

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 graphic designs. 3. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 4. Examines the use of symbols in graphic design. 5. Uses appropriate vocabulary to identify graphic design processes. (VA.D.1.4.2) 6. Describes characteristics and applications for visual design. 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. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend artistic judgments about graphic design. (VA.D.1.4.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify at least five different graphic design processes. 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 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) E. <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 graphic designs. (VA.C.1.4.1) (VA.C.1.4.2) 2. Identifies the works of noted graphic designers. (VA.C.1.4.1) (VA.C.1.4.2) 3. Investigates notable graphic designs past and present. (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 graphic designs by artists of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)

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<p>III Studio Skills</p>	<p>4. Compares graphic designs cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>1. Creates original graphic designs that include both copy and visual using elements of art and the principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Formulates imagery for graphic designs from observation, experience, and imagination. (VA.A.1.4.1) (VA.B.1.4.1)</p> <p>3. Explores and applies a variety of graphic design processes. (VA.B.1.4.2) (VA.A.1.4.2)</p> <p>4. Explores and applies a variety of stylistic approaches to graphic designs. (VA.A.1.4.4) (VA.B.1.4.2)</p> <p>5. Maintains a sketchbook/journal. (VA.A.1.4.1)</p> <p>6. Uses appropriate terminology as it applies to graphic design. (VA.A.1.4.2)</p> <p>7. Demonstrates proper use of materials and techniques. (VA.A.1.4.2)</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 graphic design. (VA.C.1.4.1)</p> <p>C. Through the critique process, the student can use analytical vocabulary in verbal and written form to describe the role of the graphic design artist in society. (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of fifteen graphic designs that includes: (VA.B.1.4.2)</p> <ol style="list-style-type: none"> 1. a variety of five techniques (VA.A.1.4.2) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1) 4. proper use of tools and techniques (VA.A.1.4.2) 5. refined craftsmanship (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. Applies technological innovations to graphic design production (e.g., computer, stat machine, photocopy). (VA.A.1.4.2)</p> <p>9. <i>Compiles a portfolio of work that demonstrates consistency in style, personality, and breadth and that use a variety of media.</i></p> <p>1. Expresses personal ideas and feelings in graphic designs.</p> <p>2. Develops personal style in graphic design.</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. Is aware of quality design in everyday living.</p> <p>7. Explores personal philosophy of graphic design.</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 graphic design.</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>