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**CHUCK CLOSE LESSON SUMMARY**

**LG1:** SWBAT create piece of art in the style of Chuck Close

**DAILY OBJECTIVES:**

* SWBAT analyze and describe a small piece of a Chuck Close style work
* SWBAT demonstrate knowledge that, in art, “the whole can be larger than the sum of the parts”
* SW create & modify hypothesis (based on new information) as to why Chuck Close creates works like these
* SWBAT create a Chuck Close style piece of art

**CURRICULUM UNIT/PROFICIENCIES:**

Enduring Understandings:

* EU1: When we understand just a small part of something, we can be mindful “that the larger picture” can take on new meaning
* EU2: It is possible to take a perceived shortcoming and turn them into something spectacular

Essential Questions:

* EQ1: Are there parts of ourselves that we perceive as shortcomings that might be turned into assets?

**PLANNED STRATEGIES/ACTIVITIES:**

DoNow – worksheet & assembly of sample work, [www.art101isaverb.com](http://www.art101isaverb.com) web & mobile device instruction, demonstrations, videos, scales

**ASSESSMENT OF OBJECTIVES:**

Diagnostic: Written assessment – intro worksheet

Formative: Daily participation/progress

Summative: Final work of art, rubric

**NATIONAL CORE CURRICULIUM STANDARDS**

* Responding - #7- Perceiving & analyze artistic work, #8- Interpreting intent & meaning
* Connecting - #10 – Synthesize & relate knowledge and personal experience
* Creating - # 3 – Refine & complete artistic work

**MARZANO DQ FOCUS**

* DQ1: Communicating learning goals
* DQ2: Helping students interact with new knowledge (#6,7,10,12,13)
* DQ4: Helping students generate & test hypotheses
* DQ5: Engaging Students

**MATERIALS**

* Internet [www.art101isaverb.com](http://www.art101isaverb.com), oil pastels, paper, worksheet, pencil, Scholastic magazine (enrichment)