



Tuesday 11/15/2022

Week 1

Visual Arts

Weaving!**Arts Standards & Common Core Connections**

VA:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

VA:Cn10.1.4a Create works of art that reflect community cultural traditions.

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

Students will be able to...

- Explore fiber arts through weaving
- Investigate how artists can use found objects and materials for their art
- Recognize weaving techniques
- Describe different terms for weaving
- Connect weaving techniques to those in Native American blankets

Vocabulary

Loom: a frame on which weaving is done

Warp: vertical threads which form the base of the weaving; stringing thread on loom

Weft: horizontal threads which are woven across warp

Bubble: when the thread/yarn is pulled too tightly across the warp causing the sides to bow inward.

Essential Question

Since our looms are small, we are making small pieces. How big do you think the looms are that the Native Americans use to make their blankets?

The patterns that you designed in the last class were traditional Native American blanket designs. How do you think they were able to add those patterns in their weaving?

What are the vertical threads called? What about the horizontal threads that you weave across?

Lesson / Instruction / Narrative**Introduction:**

"Hello amazing artists!"

Hello amazing art teacher!"

Begin by having two students handing out the sketchbooks/nametags if they have not done so already. Tell the students to get "Sketchbook ready." Tell the students the sketch prompt of the day: "draw a turkey playing an instrument or wearing crazy clothes."

While the students are sketching, handout bags with weaving materials. After about 5 minutes or supplies are handed out, tell the students to start finishing their sketches and to set them to the side.

Review: "Our lesson today is related to what we did in the last art class, do you remember what we did?" Students should answer "designed Native American blankets." After they answer... "That's right! When we read the book "Ten Little Rabbits," how did they make the blankets? What did they make the blankets out of?" Students should answer "by weaving them out of animal fur."

Explain that today the students will be learning a weaving technique by using a loom made out of paper, yarn, and a knitting needle. Set up document camera to model how to use the materials while explaining them.



"Today you will be practicing a basic weaving technique. The Native Americans used real supplies, however we are going to take everyday basic supplies and turn it into other tools. To make the loom, we have taken a thick piece of cardstock paper and cut 5 small cuts on the top and bottom of the paper. Then, we used thin yarn to warp the loom. The warp of the loom is the vertical threads that go through the small cuts in the paper. This is what you weave the yarn through. When you weave the yarn through the warp, that is called the weft. I like to remember this term by thinking it goes from 'weft to right.' You start by choosing one piece of yarn and hooking it in the first notch. Then, you put one end of the thread through the hole of the knitting needle to help move the yarn through the warp. You weave over, under, over, under all the way until the end. Once you reach the end, if you end under then you go over. If you end over, you go under. When you need to change colors or run out of yarn, you leave it hanging off of the edge and start the next row with your next color."

Explain that when students are finished weaving, they will unhook the warp from the loom and tie knots to secure the yarn. Students will keep their loom, yarn, and knitting needle to take home.

Self-Assessment/ Reflection

We used a basic pattern of weaving today, but how could we change the technique to make a different pattern?

When making blankets, how big do you think the looms were?

Did your warp start to bubble? If it did, how did you fix it?

Closing:

"See you later, alligator"

"After a while, crocodile"

Formative Assessments

3 Things

List 3 Things that you understood about the lesson.

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Instructional Strategies

s Check for Understanding

s Expectations

s Share/discuss with a partner or table group

Materials / Resources / Technology

- Baggies with materials:
 - warped looms
 - multiple pieces of yarn
 - knitting needle
 - piece of paper to help thread needle
- Expectations poster
- Printed slides
- Example of finished woven piece