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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. |

**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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