

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Color Theory Lesson:

- Does anyone recognize the color wheel?
- What colors are on the color wheel?

Dressing the Loom:

- Has anyone dressed a loom?

Weaving Process:

- Has anyone done basic weaving before?

Added weft embellishment lesson:

- Has anyone used different material for weft?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

During this lesson, Fourth Grade students will explore, understand, and discover the vast range of processes in Fiber Arts. By recognizing specific color schemes, students will plan and envision the yarn, string, and other objects used to create a specific color scheme. Students will learn how to dress a cardboard loom, study other types of looms, and test out the meditation aspect of weaving. They will choose to create a 3” by 5” mug rug, wall hanging, or a pouch (weaving around both sides of the loom).

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- Color
- Time
- Pattern
- Shape
- Texture
- Composition
- Technique
- Mindfulness

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

In this weaving project, fourth graders will be able to observe the historical application and process of Fiber Arts, specifically, weaving. After, students will engage in their own artistic process with choosing different color schemes and once they begin, persist through obstacles. Student will, then, explore different materials to use for weft to create an interesting, sensory piece. Mindfulness will be practiced through the entire process.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

- “I can prepare my own loom for weaving and plan a color pattern.” (Blooms: Evaluate, **Comprehend**, GLE: 1A, Art Learning: Color Theory Literacy: Vocabulary Words)
- I can string a warp thread onto a loom. (Blooms: Apply, **Create** GLE: 3B, Art Learning: Dressing a Loom Numeracy: keeping track of order Literacy: Vocabulary Words)
- I can use yarn with different colors and textures to create a pattern. (Blooms: Create, **Create**, 3B, Art Learning: Weaving Process Numeracy: Alternating order)
- I can use techniques to finish my weaving. (Blooms: Apply, **Create** GLE: 3A, Art Learning: Weaving with different materials and patterns)
- I can observe peers weaving to recognize learned techniques, patterns and materials. (Blooms: Understand and Remember, **Reflect** GLE: 2A, Art Learning: Weaving Techniques Literacy: Sentence Starters for Reflection)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Materials and techniques vary difficulty: pipe cleaners, roving wool, cardboard, tissue paper, ribbon, and beading. Beading is the most difficult. Additional assistance can be provided through the integrated service teachers.	Student will choose mug rug, wall hanging, or pouch. With reflection, student can verbally explain artistic process if writing is difficult. Additional assistance can be provided through the integrated service teachers.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Materials and techniques vary difficulty: pipe cleaners, roving wool, cardboard, tissue paper, ribbon, and beading. Beading is the most difficult and complex. Most students fall under this umbrella. Students have opportunity to enhance design and patterns through research of weaving patterns beyond the plain weave.	Student can verbally explain artistic process for the advanced design or patterns. When finished, they are able to write the complexity they chose to go into during the project. Teacher can record video of verbal explanation as well.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Loom, tapestry needle, beater, warp, weft, weaving, complementary, monochromatic, analogous

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Crayons, colored pencils, cardboard loom, different colors of yarn, tapestry needle, comb (beater), pipe cleaners, roving wool, cardboard, tissue paper, ribbon, and beads

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Color Scheme Presentation: <https://docs.google.com/presentation/d/1qSEdj0XeOG422oRgO9GT8j2Ae1Bg8yeuvMuJheZ8BrE/edit#slide=id.p>

Weaving Presentation: https://docs.google.com/presentation/d/1T3snugiP6A5FqJMzhIgcYEMRqNLU2k5_p0RDCbumRKA/edit#slide=id.g4f5c9f6482_0_1

Document Camera Demonstrations

Stop motion Weaving Video: https://youtu.be/LbtKnvc_9No

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Make copies of worksheets
- Prepare string in containers
- Prepare weft materials

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Scissors, tapestry needles, yarn: use appropriately and responsibly.
- COVID: do not share materials, stay in seat, and raise hand to avoid walking around the classroom.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

To begin this project, I began asking them questions in a very excited tone to help them understand I am excited too. I then began with the questions:

- Who loves color? What colors are your favorite?
- Has anyone done a weaving before?
- What are weavings?
- Where do we see weaving in our everyday life?

Then, I showed them the stop motion video of a weaving that is attached in the Weaving slideshow.

https://docs.google.com/presentation/d/1T3snugiP6A5FqJMzhIgcYEMRqNLU2k5_p0RDCbumRKA/edit#slide=id.g4f5c9f6482_0_1

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Color Theory Lesson:

- Where do we see colors?

- What colors do you see in your everyday life?
- What is a color scheme?
- What is the color wheel?

Dressing the Loom:

- What do we weave on?
- How do we weave?

Weaving Process:

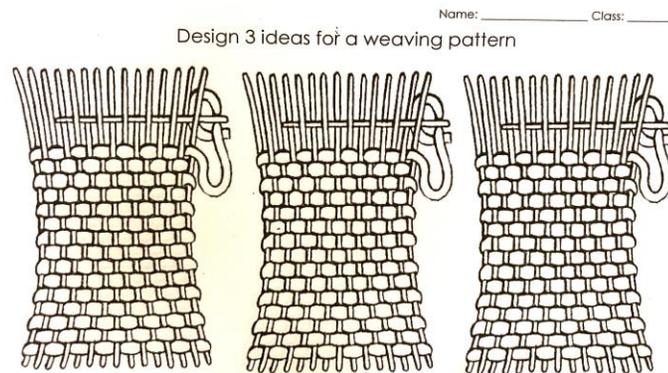
- What is the most common weaving pattern?
- What can we weave with?
- What tools do we use?

Added weft embellishment lesson:

- How do we add interest and texture to our weaving?

What objects can we use for the weft?

I gave students worksheets to begin ideation for color schemes:



Then, I gave them another worksheet to create three possible designs:

COLOR SCHEMES

Name _____

monochromatic: One Color with the Tints, Tones and Shades of That Color



analogous: Three Colors that are Side-By-Side on the Color Wheel Plus Tints, Tones and Shades



complementary: Two Colors that are Straight Across from Each Other on the Color Wheel Plus Tints, Tones and Shades



Instruction:

Give a detailed account (in **bulleted form**) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <ul style="list-style-type: none"> - The teacher will begin motivation by having discussion about weaving. - The teacher will walk through slideshow while asking students to infer, guess, and answer questions, such as “What color relationships do you see? What is a complementary color scheme based off this artwork?” And so on about analogous, and monochromatic. - The teacher will use the document camera to instruct students how to fill out worksheet but using colored pencils and establishing color scheme on the wheel before coloring the design. - The teacher will transition students into work time. - The teacher will guide clean up. 	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <ul style="list-style-type: none"> - Students will share their background knowledge about weaving and color through classroom discussion. - Students will engage with the color wheel by observing monochromatic, analogous, and complementary color schemes. - Students will observe the teacher example and help fill out worksheet together. - Students will work on their own worksheet for the remainder of class. - Three students will help clean up. 	<p>Time: 45 Minutes</p>
<p>Day 2</p>	<ul style="list-style-type: none"> - The teacher will begin the introduction of weaving by showing videos and visual tools to begin. The teacher will also share vocabulary words in Fiber Arts such as weaving, weft, warp, loom, tapestry need, yarn, wool. - Teacher will demonstrate how to dress the cardboard loom under the document camera. Teacher will point out how to connect string to loom with tape, to begin at one notch, flip, 	<ul style="list-style-type: none"> - Students will engage in videos and visual tools while learning different parts of weaving. - Students will learn the vocabulary words in Fiber Arts - Students will observe the teacher dress the loom, making inference on what to do next. - Students will work together to help dress looms. 	

	<p>to the next. Teacher will follow through until they finish dressing the entire loom, then tape the other end of the string to the cardboard under the warp.</p> <ul style="list-style-type: none"> - Teacher will assign partners to help assist each other. - Teacher will assist any student that needs additional help. - Teacher will address students once finished to continue working on worksheets from the previous class. - The teacher will guide clean up. - 	<ul style="list-style-type: none"> - Students will dress looms and have the opportunity to ask for help. - Students will finish looms and continue finishing up worksheets. - Three students will help clean up. 	
Day 3	<ul style="list-style-type: none"> - The teacher will begin asking student what we did in the previous class. - The teacher will address the next steps of the actual weaving process. The teacher will begin with yarn. - The teaching will begin asking how to do a plain weave which will be a review. After one pass, teacher will utilize the comb as a beater to show the function. Then, teacher will go over common mistakes including tension, alternating over, under patterns, leaving a “tail” when beginning a new weft string and when weaving with tapestry needle. - The teaching will transition the class into work time. - The teacher will guide clean up. 	<ul style="list-style-type: none"> - Students will reflect on the content learned in the previous class. - Students will engage in the teacher demonstration under the document camera, students will infer what the next steps will be. - The students will begin their weaving with their choice of yarn. - Three students will help clean up. 	
Day 4	<ul style="list-style-type: none"> - The teacher will begin asking student what we did in the previous class. - The teacher will address the steps of adding different materials such as pipe cleaners, roving wool, cardboard, tissue paper, ribbon, and beading for the weaving process. The teacher will begin introducing different materials stated earlier in the lesson plan. - The teaching will transition the class into work time. - The teacher will guide clean up. 	<ul style="list-style-type: none"> - Students will reflect on the content learned in the previous class. - Students will engage in the teacher introduction of materials under the document camera, students will infer what the next steps will be. - The students will keep working on their weaving with their choice of material. - Three students will help clean up. 	
Day 5	<ul style="list-style-type: none"> - The teacher will begin asking student what we did in the previous class. - The teacher will address the steps of adding different materials for the weaving process. The teacher will review what materials students can use. - The teaching will transition the class into work time. - The teacher will guide clean up. 	<ul style="list-style-type: none"> - Students will reflect on the content learned in the previous class. - Students will brainstorm new materials they would like to use that class period. - The students will keep working on their weaving with their choice of material. - Three students will help clean up. 	
Day 6	<ul style="list-style-type: none"> - The teacher will ask students where they are, what they need to finish, and how much time they will need. 	<ul style="list-style-type: none"> - Students will reflect on the process of their project and what is needed to finish. 	

<ul style="list-style-type: none"> - The teacher will guide students in a demonstration on how to take weaving off the loom. - The teacher will transition the class to work time. - The teacher will guide gallery walk and reflective activity. Teacher will guide students in a line to view all work at different tables. Teacher will then ask about observations using the sentence structure: "I thought ____'s had a cool color scheme BECAUSE _____." - Then I will pass out a self-reflective checklist for students to fill out as an exit sheet. <p>"I used a color scheme to guide my weaving design. HOW? I focused on tension and neatness. HOW? I used nontraditional materials. HOW? I successfully took my weaving off the loom. HOW? I reflected on my own and peers' work. HOW?"</p>	<ul style="list-style-type: none"> - Students will observe and listen to directions on taking weavings off their looms. - Students will then continue finishing their weaving and taking off the loom. - Students will participate in gallery walk and reflective activity. 	
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The student reflective activity will be a gallery walk with a reflective statement. The students will go around to each weaving, notice what elements they used and explain why they think the piece is success. Gallery walks get student up, walking around and engaged.

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<p>Finished worksheets Finished weaving with either an emphasis on color, pattern, and/or nontraditional materials. Participation in reflective activity</p>	<p>Checklist: Yes</p> <p>No</p> <p>I used a color scheme to guide my weaving design I focused on tension and neatness I used nontraditional materials I successfully took my weaving off the loom. I reflected on my own and peers' work</p>

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Reflection:
This was my first weaving project with students, so I was very excited to expose students to fiber arts and the meditative practice that comes with weaving. The steps taken equipped students to independently explore, for example, we learned about Color Theory, then transitioned into the weaving project. After learning about colors, the students applied their knowledge to showcase color schemes in their work. Student became engaged when choice was integrated. Students made their own artistic decisions regarding color, texture, and pattern. Because the lesson was split into many weeks due to COVID-19, I hope to teach this project in a smooth manner next time.

