

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. Questions the role of art critics, historians, and artists who make photographs. 3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.2) 4. Uses appropriate vocabulary to identify and analyze photographs. (VA.D.1.4.2) 5. Uses appropriate terminology to discuss the photographic process. (VA.D.1.4.2) 6. Understands that good composition is the result of seeing and arranging a subject in the strongest way. 7. <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) 	<ol style="list-style-type: none"> A. <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) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast personal statements by noted artist/photographers. (VA.D.1.4.2) C. <i>The student understands and determines the difference between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) D. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (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. Investigates notable photographs past and present. (VA.C.1.4.1) (VA.C.1.4.2) 4. 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 recognize and examine the cultural and historical significance of photographs by the masters of photography, including outstanding artists experimenting in alternative light sensitive processes and techniques. (VA.C.1.4.2)

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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. Formulates imagery for photographs from observation, experience and imagination. (VA.A.1.4.1) (VA.B.1.4.1) 3. Explores and applies a variety of photographic processes and approaches, including special effects, to create photographs. (VA.A.1.4.4) 4. Explores and applies a variety of photographic processes. (VA.A.1.4.2) 5. Maintains a photographic journal of classmates, contact sheets, negatives in sleeves and proof prints. (VA.A.1.4.1) 6. Demonstrates mastery of basic photography techniques, as well as manipulative and alternative processes. (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 the ways that artists in various cultures express personal feelings, ideas and observations through photography. (VA.C.1.4.1) 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) A. The student can produce a portfolio of a minimum of twenty photographs that reflect: <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.1.4.4) (VA.B.1.4.1) 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) C. The student can demonstrate appropriate presentation skills for display of the photograph as a fine art print. (VA.A.1.4.4)

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<p>IV Personal Development</p>	<p>7. <i>Demonstrates refined craftsmanship when creating and presenting photographs.</i> (VA.A.1.4.4)</p> <p>8. <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>9. <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. Expresses personal ideas and feelings through photography.</p> <p>2. Develops personal style in photography.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies personal goals and aspirations in art and photography. (VA.E.1.4.2)</p> <p>5. Understands the importance of being receptive and sensitive to the photographic potential of any situation.</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>D. The student can expand the repertoire of photo-image-making to include xerox, computer generated images, video and other light sensitive materials. (VA.A.1.4.2)</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> <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>