

Title-*Adopted Artwork- Water Tour Pour Over by Roberto Lugo*

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The Tatnall School

Middle school level 5th and 6th grade

Visual Art

OVERVIEW

Roberto Lugo's work has themes of community throughout his work and students will find his values are similar to Tatnall school values of a strong community.

Using clay as a medium will challenge the 5th and 6th grade students. They will use their problem solving skills when trying to figure out how to make slabs of clay 3D and functional vessel or object. Students will define community, create an object that represents their community and create a piece of art that is functional out of clay using slab techniques.

TIME REQUIRED

6 – 7 classes that are one hour in length

STANDARDS FOR INSTRUCTION AND ASSESSMENT

Delaware Visual Arts Anchor Standard 2: Organize and Develop artistic ideas and work

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Delaware Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Through art-making, people making meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

STUDENT “I CAN STATEMENTS”

- I can define community
- I can create an object that represents my community
- I can create a piece of art that is functional out of clay

MATERIALS

- Clay
- Clay tools such as sponges, carving tools, rolling pins and canvas mat
- Water buckets
- Glaze and brushes
- Sketchbooks
- Pencils

LESSON ACTIVITIES

Lesson 1: Introduction to Lugo and Clay and Slab Basics

Introduction:

Have class critique Lugo’s work, teacher then shares with class other Lugo work from his website. Students take notes on artist in sketchbooks. Discuss the history of clay and its uses. Explore the different stages of clay (wet, leather-hard, bone-dry, bisque) and how it transforms through firing. The teacher will share the three I can statements.

Students will then design in their sketchbook two different ideas. The object created an object or landmark representative of your community and a functional clay object. Like Lugo’s watertower teapot.

Slab Preparation:

The teacher demonstrates how to wedge clay to remove air pockets. Roll out slabs to a consistent thickness using slab sticks or a slab roller.

Basic Slab Construction:

Practice scoring and slipping techniques to join clay pieces together. Students can experiment with simple slab shapes like squares or rectangles.

Cleanup:

Emphasize the importance of proper cleanup and storing leftover clay.

Day 2: Project Development and Construction**Project Selection:**

Review Lugo and have students examine their ideas in the sketchbook. Introduce different slab project ideas (e.g., boxes, bowls, decorative tiles, or animal forms). Consider projects that allow for creative expression and skill development.

Design and Planning:

Students should sketch out their project ideas, paying attention to dimensions and construction methods.

Slab Cutting and Assembly:

Students begin cutting and assembling the primary forms of their chosen projects, using scoring and slipping to join the pieces.

Adding Texture:

Students can add texture to their clay using various tools (rollers, stamps, found objects) or by pressing in designs.

Cleanup:

Students clean up their work areas and properly store their projects.

Day 3: Refining and Adding Details**Review and Refine:**

Review the previous day's work, addressing any construction issues or design flaws.

Adding Details:

Students can add more detailed elements to their projects, such as handles, lids, or decorative additions.

Finishing Touches:

Students can smooth out edges, refine surfaces, and add final details to their pieces.

Cleanup:

Students clean up their work areas and store their projects.

Day 4 (If needed): Drying and Preparing for Firing- this depends on clay used.

- **Slow Drying:** If possible, projects should be covered with plastic to slow down the drying process and prevent cracking.
- **Checking for Dryness:** Ensure projects are completely dry (bone dry) before firing.
- **Bisque Firing:** If kiln access is available, bisque firing can be done at this stage.

Day 5 (Optional): Glazing or Painting

Glaze Application:

If using glaze, demonstrate proper glazing techniques (dipping, brushing, pouring) and safety precautions. Have students examine Lugo's graffiti and glaze techniques. Remind students that the goal is to incorporate Roberto Lugo's style into your art by including at least one graffiti symbol or lettering

Painting:

Students can paint their bisque-fired pieces using underglazes or other appropriate paints.

Second Firing:

If using glaze, a second firing in the kiln will be needed to set the glaze.

Final Cleanup:

Students should clean up their work areas and prepare their finished pieces for display.

Day 6 (Optional): Reflections and Sharing

- **Critique:** Students can reflect on their work, discuss the challenges and successes of the project, and offer constructive feedback to their peers. Students will complete an artist statement expressing what they have learned using the I can statements as a foundation and the work as evidence that they can do it.
- **Presentation:** Finished projects can be displayed for the class to critique and or present to each other.

ASSESSMENT FOR LEARNING

Formative –Teacher observation and sketchbook entries.

Summative- Artist statement and Rubric.

VOCABULARY

Clay and Slabs:

- **Clay:** The raw material, a type of earth that can be shaped when wet and hardened when dry or fired.
- **Slabs:** Flat, even pieces of clay, rolled out to a desired thickness. [says Ceramic Dictionary](#)
- **Wedging:** Kneading the clay to remove air pockets and create a uniform consistency.

Joining and Building:

- **Score and Slip:** A method for joining clay pieces. Score refers to scratching the surfaces to be joined, and slip is a liquid clay mixture used as "glue" to hold them together.

- **Seam**: The line where two pieces of clay are joined.

Stages of Clay:

- **Leather-hard**: A stage where the clay is still somewhat damp but firm enough to hold its shape. [says the American Museum of Ceramic Art](#) This is a good stage for joining slabs and refining forms.
- **Bone dry**: The clay is completely dry and very fragile.
- **Bisque**: Clay that has been fired once in a kiln.

Firing and Finishing:

- **Kiln**: A high-temperature oven used to fire clay.
- **Glaze**: A liquid coating applied to bisque ware that vitrifies (turns to glass) during a second firing.

Other useful terms:

- **Slip**: A liquid clay used for decoration or joining.
- **Texture**: The surface quality of the clay.
- **Three-dimensional**: Having length, width, and height.

RESOURCES AND REFERENCES

Handouts – Rubric see below

Roberto Lugo's website <https://www.robertolugostudio.com/>

Slab worksheet on Teacher Pay Teachers <https://www.teacherspayteachers.com/Product/Ceramics-Printable-Worksheet-Slumped-Clay-Slabs-for-Visual-Art-Classes-3714741?epik=dj0yJnU9UkNVQnd1UHhqc1dPTEFncW9UNS05ZlZxdVJpQjE5VkEmcD0wJm49WGNjQ1ZVMWVEb0o3US1VcFJRSG1EUSZ0PUFBQUFBR2lmR2ZV>

Criteria	4	3	2	1
Created an object or landmark representative of your community				

Incorporated Roberto Lugo's style into your art by including at least one graffiti symbol or lettering				
Artist statement that explains community, functional art and symbols				
Created a functional ceramic artwork				

EXTENSIONS

- Students could present their artwork in a video
- Students could read additional legends
- Students could write their own version of a legend