**CHUCK CLOSE LESSON SUMMARY**

LG1: Students will be able draw parallels of their own lives to that of the artist Chuck Close

LG2: Working as a group, students will be able to transfer their understanding of a Chuck Close’s technique to create an original portrait

**DAILY OBJECTIVES:**

* SWBAT speculate then adjust hypothesis regarding the influences Chuck Close’s art. (1 day)
* SWBAT examine their own life’s influences and resulting direction (1 day)
* SWBAT establish value and temperature key of their original image (2 days)
* SWBAT translate their key into paper in order to create their portrait (2 days)
* SWBAT compete their portrait using the keys and recycled papers (15 days)

**CURRICULUM UNIT/PROFICIENCIES:**

Enduring Understandings:

* EU1: Many twist and turns in life can be channeled into a positive direction
* EU2: Art reflects not only the unique path and personality of an artist, but also can represent the struggles of a larger population

Essential Questions:

* EQ1: Can art bring about an awareness of the struggles and triumphs of a population within a broader audience?

Key Vocabulary: - Grid, Value, Temperature, Contrast, Gestault

**PLANNED STRATEGIES/ACTIVITIES:**

DoNows, [www.art101isaverb.com](http://www.art101isaverb.com) web & mobile device step by step instruction, worksheet, key sample creations, demonstrations, videos, pair & share exercises, scales

**ASSESSMENT OF OBJECTIVES:**

Diagnostic: Written assessment – intro worksheet

Key Sample

Formative: Daily participation/progress

Summative: Final work of art, rubric

**STANDARD REFERENCE**

* 1.1.12 D. 1, 2- **The Creative Process** - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art
* 1.2 .12.A 1,2 - **History & Culture: Role & Influences** - All students will understand the role, development, and influence of the arts throughout history and across cultures
* 1.3.12.D 1-5 - **Performance of skills, media & methods**- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art \
* 1.4.12.A.1-4, B 1-3 - **Aesthetic Responses & Critique** - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art

**DQ FOCUS**

* DQ2: Helping Students Interact with New Knowledge (#6,7,10,11,12,13)
* DQ5: Engaging Students

**MATERIALS**

* Internet, printer, matt board, recycled paper Adobe Illustrator & Photoshop, , glue, large panels, pencils, markers, acetate