

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.1.3.1) 2. Uses appropriate vocabulary in regard to three-dimensional forms. (VA.D.1.3.1) 3. Utilizes the process of art criticism to develop criteria for making aesthetic judgments about three-dimensional art. (VA.D.1.3.1) 4. Identifies three-dimensional forms and art objects that incorporate and synthesize both utilitarian and non-utilitarian qualities. (VA.D.1.3.1) 5. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2) 6. <i>Researches a work of art and discusses what the artist's creative thoughts and intentions might have been.</i> (VA.D.1.3.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine at least ten major three-dimensional artworks. (VA.D.1.3.1) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast utilitarian and non-utilitarian three-dimensional forms. (VA.D.1.3.1) C. <i>The student can use research and contextual information to identify responses to works of art.</i> (VA.D.1. 3.2) D. <i>The student can understand how artist's intent plays a crucial role in the aesthetic value of an object.</i> (VA.D.1.3.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Identifies various interpretations of three-dimensional forms (i.e. pottery, masks, religious icons, fertility figures) cross-culturally. (VA.C.1.3.2) 2. Explores cultures having a direct influence upon the work of contemporary three-dimensional artists. (VA.C.1.3.1) 3. Compares and contrasts three-dimensional artifacts from various cultures. (VA.C.1.3.1) 4. Analyzes how three-dimensional art objects can serve as visual representations of specific historical periods. (VA.C.1.3.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify the functional and symbolic purpose of three-dimensional art objects as they relate to specific cultures. (VA.C.1.3.2) (VA.B.1.3.1) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to research the contributions of various cultures, past or present, to contemporary three-dimensional art. (VA.C.1.3.1)

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<p>III Studio Skills</p>	<p>5. <i>Creates a timeline using symbols based on his or her family lineage, incorporating historical, cultural, and personal events.</i> (VA.B.1.3.1)</p> <p>1. Produces three-dimensional forms demonstrating knowledge of the elements of art and principles of design. (VA.A.1.3.3) (VA.B.1.3.4)</p> <p>2. Demonstrates safety procedures when using three-dimensional media and tools. (VA.A.1.3.2)</p> <p>3. Creates personal three-dimensional art forms that incorporate utilitarian and non-utilitarian aspects (i.e. functional, decorative, expressive, abstract, symbolic). (VA.A.1.3.1) (VA.A.1.3.4) (VA.B.1.3.3)</p> <p>4. Integrates two or more processes (i.e. additive, subtractive, manipulative, casting) into a single three-dimensional art form. (VA.A.1.3.2)</p> <p>5. <i>Creates and justifies two or more solutions to the same problem by using different art forms to display the solutions.</i> (VA.B.1.3.2)</p>	<p>C. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify the contribution of major historical periods towards the development of three-dimensional art. (VA.C.1.3.1)</p> <p>A. The student can incorporate the elements of art and principles of design to produce a minimum of six three-dimensional artworks, per semester, reflecting personal style and utilizing the following techniques: (VA.A.1.3.3)</p> <ol style="list-style-type: none"> 1. additive (VA.A.1.3.2) 2. subtractive (VA.A.1.3.2) 3. manipulative (VA.A.1.3.2) 4. casting (VA.A.1.3.2) <p>B. <i>The student can demonstrate refined craftsmanship.</i> (VA.A.1.3.4)</p> <p>C. <i>The student can maintain a sketchbook/ journal for expressing feelings and formulating new ideas.</i> (VA.A.1.3.1)</p> <p>D. <i>The student knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.</i> (VA.B.1.3.2)</p>

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> 1. Demonstrates awareness of art career possibilities. (VA.C.1.3.2) (VA.E.1.3.2) 2. Demonstrates a sensitivity to the work of others through the cooperative efforts of working towards a common goal. (VA.E.1.3.1) 3. Explores ways in which three-dimensional forms are displayed. 4. Designs reports or research projects using information gained from the visual arts. (VA.E.1.3.1) 5. Visits a local museum and analyzes its cultural, social, and economic role. (VA.E.1.3.3) 	<p><i>E. The student understands and distinguishes multiple purposes for creating works of art. (VA.B.1.3.3)</i></p> <p><i>F. The student knows and uses interrelated elements of art and principles of design to improve the communication of ideas. (VA.B.1.3.4)</i></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.</p> <p><i>B. The student understands how knowledge, skills and attitudes gained from the visual arts can enhance and deepen understanding for life. (VA.E.1.3.1)</i></p> <p>C. The student refines his/her personal philosophy of three-dimensional art.</p> <p>D. The student can formulate a plan for personal artistic goals and career applications. (VA.E.1.3.2)</p> <p><i>E. The student understands the various roles of museums, cultural centers, and exhibition spaces. (VA.E.1.3.3)</i></p>