

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. Demonstrates visual awareness of the composition of photographs. 3. Demonstrates the ability to critically analyze photographs by students and professional photographers and to justify judgments. (VA.D.1.4.2) 4. Questions the role of art critics, historians, and artists who make photographs. 5. Uses appropriate vocabulary as it applies to photography. (VA.D.1.4.2) 6. Uses appropriate terminology to discuss photographic process. (VA.D.1.4.2) 7. Differentiates between the artist's intent and public interpretation. (VA.D.1.4.1) 8. 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). (VA.D.1.4.3) 	<ol style="list-style-type: none"> A. The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment. (VA.D.1.4.1) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze photographs by students and professional photographers. (VA.D.1.4.2) C. 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. (VA.D.1.4.3) D. The student understands some of the implications of intent and purpose in particular works of art. (VA.B.1.4.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Understands the historical contributions of artists through photography. (VA.C.1.4.1) (VA.C.1.4.2) 2. Identifies the works of noted photographers. (VA.C.1.4.1) (VA.C.1.4.2) 3. Compares photographs cross-culturally. (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 compare and contrast the ways that artists in various cultures express personal feelings, ideas and observations through photography. (VA.C.1.4.1)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Creates original photographs using elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4) 2. Explores and applies a variety of photographic processes and approaches. (VA.A.1.4.2) 3. Knows the camera's basic parts, exposure control, depth of field, film processing, assessment, and darkroom procedure. (VA.A.1.4.2) 4. Select images from the world-at-large. (VA.A.1.4.1) 5. Produces photographs incorporating one or more sensory qualities. (VA.A.1.4.3) 6. Develops a roll of b/w film. (VA.A.1.4.2) 7. Makes a b/w photo enlargement and assesses its technical qualities as a fine print. (VA.A.1.4.2) 	<p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the cultural and historical significance of photographs by the masters of photography. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to examine photography and the role of the photographer in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of ten photographs that reflect:</p> <ol style="list-style-type: none"> 1. a variety of content and photographic techniques (VA.A.1.4.1) (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.A.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1) 4. <i>craftsmanship</i> (VA.A.1.4.4) <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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IV Personal Development	<p>8. <i>Establishes and maintains a photographic journal.</i> (VA.A.1.4.1)</p> <p>9. <i>Demonstrates craftsmanship.</i> (VA.A.1.4.4)</p> <p>10. <i>Produces a design that illustrates the concept of change in the development of an idea (e.g., morphing or shape shifting).</i> (VA.B.1.4.1)</p> <p>11. <i>Explores three different emotions to create a self-portrait in three different media, making connections between the emotion and the media selected.</i> (VA.B.1.4.2)</p> <p>12. <i>Compiles a portfolio of works that demonstrate consistency in style, personality, and breadth and that use a variety of media.</i> (VA.B.1.4.3)</p> <p>1. Demonstrates positive attitudes toward photography as an art form.</p> <p>2. Expresses personal ideas and feelings through photography.</p> <p>3. Develops personal style in photography.</p> <p>4. Actively participates in art events. (VA.E.1.4.1)</p> <p>5. <i>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> <p>6. <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 photography.</p>

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		<p><i>D. 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>