

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Explains why a work of art is beautiful or satisfying. (VA.B.1.3.4) (VA.D.1.3.1) 2. Identifies the elements of art and principles of design in works of art. 3. Assesses the relative strengths and weaknesses of elements of art and principles of design when critiquing compositions. (VA.B.1.3.4) 4. Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form. (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 the aesthetic qualities of two and three-dimensional works of art. (VA.D.1.3.1) B. Through the critique process, the student uses analytical vocabulary in verbal and written form to describe how the elements of art and principles of design are used in two and three-dimensional works of art. (VA.B.1.3.4) (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 an 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. Examines general historical information in conjunction with art visuals from western and other cultures. (VA.C.1.3.1) 2. Identifies and correlates artists with their cultures. (VA.C.1.3.1) 3. Recognizes significant artists and their works of art. (VA.C.1.3.1) 4. Demonstrates awareness and appreciation of art as visual representation of specific historical periods. (VA.C.1.3.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student uses analytical vocabulary in verbal and written form to express his/her perceptions of specific artists and art periods. (VA.C.1.3.1) B. Through the critique process, the student uses analytical vocabulary in verbal and written form to identify artists, styles and art forms as they relate to the cultures in which they were produced. (VA.C.1.3.1)

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<p>III Studio Skills</p>	<p>5. <i>Recognizes the role of artists and their work as integral to society.</i> (VA.C.1.3.1)</p> <p>6. <i>Visits a local museum and analyzes its cultural, social and economic role.</i> (VA.E.1.3.3)</p> <p>1. Expresses concepts and emotions in works of art. (VA.A.1.3.1) (VA.B.1.3.2)</p> <p>2. Experiments with different compositional arrangements including formal, informal, and radial balance. (VA.A.1.3.1) (VA.B.1.3.4)</p> <p>3. Explores new techniques and processes. (VA.A.1.3.2)</p> <p>4. Demonstrates good craftsmanship. (VA.A.1.3.4)</p> <p>5. Creates and identifies works that are non-objective, abstract or realistic in nature. (VA.A.1.3.1) (VA.B.1.3.1)</p> <p>6. Writes, draws and collects information in a sketchbook/journal. (VA.A.1.3.1)</p> <p>7. <i>Creates works of art that record and communicate social issues such as historical, cultural, and personal events.</i> (VA.E.1.3.1)</p>	<p>C. <i>The student can understand the role of the artist and the function of art in different periods of time and in different cultures.</i> (VA.C.1.3.2)</p> <p>D. <i>The student can understand the various roles of museum, cultural centers, and exhibitions spaces.</i> (VA.E.1.3.3)</p> <p>A. The student can produce two and three-dimensional works of art with consideration for:</p> <ol style="list-style-type: none"> 1. expressive quality (VA.A.1.3.1) (VA.B.1.3.2) 2. subject matter (VA.A.1.3.1) 3. technical process (VA.A.1.3.2) 4. craftsmanship (VA.A.1.3.4) <p>B. The student can develop a working portfolio with a minimum of ten works per nine weeks. (VA.A.1.3.4)</p> <p>C. The student can express feelings, thoughts and ideas in a sketchbook/journal. (VA.A.1.3.1) (VA.B.1.3.1)</p>

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> 1. Participates in the design process with others. 2. Uses art as an impetus to explore other disciplines. (VA.E.1.3.1) 3. Develops personal art values (originality vs. copying). 4. Recognizes strengths and areas of improvement within themselves. 5. Demonstrates problem-solving both independently and cooperatively. (VA.B.1.3.3) 6. Explores careers in art. (VA.E.1.3.2) 	<ol style="list-style-type: none"> A. The student can work in cooperative groups to: <ol style="list-style-type: none"> 1. conceptualize (VA.B.1.3.3) 2. assess 3. create (VA.B.1.3.3) 4. critique two and three-dimensional art works B. The student can make connections with at least three other disciplines. (VA.E.1.3.1) C. <i>The student can understand the skills artists use in various careers and how they can be developed in art school or college through internships.</i> (VA.E.1.3.2)