

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. Recognizes and points out the art qualities in jewelry. 3. Demonstrates knowledge of necessary skills for critiquing and evaluating jewelry. 4. Knows and understands the vocabulary related to art and specifically to jewelry. (VA.D.1.4.2) 5. <i>Distinguishes between artist's intent and public interpretation.</i> (VA.D.1.4.1) 6. <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 discuss: <ol style="list-style-type: none"> 1. the artistic qualities inherent to jewelry 2. the various techniques used in jewelry production B. Through the critique process, the student can use analytical vocabulary in verbal and written form to discuss the artistic merit of original works created by recognized jewelers. C. <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) D. <i>The student understands critical and aesthetic statements in terms of historical reference while researching works of art.</i> (VA.D.1.4.2) E. <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) F. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)

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<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Demonstrates a basic knowledge of the history and design of jewelry, past and contemporary. (VA.C.1.4.1) (VA.C.1.4.2) 2. Examines the works of noted artist/jewelers throughout history. (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 discuss the evolution of jewelry through history and cultures. (VA.C.1.4.1) (VA.C.1.4.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to discuss the value of jewelry as a symbol of social and historical definition. (VA.C.1.4.1) (VA.C.1.4.2)
<p>III Studio Skills</p>	<ol style="list-style-type: none"> 1. Designs and produces original pieces of jewelry from preliminary sketches to finished pieces. (VA.A.1.4.3) 2. Develops works of art that demonstrate effective use of elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4) 3. Creates jewelry using traditional and non-traditional techniques, materials, and processes. (VA.A.1.4.2) (VA.B.1.4.2) 4. Assembles a body of work which demonstrates growth in content, technique, and process. (VA.A.1.4.4) 5. <i>Establishes and maintains a sketchbook/journal.</i> (VA.A.1.4.1) 6. <i>Formulates imagery for jewelry from observation, experience and imagination.</i> (VA.B.1.4.1) 7. <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) 	<ol style="list-style-type: none"> A. The student can produce a portfolio of a minimum of five pieces of three-dimensional jewelry forms <i>incorporating the elements of art and principles of design.</i> (VA.A.1.4.3) (VA.A.1.4.4) (VA.B.1.4.4) B. The student can demonstrate mastery of basic jewelry processes: sawing, filing, soldering, buffing, oxidizing, and bezels. (VA.A.1.4.2) C. The student can follow appropriate safety procedures. (VA.A.1.4.2) D. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.4.1) E. <i>The student applies various subjects, symbols, and ideas in a work of art.</i> (VA.B.1.4.1)

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<p>IV Personal Development</p>	<ol style="list-style-type: none"> 1. Demonstrates reasonably sophisticated concepts and positive attitudes toward jewelry as human adornment. 2. Expresses personal feelings in two-dimensional and three-dimensional designs. 3. Formulates, accepts, and applies constructive criticism to his/her work and the work of others. (VA.E.1.4.3) 4. <i>Participates in the planning and implementation of an art fair.</i> (VA.E.1.4.1) 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><i>F. 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><i>B. The student understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.</i> (VA.E.1.4.2)</p> <p>C. The student develops a personal philosophy of jewelry as an art form.</p> <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>