

# Wonderful Weavings

by Debi West

## LEARNING OBJECTIVES

### High school students will ...

- learn to make weavings using various techniques on handmade looms.
- understand the importance of fiber arts.
- make woven artworks or functional pieces such as bags or belts.

## MATERIALS

- 9" x 12" construction paper, scissors
- Watercolors, paintbrushes, paper
- Cardboard, pencils, rulers, masking tape
- Yarn, needles
- Beads, assorted mixed media
- Weaving techniques handout

## PROCEDURES

- 1.** Students will learn about different weaving techniques. (Weaving types/Techniques: Tabby/Plain, Basket, Twining, Soumak, Rya, Dovetailing, Interlocking.)
- 2.** Students will make a cardboard loom by measuring and cutting their marks on the top and the bottom of their square or rectangular (or circular for advanced students) to attach their warp threads.
- 3.** Students will select multicolored yarns (recalling their color theory lesson)

and begin to practice different weaving techniques. I require at least three techniques on their final pieces.

- 4.** Students will weave for several class periods and decide if they want to create a piece of artwork to be matted (using traditional or contemporary recycled materials) or a piece that serves a function, such as a bag, scarf or belt.
- 5.** Finished pieces will be exhibited in a student hall display.

## THOUGHTS TO CONSIDER

- In weaving, the vertical threads attached to the top and bottom of a loom, through which the weft is woven is called the "warp."
- Tapestry is a form of textile art.
- Weaving is the interlacing of long, thin materials, such as yarn or thread to make cloth (fabric) or baskets.
- The action of tightening a weft is called "Compressing" or "Beating the Weft"
- Weft threads or strands of yarn are woven over and under the warp threads to make a weaving
- A loom is an apparatus for producing textiles, rugs, blankets and wall hangings by weaving thread or yarn into cloth

## ASSESSMENT

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning *and* their final work. We also do in-process critiques using my "2 Glows and a Grow" model.