

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Identifies kinds of lines (examples may include, but are not limited to: thick, thin, straight, curved) in art and in the environment. (VA.D.1.1.1) 2. Identifies basic shapes: circle, square, triangle, oval, rectangle and free forms. (VA.D.1.1.1) 3. Identifies textures (examples may include, but are not limited to: rough, smooth, soft) in art and in the environment. (VA.D.1.1.1) 4. Recognizes the primary and secondary colors. (VA.D.1.1.1) 5. Identifies patterns in art and in the environment. (VA.D.1.1.1) 6. Develops a beginning descriptive vocabulary (examples may include, but are not limited to: quiet, excited, busy, happy) to respond to visual qualities in art and in the environment. (VA.D.1.1.1) 7. Shares own art with classmates and the art teacher and engages in dialogue about the visual qualities observed. (VA.D.1.1.1) 8. Interprets personal ideas, feelings, and experiences. (VA.B.1.1.2) 9. <i>Describes how certain works of art communicate information or emotion.</i> (VA.D.1.1.2) 10. <i>Discusses the difference between an original painting and a reproduction.</i> (VA.D.1.1.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student can identify the elements of art and principles of design. (VA.D.1.1.1) B. Through the critique process, the student can express feelings about works of art. (VA.D.1.1.1) 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) D. <i>The student knows the difference between an original work of art and a reproduction.</i> (VA.D.1.1.3)

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<p>II Cultural & Historical Context</p>	<p>11. <i>Participates in a community based field trip to museum, gallery, or studio and compares an original work with a print, photograph, or other reproduction.</i> (VA.D.1.1.3)</p> <p>1. Recognizes that making art can be an occupation. (VA.B.1.1.3) (VA.E.1.1.2)</p> <p>2. Begins to recognize that art represents specific cultures (European, African, Native American, Asian, Hispanic, etc.) (VA.C.1.1.1) (VA.C.111)</p> <p>3. Discusses the past and present as revealed through artifacts produced by various peoples. (VA.C.112)</p> <p>4. <i>Gathers and classifies examples of everyday objects designed by artists.</i> (VA.E.1.1.1)</p> <p>5. Sees art as an integral part of society and everyday life. (VA.E.1.1.1)</p>	<p>A. Through the critique process, the student can identify different cultures. (VA.C.111)</p> <p>B. Through the critique process, the student can recognize the purpose of art objects throughout history. (VA.B.1.1.3) (VA.C.1.1.1)</p> <p>C. Through the critique process, the student can identify a variety of present day art occupations. (VA.E.1.1.2)</p> <p>D. <i>Through the critique process, the student can understand that people create art for various reasons and that everyday objects are designed by artists.</i> (VA.E.1.1.1)</p>
<p>III Studio Skills</p>	<p>1. Interprets personal ideas, feelings and experiences through visual form. (VA.A.1.1.1) (VA.B.1.1.1)</p> <p>2. Draws and paints on large papers with large brushes, crayons, pencils and magic markers. (VA.A.1.1.2)</p> <p>3. Experiments with color mixing. (VA.A.1.1.2)</p>	<p>A. The student can produce a minimum of twelve works of original art through the:</p> <ol style="list-style-type: none"> 1. manipulation of a variety of media (VA.A.1.1.2) 2. use of line, color, texture, shapes, and space (VA.A.1.1.3) (VA.B.1.1.4) 3. interpretation of personal ideas (VA.1.1.1) (VA.B.1.1.2)

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	<ol style="list-style-type: none"> 4. Combines shapes by cutting and pasting two-dimensional and/or three-dimensional works. (VA.A.1.1.2) 5. Inks a surface and prints or stamps its image. (VA.A.1.1.2) 6. Begins to develop an awareness of the “whole page”. (VA.A.1.1.3) (VA.A.1.1.4) 7. Manipulates plasticine and/or earthenware clay. (VA.A.1.1.2) 8. Begins to experiment with textile techniques. (VA.A.1.1.2) 9. Begins to follow directed clean-up procedures. (VA.A.1.1.3) 10. <i>Begins to apply materials appropriately to produce well-crafted, cared-for works of art.</i> (VA.A.1.1.4) 11. <i>Creates works of art that celebrate, record, and communicate important historical, cultural and personal events.</i> (VA.A.1.1.1) 12. <i>Demonstrates self-direction and originality in visual expression.</i> (VA.A.1.1.3) 	<p>B. The student can develop:</p> <ol style="list-style-type: none"> 1. fine and gross motor skills through the manipulation of materials (VA.A.1.1.2) 2. understanding of the properties of materials through the production of works of art (VA.A.1.1.3) <p>C. <i>The student can begin to demonstrate good craftsmanship when producing works of art.</i> (VA.A.1.1.4)</p> <p>D. <i>The student can use different subject matter, symbols and ideas to communicate meaning in works of art.</i> (VA.B.1.1.1)</p> <p>E. <i>The student knows a variety of purposes for creating works of art.</i> (VA.B.1.1.3)</p>

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> 1. Demonstrates a willingness to give attention to an event or activity. (VA.E.1.1.3) 2. Demonstrates respect for materials, tools, facility, and fellow classmates. (VA.A.1.1.2) (VA.E.1.1.3) 	<ol style="list-style-type: none"> A. The student can demonstrate a willingness to focus on a given activity through participation and completion. (VA.E.1.1.3) B. The student can practice safety and conservation through the care of materials and the proper use of tools. (VA.A.1.1.2) C. The student can show respect for fellow classmates and their work through cooperative interactions. (VA.E. 1.1.3)