

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<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. Applies appropriate vocabulary to analyze fiber art. (VA.D.1.4.2)</li> <li>3. Demonstrates a perception of visual relationships that may be found in fabrics of particular types and functions.</li> <li>4. Applies criteria for making judgments about his or her own work, the work of peers, and the work of recognized artists.</li> <li>5. <i>Differentiates between artist's intent and public interpretation.</i> (VA.D.1.4.1)</li> <li>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)</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 fiber art. (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>
II Cultural & Historical Context	<ol style="list-style-type: none"> <li>1. Analyzes the historical contributions of artists through fiber arts. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Examines the fiber artworks of noted artists in relationship to cultural and historical content. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>3. Analyzes the meaning of specific fiber artworks for content relevant to the social and political environment. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>4. Compares and contrasts fiber arts cross-culturally. (VA.C.1.4.1) (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 five fiber works by fiber 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 fiber artists cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>

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III Studio Skills	<p>5. Demonstrates knowledge of fabric design in the contemporary art world, including the names, works, and styles of one or more major fiber artists. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original fiber artworks combining mixed media using elements of art and the principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Formulates imagery for fiber artworks from observation, experience, and imagination using advanced techniques in fiber arts. (VA.A.1.4.1) (VA.B.1.4.1)</p> <p>3. Expands exploration within the unique characteristics of a selected fiber art process. (VA.A.1.4.4)</p> <p>4. Applies fiber art processes to other forms of two-dimensional and three-dimensional artwork. (VA.A.1.4.4) (VA.B.1.4.2)</p> <p>5. Creates fiber art using non-conventional material, tools and technology. (VA.A.1.4.2)</p> <p>6. Produces works in fiber/fabrics using a variety of tools and technique processes such as pattern or tapestry weaving, silk screen, block printing, batik, trapunto, and appliqué. (VA.A.1.4.4)</p> <p>7. Uses appropriate terminology to identify fiber processes. (VA.A.1.4.2)</p> <p>8. Experiments with a variety of advanced surface design techniques and styles. (VA.A.1.4.2)</p>	<p>C. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the roles of the fiber artist in society. (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of five fiber works that demonstrates:</p> <ol style="list-style-type: none"> <li>1. a mastery of a minimum of five 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>9. Demonstrates mastery of craftsmanship and proper use of tools, techniques and styles. (VA.A.1.4.2)</p> <p>10. Maintains a sketchbook/journal. (VA.A.1.4.1)</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. Formulates, accepts, and applies constructive criticism about own work and the work of others. (VA.E.1.4.3)</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. Appreciates fiber art as an important realm of the human experience.</p> <p>6. Analyzes own work in comparison to previous efforts.</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 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 refines his/her personal philosophy of fiber art.</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>