

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Knows and understands the vocabulary related to art. (VA.D.1.4.2) 2. Makes judgments about works of art based on various criteria. (VA.D.1.4.2) 3. Describes how elements of art and principles of design are used in a work of art to make a personal statement. (VA.D.1.4.2) 4. <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) 5. <i>Applies the critique process of description, analysis, interpretation, and judgment both orally and in written form.</i> (VA.D.1.4.2) 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) 7. <i>Understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.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 compare and contrast at least five different two-dimensional processes used in significant works of art. 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. Through the critique process, the student can use analytical vocabulary in verbal and written form to make judgments about two-dimensional artworks. (VA.D.1.4.2) D. <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. Describes the positive roles and significance of the visual arts in the history of mankind and understands their significance. (VA.C.1.4.2) 2. Recognizes major figures and works, including architecture, in the history of art and understands their significance. (VA.C.1.4.1) (VA.C.1.4.2) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to recognize and describe the historical and cultural contributions of at least five major artists. (VA.C.1.4.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 3. Analyzes the functions of particular works of art in the cultures which produced them. (VA.C.1.4.1) (VA.C.1.4.2) 4. Uses knowledge of art history to deepen and broaden personal viewpoints about art. (VA.C.1.4.1) 5. Analyzes the role of the artist/craftsperson. (VA.C.1.4.2) 6. Names the style that most closely characterizes a work of art or architecture. (VA.C.1.4.1) 7. <i>Demonstrates awareness of the importance of art in influencing the quality of everyday life.</i> (VA.C.1.4.2) 8. Recognizes that non-Western art mirrors the beliefs and practices of a culture and should be judged in relationship to that culture. (VA.C.1.4.1) 9. Identifies a style of art or architecture that may have influenced specific subsequent styles. (VA.C.1.4.2) 1. Integrates the elements of art when applying the principles of design. (VA.A.1.4.3) (VA.B.1.4.4) 2. Demonstrates skill in the use of tools and materials related to drawing, printing, and other specific two-dimensional processes. (VA.A.1.4.2) 3. Describes the media, tools, techniques, and forming processes employed in producing particular works, and explains the advancements that preceded their use. (VA.A.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 artists cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2) C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to describe the role of the visual artist in society.</i> A. The student can produce a portfolio of a minimum of ten two-dimensional artworks that reflects: (VA.B.1.4.3) <ol style="list-style-type: none"> 1. at least five different techniques (VA.A.1.4.2) (VA.B.1.4.2) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1)

VISUAL ARTS EDUCATION

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	<p>6. <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)</p> <p>7. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3)</p>	<p>C. The student develops a personal philosophy of two-dimensional art.</p> <p>D. <i>The student knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.</i> (VA.E.1.4.3)</p>