

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. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 3. Applies appropriate vocabulary to analyze graphic designs. (VA.D.1.4.2) 4. Recognizes the value of technical and aesthetic qualities in design, which contribute to the expressive content of a given work of art. 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) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend artistic judgments about graphic design process. (VA.D.1.4.2) B. <i>The student understands and determines the difference between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) C. <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) D. <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. Analyzes the historical contributions of artists through graphic design. (VA.C.1.4.1) (VA.C.1.4.2) 2. Examines the graphic designs of noted artists in relationship to cultural, historical, and social content. (VA.C.1.4.1) (VA.C.1.4.2) 3. Analyzes the meaning of specific graphic designs for content relevant to the social and political environment. (VA.C.1.4.1) (VA.C.1.4.2) 4. Compares and contrasts graphic designs cross-culturally. (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 ten graphic designers by artists of historical and cultural significance. (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 the work of graphic designers cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Creates original graphic designs that include copy and visuals, and combine a variety of media using elements of art and the principles of design. (VA.A.1.4.3) (VA.B.1.4.4) 2. Formulates imagery for graphic designs from observation, experience, and imagination using advanced techniques in graphic design. (VA.A.1.4.1) (VA.B.1.4.1) 3. Expands exploration within the unique characteristics of selected graphic design process. (VA.A.1.4.2) (VA.B.1.4.2) 4. Applies graphic design processes to two-dimensional or three-dimensional artwork. (VA.A.1.4.2) 5. Applies technological innovation to advanced graphic design. (VA.A.1.4.2) 6. Maintains a sketchbook/journal. (VA.A.1.4.1) 7. Demonstrates proper use of materials and techniques. (VA.A.1.4.2) 8. Uses appropriate terminology as it applies to graphic design. (VA.A.1.4.2) 9. <i>Demonstrates refined craftsmanship.</i> (VA.A.1.4.4) 	<p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the role of the graphic designer artist in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of twenty graphic designs that demonstrates:</p> <ol style="list-style-type: none"> 1. a mastery of minimum of five graphic design techniques (VA.A.1.4.2) (VA.B.1.4.2) 2. refined craftsmanship (VA.A.1.4.4) 3. proficiency in the use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 4. proper use of tools and techniques (VA.A.1.4.2) 5. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1) <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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<p>IV Personal Development</p>	<p>10. <i>Compiles a portfolio of works that demonstrate consistency in style, personality, and breadth and that use a variety of media.</i> (VA.B.1.4.3)</p> <p>1. Formulates, accepts, and applies constructive criticism about own work and the work of others.</p> <p>2. Develops a plan for personal goals and career application. (VA.E.1.4.2)</p> <p>3. Uses talents and skills for positive influence in the community. (VA.E.1.4.1)</p> <p>4. Feels confident about personal philosophy, self-image and artistic aspirations.</p> <p>5. <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 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> <p>C. The student refines his/her personal philosophy of graphic design.</p> <p>D. The student can formulate a plan for personal artistic goals and career applications. (VA.E.1.4.2)</p>