

Understanding by Design Template

Title:	Looking at the World Through the Eyes of Chuck Close
Teacher(s):	Jan Lundine
School:	Christine Donnell School of the Arts
Subject:	Art/Math/Technology
Grade Level:	First Grade (These activities could be used with K-12)
Duration:	Several Lessons spread out over time as needed

Stage 1: Desired Results

Standards:
 What relevant standards will this design address? (Be sure to integrate other subject matter Standards)

Art
 870.01b: Examine the visual arts as a form of communication. Use arts vocabulary to discuss specific works of art.
 872.02b: Name and use different art materials. Reproduce an existing work respecting the intent of its original creator.

Essential Questions for Students:
 What provocative questions will foster inquiry, understanding and transfer of learning?

What colors do you see?
 How are those colors used?
 Do you see any repeating patterns or shapes?
 Have you ever seen anything painted like this before?
 Can you tell anything about Chuck Close by looking at his work?
 Can you tell what medium Chuck Close has used by looking at the artwork?
 Why do you think Chuck Close chose that medium?
 If Chuck Close were here what would you like to ask him?

Knowledge and Skill (Learning Targets):
 What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

I can...look at an image and see the individual colors that come together to make an image. I can work in a group to plan how to enlarge an image to be painted. I can enlarge an image using a grid system.

Stage 2: Assessment Evidence

Through what evidence will students demonstrate achievement of the desired results? By what criteria will the level of achievement be measured?

What will be assessed?	How will it be assessed?
Did student paint shapes inside grids?	Individual papers will fit together to make one work of art.
Did student follow plan?	Paintings will make the desired image.
Did the student use the Paintbrush program as shown?	Image on computer will show magnified changes.

Stage 3: Learning Activities

What learning experiences and instruction will enable students to achieve the desired results? How will the activities be adapted to meet all students' interests, abilities and needs?

Introduction:

The students will be introduced to Chuck Close and his work through the reading of the book Chuck Close Up Close by Jan Greenburg and Sandra Jordan. After reading the book discuss portraits and what we know about portraits from previous lessons.

Look up close and far away at several of Chuck Close's portraits in the book. Discuss how his artwork changed over the years and why. Show examples of Chuck Close's work as seen in example #1 and #2 (postcards purchased at the BAM gift shop).

Spend time viewing and discussing "Lyle" at the Boise Art Museum.

Vocabulary:

abstract: Paintings in which the color, shape, line, or texture are stressed more than a recognizable image.

photorealism: Painting in a style that looks like a photo.

medium: The material an artist works with; for example water color, oil paint, pen, pencil.

scale: Size, either larger or smaller than the normal size of an object.

proportion: The relationship of all the parts of a painting to one another.

Materials: Tempera paint, paintbrushes, 6x9" paper with 3" grids printed on them, photographs from magazines of simple everyday objects. Computer with Paintbrush program. Sample drawing made on Paintbrush.

Classroom Activities:

Activity #1

- Give the students bright tempera paint, 6x9" paper with grids, and paintbrushes. Ask the students to create colored circles within the grids on their paper.
- Later in the day or next day when the paint is dry put all the grids together to make a class painting.
- Stand back and look at class painting. Does it look like anything? What shapes do you see? How are those shapes made? Can we move the papers around to make different shapes? How would you as an artist use this style of painting to make a specific shape?

Activity #2

- Have the students as a class brainstorm how they could make a painting of an agreed upon image (the teacher could have several simple photographs to offer as possible images for the next class painting). Let them work out the colors needed and the grid placement, and the plan.
- Let the students work on the plan for their next class painting. Provide paint, paper, and brushes.
- After paintings are dry put second class painting together and see how it looks. Discuss what changes would need to be made if any.

Activity #3

- Repeat previous activity as many times as the students wanted to get desired results.

Activity #4

- Show example #3 (photo from a magazine). Discuss other places in the world where students might have seen images broken apart (advertising, art work, computer images...)

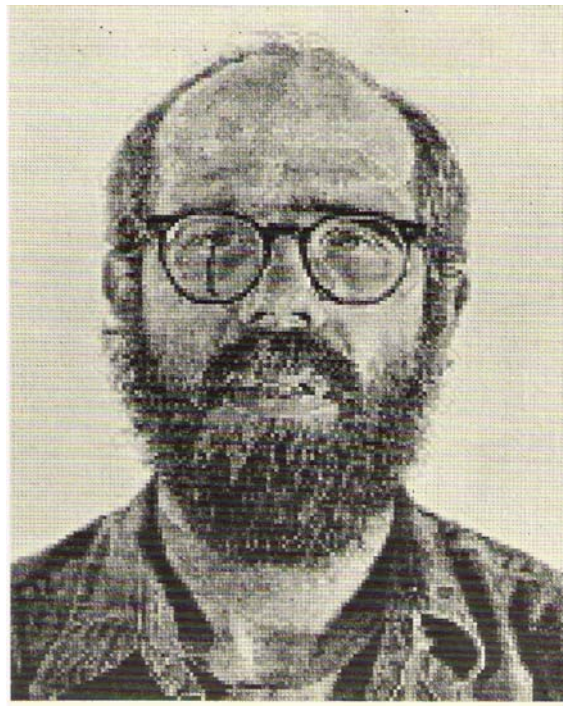
Activity #5

- Use the computer to show how the Paintbrush program has a feature that allows an image to be magnified until you can see the grid of the individual colors. Demonstrate how an artist could use this feature to create more detailed pictures.
- Have the students create a Paintbrush painting on the computer to explore the magnifying option on their own. (See example #4)

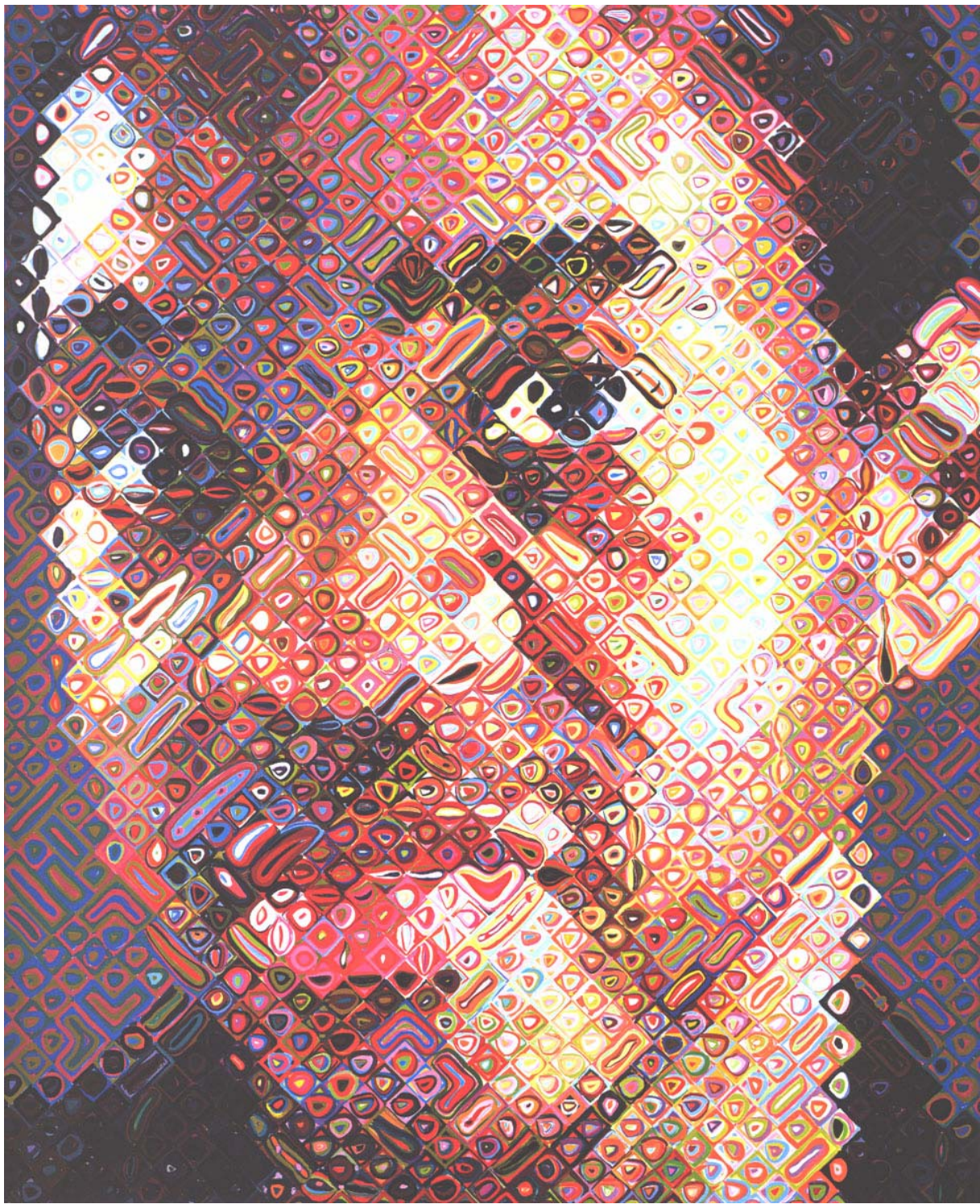
Example #1



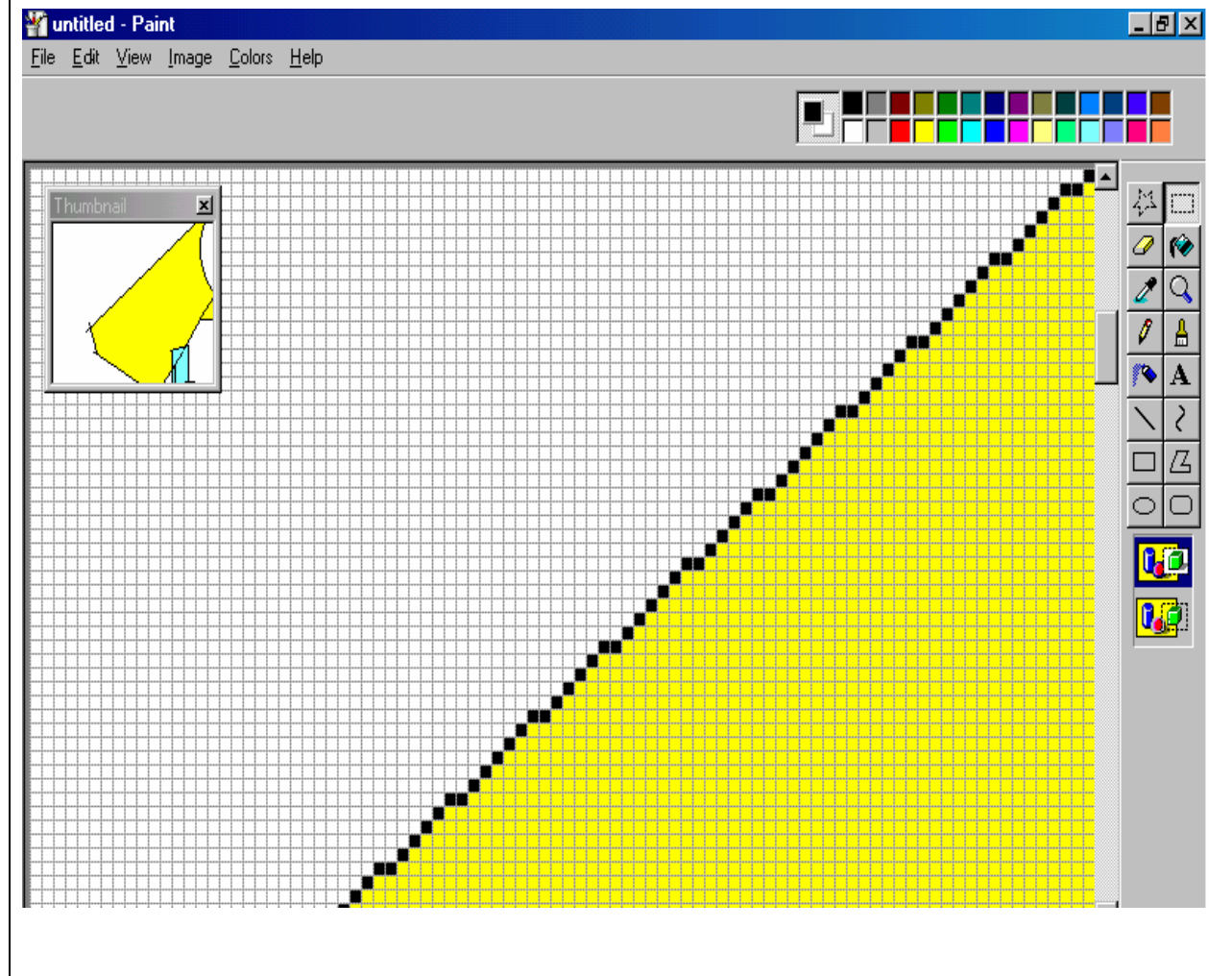
Example #2



Example #3



Example #4



Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.