

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Identifies and describes aesthetic qualities of three-dimensional works of art. (VA.D.1.3.1) 2. Uses acceptable criteria for judging the aesthetic merit of three-dimensional works of art. (VA.D.1.3.1) 3. Uses appropriate vocabulary for the description of three-dimensional forms. (VA.D.1.3.1) 4. Applies the critique process of description, analysis, interpretation, and judgment both orally and 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 (e.g., Guernica by Picasso) 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 identify formal and compositional qualities in three-dimensional artwork. B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine at least ten noted three-dimensional artworks. C. The student can use research and contextual information to identify responses to works of art. (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. Acquires fundamental knowledge relating to the history of three-dimensional art forms. (VA.C.1.3.1) 2. Identifies the functional (utilitarian) and non-functional (decorative, expressive and abstract) aspects of three-dimensional works as they relate to specific cultures. (VA.C.1.3.2) 3. <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) 	<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 historical origin and function of selected three-dimensional art forms. (VA.C.1.3.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast three-dimensional artwork cross-culturally. (VA.C.1.3.1)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Manipulates tools and equipment safely and effectively. (VA.A.1.3.2) 2. Produces three-dimensional works. (VA.A.1.3.1) (VA.A.1.3.2) (VA.A.1.3.3) (VA.A.1.3.4) 3. Expresses ideas by using three-dimensional media. (VA.A.1.3.1) (VA.A.1.3.2) 4. Produces three-dimensional works of art by using additive, subtractive, manipulative or casting processes. (VA.A.1.3.2) 5. Utilizes elements and principles of design to create unified three-dimensional designs. (VA.A.1.3.3) (VA.B.1.3.4) 6. Produces three-dimensional works of art with a consideration for: <ol style="list-style-type: none"> a) expressive quality (VA.A.1.3.1) b) technical processes (VA.A.1.3.2) (VA.B.1.3.2) c) forms (VA.A.1.3.4) d) functions (VA.A.1.3.4) e) craftsmanship (VA.A.1.3.4) 	<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 create a minimum of six three-dimensional art works, per semester, that:</p> <ol style="list-style-type: none"> 1. are functional (VA.A.1.3.4) 2. demonstrate a personal aesthetic (VA.A.1.3.1) 3. exhibit craftsmanship (VA.A.1.3.4) 4. communicate a specific content (VA.A.1.3.3) (VA.B.1.3.2) 5. incorporate relevant elements of art and principles of design (VA.A.1.3.3) (VA.B.1.3.4) 6. <i>incorporates a variety of three-dimensional media, tools and techniques</i> (VA.A.1.3.2) <p>B. The student can demonstrate understanding of design by creating unified works of three-dimensional art. (VA.A.1.3.3)</p> <p>C. The student can maintain a journal/sketchbook for expressing feelings and formulating new ideas. (VA.A.1.3.1) (VA.B.1.3.2)</p>

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IV Personal Development	<p>7. Produces a sketchbook/journal which might contain:</p> <ul style="list-style-type: none"> a) photographs of three-dimensional designs (VA.A.1.3.2) b) textural samples (VA.A.1.3.2) c) sketches (VA.A.1.3.3) d) goals (VA.A.1.3.1) (VA.B.1.3.2) e) reflections (VA.A.1.3.1) (VA.B.1.3.2) f) ideas (VA.A.1.3.1) (VA.B.1.3.2) <p>8. <i>Demonstrates problem-solving skills both independently and cooperatively when working on a team project to create a community mural.</i> (VA.B.1.3.3)</p> <p>1. Examines three-dimensional design career opportunities. (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>2. Demonstrates a positive attitude towards his/her own work and the work of others. (VA.E.1.3.1)</p> <p>3. <i>Designs reports or research projects using information gained from the visual arts.</i> (VA.E.1.3.1)</p> <p>4. <i>Visits local museums and analyzes its cultural, social, and economic role.</i> (VA.E.1.3.3)</p>	<p><i>D. The student understands and distinguishes multiple purposes for creating works of art.</i> (VA.B.1.3.3)</p> <p>A. The student can list and research art careers that relate to the three-dimensional design process (i.e. architect, potter, industrial designer, set designer). (VA.C.1.3.2) (VA.E.1.3.2)</p> <p>B. The student develops a personal philosophy of three-dimensional art.</p> <p><i>C. 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><i>D. The student understands the various roles of museums, cultural centers, and exhibition spaces.</i> (VA.E.1.3.3)</p>