

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <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. Analyzes own work in comparison to established criteria. 3. Discusses the styles and philosophies of selected artists. (VA.D.1.4.2) 4. Recognizes and points out the art qualities, singly and in combination, in selected paintings. 5. <i>Discusses how public interpretation of works of art (e.g., as related to theories or values) can change over time and space and from culture to culture and how this changing interpretation relates to the original intent of the artists.</i> (VA.D.1.4.1) 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> (VA.D.1.4.3) | <ol style="list-style-type: none"> A. <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) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to differentiate and discuss a variety of painting styles and processes. C. <i>The student understands critical and aesthetic statements in terms of historical reference while researching works of art.</i> (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. Examines and recognizes the paintings of selected major artists both past and present in relation to cultural and historical content. (VA.C.1.4.1) (VA.C.1.4.2) 2. Demonstrates understanding of the characteristics of painting styles as seen in art history. (VA.C.1.4.1) 3. Identifies historical contributions of artists. (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 the cultural and historical significance of painting throughout history. (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. Demonstrates ability to produce paintings with a particular composition or subject matter. (VA.A.1.4.1) (VA.A.1.4.3) (VA.B.1.4.1) 2. Develops two-dimensional works of art that demonstrate imaginative arrangements of elements of art and principles of design as a starting point for a painting. (VA.A.1.4.1) (VA.A.1.4.3) (VA.B.1.4.4) 3. Formulates images for artworks from observation, experience, and imagination. (VA.A.1.4.1) 4. Creates works of art using traditional and non-traditional techniques, materials and processes. (VA.A.1.4.2) 5. Assembles a body of work which demonstrates growth in content, technique, and process. (VA.A.1.4.4) (VA.B.1.4.3) 6. Demonstrates skills in composition and design of picture planes. (VA.A.1.4.3) (VA.B.1.4.4) | <p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the ways that various cultures express personal feelings, ideas, and observations through painting. (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 examine painting and the role of the artist/painter in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of eight paintings that reflect:</p> <ol style="list-style-type: none"> 1. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 2. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1) 3. proper and creative use of tools and techniques (VA.A.1.4.2) 4. a minimum of three different painting materials using a variety of techniques (VA.A.1.4.2) 5. recognition that choice and use of art media influence the quality and character of artist's expression (VA.A.1.4.1) 6. <i>refined craftsmanship</i> (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> |

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| IV Personal Development | <p>7. Maintains a sketchbook/journal that illustrates an exploration and evolution of ideas, techniques, and imagery that can be applied to works of art. (VA.A.1.4.1)</p> <p>8. Illustrates relationships in painting, such as proportion, figure-ground, contrast, overlapping, and color schemes. (VA.A.1.4.2)</p> <p>9. Demonstrates expression of painted form through line, shape, value, texture, and color. (VA.A.1.4.2)</p> <p>10. Shows awareness of the properties and characteristics of wet media. (VA.A.1.4.2)</p> <p>11. Explores three different emotions to create a self-portrait in three different media, making connections between the emotion and the media selected. (VA.B.1.4.2)</p> <p>1. Employs an open-mindedness toward different forms and styles of paintings.</p> <p>2. Expresses personal ideas and feelings in two-dimensional designs.</p> <p>3. Formulates, accepts, and applies constructive criticism about own work and work of others. (VA.E.1.4.3)</p> <p>4. Determines career choices and required skill proficiency from experiences attained through visual arts courses, past research, and actual apprenticeships. (VA.E.1.4.2)</p> | <p>C. 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. (VA.B.1.4.2)</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. 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. (VA.E.1.4.2)</p> |

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| | <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>C. The student develops a personal philosophy of 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> (VA.E.1.4.3)</p> |