

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. <i>Discusses how public interpretation of works of art (e.g., as related to theories or values) can change over time and space and from culture to culture and how this changing interpretation relates to the original intent of the artists.</i> (VA.D.1.4.1) 3. <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) 4. Analyzes own work in comparison to established criteria. 5. Discusses the style and philosophy of selected and recognized artists in the medium of painting. (VA.D.1.4.2) 6. <i>Differentiates between artist's intent and public interpretation.</i> (VA.D.1.4.1) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to express understanding of the philosophical and technical qualities of the painterly medium. (VA.D.1.4.2) B. Through the critique process, the student can use analytical vocabulary in verbal and written form to discuss the ways in which the paint medium is evolving as new materials, techniques, and viewpoints develop. 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. Appreciates the various styles of painting seen in the work of artists 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 examine the function of the artist in society. (VA.C.1.4.1) (VA.C.1.4.2)

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<p>III Studio Skills</p>	<ol style="list-style-type: none"> 2. Appreciates the ways in which art evolves and influences the evolution of culture. (VA.C.1.4.2) 3. Compares and contrasts painting cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2) 1. Uses a variety of media, tools, a processes to produce two-dimensional works of art that demonstrate effective use of the elements of art and the principles of design. (VA.A.1.4.2) (VA.A.1.4.3) (VA.B.1.4.4) 2. Presents objects from different viewpoints and under different lighting conditions. (VA.A.1.4.3) 3. Formulates images for paintings from observation, experience, and imagination. (VA.A.1.4.1) 4. Creates works of art using traditional and non-traditional techniques, materials and processes. (VA.A.1.4.2) 5. Develops proficiency in identifying and solving problems of composition. (VA.A.1.4.3) 6. Assembles a body of work which demonstrates growth in content, technique, and process. (VA.A.1.4.4) (VA.B.1.4.3) 7. Maintains a sketchbook/journal. (VA.A.1.4.1) 	<ol style="list-style-type: none"> B. Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the ways in which artists have influenced their society throughout history. (VA.C.1.4.2) A. The student can produce a portfolio of ten art pieces that reflect a wide variety of approaches to content, process, and use of media. (VA.A.1.4.4) (VA.B.1.4.2) B. The student can paint from posed figures, familiar places or events, portraits, and landscapes. (VA.A.1.4.1) (VA.B.1.4.1) C. The student can maintain a sketchbook / journal that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.4.1) D. The student can create work that demonstrates design and color relationships meaningfully interpreted through subject matter. (VA.A.1.4.3) E. <i>The student knows how the elements of art and principles of design can be used and solves specific visual art problems at a proficient level.</i> (VA.B.1.4.4)

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IV Personal Development	<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>1. Expresses personal ideas and feelings in the creation of works of art.</p> <p>2. Recognizes the importance of personal choice in compositional arrangements.</p> <p>3. Analyzes own work in comparison to previous efforts.</p> <p>4. Explores career possibilities. (VA.E.1.4.2)</p> <p>5. <i>Recognizes that the quality of art expression is in part the result of disciplined seeing, keen observation, sensitive motor control and constant practice.</i></p> <p>6. <i>Participates in the planning and implementation of an art fair.</i> (VA.E.1.4.1)</p> <p>7. <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 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> <p>C. The student refines his/her personal philosophy of painting.</p> <p>D. The student can formulate a plan for personal artistic goals and career applications. (VA.E.1.4.2)</p>