

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. Recognizes styles of art, understands the concept of style, and analyzes drawings on the basis of style.</li> <li>3. Practices the development of judgmental criteria for determining the aesthetic merit of drawing. (VA.D.1.4.2)</li> <li>4. Knows and understands the vocabulary related to art. (VA.D.1.4.2)</li> <li>5. Describes how the elements of art and principles of design are used in drawings to make a personal statement. (VA.D.1.4.2)</li> <li>6. <i>Differentiates between artists intent and public interpretation.</i> (VA.D.1.4.1)</li> <li>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)</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 aesthetic judgments about drawing. (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. Describes the major compositional features of drawings, past and present. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>2. Recognizes that art mirrors the beliefs and practices of a culture and should be judged in relation to that culture. (VA.C.1.4.1)</li> <li>3. Recognizes that all artists are influenced by and reflect the culture within which they work. (VA.C.1.4.1)</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, examine and discuss particular artists and artworks from various historical periods. (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. Develops two-dimensional works of art that incorporates the elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>2. Assembles a body of work which demonstrates content, techniques, and processes. (VA.A.1.4.1) (VA.A.1.4.2) (VA.B.1.4.3)</li> <li>3. Develops non-traditional methods for two-dimensional composition. (VA.A.1.4.1)</li> <li>4. Produces drawings that represent spatial concepts. (VA.A.1.4.3)</li> <li>5. Maintains a sketchbook/journal. (VA.A.1.4.1)</li> <li>6. <i>Demonstrates refined craftsmanship.</i> (VA.A.1.4.4)</li> <li>7. <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)</li> </ol>	<ol style="list-style-type: none"> <li>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast drawings cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</li> <li>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the function of drawing and the role of the artist in society.</i> (VA.C.1.4.2)</li> <li>A. The student can produce a portfolio of a minimum of ten finished artworks illustrating: <ol style="list-style-type: none"> <li>1. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4)</li> <li>2. competency in a minimum of five different mediums (VA.A.1.4.2)</li> <li>3. competency in traditional and non-traditional drawing techniques (VA.A.1.4.2)</li> <li>4. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1)</li> <li>5. exploration of concepts (VA.A.1.4.1)</li> <li>6. the use of perspective, light, shadow, and volume (VA.A.1.4.3)</li> <li>7. <i>refined craftsmanship</i> (VA.A.1.4.4)</li> </ol> </li> </ol>

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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. Formulates, accepts, and applies constructive criticism about personal work and the artwork of classmates.</p> <p>2. Shows respect for the process of drawing and individual solutions to problems.</p> <p>3. Demonstrates community involvement. (VA.E.1.4.1)</p> <p>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)</p> <p>5. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3)</p>	<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> <p>C. <i>The student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.</i> (VA.B.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 refines his/her personal philosophy of drawing.</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>