

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<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. Discusses the philosophies of selected artists. 3. Analyzes own work in comparison to established criteria both in verbal and written form. 4. Compares and contrasts the treatment of objects in two or more specific representational works of art. 5. Selects from a group of works those which show the most movement, stability, simplicity, complexity, contrast, and continuity. 6. <i>Distinguishes between artist's intent and public interpretation.</i> (VA.D.1.4.1) 7. <i>Describes artists who intentions 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 judgments about selected works of art. (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)
II Cultural & Historical Context	<ol style="list-style-type: none"> 1. Examines and appreciates the work of noted artists in relationship to cultural/historical content and society. (VA.C.1.4.1) (VA.C.1.4.2) 2. Compares and contrasts artworks cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2) 3. Identifies historical contributions of artists. (VA.C.1.4.1) (VA.C.1.4.2) 4. Recognizes the role of the visual arts in our society. (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 various works 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 describe the roles of the visual arts 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. Develops two-dimensional and/or three-dimensional works of art that demonstrate effective use of the elements of art and the principles of design. (VA.A.1.4.3) (VA.B.1.4.4.) 2. Formulates images for artworks from observation, experience and imagination (VA.A.1.4.1) (VA.B.1.4.1) 3. Creates works of art using traditional and non-traditional techniques, materials and processes. (VA.A.1.4.2) (VA.B.1.4.2) 4. Assembles a body of work which demonstrates growth in content, technique, and process. (VA.A.1.4.4) (VA.B.1.4.3) 5. Produces, through distortion, fantasy, or other means, an animal or some other object that looks like no other object. (VA.A.1.4.1) 	<p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to describe the role of the two-dimensional and three-dimensional artist.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of twenty artworks that reflect:</p> <ol style="list-style-type: none"> 1. a variety of five techniques (VA.A.1.4.2) (VA.B.1.4.2) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.A.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1) 4. proper use of tools and techniques (VA.A.1.4.2) <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>	<ol style="list-style-type: none"> 1. Expresses personal ideas and feelings in two-dimensional and three-dimensional design. 2. Formulates, accepts, and applies constructive criticism about own work and the work of others. (VA.E.1.4.3) 3. Actively participates in community art events and exhibitions. (VA.E.1.4.1) 4. Demonstrates an appreciation of the history of art. 5. Continues to explore a personal philosophy of art. 6. <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) 	<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 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 refines his/her philosophy of art. 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)