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| **Date:**       | **Grade/Class/Subject:**  9-12/Ceramics     |

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| **Unit/Theme:**  Sgraffito     | **Standards:**   * VA:Cr1.2.HS1 - Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.
* VA:Cr2.1.HS1 - Engage in making a work of art or design without having a preconceived plan.
* VA:Re7.1.HS1 - Hypothesize ways in which art influences perception and understanding of human experiences.
* VA:Cn11.1.HS1 - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

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**Content Objective(s):**

Students will design and create a coil vessel and then carve the surface using the sgraffito method.

**Language Objective(s):**

Students will describe their vessel’s design using key ceramics vocabulary (sgraffito, vessel, slip,

incise, contrast, form).

Students will explain their artistic choices.

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| **Key Vocabulary**  Sgraffito, vessel, slip, incise, contrast, form  | **Supplementary Materials**     (make sure that embedded links open)examples, slip, carving tools, clay tools, [slide presentation](https://docs.google.com/presentation/d/1ZiOPqx4knVUFMMukJszLYqBRNcZaXjyPbwbHGnX2_Sg/edit?usp=sharing), word bank with key vocabulary, teacher demonstration, exit slip, sentence stems, [step-by-step visual guide](https://amaco.com/resources/lesson-plans/amphora-project-heroes-and-handbuilding) |
| **SIOP® FEATURES****Lesson Preparation Scaffolding Group Options****☐** Adaptation of content ☐ Modeling ☐ Whole class☐ Links to background ☐ Guided practice ☐ Small groups☐ Links to past learning ☐ Independent practice ☐ Partners☐ Strategies incorporated ☐ Comprehensible input ☐ Independent**Integration of Processes Application Assessment**☐ Reading ☐ Hands-on ☐ Individual☐ Writing ☐ Meaningful ☐ Group☐ Speaking ☐ Linked to objectives ☐ Written☐ Listening ☐ Promotes engagement ☐ Oral |
| **Lesson Sequence:**      **Preparation**Adaptation of Content:* Visual examples of sgraffito vessels for inspiration.

Supplementary Materials:* Physical and image examples, teacher demonstration materials, clay materials, word bank, exit slip, step-by-step guide, sentence stems.

**Building Background**Links to Prior Knowledge:* show images of sgraffito vessels from different cultures (Islamic, Ancient Greek amphora, Mexican Talavera, Pueblo pottery, and Korean Buncheong)
* Ask students, “What do you think these designs represent?”
* Ask students, “Have you ever scratched a design into a surface (doodling on a notebook, carving into wood, linoleum cutting).” Discuss previous experiences.

Key Vocabulary Introduction: * Introduce and define terms using visuals and real-life examples
* Provide a word bank with pictures
* Use gestures and demonstration to reinforce meaning.

**Comprehensible Input**Modeling:* Demonstrate how to apply slip evenly to a leather-hard vessel.
* Show how to carve a design using a variety of tools, emphasizing line quality and contrast.
* Think-aloud, “I want to show a memory from my childhood, so I will carve waves and a fish to represent my family’s fishing trips.”
* Label steps on the board with visuals and gestures.

Step-by-Step Instructions with Visuals:* Display a visual guide with numbered steps.
* Use slow, clear speech and check for understanding.

**Strategies**Chunking information: Break down the sgraffito process into small, manageable steps.Graphic Organizers: Use a sketching template for students to plan their designs before carving.Think-Pair-Share: Students discuss their design ideas before starting.**Interaction**Pair Work:* Students pair up to discuss their design ideas before carving.
* One student explains while the other asks follow-up questions.
* Pair high and low proficiency students.

Structured Language Practice:* Provide sentence frames

- “My vessel represents \_\_\_\_\_ because\_\_\_\_\_.”- “I will use \_\_\_\_\_technique to create\_\_\_\_.” - Encourage use of key vocabulary.Teacher Circulation & Feedback:* Monitor student conversations and provide support as needed.

**Practice & Application**Guided Practice:* Students sketch their design before carving.
* Teacher provides feedback and suggests modifications.

Independent Practice:* Students begin carving their sgraffito design onto their vessels.
* Teacher circulates to provide scaffolding and individualized support.

**Lesson Delivery**Clearly stated objectives at the beginning and revisited at the end. Pacing:* Balance teacher talk, modeling, student discussion, and independent work.

Student Engagement:* Encourage movement between discussing, sketching, and carving.
* Provide opportunities for students to share and reflect.

Varied Instruction (visuals, modeling, verbal explanations, hands-on practice).**Review & Assessment**Review:* Gallery Walk: students display their vessels and describe their designs using a sentence frame.
* Exit Ticket: On a sticky note, students write:

- one new ceramics word they learned.- one challenge they faced while carving their design. Formative Assessment:* Teacher assess students' understanding through participation, discussions, and use of key vocabulary.
* Provide feedback to guide students in refining their designs and explanations.

**Reflections** (describe your Lesson Plan sequence here, i.e. comprehensible input, TBLT, SIOP):      **:**       |
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