Jessica Conner Sculpture, 9-12 Zentangle Sgraffito Plates

KAEA Fall Conference Lesson Plan Time Frame: 2 full weeks of class

Overview:

• Students will practice Zentangle designs and adapt them to a slab plate using sgraffito.

<u>Prior Knowledge:</u>

N/A

Vocabulary

- Zentangle
- intricate
- bold
- contrast
- unity
- sgraffito
- burnish

Objectives:

• Students will practice Zentangles to create a balanced composition to render in clay using the sgraffito technique of decoration.

Kansas or National Visual Art Standards:

1700113	as or national visual vir blandards.
VA:C	Through experimentation, practice, and persistence, demonstrate
r2.l.	acquisition of skills and knowledge in a chosen art form.
II	
VA:C	Apply relevant criteria from traditional and contemporary cultural
r3.1.	contexts to examine, reflect on, and plan revisions for works of art
I	and design in progress.
VA:R	Hypothesize ways in which art influences perception and
e7.1.	understanding of human experiences.
I	

Materials:

Handouts (see resources)	sharpies, chisel, fine tip, extra fine tip	multi slab clay cutter	smoothing rib
slab roller	needle tool	cloth towel	jet black velvet underglaze
white earthenware plus	small foam trays	large foam trays	mechanical pencils
stapler with staples	plastic sheeting	clear glaze	copy paper
Chain nose pliers	kiln	surform grater	various sizes of bristle brushes

Exemplars/Resources

Exemplai spiesou ces							
Prezi	https://prezi.com/07py65bghekn/?token=288b6eeb5891869b8c a3142203887476d141032ce53d1499f1d147e4b5592ed9&utm_cam paign=share&utm_medium=copy						
Zentangle plates handout/guideline s	https://docs.google.com/document/d/I4Pl&GnM7jp&LS9rYCsfv moQgqilPFJDY3eJkCutVNtE/edit?usp=sharing						
Zentangle practice (be sure to handdraw the squares before making copies and stress to the students they need to come up with 24 different patterns.)	https://docs.google.com/document/d/IxHOcV3XPpFeAtdOtd9R I5N YhT6kemmmQYBNAs8V2w/edit						
YouTube video how to make a sgraffito tool.	https://youtu.be/xTtvI7-hSMY						
YouTube video of how to use sgraffito tool.	https://youtu.be/mlIyrsa87s8						

Procedure:

- Review Zentangle Prezi with students.
- Practice simple Zentangle patterns with class.
- Review online resources for finding patterns.
- Students work independently on 24 different patterns.
- Teacher demonstrates how to make small practice plate with slab roller while students take notes. Underglaze is applied.
- Review clay dust safety.
- Students work in table groups to make small practice plates.
- Small plates are left uncovered for 24 hours to reach the Goldilock's zone for carving then students have the responsibility to cover work.

- Students complete composition maps for practice plate and large final plate using sharpies and copy paper.
- Students learn how to make a sgraffito tool using chain nose pliers, a staple and a mechanical pencil.
- Teacher demonstrates how to make large final plate stressing the differences between the large and small plate construction. Underglaze is applied.
- Large plates are left uncovered for 24 hours to reach the Goldilock's zone for carving then students have the responsibility to cover work.
- Students will practice carving on small plate with the option of firing or trashing practice.
- Students will complete final composition on large plate, using the surform on the edges, burnishing the edges with a smooth object, carving their first name, last name, current year and hour on the back.
- Students will work on next assignment during firing.
- Students will receive a demonstration on proper glazing techniques.
- Students will glaze their plate/s.
- More work on other project.
- Complete the assignment by filling out grading rubric and reflection questions.

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Differentiated Instruction:

* Students who need a reduction in work could either use more simple patterns or just complete the small practice plate rather than going on the finish the larger plate.

**More Advanced students:

• More advanced students could practice more challenging and intricate designs and make a series of plates for a place setting.

Alternative Lesson Ideas:

- Instead of plates, slab constructed other vessels could be made to sgraffito.
- Students often ask if they could use another color besides black.
- Students could expand on how therapeutic practicing Zentangles is and practice another form of meditative artform such as spontaneous intuitive collage or translating Zentagle designs into a radial mandala design.

<u>Visual Examples:</u> of works in progress and completed example:







Evaluation Rubric:

Grading Rubric zentangle plate							
Student Name:						Hour:	
						Date:	
Circle the number that best shows how well you feel you completed that criterion for the assignment.	Superior (*Justify below)	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Requirements:							
* There are 3 or more areas							
of zentangle patterns							
separated by strings on my	5	4	3	2	1		
plate. There is a good	3			_			
balance and variation							
between black and white,							
bold and intricate designs.							
Craftsmanship:							
My plate made it through							
the process of construction							
and firing. The underglaze							
is well applied, rich black,							
no streaks. Edges are carefully smoothed; carved							
areas are smooth and not							
carved too deep. Glaze is	5	4	3	2	1		
perfect applied with no	3	4	3	2	1		
glaze on the bottom of the							
plate. First name, last							
name, year and hour are							
on the bottom of my plate.							
The bottom is smooth with							
no canvas texture from the							
slab roller.							
Design:							
I practiced many zentangle							
patterns and challenged							
myself, the patterns I chose							
took skill and time to	5	4	3	2	1		
complete, and my patterns							
are crisp and clear. The							
patterns I chose							
complement one another.							
Participation:							
Used your time wisely?	5	4	3	2	1		
Cleaned up and helped	3			_	_		
others?							
Reflection:							
My reflection questions are	5	4	3	2	1		
well thought out and							

	fully written using									
COI		A- 25 22	P- 22 20	C- 10 19	D- 17 15	E- 14 % bolow	Your total:	Teacher total:		
	Grade:	A= 25-23	B= 22-20	C= 19-18	D= 17-15	r= 14 & below				
*If you	complete sentences. Your total: Teacher									
		thences. A = 25-23 B = 22-20 C = 19-18 D = 17-15 F = 14 & below Your total: Teacher tot								
Teache	r Comments:									
Poflect	ion:									
		think you oomo	od. A D	C D	г	o	v/			
		-								
2.	Compare and contra	Compare and contrast practicing Zentangle designs on paper and on clay. (4 or more sentences.)								
3.	What 2 pieces of ad	vice would you	give the next	class who we	ere assigned to	make these plate	es? (2 or more			
	sentences)									
4.	Analyze your sculptu	ure. Discuss <u>3</u> tl	nings you wou	ld improve w	vith your plate	/s <u>AND</u> <u>3</u> things y	ou are the mo	st		
				- ·,						
