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| **Name:** | Alessandro Gonzalez |
| **Lesson Title:** | Bag Weaving |
| **Grade Level:** | High School Level (9th Grade – 12th Grade) |

**Vocab, Art History, Interdisciplinary Connections**

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| **Artist/Culture/Movement Connections**  Indegnious Peoples’ Basket Weaving, Diedrick Brackens | **Interdisciplinary Connections**  Home Economics |
| **Art Vocabulary:**  Weaving, Sewing, Color, Color Palette | **Elements/Principles of Art**  Texture. Variety, Color |
| **Media and Materials needed:**  Loom (Cardboard), Yarn, Thread, Weaving Needle (Cardboard), Scissors | |

**Content Standards**

**Content Standard 1**

1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

**Content Standard 2**

2.1 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

#### **Content Standard 10**

10.2 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**Learning Objectives**

1. Students will weave a small bag out of yarn to carry a personal item.
2. Students will pick out a small personal item that has meaning to them.
3. Students will choose a color palette that reflects their personal item and what it means to them.

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| **Anticipatory Set:**  When students come into class, there will be a variety of construction paper displayed for them. Each student must choose one color from the variety and then pair up with a partner. Together, they will cut strips from their paper, and then weave them together through a pre-cut scrap of paper. This will help me evaluate how well-versed students are with the basic weaving process, allowing me to teach any student the basic process before introducing them to the lesson. |
| **Big Idea:**  Students will be creating a functional piece for a personal item that they have picked. This will allow students to reflect on themselves and what they consider valuable, as well as help build some basic home economic skills that are useful in day-to-day practices. |
| **Essential Question:**  Is all art functional? In the world of art, what is considered functional? Are all functional objects capable of being considered art? |
| **Objective/Purpose:**  In this lesson, students will get to incorporate the idea of functionality to art. They will understand that functional items have a place in the art world, and discover how ancient skills are present today and can aide in the artistic process.  Students will learn that depending on the material, their art can have a significance outside of just aesthetics. This exploration of a new material will broaden their horizons when it comes to their notions of art materials. |
| **Model:**  After the first presentation of the lesson, I would demonstrate to students the basic weaving motions, before talking specifically about the actions needed to create a small bag. The process of making a small bag will be shown to them through a demo video, as well as from me when asked throughout regular class time.  Using the model of my small bag, I will explain to them the significance of the color palette and how it relates to my item, demonstrating how I specifically planned it to reflect my item.  I will write my own personal statement, so the students have a reference for when they write their own. |
| **Check for Understanding:**  After explaining the lesson to the students, I would have them discuss in small groups what personal item they may use for their project, as well as what color palette they may choose. This allows them some time to see what other students may have already decided on, and they can reflect on if they have anything similar. I would ask for any volunteers to share what their ideas for the project are.  As they make their small bags, I would converse with each student, asking them about the personal item they picked out and why they chose it for this project, checking to see if they are actively thinking about what they have chosen. I will also make sure they have the basic weaving motions down.  At the end of the project, I would ask students to write a short personal statement detailing the item they have chosen, as well as explaining how the color of the yarn relates to the item. |

**Step by Step Instruction of Lesson**

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| **Instructional Strategies**  **(what the teacher does)** | **Activities**  **(what the students do)** |
| **Day 1**  Lay out the variety of colored construction paper on the tables for the students to choose from, as well as have some pre-cut paper ready for when they are ready to begin paper weaving. Explain to them that they must choose one color to work with along with a partner, cutting their papers into long strips so they can be woven together. When everyone has a partner, give out the pre-cut paper to each duo for them to begin weaving their strips of paper.I would walk around the room, gauging their inherent weaving skills, offering help to those who may have no clue how to weave.  I would then introduce the lesson: show the entire class the basic weaving motions with the yarn and a loom. I would explain to them that they will weave a small bag, showing them a complete model, as well as what it carried inside. This segues into the basic history of weaving, how ancient civilizations weaved baskets to carry important items such as food, clothing, etc. I would explain to them that they too must choose an important item for them to place in the bag they will make. I would also explain that the colored yarn they choose should reflect their item, explaining how mine reflects my item.  After explaining the project, I would instruct students to discuss in small groups about their plans for the project, before taking volunteers to share what they anticipate doing for the project. I would also advise them to start looking for an object so that they can begin working with it the following work day. | **Day 1**  Students will be able to work in tandem with their classmates, weaving together their strips. This will allow them to learn from each other if they do not know how to weave, which will be the most important motions for the upcoming project.  Students will take notes on the basic history of weaving, learning about how art can have some functionality to it, as well as having an artistic view when creating something like this. They will begin to formulate ideas of what they consider important or of value to them, and they can reflect on why that is.  Students will be able to have an open discussion where they can give their thoughts on the upcoming project. As they share what they might use for inspiration, other students can also gain insight on what they might use for this project. |
| **Day 2**  Once students walk in, I would play a demo video of the small bag they will be making. I would supplement some of my own commentary along with the video, answering any questions that may arise as the watch the demo. I would also urge them to take diligent notes during the demo, so they could remember the steps properly. After the demo is over, I would ask for more volunteers to share what they have picked out for the project.  The focus of today would be for the students to plan out what their bags will look like as it relates to their small item. I would lay out the various yarns out for them, so they could see they wide options that they have. After they got a look at the yarn, I would instruct them to share in small groups, discussing things like why they chose their object, brainstorming what color of yarn to use, offering suggestions if a student hasn’t picked out an object, etc.  Once they have talked about their project with their classmates, they can begin to pick out what color yarn they would like. I would advise them to pick a minimum of 3 colors and a maximum of 6, as they make a sufficient color palette, as well as tell them their bag must be at least 3 X 5 inches. I would cut the yarn for them, as well as hand out a loom to them (pre-cut cardboard), a weaving tool (pointed cardboard to weave easily), and thread that would be need for the loom. Now with their materials, they can begin the process of weaving the bag, the demo playing in the back, as well as their own notes helping them along with the process. | **Day 2**  Students will get to view the process in its entirety. They knew that they would be weaving, but this demo video allows them to take notes, seeing the repetition and patience that is required for this project. They will also notice the length of this project, and how is it is to experience flow as they focus their entire attention on weaving.  These small groups discussions are important in helping the students plan out their project. Insight from other people is very valuable, and having it at an early stage can inform them on what they want to do. Brainstorming will allow them to accurately plan what they want to convey through their project.  The beginning of the project is very important because it requires them to recall what they have learned so far for the weaving process. They will also be supported by their classmates as they all start at the same time. They will complete the wrapping of the loom as well as weave the bottom of their bag. Then they will continue working on the bag for the remainder of the class period. |
| **Day 3**  The focus for day 3 will primarily be a studio work day. I would begin the day by first showing off the progress that I have made with my demo bag, as well as demoing how to weave new yarn, primarily to refresh them about the process in case they have forgotten, or they did not write it down. Then I would ask for some people to share their progress, as well as their thoughts on the project so far. This would allow me to talk about craftsmanship, demonstrating what projects are working out so far.  I would play the demo video once more in the background as the students continue working on their project, the bulk of their progress coming from today. As they work, I would check for understanding, walking around and conversing with students about the progress of their projects, giving advice or input when asked. | **Day 3**  Seeing a model of what’s expected of them inform the students on roughly where they should be at regarding their progress. Seeing a short demo also refreshes their mind and gets them primed to begin the weaving process once more. Examples from other students allow them to broaden their horizons, seeing if anything new pops out to the. At this stage, they are even able to start over based on the new observations of their peers’ work.  Students are allowed to work on their own, the discussions that they have with me being gateway for the personal statement that they will write after they finish weaving their project. |
| **Day 4**  This day will primarily focus on finishing the project. I would start off by once again showing the progress of my own bag, before transitioning into a demo of creating the flap for the bag, once again refreshing students on the process in case they have forgotten.  I would play the demo once again, and allow them to continue working on the bag, bringing it to completion. I would walk around, gauging how far everyone is on the process.  As the class comes to an end, I will be writing down sentence starters so students can be inspired when writing their personal statement on their work. I will also write my own personal statement, so they can see how proficient I would like them to be when writing theirs. | **Day 4**  Students will once again be refreshed on where they should be at for this project, the demo providing a clue that they should be close to completion.  Students should be working on the flap of their bag, being close to the completion of the project before beginning the final portion.  Students will receive a better understanding of what is expected from their personal statement. They will write this statement once they finish weaving, explaining what personal item they chose, and how it relates to the color of the yarn that they also picked out. |

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| **Critique/Discussion:**  I would do a gallery walk of the students' work, having them display all three aspects of the project, the bag, the item, and their personal statement. Students will be advised to study each one, writing down what they like about the project on a comment sheet beside it. After that, there will be a group discussion, highlighting some of the class’ favorites, and I will read out some of the comments written for the specific project. |

**Assessment/Scoring Rubric**

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| Criteria | 1 | 2 | 3 | 4 |
| Craftsmanship | The bag is in disarray/loose threads/seems like it may fall apart/ | The bag is able to sustain itself, but it is obvious the weaving process was not treated with enough attention. | Student competently weaved their basket, but there may be some loose ends/not particularly tightly woven/etc. | Student showed a mastery of the weaving techniques; no loose threads or frayed yarn. |
| Paragraph | Student did not write a personal statement; statement was poorly written/unclear | The student was not able to accurately explain how the colors and object reflect one another, so it may seem like the colors were arbitrarily picked. | The link between the colors and the item are a little weak, but I can still see how it reflects the personal item. | Student accurately explains the link between their item and the colors of their bag. Detailed, and shows the purpose for the colors chosen. |
| Color Palette | No thought was given to the color palette; yarns were chosen randomly; no connection to personal item. | Chosen colors are not the minimum of three, but at still relate to the chosen item. | There are at least 3 chosen colors, and students are able to relate to their personal item. | There are at least 3 chosen colors, and the student was able to show a clear connection between the colors and the item. |
| Dimensions | Work is insufficient to the point that there is no way to accurately measure the dimensions of what has been produced. | The bag is noticeably short in comparison to the requirements, but it is a completed piece. | The dimensions of the bag has a width of 3 inches, but the length is just short of 5 inches. | The dimensions of the bag are 3 x 5 inches, satisfying the requirements given at the start of the lesson. |