

Learning/Lesson Plan

Title: Weaving in the Round

Explore color relationships using yarn through weaving on a prepared cd loom to create a concentric design.

Teaching Artist: Margie McDonald

Schedule/expected lesson time: 2 periods, about 50 minutes each. Older students may spend more time at the end with showing various ways to display the work together, as a group as part of extended assessment and processing of art presentation.

Grade(s)/Age(s): Elementary and Middle School (K-8) (An easier lesson plan for the average Middle School student, though relaxing.)

Lesson Description: Students learn about the structure of woven material using a simple over and under weaving technique. Older students can make the loom on a repurposed cd while younger students will require a pre-prepared cd loom. Students explore and reflect upon color theory through discussion of yarn color choices and their impact.

A video that may be helpful: [Weaving Basics: How to Set Up a Warp on a Circular Frame or Ring](#)

Materials & Space:

Classroom setting with tables or surfaces to work on.

A repurposed cd: one per student

“Needles” cut from plastic containers

A collection of warm and cool color yarns cut to 6 ft.

Blue plastic yarn needles

Note: Previous to the student work time and for the littles, a grown up will need to cut out the plastic ‘needles’ from used plastic containers such as yogurt, sour crème, or ‘to go’ containers. Image of needles seen in images #2 and #5 at the end of this lesson plan.

Resources:

Color wheel

Examples of fabric samples-woven versus knitted fabric

A prepared sample of paper strips to show how over and under weaving works

Mexican traditional 'Ojo de Dios' samples that show concentric circle weaving that students will be familiar with.

Big Idea: Explore color relationships using yarn through weaving on a prepared cd loom to create a concentric design.

Essential Questions

1. What is weaving? Look at your clothing, is it woven or knitted?

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>
1. Student will observe various fabrics and notice the thread/yarn direction and that they are woven together.	1. Students will compare their clothes to their table buddy’s or to various swatches of fabrics and use words to share what they see.
2. Student will identify which colors of yarn are warm or cool.	2. Students will describe which colors they used and if those colors are warm, cool, mixed, and/or complimentary.

Vocabulary:

color theory, color palette
 complementary
 concentric
 contrasting
 cool color palette
 loom
 radiating
 repurpose
 reuse
 unity
 warm color palette
 warp
 weave
 weft
 woven

INSTRUCTIONS:

DAY 1

Lesson Title: Weaving in the Round

Learning/Lesson Plan

Opener: Color wheel

Show and pass around examples of fabric samples-woven versus knitted fabric

A prepared sample of paper strips to show how over and under weaving works

Mexican traditional 'Ojo de Dios' samples that show concentric circle weaving that students will be familiar with.

Activity: Making Looms

Older students can make the warp by wrapping yarn on the cd, make sure the yarns are an odd number, pay attention to laying the yarn neatly, not overlapping the yarns, make 13 or 15 wraps

and tie the ends together where they meet on the back of the cd. Each yarn warp piece should be approximately 6 ft long.

Cut weft yarns about 6 ft long, thread the plastic needle and leave the yarn double. Start weaving over and under two or three times starting from the center, then carefully tuck the tail of the yarn through the hole in the middle of the cd and either tie it or just weave it over and under a couple of times on the back.

Continue to weave radiating or circling outward until the yarn is used up, cut the yarn off the needle and tuck the tail into the warp threads. When you choose your next color of yarn, consider the color scheme: do you want to use a warm and cool or complementary contrasting color combination? Or do you want to use all warm or all cool colors for a unified/harmonious color scheme?

Choose another color that creates contrast or has a unifying effect and start weaving again, this time leaving the tail to tuck under the last weaving. Don't pull too hard on the yarn.

You may embellish the cd weaving piece by securely adding beads or fringes.

⇒ **Assessment Checkpoint for Objective # 1, 2**

Closer – Go around the room or space and ask each student if they are using warm, cool, or mixed colors of yarn.

DAY 2

Lesson Title: Complete your weaving in the round. Display!

Opener: Teacher shows a few finished examples for reference.

Activity: Students continue weaving. Some may now choose to switch to using warm or cool colors or complimentary colors from what they started with.

⇒ **Assessment Checkpoint for Objective #: 2**

Closer: Students place their work in the center of the room on a surface to view altogether. Students respond to teacher asking to identify designs that show warm, cool, complimentary, and mixed colors.

Older students may be tasked with creating 3 different ways to present the work altogether for different visual impacts.

Assessment:

Possible questions and discussion, depending on time and grade level:

Did you consider the finished effect of the concentric circles of color, and use a color scheme?

Did you weave evenly over and under?

Are the tails tucked out of sight?

What display method do you think would be more effective, hanging each piece on the wall individually or putting them all together for a display?

What would that look like, with all those concentric circles of color put side by side like a quilt?

Could the arrangement of cd weavings for display reflect contrast or unity? How?

Common Core Visual Arts Standards:

Elementary:

Kinder: VA:Re.7.1.Ka Identify uses of art within one's personal environment.

Grade 1: VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others

Grade 2: VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments

Grade 3: VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.

Grade 4 and 5: (because there are no appropriate standards for 4th for this project) :

VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others

Middle:

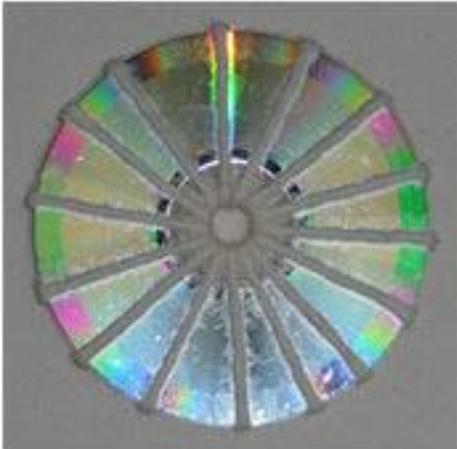
Grade 6: VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Grade 7: VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued

Grade 8: VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity

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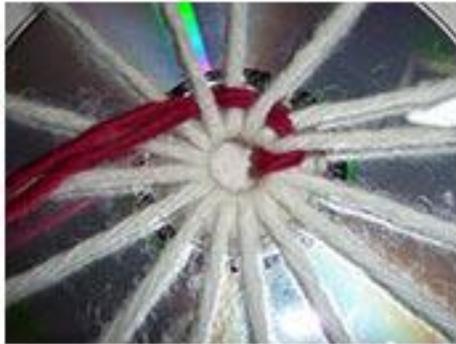
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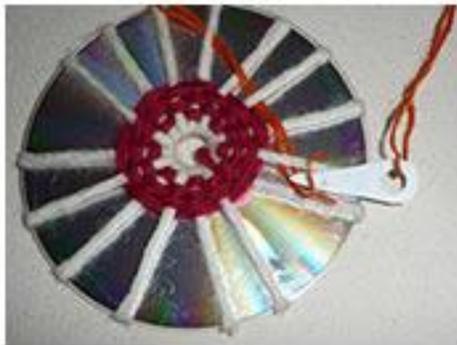
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#3



#4



#5



#6

