

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. (VA.D.1.4.2)</li> <li>2. Questions the role of computer graphics as fine and applied art.</li> <li>3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1)</li> <li>4. Compares and contrasts ways that computer technology conveys feelings and ideas.</li> <li>5. Uses appropriate vocabulary to identify computer graphics. (VA.D.1.4.2)</li> <li>6. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollock), 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)</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 formulate and defend artistic judgments about the computer graphic process. (VA.D.1.4.2)</li> <li>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)</li> <li>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)</li> <li>D. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (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 artists through computer graphics. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Identifies the works of noted computer graphic artists. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>3. Investigates notable computer graphics past and present. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>4. Compares the impact of computer graphics internationally. (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 ten computer graphics by computer graphic artists of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the work of computer graphic artists cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Creates original computer graphics using elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>2. Manipulates technology to formulate imagery from observation, experience, and imagination. (VA.A.1.4.1) (VA.B.1.4.1)</li> <li>3. Explores and applies a variety of computer graphic processes. (VA.A.1.4.2) (VA.B.1.4.2)</li> <li>4. Explores and applies a variety of stylistic approaches to create computer graphic designs. (VA.A.1.4.4) (VA.B.1.4.2)</li> <li>5. Uses appropriate terminology as it applies to computer graphics. (VA.A.1.4.3)</li> <li>6. Demonstrates proper use of equipment and software. (VA.A.1.4.2)</li> <li>7. Applies technological innovations to computer graphic production. (VA.A.1.4.2)</li> <li>8. Maintains a sketchbook/journal. (VA.A.1.4.1)</li> <li>9. Uses computers and selected peripherals to produce individual and sequential images and prints them electronically. (VA.A.1.4.2)</li> </ol>	<p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the graphics and the role of the computer graphic artist in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of twenty computer graphics that reflect:</p> <ol style="list-style-type: none"> <li>1. mastery of at least of five different techniques (VA.A.1.4.2) (VA.B.1.4.2)</li> <li>2. refined craftsmanship (VA.A.1.4.4)</li> <li>3. proficiency in the use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>4. proper use of tools and techniques (VA.A.1.4.2)</li> <li>5. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1)</li> </ol> <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. Gives a well organized presentation of individual and sequential computer-generated images. (VA.A.1.4.4)</p> <p>11. <i>Produces a body of work showing an in-depth study of a specific visual idea or a particular mode of working.</i> (VA.B.1.4.3)</p> <p>1. Expresses personal ideas and feelings in computer graphics.</p> <p>2. Develops personal style in computer graphics.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies with personal goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Respects own culture and culture of others.</p> <p>6. Explores personal philosophy of computer graphics.</p> <p>7. <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. <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>B. The student can formulate a plan for personal artistic goals and career applications. (VA.E.1.4.2)</p> <p>C. The student can participate in a minimum of three community, district, or school exhibitions, events, museum visitations, and/or programs. (VA.E.1.4.1)</p> <p>D. The student can refine his/her personal philosophy of computer graphics.</p>