

COMPONENT	OBJECTIVES	COMPETENCY
I Aesthetic & Critical Inquiry	<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. Applies appropriate vocabulary to analyze prints. (VA.D.1.4.2) 3. Perceives and describes formal qualities and expressive content in a print. 4. Discriminates between artist's intent and public interpretation. (VA.D.1.4.1) 5. <i>Describes artists who intentions 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 printmaking. (VA.D.1.4.2) B. <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) 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) D. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)
II Cultural & Historical Context	<ol style="list-style-type: none"> 1. Analyzes the historical contributions of artists through printmaking, and understands why they are important or significant. (VA.C.1.4.1) (VA.C.1.4.2) 2. Examines the prints of noted artists in relationship to cultural and historical content. (VA.C.1.4.1) (VA.C.1.4.2) 3. Analyzes the meaning of specific prints for content relevant to the social and political environment. (VA.C.1.4.1) (VA.C.1.4.2) 4. Compares and contrasts printmaking 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 examine ten prints by artist/printmakers of historical and cultural significance. (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 compare and contrast the works of printmakers cross-culturally. (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"> 1. Uses the elements of art and principles of design to create original prints with a combination of mixed media. (VA.A.1.4.3) (VA.B.1.4.4.) 2. Creates imagery for prints from observation, experience and imagination using advanced techniques in printmaking. (VA.A.1.4.1) (VA.B.1.4.3) 3. Explores the unique characteristics of selected printmaking processes. (VA.A.1.4.2) 4. Applies printmaking processes to other forms of two-and three-dimensional artwork. (VA.A.1.4.2) 5. Prints using non-conventional materials, tools, and technology. (VA.A.1.4.2) 6. Maintains a sketchbook/journal. (VA.A.1.4.1) 7. Demonstrates proper use of tools and techniques. (VA.A.1.4.2) 8. Uses appropriate terminology to describe printmaking processes. (VA.A.1.4.2) 9. Refines craftsmanship. (VA.A.1.4.4) 	<p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the role of the printmaker in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of six prints that demonstrate: (VA.B.1.4.2)</p> <ol style="list-style-type: none"> 1. a mastery of five techniques (VA.A.1.4.2) 2. refined craftsmanship (VA.A.1.4.4) 3. proficiency in the use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 4. proper use of tools and techniques (VA.A.1.4.2) 5. a variety of creative and original imagery (VA.A.1.4.1) (VA.B.1.4.1) <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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<p>IV Personal Development</p>	<p>10. Demonstrates the value of technical and aesthetic qualities which contribute to the expressive content of a print. (VA.A.1.4.1)</p> <p>11. <i>Produces a design that illustrates the concept of change in the development of an idea (e.g., morphing or shape shifting).</i> (VA.B.1.4.1)</p> <p>12. <i>Creates a portrait of their choice of media after researching, viewing, and discussing, selected portraits (e.g., by Van Gogh, Klee, Picasso, Dali and Rembrandt).</i> (VA.B.1.4.2)</p> <p>1. Formulates, accepts, and applies constructive criticism about own work and the work of others. (VA.E.1.4.3)</p> <p>2. Develops personal philosophy of printmaking.</p> <p>3. Develops a plan for personal goals and career application. (VA.E.1.4.2)</p> <p>4. Uses talents and skills for positive influence in the community. (VA.E.1.4.1)</p> <p>5. Feels confident about personal philosophy, self-image, and artistic aspirations.</p> <p>6. Maintains self-motivation.</p> <p>7. Analyzes own work in comparison to previous efforts.</p>	<p>A. The student can demonstrate the value of his/her personal artwork and 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 printmaking.</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>