

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. Questions the role of art critics, historians, and artists who make prints. 3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 4. Uses appropriate vocabulary to identify prints. (VA.D.1.4.2) 5. Describes characteristics and appropriate applications for each printmaking process. 6. <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 recognize at least three different printmaking processes. (VA.D.1.4.2) B. <i>The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) C. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend critical judgments about printmaking. (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. Understands the historical contributions of artists through printing. (VA.C.1.4.1) (VA.C.1.4.2) 2. Identifies the works of noted artist/printmakers. (VA.C.1.4.1) (VA.C.1.4.2) 3. Identifies notable prints past and present. (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 prints by printmakers of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)

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<p>III Studio Skills</p>	<p>4. Compares printmaking cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>5. Understands the origins of printmaking. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original prints using the elements of art and the principles of design. (VA.A.1.4.3) (VA.B.1.4.4.)</p> <p>2. Formulates images for artworks from observation, experience and imagination. (VA.A.1.4.1)</p> <p>3. Explores and applies a variety of printmaking processes (i.e., relief, planographic, intaglio, and serigraphy). (VA.A.1.4.2)</p> <p>4. Explores and applies a variety of stylistic approaches to create prints. (VA.A.1.4.1) (VA.B.1.4.2)</p> <p>5. Uses appropriate terminology to identify printmaking processes. (VA.A.1.4.2)</p> <p>6. Maintains a sketchbook/journal. (VA.A.1.4.1)</p> <p>7. Demonstrates proper use of tools and techniques. (VA.A.1.4.2)</p>	<p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the ways in that artists in various cultures express personal feelings, ideas, and observations through printmaking. (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 printmaker in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of three print editions that reflect:</p> <ol style="list-style-type: none"> 1. a variety of printmaking techniques (VA.A.1.4.2) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1) 4. proper use of tools and techniques (VA.A.1.4.2) 5. refined craftsmanship (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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<p>IV Personal Development</p>	<p>8. <i>Demonstrates refined craftsmanship.</i> (VA.A.1.4.4)</p> <p>9. <i>Produces a design that illustrates the concept of change in the development of an idea (e.g., morphing or shape shifting).</i> (VA.B.1.4.1)</p> <p>10. <i>Compiles a portfolio of works that demonstrate consistency in styles, personality, and breadth and that use a variety of media.</i> (VA.B.1.4.3)</p> <p>1. Expresses personal ideas and feelings in prints.</p> <p>2. Develops personal style in printmaking.</p> <p>3. Actively participates in community art events. (VA.E.1.4.1)</p> <p>4. Identifies personal goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Respects own culture and the culture of others.</p> <p>6. Demonstrates the willingness to seek out examples of various printmaking processes in books and magazines.</p> <p>7. Explores personal philosophy of printmaking.</p> <p>8. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentation, journal entries, and critiques.</i> (VA.E.1.4.3)</p>	<p>C. <i>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.</i> (VA.B.1.4.2)</p> <p>A. The student can demonstrate the value of his/her personal artwork and 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 collaboration within the arts and across life.</i> (VA.E.1.4.2)</p> <p>C. The student develops a personal philosophy of printmaking.</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>