

Content Objectives:

- Students will be introduced to the production of wool and silk.
- Students will be introduced to handmade looms and weaving.
- Students will view various exemplar hand woven fabrics, rugs, and baskets.
- Students will weave using a cardboard or table loom.

Language Objectives:

- Students will be able to define and use new vocabulary words (weaving, loom, weft, fibers, warp, wool, silk, raw materials) in describing their artwork.
- Using new vocabulary, students will write a reflection explaining the problems they have come across while creating their weavings, whether they feel it was successful and what they would like to change.
- Students will present their work to the class.

Key Vocabulary:

Weaving Himalayas  
Loom  
Weft  
Warp  
Wool  
Silk  
Raw  
Materials

Materials (including supplementary and adapted):

- Power Point Presentation showing various types of looms and weaving.
- Visuals: samples of various weavings.
- Word wall: Key vocabulary words, concepts, and definitions.
- Access to web for additional samples.
- Written lesson directions, including rubric.

Higher-Order Questions:

What are the advantages or disadvantages of using raw materials to weave your own clothes?

How has the production of fabrics and woven materials changed over the last few years?

What other materials might we want to experiment with in our weavings?

Time:

- 1 class period for power point presentation, and chapter introduction
- 1 class period for students to make a cardboard loom.
- 3-5 classroom periods for students to weave.
- 1-2 classroom periods to write reflection and present art work.

Activities

Building Background

- Have you ever wondered where fabric comes from and where it is produced?

Links to Experience:

- When you buy your clothes do you notice the textures and colors of the fabrics used?
- How much more expensive are the unusual fabrics?

Links to Learning:

- Have you ever visited a store that has clothing and accessories made of unusual fabrics?
- Artists weave handmade cloth, rugs, and baskets for their beautiful alone as well as for their function

Key Vocabulary:

- Introduced, written in students' journals and on classroom charts, repeated daily and the beginning and end of lesson.

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Time: Student Activities (Check all that apply for activities throughout lesson):

Scaffolding: Modeling Guided Independent

Grouping: Whole Class Small Group Partners Independent

Processes: Reading Writing Listening Independent

Strategies: Hands-on Meaningful Links to objectives

1 Class  
1 Class

- Power point presentation, and introduction
- Students work in groups on making their cardboard looms
- Teacher models, shows samples and students start their weaving using wool, torn cloth, etc.
- Students continue their weavings
- Teacher models, reads samples and students write reflection

1-5 Classes

1-2 Classes

Review and Assessment (Check all that apply):

Individual Group Guided Independent

Daily –before  
and after  
lesson

Review Key Vocabulary:

Weaving Wool  
Loom Silk  
Weft Raw Materials  
Warp

Daily –before  
and after  
lesson

Review Key Content Concepts:

Himalayas Textures

RI Grade Span Expectations: Visual Art and Design

VAD 1 Creative Processes:

- Generates, applies, revises, and evaluates strategies and techniques to address artistic problems. VAD1(9-12)-1b
- Demonstrates knowledge of vocabulary of media, techniques and processes.VAD 1(9-12)-2b

VAD 2 Cultural Context:

- Evaluating several unique purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)VAD2(9-12)-1a

VAD 3 Communication:

- Evaluating and applying media techniques, processes, and VAD concepts to convey specific feelings, ideas, or meanings. VAD 3(9-12)-1a

VAD 4 Aesthetic Judgment:

- Evaluating one’s own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design. VAD4 (9-12)-1f

OC 10.2.1: Oral Presentation Exhibiting logical organization and language use, appropriate to audience, context, and purpose.

R10.7.2 – Demonstrates initial understanding of informational text (expository and

practical texts).

W10.14.2 – Explores and shares thoughts and observations in reflective writing.

A7: Demonstrate Content knowledge through content specific, performance-based, and project-based assessments

AL2: Problem Solving: Organizes and conducts a process to create intellectual or physical products, holds an event, or otherwise moves towards the solution of an identical issue or problem.

## Reflection

I feel this lesson will be interesting for high school students to introduce students to the history, and processes of creating woven functional art.