

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic &amp; Critical Inquiry</p>	<ol style="list-style-type: none"> <li>1. Responds to art and the environment using descriptive vocabulary (identifying patterns, locating the center of interest). (VA.D.1.1.1)</li> <li>2. Makes comparisons, gives feelings and opinions in response to art and the environment. (VA.D.1.1.1)</li> <li>3. Appreciates the visual qualities in one's own artwork.</li> <li>4. Identifies various values of a given color. (VA.D.1.1.1)</li> <li>5. Recognizes the use of symbols and symbolism (stop sign, flag) in art and the environment. (VA.B.1.1.1)</li> <li>6. Makes and explains choices in his or her art work. (VA.D.1.1.1)</li> <li>7. Appreciates the uniqueness and worth of classmates' artwork as well as his or her own.</li> <li>8. <i>Describes how certain works of abstract art communicate information or emotion.</i> (VA.D.1.1.2)</li> <li>9. <i>Discusses the difference between an original painting and a reproduction.</i> (VA.D.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student can identify the elements of art and principles of design. (VA.D.1.1.1)</li> <li>B. Through the critique process, the student can express feelings about works of art. (VA.D.1.1.1)</li> <li>C. <i>Through the critique process, the student can understand that works of art can be rendered realistically, symbolically, or abstractly.</i> (VA.D.1.1.2)</li> <li>D. <i>The student knows the difference between an original work of art and a reproduction.</i> (VA.D.1.1.3)</li> </ol>
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Recognizes that artists are people who have special skills. (VA.E.1.1.1)</li> <li>2. Recognizes that artists use various sources for ideas for their artwork (examples may include, but are not limited to: everyday life, feelings, fantasy, beliefs, history). (VA.B.1.1.1) (VA.C.1.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student can identify different cultures. (VA.C.1.1.1)</li> <li>B. Through the critique process, the student can understand the functions of art. (VA.B.1.1.3) (VA.C.1.1.2) (VA.E.1.1.1)</li> </ol>

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<p>III Studio Skills</p>	<p>3. Describes some differences and similarities in art produced by various cultures. (VA.C.1.1.1)</p> <p>4. Suggests reasons why artists and/or societies create art (e.g., religious, political, economic, personal enjoyment). (VA.B.1.1.3) (VA.C.1.1.2) (VA.E.1.1.1)</p> <p>5. <i>Takes part in an arts career day and visits artists, craftsmen and media arts production staff for outreach experience.</i> (VA.E.1.1.2)</p> <p>6. Recognizes that artists do not always express themselves realistically. (VA.C.1.1.2)</p> <p>7. Recognizes that architects and planners are the artists who create our homes, buildings, and cities. (VA.E.1.1.1)</p> <p>8. Recognizes that some artists, both Western and non-Western, repeat lines, shapes, and/or colors to create patterns. (VA.C. 1.1.2)</p> <p>1. Demonstrates self-direction and originality in visual expression. (VA.B.1.1.3)</p> <p>2. Develops an awareness of the “whole page” (i.e. relates picture size to paper size). (VA.A.1.1.3) (VA.B.1.1.4)</p> <p>3. Uses a variety of drawing tools to produce desired effects. (VA.A.1.1.1) (VA.A.1.1.2) (VA.A.1.1.3)</p> <p>4. Works three-dimensionally to explore form and space. (VA.A.1.1.2) (VA.A.1.1.3)</p>	<p>C. <i>The student knows various careers that are available to artists.</i> (VA.E.1.1.2)</p> <p>D. Through the critique process, the student can compare and contrast artwork from different cultures. (VA.C.1.1.1)</p> <p>A. The student can produce a minimum of twelve works of original art through the:</p> <ol style="list-style-type: none"> <li>1. manipulation of a variety of media (VA.A.1.1.2)</li> <li>2. use of line, color, texture, shapes, and space (VA.A.1.1.3) (VA.B.1.1.4)</li> <li>3. interpretation of personal ideas (VA.A.1.1.1) (VA.B.1.1.2)</li> </ol> <p>B. The student can develop:</p> <ol style="list-style-type: none"> <li>1. fine and gross motor skills (VA.A.1.1.2)</li> <li>2. recognize the properties of materials (VA.A.1.1.3)</li> </ol>

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	<ol style="list-style-type: none"> <li>5. Combines shapes by cutting and pasting to make a collage and/or to construct three-dimensionally. (VA.A.1.1.2)</li> <li>6. Integrates color, shape, line, space, and texture in visual expression. (VA.A.1.1.3) (VA.B.1.1.4)</li> <li>7. Experiments with the mixing of primary and secondary colors. (VA.A. 1.1.2)</li> <li>8. Uses a variety of paints (examples may include, but are not limited to: tempera, and watercolor) as well as various brush sizes and brush strokes. (VA.A.1.1.1) (VA.A.1.1.3)</li> <li>9. Prints or stamps with an inked surface and/or makes a monoprint. (VA.A.1.1.2)</li> <li>10. <i>Creates works of art that celebrate, record, and communicate important historical, cultural and personal events.</i> (VA.B.1.1.1)</li> <li>11. <i>Applies materials appropriately to produce well-crafted, cared-for works of art and identifies instances of poor craftsmanship in models provided.</i> (VA.A.1.1.4)</li> <li>12. Manipulates clay to create a subjective image. (VA.A.1.1.1) (VA.A.1.1.2) (VA.B.1.1.2)</li> <li>13. Explores fiber and textile techniques. (VA.A.1.1.2)</li> <li>14. Uses materials and tools properly. (VA.A.1.1.2)</li> <li>15. Follows directed clean-up procedures (VA.E.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>C. <i>The student knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.</i> (VA.B.1.1.1)</li> <li>D. <i>The student can demonstrate good craftsmanship when producing works of art.</i> (VA.A.1.1.4)</li> </ol>

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> <li>1. Demonstrates initiative for self-expression. (VA.B.1.1.3)</li> <li>2. Works well with others. (VA.E.1.1.3)</li> <li>3. Demonstrates respect for materials, tools, facilities. (VA.A.1.1.2) (VA.E.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate an attitude of respect for materials, tools, facilities, and peers by following classroom rules and procedures. (VA.E.1.1.3)</li> <li>B. The student can practice safety and conservation through the care of materials and the proper use of tools. (VA.A.1.1.2)</li> <li>C. The student can show respect for fellow classmates and their work through cooperative interaction. (VA.E. 1.1.3)</li> </ol>