

# Slab Sgraffito Box

<b>Title:</b>	Sgraffito Slab Box
<b>Teacher(s):</b>	Lisa Hunter
<b>School:</b>	Kuna High School
<b>Subject:</b>	Ceramics
<b>Grade Level:</b>	9-12
<b>Duration:</b>	3 weeks/8 class days

## Stage 1: Desired Results

### Standards:

#### IDAHO VISUAL STANDARDS GRADE 9-12

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen artform.

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

### Essential Questions for Students:

What do I want to communicate to viewers with the images I have chosen?

If art is a language, how well am I communicating?

How does my sgraffito box communicate personal statements?

What part of the art critique helped me the most? How will I use this in the future?

How does craftsmanship impact my message?

### Knowledge and Skill (Learning Targets):

I can make works of art by employing the slab method

I can use the creative process to plan, sketch, and implement my design into clay

I can properly attach clay appendages together using the slip and score method

I can use my knowledge of social, cultural, historical, and personal experiences in my sgraffito design

I can use sgraffito decorating techniques to communicate visually

I can cleanup my studio space, tools, and equipment

## Stage 2: Assessment Evidence

What will be assessed?	How will it be assessed?
Student Reflection	Journaling
Student work ethic and application	Teacher observation and student self-evaluation
Class participation in art critique	Participation/ attendance/ proper use of vocabulary
Requirements of the assignment	Sketches and assignment write-up Completion of a slab sgraffito box
Safety and precaution where implemented at all times.	Teacher observation and student self-evaluation
Cleanup	Teacher observation and student self-evaluation

## Stage 3: Learning Activities

The activity should run approximately 3 weeks

**Materials:**

clay  
individual water containers  
square/rectangular templates  
black underglaze  
carving tools

Day 1-3: An introduction to the assignment will be given and examples will be shown. A 20 minute presentation will then be shown to the class about visual communication and sgraffito techniques. During the presentation, students will take notes in their sketchbooks/writing journals. A 20 minute slab construction demonstration will be given by the instructor. Students will be shown proper techniques and cleanup. Students will design and sketch ideas for their Sgraffito Boxes in their sketchbooks/writing journals. Students must design the front sides of their sgraffito box, the other 4 sides may also be adorned. Only black and white images can be used with no grayscale. Logos are not permitted.

Day 4-6: Students will begin construction on their slab boxes. Projects needs to be wrapped and kept leather hard until completion.

Day 7-11: Once students have made a clay slab box, they will begin painting the surface with black underglaze. 5 sides of the box must be fully coated. The bottom is left white as this part will not be carved. 2-3 coats are required to prevent the white of the clay from showing through. Once the underglaze is completely dry students may begin to sketch their design. Once students have completely mapped out their designs they may begin to carve. It is important to note that Students will need to wrap their pieces with wet paper towels and bag them to keep the piece moist each thy. However, once underglaze has been applied the sgraffito boxes must be wrapped in a clean plastic bag only. This prevents clay particles from sticking to projects. Once the pieces become leather hard, students will sign their name and set out to dry on the greenware shelf.

Day 12-15: Once student work is bisque, students will clear glaze pieces with teacher instruction.

Upon Completion: Students will participate in an art critique in a safe, positive and constructive environment. Students will be required to use the appropriate art vocabulary and show respect to their fellow classmates.