

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic &amp; Critical Inquiry</p>	<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. Examines the use of symbols and typography in graphic design. (VA.D.1.3.1)</li> <li>3. Questions the role of graphic design in society. (VA.D.1.3.3)</li> <li>4. Discriminates between art created for personal expression and art created for commercial communication. (VA.D.1.3.3)</li> <li>5. Uses appropriate vocabulary to identify graphic design processes. (VA.D.1.3.1)</li> <li>6. Identifies and discusses elements of art and principles of design used to produce graphic products. (VA.D.1.3.1)</li> <li>7. <i>Uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art.</i> (VA.D.1.3.2)</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 graphic design and its function in society. (VA.D.1.3.3)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze at least ten works of graphic design. (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> </ol>
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Understands the historical development and contributions of graphic design artists. (VA.C.1.3.1)</li> <li>2. Examines notable graphic designs/designers past and present. (VA.C.1.3.1)</li> <li>3. Compares graphic designs cross-culturally. (VA.C.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 identify at least five graphic artists, past or present, and describe their historical contributions. (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 traditions/styles in the graphic designs of various cultures past and present. (VA.C.1.3.1)</li> </ol>

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<p>III Studio Skills</p>	<p>4. <i>Identifies the use of graphic design in business and industry (including, but not limited to: advertising, commercial design, etc.).</i> (VA.C.1.3.2)</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. <i>Demonstrates proficiency in basic design skills and illustration techniques.</i> (VA.A.1.3.2)</p> <p>2. <i>Demonstrates proficiency in layout techniques.</i> (VA.A.1.3.2)</p> <p>3. <i>Creates original graphic designs that include both copy and visuals using elements of art and principles of design.</i> (VA.A.1.3.3) (VA.B.1.3.4)</p> <p>4. <i>Formulates imagery for graphic designs from observation, experience, and imagination.</i> (VA.A.1.3.1)</p> <p>5. <i>Explores and applies a variety of graphic design processes.</i> (VA.A.1.3.2)</p> <p>6. <i>Explores and applies a variety of stylistic approaches to graphic designs.</i> (VA.A.1.3.2)</p> <p>7. <i>Demonstrates understanding of visual communication through the development of a product.</i> (VA.A.1.3.3) (VA.A.B.1.3.2)</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 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. <i>The student can produce a portfolio of a minimum of ten graphic designs that reflect:</i>  <ol style="list-style-type: none"> <li>1. <i>at least five different techniques</i> (VA.A.1.3.2)</li> <li>2. <i>effective use of elements of art and principles of design</i> (VA.A.1.3.3) (VA.B.1.3.4)</li> <li>3. <i>a variety of creative and original imagery</i> (VA.A.1.3.1)</li> <li>4. <i>proper use of tools and techniques</i> (VA.A.1.3.2)</li> <li>5. <i>refined craftsmanship</i> (VA.A.1.3.4)</li> </ol> </p> <p>B. <i>The student can maintain a sketchbook / journal.</i> (VA.A.1.3.1)</p> <p>C. <i>The student knows how 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>	<p>8. <i>Demonstrates refined craftsmanship.</i> (VA.A.1.3.4)</p> <p>9. <i>Establishes and maintains a sketchbook/journal.</i> (VA.A.1.3.1)</p> <p>10. <i>Demonstrates problem-solving skills both independently and cooperatively when working on a team project.</i> (VA.B.1.3.3)</p> <p>1. Expresses personal ideas and feelings in graphic designs.</p> <p>2. Develops personal style in graphic design.</p> <p>3. Participates in art events. (VA.E.1.3.1)</p> <p>4. Identifies with personal goals and aspirations in art. (VA.E.1.3.2)</p> <p>5. Respects own culture and the culture of others. (VA.C.1.3.1)</p> <p>6. <i>Designs reports or research projects using information gained from the visual arts.</i> (VA.E.1.3.1)</p> <p>7. <i>Analyzes a magazine to determine the contributions of artists (e.g., to the layout and photography).</i> (VA.E.1.3.2)</p> <p>8. <i>Visits a local museum and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p>D. <i>The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</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>B. <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)</p> <p>C. The student develops a personal philosophy of graphic design.</p> <p>D. <i>The student understands the skills artists use in various art careers and how they can be developed in art school or college or through internships.</i> (VA.E.1.3.2)</p> <p>E. <i>The student understands the various roles of museums, cultural centers and exhibition spaces.</i> (VA.E.1.3.3)</p>