

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.1.3.1)</li> <li>2. Selects visual elements in an organized and purposeful way.</li> <li>3. Uses appropriate vocabulary as it applies to photography. (VA.D.1.3.1)</li> <li>4. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2)</li> <li>5. <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)</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 examine photography and the role of the photographer in society. (VA.D.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze elements of art and principles of design in photographic images. (VA.D.1.3.1)</li> <li>C. <i>The student can use research and contextual information to identify responses to works of art.</i> (VA.D.1. 3.2)</li> <li>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)</li> </ol>
II Cultural & Historical Context	<ol style="list-style-type: none"> <li>1. Explores the evolution of photography and understands the historical contributions of artists through photography. (VA.C.1.3.2)</li> <li>2. Investigates notable photographs past and present. (VA.C.1.3.1)</li> <li>3. Compares photographs cross-culturally. (VA.C.1.3.1)</li> <li>4. <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)</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 photographs by photographers of cultural and historical significance. (VA.C.1.3.1)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast how photographers from various cultures convey messages, document, or express emotions in their photographs. (VA.C.1.3.2)</li> </ol>

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Demonstrates the use of basic camera and photographic production techniques. (VA.A.1.3.2)</li> <li>2. Creates original photographs using elements of art and principles of design. (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>3. Formulates imagery for photographs from observation, experience, and imagination. (VA.A.1.3.1) (VA.B.1.3.3)</li> <li>4. Maintains a photographic journal. (VA.A.1.3.1) (VA.B.1.3.3)</li> <li>5. Demonstrates skill in the preparation of photographs for exhibition (matting, mounting, labeling, etc.). (VA.A.1.3.4)</li> <li>6. <i>Uses a controversial issue (e.g., capital punishment) to create two works of art that take opposite positions, paying attention to design aspects that help emphasize each position. The student then analyzes the two positions.</i> (VA.B.1.3.2)</li> </ol>	<p>C. <i>The student knows how different subjects, themes, and symbols (through context, value and aesthetics) convey intended meanings or ideas in works of art.</i> (VA.B.1.3.1)</p> <p>A. The student can produce a portfolio of a minimum of ten photographs that reflect:</p> <ol style="list-style-type: none"> <li>1. variety of content (VA.A.1.3.1) (VA.B.1.3.3)</li> <li>2. a variety of photographic techniques (VA.A.1.3.2)</li> <li>3. effective use of design elements and principles (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>4. creative and original imagery (VA.A.1.3.1) (VA.B.1.3.3)</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.1.3.1)</p> <p>C. <i>The student can demonstrate craftsmanship in the presentation of photographs for exhibition.</i> (VA.A.1.3.4)</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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IV Personal Development	<ol style="list-style-type: none"> <li>1. Expresses personal ideas and feelings in photography.</li> <li>2. Explores personal philosophy about photography.</li> <li>3. Participates in art events. (VA.E.1.3.1)</li> <li>4. <i>Participates in community activities and job shadowing to increase awareness of art applications and required training in the job market.</i> (VA.E.1.3.2)</li> <li>5. <i>Visits a local museum and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student understands how knowledge, skills and attitudes gained from the visual arts can enhance and deepen understanding for life.</i> (VA.E.1.3.1)</li> <li>B. The student can demonstrate, through participation in art events, exhibits and programs, the value of his/her personal art work and of sharing his/her abilities. (VA.E.1.3.1)</li> <li>C. The student can develop a personal philosophy of photography.</li> <li>D. <i>The student understands 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)</li> <li>E. <i>The student understands the various roles of museums, cultural centers, and exhibition spaces.</i> (VA.E.1.3.3)</li> </ol>