

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. Applies appropriate vocabulary to analyze computer graphics. (VA.D.1.4.2)</li> <li>3. Understands a variety of electronic and mechanical printing methods.</li> <li>4. Makes critical, aesthetic, and technical judgments about graphic designs and the use of computer generated imagery in graphic designs.</li> <li>5. <i>Distinguishes between artist's intent and public interpretation.</i> (VA.D.1.4.1)</li> <li>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)</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 formulate and defend artistic judgments about the applications of computer art in graphic design. (VA.D.1.4.2)</li> <li>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)</li> <li>D. <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. Knows the history of graphic design and the application of computers to graphic design. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Recognizes the impact of computer technology on society. (VA.C.1.4.2)</li> <li>3. Demonstrates an awareness of the evolution of computer hardware and software specialized for graphic applications. (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 compare and contrast the use of electronic imagery cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the current social, technical, and aesthetic implications of computer imagery. (VA.C.1.4.1) (VA.C.1.4.2)</li> </ol>

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Creates original computer graphics using combining mixed media using elements of art and principles of design. (VA.A.1.4.2) (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>2. Manipulates advanced technology to formulate imagery for computer graphics from observation, experience, and imagination using advanced techniques in computer graphics. (VA.A.1.4.1) (VA.B.1.4.1)</li> <li>3. Expands application of computer graphics processes. (VA.A.1.4.2)</li> <li>4. Applies advanced computer graphics software to produce works of art. (VA.B.1.4.2) (VA.A.1.4.2)</li> <li>5. Uses computers and selected peripherals to generate imagery applicable to the solution of a variety of graphic problems. (VA.A.1.4.1)</li> <li>6. <i>Maintains a sketchbook/journal.</i> (VA.A.1.4.1)</li> <li>7. <i>Explores and applies a variety of creative and original imagery.</i> (VA.A.1.4.4)</li> <li>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)</li> </ol>	<p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the role of the graphic designer in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of ten computer graphics that reflect:</p> <ol style="list-style-type: none"> <li>1. a variety of computer graphic techniques (VA.A.1.4.2) (VA.B.1.4.2)</li> <li>2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>3. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1)</li> <li>4. proper use of tools and techniques (VA.A.1.4.2)</li> </ol> <p>B. The student can maintain 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>	<ol style="list-style-type: none"> <li>1. Formulates, accepts, and applies constructive criticism about own work and the work of others. (VA.E.1.4.3)</li> <li>2. Uses talents and skills for positive influence in the community. (VA.E.1.4.1)</li> <li>3. Feels confident about personal philosophy, self-image, and artistic aspirations. (VA.E.1.4.2)</li> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>B. <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)</li> <li>C. The student refines his/her personal philosophy of computer art and its application to graphic design.</li> <li>D. The student can formulate a plan for personal artistic goals and career applications. (VA.E.1.4.2)</li> </ol>