

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.1.4.2) 2. Applies appropriate oral and written vocabulary to the analysis of works of art in history. (VA.D.1.4.2) 3. Analyzes the relationship of form and meaning in works of art through history. (VA.D.1.4.2) 4. Compares the stylistic changes among periods or schools of art through history. (VA.D.1.4.2) 5. <i>Discusses how public interpretation of works of art (e.g., as related to theories or values) can change over time and space and from culture to culture and how this changing interpretation relates to the original intent of the artists.</i> (VA.D.1.4.1) 6. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollock), those who appropriate images (e.g., Robert Levine and Jeff Koons), and those who create parodies (e.g., Robert Colescott).</i> (VA.D.1.4.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend judgments about art as required by Advanced Placement Art History criteria. (VA.D.1.4.2) B. <i>The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) C. <i>The student knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.</i> (VA.D.1.4.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Recognizes major events and artists and their impact on the history of art. (VA.C.1.4.2) 2. Recognizes and indicates organizational features of works of art that relate to specific periods of art history. (VA.C.1.4.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to evaluate works of art of cultural and historical significance based on Advanced Placement Art History criteria. (VA.C.1.4.1) (VA.C.1.4.2)

COMPONENT	OBJECTIVES	COMPETENCY
III Personal Development	<ol style="list-style-type: none"> 3. Analyzes the meaning of specific artworks for content relevant to the cultural and historical environment. (VA.C.1.4.1) 4. Compares and contrasts artwork historically and culturally. (V.A.C.1.4.1) (V.A.C.1.4.2) 5. Applies appropriate aesthetic and critical vocabulary to works of art in history. (VA.D.1.4.2) 6. Identifies and categorizes artists, movements, and art forms found in the history of art. (VA.C.1.4.1) (V.A.C.1.4.2) 7. Explains the effects of technological advances on the development of styles of art, schools of art, artists, or art movements. (VA.C.1.4.1) 8. <i>Compares the influences of other artistic traditions on the development of Western art (i.e., Far Eastern, African, pre-Columbian).</i> (VA.C.1.4.1) 1. Demonstrates concern for the aesthetic environment through written and oral response. (VA.E.1.4.3) 2. Promotes an appreciation of art within the school and community. (VA.E.1.4.1) 3. Feels confident about personal philosophy of art. 4. <i>Determines career choices and required skill proficiency from experiences attained through visual arts courses, past research, and actual apprenticeships.</i> (VA.E.1.4.2) 	<ol style="list-style-type: none"> B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast works of art historically and culturally and to explain their impact on the history of art. (VA.C.1.4.1) (VA.C.1.4.2) A. The student will complete the Advanced Placement Art History examination. B. The student participates in various essay contests and debates on the role of art and architecture in the world community. (VA.E.1.4.3) C. The student develops a personal philosophy of art history. D. <i>The student participates in the planning and implementation of an art fair.</i> (VA.E.1.4.1)

VISUAL ARTS EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
		<p><i>E. The student determines career choices and required skill proficiency from experiences attained through visual art courses, past research, and actual apprenticeships.</i> (VA.E.1.4.2)</p>