

Lesson Summary

Title of Lesson	Abstract Weaving
Grade Level	3 - 5
Standard	Knows how to use structures and functions of art
Pre-test of understanding	Ask: What are the elements of art and principles of design? Show an assortment of abstract artworks and ask students to discuss how the artists show the elements and principles.

Enduring Idea	We all produce symbols
Essential Question	How can the structures and functions of art show symbols?
Measurable Objective(s)	After students have demonstrated an understanding of the definitions of structures of art (elements) and how those elements function in works of art (principles), each student will accurately apply the definitions by creating a random watercolor painting, translate the painting into an effective weaving, correctly identify the most important function of art in the weaving, and offer multiple forms of supporting evidence for the identification.
Resources and Materials	<p>Images of abstract artworks <i>Dropping in on Picasso</i> (DVD) Copy paper cut into small strips Pencils Three small boxes or other containers Watercolor paint Water containers Paint brushes Scissors 18-in rulers Glue 12 x 18-in white construction paper (one per student) 12 x 18-in assorted colors of construction paper (one per student)</p>
Motivation	Show <i>Dropping in on Picasso</i> and then discuss abstract art. Point out that abstract art shows the structures and functions of art.
Vocabulary	<p>Elements of art (Structure): The building blocks or vocabulary of art; color, value, line, shape, form, texture, space are usually cited as the elements of art.</p> <p>Principles of design (Function): The way the elements are shown or organized in works of art; movement, unity, harmony, variety, balance, contrast, proportion, emphasis, and pattern are commonly cited as the principles of design; post modern principles might also include principles such as ambiguous or transient.</p>
Activity	<p>PART I: The Painting</p> <p>1. Distribute copy paper and pencils (scissors if needed). Pre-cut the paper or ask students to cut the paper into small</p>

	<p>“tickets”. Each student will need at least 12 tickets.</p> <ol style="list-style-type: none">2. Tell students to make three stacks of tickets with the same number of tickets in each stack.3. On one side of four tickets write the number 1. Write 2 on four other tickets and 3 on four others.4. Organize the tickets into three stacks with all the 1s together, 2s together, and 3s together.5. Use the clean side of the tickets in the first stack to write the names of colors; one color per ticket. (The colors should correspond to the colors available in the classroom such as the colors available in watercolor trays.)6. Use the tickets in the second stack to write adjectives (words that describe). Encourage the use of words such as zigzag, bright, and squiggly; one word per ticket.7. Use the tickets in the third stack to write favorite elements of art; one word per ticket.8. Collect all of the tickets. Keep all of the number 1 tickets in one small box or whatever container you have. Keep all the number 2 tickets together and all the number three tickets together.9. Distribute white construction paper, paints, brushes, and water containers.10. If students are not familiar with how to use pan watercolors, demonstrate the proper technique. (Drop a small amount of clean water onto each color and allow the water to sit for a minute or two. Use a clean brush to show how to gently touch the color and then apply it to the paper.)11. Have students write names on their papers.12. Explain that you will randomly draw a ticket from each stack. When three tickets are drawn, you will read the phrase. After the phrase is read, students will create that idea on their paper. Be sure to mention that not all pictures will be the same.13. Draw one ticket from each stack and read the phrase aloud. Allow about 60 seconds for students to create the idea on their papers.14. Repeat this process until students have filled their pages.15. Put the paintings aside to dry.16. Put away the watercolor materials and make sure the table tops are dry. <p>PART 2: The Loom</p> <ol style="list-style-type: none">17. Distribute colored construction paper (one sheet per student), rulers, and glue.18. Explain that students will be creating an abstract weaving. To create a weaving, students must first make a loom.19. Create a “frame” around the border of the paper. This is to prevent cutting to close to the edge. The easiest way to create the frame is to use the ruler as a guide. Place the ruler against an edge of the paper and then draw a line. Repeat this for all four edges. The frame will be the width of the ruler.20. Hold the paper in a horizontal position then fold it half. Keep the frame on the outside.21. Draw about 10 lines that start at the fold and stop at the frame. Lines should be at least one inch apart and cannot touch or overlap. Gentle curves and straight lines work better
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	<p>than excessively detailed lines.</p> <p>22. Keep the paper folded. Cut on each line.</p> <p>23. Open the paper to reveal the loom.</p> <p>24. Put the loom aside.</p> <p>Part 3: Weaving</p> <p>25. Demonstrate how to use a ruler to measure one-inch strips. If students need ruler practice, provide scrap paper.</p> <p>26. Place the ruler across the longest edge of the painting. Use tic marks to measure one-inch increments. Repeat this for the bottom edge.</p> <p>27. Place the ruler beside the top and bottom dots then lightly draw a line that connects them.</p> <p>28. Continue this process across the painting.</p> <p>29. Carefully cut on each drawn line to create 18 one-inch strips.</p> <p>30. Demonstrate the over-under process of weaving and then tell students to weave their paintings into the paper loom. NOTE: Most looms will require that the final strip be modified. Not all strips will be used.</p> <p>31. When the weaving is complete, have students check that no two strips are out of order.</p> <p>32. Instruct students to place a drop of glue on the end of each strip. The pencil-drawn frame should be on the back of the weaving.</p> <p>Part 4: Talk or Write about It</p> <p>33. Review the elements and principles.</p> <p>34. Ask students to determine which element is most important in their weavings. What principles are most important in the weavings?</p>
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Differentiated Instruction

	Challenged	Target	Above
Content (Readiness)	One concept	All concepts	In-depth study
Process (Interest)	Direct instruction for each step of the process	Model what is expected	Minimal instruction; independent work
Product (Evaluation)	Group product	Group product and contribute to oral discussion	Group product and lead discussion

Assessment Rubric

	Below	On Target	Above
Painting (Structures of Art)	Has difficulty identifying the structures and applies them without accuracy.	Most structures of art are correctly identified and applied with general accuracy.	Structures of art are correctly identified and applied with accuracy.
Abstract weaving	Weaving is improperly assembled and shows lack of skill.	Weaving is generally well assembled, but lacks some skill of construction.	Weaving is properly assembled and shows skill of construction.
Discussion (Functions of Art)	Functions of art are incorrectly identified in the weaving and either not discussed or discussed with general inaccuracy; limited or no forms of supporting visual evidence offered.	Functions of art are correctly identified in the weaving and discussed with general accuracy; limited forms of supporting visual evidence offered.	Functions of art are correctly identified in the weaving and discussed with accuracy; multiple forms of supporting visual evidence offered.

Student Check List

	Yes	No
The elements of art are shown in the painting.		
The paper look is well-crafted.		
The strips are carefully measured.		
The strips are carefully cut.		
The weaving uses over-under and all the strips are correctly placed in the loom.		
The strips are glued to the back of the paper loom.		
I can identify and explain how the functions of art are seen in the woven painting.		

Student Reflection

Discuss or write:

- 1 How does your artwork show the structures and functions of art?
- 2 What symbols are seen in your artwork?