

Course Name	Art	Grade Level	5 th Grade
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Enduring Understanding(s)	Prepared Graduate Competency(ies)
Art is a process that can start by making the materials that will be used on a final piece of art	<p>Comprehend</p> <ul style="list-style-type: none"> - Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives - Recognize, articulate, and debate that the visual arts are a means for expression - Analyze, interpret, and make meaning of art and design critically using oral and written discourse <p>Reflect</p> <ul style="list-style-type: none"> - Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information <p>Create</p> <ul style="list-style-type: none"> - Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design - Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research <p>Transfer</p> <ul style="list-style-type: none"> - Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas - Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts

Objectives/Learning Targets
<ol style="list-style-type: none"> 1. Students will be able to demonstrate the process of how to make a weaving starting by spinning their own yarn and making their own loom. (<i>Bloom's: Create; 5th Grade Standard: Create; GLE: Apply an understanding of art processes and creative thinking to plan and create art; Create art using technological media</i>) 2. Students will be able to use a ruler to make equal cuts on both sides of the loom in order to have even space in between each warp (<i>Bloom's: Applying; 5th Grade Standard: Create; GLE: Apply an understanding of art processes and creative thinking to plan and create art</i>) 3. Students will be able to use different colors of yarn and patterns to tell a story through weaving (<i>Bloom's: Creating; 5th Grade Standard: Comprehend; GLE: Visual arts communicate the human experience; Visual arts learning involves analyzing the formal and sensory qualities of art</i>) 4. Students will be able to make a colored drawing of their weaving and write what each section represents (<i>Bloom's: Evaluating; 5th Grade Standard: Reflect; GLE: Specific methods of planning support the development of intended meaning</i>) 5. Students will be able to identify Navajo and Mexican weavings through patterns and color. (<i>Bloom's: Understanding; 5th Grade Standard: Transfer; GLE: Artists, viewers, and patrons assign intended meaning to works of art; Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures</i>)

Accommodations and Modifications
<p>Write, speak and demonstrate instructions and techniques. Repeat what the students will be doing for that day, and the expected outcome of the exercise</p> <p>Write Learning Target on the board</p> <p>Have in process/finished examples</p> <p>For students with paras-</p> <p>They have the option for a larger scale paper weaving</p>

Vocabulary/Literacy Integration
<p>Weaving, warp, weft, loom, spinning, wool, felt, roving, leader thread, treadle, bobbin, yarn, storytelling, abstract, ruler measurements, textile and text (Latin for weaving) , niddy noddy</p> <p>-Students will write a memory for each color/pattern in their weaving</p>

Materials
<p>Cotton warp thread, pre-cut cardboard looms, pencils, scissors, various types and colors of yarn, spinning wheel, roving, markers, sketchbooks, pipe cleaners for weaving needles</p>

Procedures

Day 1	Time
<p>Have students pull out their sketchbook to take some notes for the next project</p>	
<p>Write... Weaving</p> <p>Ask</p> <p>Who knows what weaving is?</p> <p>Where do you see it?</p> <p>Are you wearing something that was woven?</p> <p>After students take notes on weaving (loom,warp) explain that art is a process and it is important to learn how each material is made.</p> <p>-Today we are going to make our own loom out of cardboard, so this would be something easy to make at home.</p>	5 min
<p>Show students the example of the loom and pull out a ruler</p> <p>-Have one student come and point to the half inch mark</p> <p>-Have another student point to the centimeter</p> <p><u>Tell students that we are going to do each step of making the loom together.</u></p> <p>- Soar leaders pass out cardboard loom</p> <p>- Pencils/scissors/ruler</p>	5 min
<p>Step 1</p> <ul style="list-style-type: none"> - From the top measure ½ inch from the top (measure ½ inch on both sides and connect) - Repeat this step at the bottom edge of the cardboard - This is the 'stop' line (where you don't cut past) <p>Step 2</p> <ul style="list-style-type: none"> - Measure ½ inch from the left side of the cardboard - Repeat this step at the bottom left side of the cardboard - Make a line using the ruler <p>Step 3</p> <ul style="list-style-type: none"> - From the ½ inch mark on the left side use the ruler and mark 1 centimeter – Stop at 8 - Repeat on the bottom - Connect the lines straight down using the ruler <p>Step 4</p>	30 min

	<ul style="list-style-type: none"> - Cut the 8 notches until you hit the 'stop' ½ inch line - Do this to both sides <p>Step 5</p> <ul style="list-style-type: none"> - Warp the loom - Tape down the end of the warp on the back - Wrap the warp around the loom making sure that the string is straight (string... place into notch 1 at the top and notch 1 on the bottom) - Do this until all 8 notches have been warped - Tape extra string to back 	
	<p>Cleanup</p> <ul style="list-style-type: none"> - Students put looms in manila folder - Soar leaders pick up each tables folder - Students put rulers/pencils/scissors away - Soar leaders call tables 	5 min
	<p>Next time</p> <ul style="list-style-type: none"> - Bring in spinning wheel and wool - Students will learn how to make their own yarn! 	

Day 2	Teacher	Time
	<p>Start class by asking what we did last time</p> <ul style="list-style-type: none"> - The name of the processes (weaving) - The machine we use (loom) - The vertical thread (warp) 	2 min
	<p>Show students the spinning wheel and the loose wool</p> <ul style="list-style-type: none"> - Let them touch a piece of the wool <p>Remind them that the 5th grade musical is 'the spool of gold' and is the story of Rumpelstiltskin</p> <p>Ask</p> <ul style="list-style-type: none"> - Who can tell me what the story is about? - How does this project relate to the story? 	5 min
	<p>This project is a combination of weaving and story telling.</p> <ul style="list-style-type: none"> - We are going to tell a story through color and pattern within our weaving 	2 min
	<p>Have students get out their sketchbooks</p> <ul style="list-style-type: none"> - For the remainder of class we are going to 'write' our memory story - I will hold up a color - write what that color reminds you of - Example- Yellow- reminds me of the sunflowers in my garden back in Illinois 	10 min
	<p>After color story students can:</p> <ul style="list-style-type: none"> - Finish warping their loom - Choose the colors of yarn they want to use for their weaving- write the memory of each one 	10 min
	<p>Clean up</p> <ul style="list-style-type: none"> - Put away sketchbooks/markers/pencils - Looms back in manila folders - Soar leaders call tables 	2 min
	<p>Next Class</p> <ul style="list-style-type: none"> - Weaving demo - Spinning demo - Examples of Navajo and Maya weaving patterns - Begin weaving 	

Day 3	Teacher	Time
	<p>Begin class by asking what we did last time</p> <ul style="list-style-type: none"> - We chose 3 colors last time and wrote about them in our sketchbooks. What did we write? (a memory for 3 different colors) - We also started our first knot so we can start weaving 	2 min
	<p>Pull out different blankets that were hand woven</p> <p>Have students look at the different textures and patters that can be created with weaving. Make sure to look closely – look at the different patters/color/tight weave vs. loose weave</p>	2 min
	<p>Have student’s touch the blankets then pull out the uncleaned sheep wool. Explain the steps from getting to the unclean fleece to yarn</p> <ol style="list-style-type: none"> 1. Sheer sheep 2. Sheep wool = fleece 3. Clean fleece 4. Wash 5. Card it = the combs – makes fiber go in same direction. Combing fiber 6. Spin it 7. Unwind from bobbin 8. Use a niddy noddy to measure yarn 9. Soak in cold water 10. Hang with a weight to dry 11. Yarn ready to weave! 	10 min
	<p>While students are still sitting at their tables pull up the youtube video: http://youtu.be/j46E58DM-fo</p> <p>When video is over ask students what they saw</p> <p>-While they are answering pull out the spinning wheel!</p>	10 min
	<p>Have students come sit around the spinning wheel and show them the parts. Ask them if they remember the parts of the spinning wheel that was shown in the video. What was the first step in spinning yarn?</p> <p>Demonstrate how to spin the roving into yarn. (This is something I am not good at, and I think it is important for the students to see that I don’t know everything and that I learn something new everyday!)</p>	15 min
	<p>If time left... Students can pull out their looms and finish knotting down our first knot before we can start weaving.</p>	
	<p>Clean-up</p> <p>-Soar leaders call tables</p>	
Day 4-End	Teacher	Time
	<p>Students work on weaving.</p> <p>When students finish their weaving...</p> <ol style="list-style-type: none"> 1. They need to do a knot weave on the last row 2. Cut the warp in the middle on the back 3. Tie loose warp into knots 4. Draw their weaving 5. Write the memory for each section of the weaving 	

Student Reflective/Inquiry Activity
Students draw their finished weaving and write what each section symbolizes