the concept of change in the development of an idea (e.g., morphing or shaper shifting).</i> (VA.B.1.4.1)</p> <p>9. <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 drawings and paintings.</p> <p>2. Develops personal style using drawing and painting media.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies future goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Explores personal philosophy of art.</p> <p>6. <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 the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.</i></p> <p>C. The student develops a personal philosophy of drawing and painting.</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></p>