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VISUAL ARTS/STEAM

## Weaving: Exploring Cultural Heritage

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# **Weaving: Exploring Cultural Heritage through Art Making**

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## **Course Overview/Outline**

Weaving is a profound art form that spans cultures and centuries, offering a gateway to understanding and appreciating diverse cultural heritages. This curriculum packet aims to introduce students to the art of weaving, exploring its historical significance through age appropriate children's stories, cultural variations, and the creative process involved. Through hands-on activities, students will engage in weaving practices, fostering both artistic expression and cultural understanding.

### **Session 1**

- Teacher reads a children's book from the included book list that best aligns to school's cultural make up.
- Teacher leads discussion on book and related vocabulary.
- Teacher presents required supplies and procedures.
- Students start selecting and cutting chosen fabrics.

### **Session 2**

- Teacher reviews vocabulary and weaving procedures
- Students start the weaving process with cut fabric strips

### **Session 3-5**

- Teacher presents a short review and students continue working on project until completion

### **Last Session**

- Student groups present the completed project to the class
- Student Critique

## **Goals and Objectives**

- Understand the historical and cultural significance of weaving.
- Learn fundamental weaving technique.
- Explore artistic expression through weaving.
- Appreciate cultural diversity through hands-on experiences.
- Develop critical thinking and problem-solving skills through creative challenges.

## **Visual Arts Lesson Plan**

### **Lesson: Weaving: Exploring Cultural Heritage through Art Making**

**Planned Duration:** This curriculum is designed for approximately 4-6 weeks, with flexibility for adjustment based on class pacing and depth of exploration.

**Grade level:** 2<sup>nd</sup> -5<sup>th</sup> Grade

**Media: Weaving/Fiber Art**

**Florida Standards:** VA-Visual Arts

VA.2.S.1-Second Grade, The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

VA.2.S.2-Second Grade, Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence information.

VA.3.S.1-Third Grade, The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

VA.3.S.2-Third Grade, Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence

VA.4.S.1-Fourth Grade, The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

VA.4.S.2-Fourth Grade, Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence

VA.5.S.1-Fifth Grade, The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

VA.5.S.2-Fifth Grade, Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence

**Objective:** After teacher presentation/ demonstration on weaving, students will work in groups no larger than four to create a woven wall hanging with upcycled fabrics and yarn on plastic fencing.

**Differentiated Instructional Strategies:** The teacher will use a student translator or Google translator to aide in understanding for ESOL students as needed. The teacher will use adapted supplies and skills to address individual student needs. (for example: the teacher or another student may cut out strips from upcycled clothing for a child with fine motor/cutting difficulties)

**Materials/Supplies:**

plastic fencing (one piece per group)

Scissors

upcycled fabric (clean t-shirts are great for this project)

rug yarn/yarn remnants

Optional: Yard sticks

Optional: bits of other materials that can be used for weaving (Example: Rope, cord, lace)

Optional: Felt/felt cut out letters to make inspirational message if desired

**Elements of Art and Principles of Design:** (circle the focus elements/principles)

|         |          |          |          |         |         |       |
|---------|----------|----------|----------|---------|---------|-------|
| Line    | Shape    | Color    | Form     | Value   | Texture | Space |
| Balance | Contrast | Emphasis | Movement | Pattern | Rhythm  | Unity |

**Vocabulary:**

Weaving-to form (cloth) by interlacing fibers

Loom- a frame or machine for interlacing threads or yarn to form cloth

Warp- a series of yarn strands extended lengthwise in a loom

Weft- the crosswise threads on a loom

Fiber-a thread or structure or object that resembling a thread

Tapestry-a heavy handwoven textile

Textile-a woven or knit cloth

**Vocabulary (continued):**

Tension-the act or action of stretching

Upcycling-to create an object of greater value from discarded objects

Heritage-valued things passed down from previous generations

**Procedures:**

1. The teacher will present a brief history of weaving via one of the children's books from the book list.
2. The teacher will demonstrate weaving using a small piece of the plastic fencing material, and visual examples.
3. The students will work together cutting fabric strips from the upcycled fabric.
4. The students will weave from both ends of the project using information from the teacher's demonstration.
5. The students will choose the fibers/fabrics/yarn they wish to weave into their project until completion.

**Assessment:**

Observation of process (student working)

Final Products

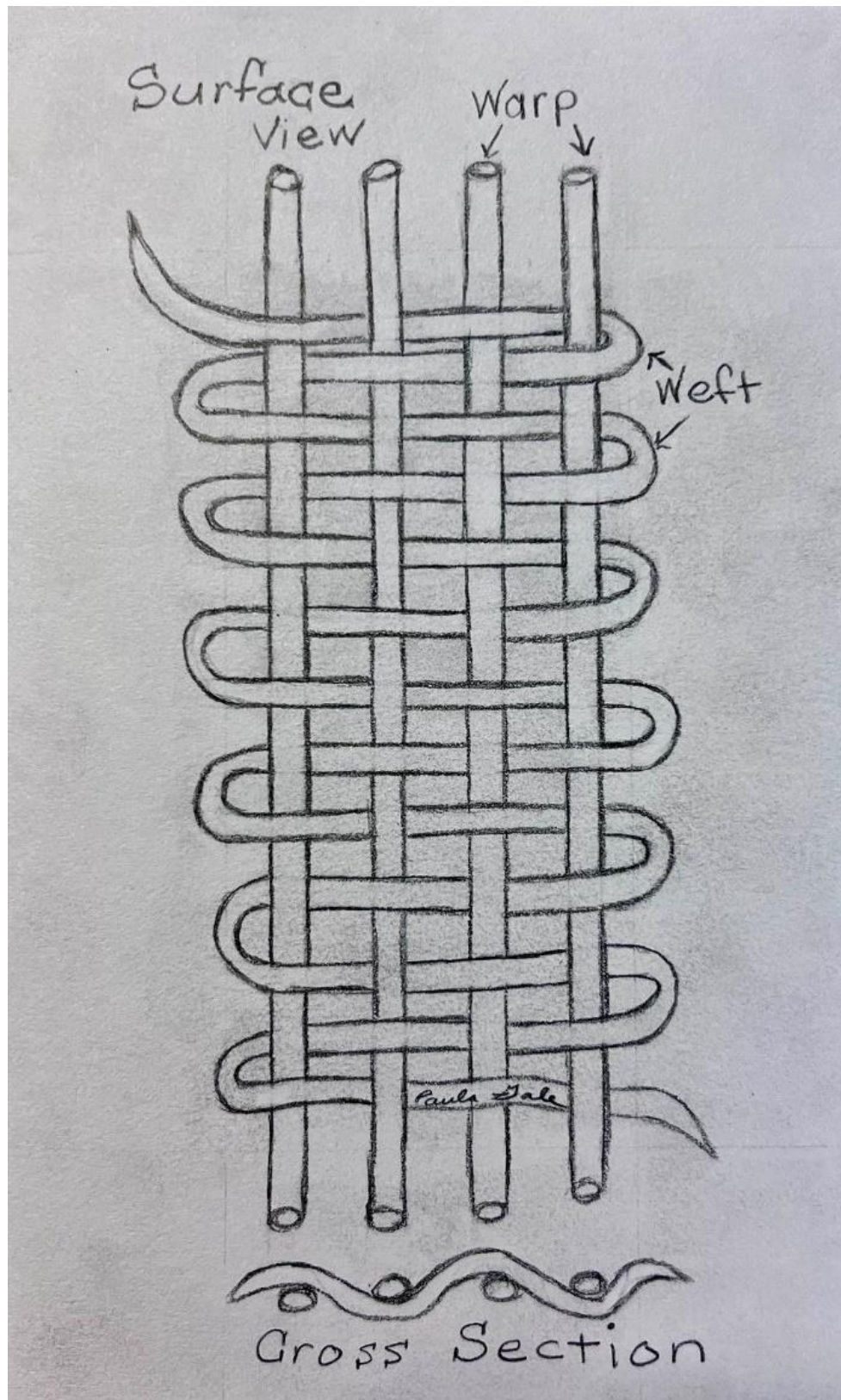
Interview with students

Group assessment (critique)

**Teacher Notes:**

Discuss typical weaving. Compare and contrast examples from the children's story book with project sample. Explain that the plastic fencing is like the warp on a loom. The fabric strips, yarn, and other fibers are the weft.

The teacher needs to prepare/cut the fencing material.



Weaving Diagram

## Resources

### Book List: Weaving

There are many children's books about weaving, and also many how to weave books available. When I started this journey I had more than 100 books to review about weaving. This list encompasses the ones I found most helpful when focusing on the cultural heritage of weaving, and my favorite about teaching children how to weave.

- **Abuela's Weave by Omar S. Castaneda** -Story setting in Guatemala
- **Goat in the Rug by Charles L. Blood** -Navajo Weaver
- **Rainbow Weaver by Linda Elovitz Marshall** -Story setting in Guatemala's southwestern highlands
- **The Empress and the silkworm by Lily Toy Hong**- Story setting in China
- **The Silk Princess by Charles Santore** -Story setting Ancient China
- **The Spider Weaver A Legend of Kente Cloth by Margaret Musgrove**-Story setting in Ghana, Africa
- **You Can Weave! Projects for Young Weavers by Kathleen Monaghan and Hermon Joyner**
- **Weaving the Rainbow by George Ella Lyon**

### Supplies and Supplemental Materials

- Plastic mesh garden fencing-Can be found in many sized rolls. Home Depot has it \$25 for a 4' X 25' roll. It can also be found at other hardware stores and on amazon.
- Scissors-Must be sharp enough to cut fabric easily
- upcycled fabric (t-shirts are great for this project)-This teacher went to the thrift store and ask for clothing that were discards and was given 3 trash bags full of clothing each time for free. The clothing was run through sanitize cycle in both washer and dryer before it was used with the children. Also, the Ocean Bank Warehouse for Educational Supplies frequently has beautiful fabrics available.
- rug yarn-Heavier yarn works best for this project, however any yarn will work

## Conclusion

The students at our school love to participate in weaving projects as weaving can be connected to so many students' cultures, which makes it a very personal experience. They enjoy working together in groups collaborating with each other on materials, and techniques. The completed projects are unique and beautiful no matter the skill level. This project specifically is a good foundational weaving project as it teaches the basic skill in an easy to understand way and is very forgiving of mistakes.



Students weaving on their tapestry project.



Two of our students' projects at the Art of Found Objects Exhibition