

Lesson Plan Title: Weaving
Grade: 6
Time: Six 45-min periods
Teacher: Christine Huang
Date: September 25, 2014

Overview

Weaving is one of the oldest art techniques in history that is still used today. One essential aspect of weaving is creating and following a specific pattern throughout the weave. Patterns can be found everywhere, including all types of fabrics, articles of clothing, tiles, etc. A pattern is a reoccurring design. If the design loses or adds a color, for instance, then it is no longer a pattern. Careful attention is needed in weaving to make sure that the pattern(s) are followed through correctly.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element/Principle of Design:** Color – It is important to think about how colors interact with one another to make an aesthetically pleasing artwork or an artwork that addresses the artist’s ideas and purposes.
- **Technique/Process:** Weaving Techniques – patterning, weaving over and under alternatively each row, and adding tassels.

Aesthetics:

- What is weaving?
- When is a weaving considered a success?

Art Criticism: “Tapestries #0080” by Ellen Jackson

- *Description*
 1. What do you see in this artwork?
 2. What colors are here?
 3. What kinds of shapes do you see?
- *Formal Analysis*
 1. How are the shapes arranged?
 2. How is color used?
 3. Is the artwork two-dimensional or three-dimensional?
 4. Did the artist produce the work from imagination or a model?
- *Interpretation*
 1. What is the meaning of this artwork?
 2. What is the subject of the artwork?

- *Judgment*
 1. Do you think this is a successful work of art? Explain.
 2. Are there any changes you would make to this artwork? If so, what?
 3. What feeling or emotions does this artwork express to you?

Art History

- History of Weaving
- Background on Ellen Jackson and Deborah Smith

Learning Objectives

Art Disciplines:

- Students will demonstrate the plain weaving process by arranging the warp and weft in a simple criss-cross pattern.
- Students will assess the quality of their weave by constantly checking for even tension and that the pattern is correct.

Adaptations/Modifications for Students with Disabilities

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

- Students will plan out their patterns by creating a sketch.
- Students will demonstrate textile patterning by alternating different colors in a sequential pattern on their weaves.

Adaptations/Modifications for Students with Disabilities

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities

1. Day 1: History of Weaving, Introduce Artists, Weaving Demonstration, Exit Slip
2. Days 2-4: Students work on lesson.
3. Day 5: Students finish lesson, Self-Evaluation Sheet, Critique, Conclude lesson.

Materials & Equipment

- Looms
- Different size and colored yarns
- Scissors
- Pictures of different looms and weaves
- Paper
- Pencils

Resources

- A Beautiful Mess. <http://www.abeautifulmess.com/2014/07/weaving-class-the-basics.html>. September 25, 2014
- Seasonal Eating. <http://www.seasonaleating.net/2013/04/diy-square-foot-garden-sfg-making-soil-24.html>. September 25, 2014
- The Free Dictionary. <http://www.thefreedictionary.com/weaving>. September 25, 2014
- Wikipedia. <http://en.wikipedia.org/wiki/Weaving>. http://en.wikipedia.org/wiki/Plain_weave. September 25, 2014.
- Weavedesign. <http://www.weavedesign.eu/weaving-history/>. September 25, 2014.
- Smith Craft Baskets. <http://www.smithcraftbaskets.com/index.html>. September 25, 2014.

- Mansfield University. http://web-archives.mansfield.edu/~art/Papyrus2GeoffreyBeadlea_picture_of_women_weaving_in_th.htm. September 25, 2014.
- African Heritage. <http://afrolegends.com/2013/05/17/history-of-african-fabrics-and-textiles/>. September 25, 2014.

List of Art Works

- “Tapestries #0080” by Ellen Jackson
- “Tapestries #0018a” by Ellen Jackson
- “Tapestries #0069b” by Ellen Jackson
- “Tapestries #0084” by Ellen Jackson
- “Beach Music” by Deborah Smith. 18”H x 11” W x 10”D. Stained reed with driftwood.
- “Chrysalis” by Deborah Smith. 8”H x 9”W x 23”D. Stained reed with driftwood.
- “Round Harvest Basket” by Deborah Smith. 27”D x 11”H.

Supporting Materials

- Weaving Process and Vocabulary Posters
- Exit Slip

Narrative of Classroom Procedures

I Want You To...

- Pick a thin yarn for the warp.
- Pick at least two thick yarns and two thin yarns for the weft.
- Use the sketch sheet to decide what kind of pattern you want to make.
- Write down your pattern so that you don’t forget what color or type of yarn to get next.

More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks

- Look carefully at where you weave the weft making sure that the line above is alternating with the line below.
- You can do the tassels as extra credit.
- You can also add on beads as extra credit; however, they must be a part of the pattern.

Lesson Extensions/Connections

- Look at other weaving techniques.
- Look at a documentary on Kente cloth weaving.
(<http://afrolegends.com/2013/05/17/history-of-african-fabrics-and-textiles/>)

NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts. 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **D. Visual Art. 8:** The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. **1.3.8.D.1:** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- **One Mathematics Standard and Indicator:** Grade 6: Ratios & Proportional Relationships. CCSS.Math.Content.6.RP.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams or equations. C: Find a percent of a quantity as a rate per 100 (e.g. 30 percent of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

Anticipated Misconceptions that May Occur

- Students will take longer than planned time for the stimulation activity.
- Students will not alternate between the warps.
- Students will not all be able to clearly hear the introduction or see the demonstration.

Teacher's Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don't allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students' interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?

5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to use 2 thick and 2 thin yarns?
2. Were students able to create even tension in their weaves?
3. Were students able to create a weave that did not fall apart?
4. Did students use 4 different colors?
5. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
6. Were students able to try their best without giving up?
7. Were students able to hand in their work on time?
8. Were students able to verbalize form and aesthetically pleasing forms?
9. Did students fill out all the exit slip, sketch of pattern and self-evaluation sheets?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

Students, ages 11-13, are considered to be in the Age of Reason stage in Viktor Lowenfeld's artistic development. Those at this stage are interested in form, which includes proportions, three-dimensional space, and realistic colors. Students in the Age of Reason stage are also more cognizant with understanding art materials.

Students with Learning Disabilities Characteristics

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.