

| 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.<br/>(VA.D.1.4.2)</li> <li>2. Questions the role of fiber art as fine and applied art.</li> <li>3. Discriminates between artist's intent and public interpretation.<br/>(VA.D.1.4.1)</li> <li>4. Uses appropriate vocabulary to identify fiber arts.<br/>(VA.D.1.4.2)</li> <li>5. Discusses aesthetic qualities, craftsmanship, and composition in woven fibers, structures, or decorated fabrics.</li> <li>6. <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><br/>(VA.D.1.4.3)</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 examine at least five different fiber processes.</li> <li>B. <i>The student understands and determines the difference between the artist's intent and public interpretation through evaluative criteria and judgment.</i><br/>(VA.D.1.4.1)</li> <li>C. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend judgments about fiber art.<br/>(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><br/>(VA.D.1.4.3)</li> <li>D. <i>The student understands some of the implications of intent and purpose in particular works of art.</i><br/>(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 artist through fiber arts.<br/>(VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Identifies the works of noted fiber artists.<br/>(VA.C.1.4.1) (VA.C.1.4.2)</li> <li>3. Investigates notable fiber artworks past and present.<br/>(VA.C.1.4.1) (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 the work of at least five fiber artists of historical and cultural significance.<br/>(VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>  |

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| <p>III Studio Skills</p> | <p>4. Demonstrates knowledge of woven, decorated, and constructed fabric through history.<br/>(VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original fiber artworks using elements of art and the principles of design.<br/>(VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Formulates imagery for fiber artworks from observation, experience, and imagination.<br/>(VA.A.1.4.1)</p> <p>3. Explores and applies a variety of fiber art processes to two-dimensional and three-dimensional artworks.<br/>(VA.A.1.4.2) (VA.B.1.4.2)</p> <p>4. Explores and applies a variety of stylistic approaches to create fiber art.<br/>(VA.A.1.4.4)</p> <p>5. Uses appropriate terminology to identify fiber art.<br/>(VA.A.1.4.2)</p> <p>6. Experiments with a variety of surface design techniques.<br/>(VA.A.1.4.2)</p> <p>7. Maintains a sketchbook/journal.<br/>(VA.A.1.4.1)</p> | <p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the history of fiber art and its role in various cultures.<br/>(VA.C.1.4.1) (VA.C.1.4.2)</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 fiber artist in society.</i><br/>(VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of five fiber artworks that reflect:<br/>(VA.B.1.4.2)</p> <ol style="list-style-type: none"> <li>1. a variety of fiber techniques<br/>(VA.A.1.4.2)</li> <li>2. effective use of elements of art and principles of design<br/>(VA.A.1.4.3) (VA.B.1.4.4)</li> <li>3. a variety of creative and original imagery<br/>(VA.A.1.4.4) (VA.B.1.4.1)</li> <li>4. proper use of tools and techniques<br/>(VA.A.1.4.2)</li> </ol> <p>B. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development.<br/>(VA.A.1.4.1)</p> |

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| IV Personal Development | <p>8. Demonstrates craftsmanship and proper use of tools and techniques.<br/>(VA.A.1.4.2) (VA.A.1.4.4)</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><br/>(VA.B.1.4.3)</p> <p>1. Explores personal philosophy of fiber arts.</p> <p>2. Develops personal style in fiber art.</p> <p>3. Actively participates in art events.<br/>(VA.E.1.4.1) .</p> <p>4. Identifies with personal goals and aspirations in art.<br/>(VA.E.1.4.2)</p> <p>5. Respects own culture and the culture of others.</p> <p>6. Values the aesthetic qualities of fibers and fabric as an important realm of human experience.</p> <p>7. Explores art career possibilities in fabrics and fibers.<br/>(VA.E.1.4.2)</p> <p>8. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i><br/>(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.<br/>(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 collaboration within the arts and across life.</i><br/>(VA.E.1.4.2)</p> <p>C. The student develops a personal philosophy of fiber art.</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><br/>(VA.E.1.4.3)</p> |