

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic &amp; Critical Inquiry</p>	<ol style="list-style-type: none"> <li>1. Begins to engage in meaningful dialogue using descriptive and analytical vocabulary about visual qualities in own art work and the art work of others. (VA.D.1.2.1)</li> <li>2. Begins to identify the idea or concept that unifies a work of art. (VA.D.1.2.1)</li> <li>3. Describes different ways of constructing sculpture (examples may include, but are not limited to: assemblage, additive and subtractive methods). (VA.D.1.2.1)</li> <li>4. Identifies a variety of line qualities. (VA.D.1.2.1)</li> <li>5. Values independent decision making and originality in own artwork. (VA.B.1.2.1)</li> <li>6. Values own artwork and the artwork of classmates.</li> <li>7. Identifies media, material or techniques used for expression in a work of art. (VA.B.1.2.2) (VA.D.1.2.1)</li> <li>8. <i>Visits a museum, gallery, or studio and composes poetry (e.g. haiku or cinquain) describing a work of art.</i> (VA.D.1.2.2)</li> <li>9. <i>Compares and contrasts different genres of art.</i> (VA.D.1.2.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student uses analytical vocabulary in verbal and written form to identify, describe, and interpret the elements of art, and analyze the principles of design. (VA.D.1.1.1)</li> <li>B. Through the critique process, the student uses analytical vocabulary in verbal and written form to identify a variety of media and describe various techniques. (VA.D.1.1.)</li> <li>C. <i>The student can use different approaches to respond to and to judge various works of art.</i> (VA.D.1.2.2)</li> <li>D. <i>Through the critique process, the student can understand perceived similarities and differences among different genres of art.</i> (VA.D.1.2.3)</li> <li>E. <i>Through the critique process, the student can understand that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.</i> (VA.B.1.2.1)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Cultural &amp; Historical Context</p>	<ol style="list-style-type: none"> <li>1. Differentiates between a studio, a gallery, and a museum. (VA.E.1.2.3)</li> <li>2. Identifies the artwork of various cultures (European, African, Native American, Asian, Hispanics, etc.) (VA.C.1.2.1)</li> <li>3. Recognizes how the history of a community, or culture, is reflected in its art. (VA.C.1.2.2)</li> <li>4. Examines how symbols represent different cultures. (VA.B.1.2.1) (VA.C.1.2.2)</li> <li>5. Describes how planners and architects fulfill people's needs by considering form and function when creating homes, buildings, and cities. (VA.B.1.2.3) (VA.C.1.2.2) (VA.E.1.2.2)</li> <li>6. Compares the use of similar themes in the art of different cultures (examples may include, but are not limited to: love, war, heroes, rituals). (VA.B.1.2.1) (VA.C.1.2.1)</li> <li>7. Visits artists' studios, observes the artists at work, and interviews them to identify their training background. (VA.E.1.1.2)</li> <li>8. <i>Visits galleries, studios, and museums and participates in discussions following the visits to identify their similarities and differences.</i> (VA.E.1.2.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Through the critique process, the student uses analytical vocabulary in verbal and written form to categorize various themes used by different cultures. (VA.B.1.2.1) (VA.C.1.2.1)</li> <li>B. Through the critique process, the student uses analytical vocabulary in verbal and written form to examine the variety of ways in which cultures display works of art. (VA.C.1.2.2) (VA.E.1.2.1)</li> <li>C. Through the critique process, the student uses analytical vocabulary in verbal and written form to compare and contrast architectural forms represented by different cultures. (VA.B.1.2.3) (VA.C.1.2.2)</li> <li>D. <i>The student knows the types of tasks performed by various artists and some of the required training.</i> (VA.E.1.1.2)</li> <li>E. <i>The student can understand the similarities and differences and the various contributions of galleries, studios, and museums.</i> (VA.E.1.2.3)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Studio Skills</p>	<ol style="list-style-type: none"> <li>1. Is persistent in seeing art efforts through to completion. (VA.A.1.2.3)</li> <li>2. Creates art through experimentation (e.g. accepts that accidents can be incorporated into the creative process). (VA.A.1.2.2)</li> <li>3. Creates the illusion of space through the use of overlapping, size and placement of objects on the page. (VA.1.2.3.) (VA.B.1.2.4)</li> <li>4. Draws upon real life and imagination as sources for subjects and themes in own art work. (VA.A.1.2.1) (VA.B.1.2.1)</li> <li>5. Makes increasingly detailed drawings of everyday objects and figures, based on personal observation, with an emphasis on line variety. (VA.A.1.2.1) (VA.B.1.2.4)</li> <li>6. Mixes intermediate colors (e.g. red-violet, blue-green, yellow-orange) using a color wheel as an aid. (VA.A.1.2.2)</li> <li>7. Creates two-dimensional and three-dimensional works of art using mixed media. (VA.A.1.2.2)</li> <li>8. Creates multiple copies of an image using relief printmaking techniques. (VA.A.1.2.2)</li> <li>9. Manipulates clay using pinch, coil and slab techniques. (VA.A.1.2.2)</li> <li>10. Decorates finished clay products before and after firing. (VA.A.1.2.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can produce a minimum of twelve works of original art through the:             <ol style="list-style-type: none"> <li>1. manipulation of a variety of media (VA.A.1.2.2)</li> <li>2. application of the elements of art and principles of design (VA.A.1.2.3) (VA.B.1.2.4)</li> <li>3. interpretation of themes through imagination and personal ideas (VA.1.2.1) (VA.B.1.2.2)</li> <li>4. experimental use of material (VA.A.1.2.2)</li> </ol> </li> <li>B. The student can:             <ol style="list-style-type: none"> <li>1. develop increased motor skills (VA.A.1.2.2)</li> <li>2. practice techniques commonly associated with specific media (VA.A.1.2.2)</li> </ol> </li> <li>C. The student can demonstrate good craftsmanship in a variety of media through the production of works of art. (VA.A.1.2.4) (VA.B.1.2.4)</li> <li>D. The student will keep a journal of his ideas as they relate to art production. (VA.A.1.2.1)</li> <li>E. The student will select their best piece of work per grading period to establish a portfolio.</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
IV Personal Development	<ol style="list-style-type: none"> <li>11. Weaves and stitches with a variety of fibers (examples may include, but are not limited to: threads, yarns, strings, organic materials). (VA.A.1.2.2)</li> <li>12. Uses computer technology to apply the elements of art and principles of design. (VA.A.1.2.2) (VA.A.1.2.3)</li> <li>13. Uses materials and tools properly. (VA.A.1.2.2)</li> <li>14. Cleans up following studio activities.</li> <li>15. <i>Practices craftsmanship when producing works of art.</i> (VA.A.1.2.4)</li> <li>16. <i>Maintains a sketchbook/journal.</i></li> </ol> <ol style="list-style-type: none"> <li>1. Shows increased independence and self-expression.</li> <li>2. Works cooperatively in classroom setting.</li> <li>3. Demonstrates respect for materials, tools, and facilities. (VA.A.1.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can practice safety and conservation through the care of materials and demonstrates the proper use of tools. (VA.A.1.1.2)</li> <li>B. The student can show respect for fellow classmates and their work through cooperative interaction.</li> <li>C. The student can demonstrate independence in self-expression through increased experimentation of techniques and materials. (VA.B.1.2.2)</li> </ol>