

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.1.4.2).</li> <li>2. Questions the role of art critics, historians, and artists who make films/videos.</li> <li>3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1)</li> <li>4. Compares and contrasts the ways that artists express personal feelings, ideas, and observations through cinematography.</li> <li>5. Uses appropriate vocabulary to identify and analyze film and video.</li> <li>6. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollack), 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)</li> </ol>	<ol style="list-style-type: none"> <li>A. <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)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast personal statements by noted film/video artists.</li> <li>C. <i>The student understands critical and aesthetic statements in terms of historical reference while researching works of art.</i> (VA.D.1.4.2)</li> <li>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)</li> <li>E. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)</li> </ol>
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Identifies the works of noted artists/cinematographers. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Investigates notable films/videos past and present. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>3. Compares cinematography cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</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 recognize and examine videos and films by artists of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>

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<p>III Studio Skills</p>	<p>4. Understands the historical contribution and significance of landmark film works. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original films/videos using elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Formulates ideas for films/videos. (VA.A.1.4.1) (VA.B.1.4.1)</p> <p>3. Explores and applies a variety of cinematic processes. (VA.A.1.4.2) (VA.B.1.4.2)</p> <p>4. Explores and applies a variety of stylistic approaches to create films/videos. (VA.A.1.4.4)</p> <p>5. Uses appropriate terminology to discuss cinematic processes. (VA.A.1.4.2)</p> <p>6. Demonstrates awareness of the film or video qualities that can be controlled in the process of conceptualization and production. (VA.A.1.4.4)</p> <p>7. Maintains a film/video journal. (VA.A.1.4.1)</p>	<p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast the ways that artists in various cultures express personal feelings, ideas and observations through cinematography. (VA.C.1.4.1)</p> <p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to examine film/video and the role of the film/video artist in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of four films/videos that reflect:</p> <ol style="list-style-type: none"> <li>1. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.A.1.4.4)</li> <li>2. proper use of tools and techniques (VA.A.1.4.2) (VA.A.14.3)</li> <li>3. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1)</li> <li>4. a variety of narrative content (VA.A.1.4.1)</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.1.4.1)</p>

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<p>IV Personal Development</p>	<p>8. <i>Produces a body of work showing an in-depth study of a specific visual idea or a particular mode of working.</i> (VA.B.1.4.3)</p> <p>1. Expresses personal ideas and feelings in films/videos.</p> <p>2. Develops personal style in cinematography.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies with personal goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Respects own culture and the culture of others.</p> <p>6. Demonstrates sensitivity to expressiveness in moving images.</p> <p>7. Explores personal philosophy of cinematography.</p> <p>8. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3)</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. (VA.E.1.4.1)</p> <p>B. <i>The student understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and collaboration within the arts and across life.</i> (VA.E.1.4.2)</p> <p>C. The student develops a personal philosophy of cinematography.</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>