



## Woven Stories in Thread and Paper

### Art lesson #1

Introduction to textiles and weaving  
One 50-minute period

#### Objectives:

1. Present examples of textiles in our everyday lives and in art.
2. Students will explore weaving literature.
3. Students will begin learning about kinds of fabrics.
4. Students will begin learning about weaving vocabulary.

#### Overview:

Weaving is a handcraft that has origins in nearly every culture around the world. Only a couple of generations ago, our forbearers were engaged in the making of textiles, whether woven, knit or crocheted. Today we generally just go to the store to buy the things we need. This class introduces the craft and art of weaving through the use of recycled and reclaimed materials to capture stories through the woven form.

#### Materials:

##### Teacher

Stories about how woven textiles are made: *The Goat in the Rug* or *Charlie Needs a Cloak*  
CD with textiles, such as *With Open Eyes*

Visuals: actual examples of fabrics or photographs in textile art books

Weaving books: *DIY Woven Art* by Rachel Denbow or *On the Loom* by Maryanne Moodie

Weaving supplies: Easel Weaver, weaving needle, weaving stick, hand beater, cut paper strips, cotton carpet warp or 10/2 cotton.

CD player *Spin the Weaver's Song* CD or download a song or two from i-tunes.

##### Students

Paper and pencil for notes

#### Sequence:

15 minutes. Motivator. Read *The Goat in the Rug* or *Charlie Needs a Cloak*. Explore students' experiences with weaving. Do they know someone who weaves, have they woven before? Have they used some textile technique, such as knitting or sewing to make something? Explain the difference between weaving and knitting. Have them explore what they are wearing. Is it knit or woven?

15 minutes. Introduce. Show students a warped Easel Weaver loom with some weaving started on it. Do a short weaving demonstration, introducing weaving vocabulary. Demonstrate how to warp the loom.

**10 minutes. Present.** Introduce the weaving art project. Weaving is often used in our everyday language, such as: “the fabric of our lives”, “interwoven”, “woven together”, and so on. Present the concept that weaving is the bringing together of parts to make a whole. For this project, the student is to choose materials from their lives: photographs or pictures they like or have meaning to them and weave these two together in an expressive piece of art. Ideas might be a picture of their family, artwork they’ve done, photographs of places they’ve been, or a picture of a favorite activity. Ask them to bring these items with them to the next class. Images on heavy paper work best.

**10 minutes. Review.** Ask the students to write one of the vocabulary words on a piece of paper. Crumple up the papers like snowballs. Play a cut from “Spin the Weaver’s Song”. Split the class into two or three groups. Have the students play the “snowball” game with the weaving vocabulary words. Students can throw “snowballs”. After the song is over, the students must open a snowball and identify the vocabulary word either by pointing it out on the loom or verbally explaining the word.

**Assessment:** Record how well students did with the vocabulary.

## **Art lesson #2**

Weaving a story in thread and paper, warping and weaving preparation

One 50-minute period

### **Objectives:**

1. Review warping, weaving and vocabulary
2. Students will explore their weaving material
3. Students will complete warping their looms

### **Overview:**

In this class, the students will review the vocabulary, discuss their creative process in choosing weaving material, and warp their looms.

### **Materials:**

#### **Teacher**

Visual source material, cotton carpet warp or 3/2 pearl cotton and weaving tools to include Easel Weaver loom, weaving needle, weaving stick, and beater, scissors, cut paper strips. Plastic storage bags or trays for storing work until the next class.

#### **Students**

Each student will need an Easel Weaver loom, weaving needle, weaving stick, hand beater scissors, and paper images.

### **Preparation:**

It is suggested that small balls of yarn are prepared ahead of time for warping and weaving so every student will have easy access to materials to begin warping.

### **Sequence:**

**10 Minutes. Review and Motivator.** Briefly review the vocabulary by pointing to the parts of the loom and having the students identify them. (To help them remember what is warp and what is weft, use the saying, “you have to be warped to weave”.) Ask students to share their paper images and their thoughts about it.

20 Minutes. Warping. Demonstrate winding a warp 3-4" wide, centered on the Easel Weaver. Show how to tie on the warp and wind back and forth between teeth directly opposite each other. Tension the warp so that it is taut. Students will then choose a yarn color, tie-on and wind 3-4" on their loom. After winding all of the threads, students will then tension the warp. It is a good idea for the teacher to check to make sure the warps are taut enough. If desired, show warping and weaving on the Easel Loom shown on the Schacht YouTube channel. [XXXXXXXXXXXXgive link when we have it.](#)

10 minutes. Preparing Weaving Material. Have students choose their images. Students can choose a single image to weave or interweave two different images. After the images are chosen, they will need to cut the images to size. Suggestion: the width can be as wide as desired, but the total height of the weaving should be less than 2" the height of the loom Cut the images horizontally into ½" strips. Any thinner, the paper is too flimsy to weave.

10 minutes. Review and Clean Up. Students should have their looms warped and paper images prepared. Introduce the idea that in the next class they will begin weaving. Have students paper clip their strips together to keep them in order and place all of their supplies into a bag or tray until the next class.

**Assessment:** Students remembered vocabulary, warping and image material completed.

## **Art Lesson #3**

Weaving and finishing

One 50-minute class

### **Objective:**

1. Students learn to weave.
2. They will use artistic expression as they weave in the paper strips.
3. Students will complete the weaving and give it a name.

### **Overview:**

For this class, students will weave a header with yarn of about ½". Optional fringe can be added by tying overhand knots at the bottom edge of the weaving. They will then weave in the paper strips, alternating with rows of yarn. When they are finished weaving, they can remove their piece from the loom and insert a dowel, or found stick into the top loops for hanging.

### **Materials:**

#### **Teacher and Students**

All of the same materials will be needed from class #2, plus dowels or sticks for hanging. Optional: crochet hook for removing the weaving from the loom.

### **Sequence:**

10 Minutes. Weaving. Show students how to insert the weft over and under the warp threads and press it into place with the beater. Demonstrate how to weave back over and under the opposite threads as the first row of weaving. Demonstrate how to tie the fringe along the bottom edge. Students should retrieve their materials and begin weaving.

30 Minutes. Weaving and finishing. After weaving at least a ½” of yarn, the student can begin to insert the paper strips in the weaving by going over and under the warp threads, opposite the previous row. Each paper row should be followed by at least 1 row of yarn but several rows can be woven as well.

10 Minutes. Sharing. Students share their weaving, describing the idea of it as well as their thoughts on the process.

**Assessment:** Students finished woven hangings and understand the process of warping and weaving. Did they understand the connection of images they chose with something meaningful in their lives.

### **Other Ideas for Paper Weaving**

Advanced class: use two prints stacked on top of each other and make the cuts at angles going all the way across the width. Then, separate the two prints, and mix up the pieces to create two new collages. Weave with which ever layout you prefer.

Paper mat: use found paper materials—wrappers, newspapers, magazines, school papers. Twist thin strips of paper to create a yarn like length and weave by itself or in conjunction with yarn, beating firmly for a dense mat.

Paper Collage: Create a paper collage with colored papers, photographs or both. Create the image by gluing the pieces to a base paper and then cutting up and weaving the collage, along with rows of yarn.

### **Vocabulary**

**Balanced weave:** Fabric in which the number of warp ends equals the number of weft ends or picks per inch.

**Beat:** Pushing the weft threads into place with a fork or beater.

**Beater:** A fork like tool used to press the weaving into place.

**Draw-in:** The tendency of the weft to pull the warp in during weaving.

**End:** One warp yarn or thread.

**Pick-up stick or weaving stick:** A narrow stick used to pick up patterns.

**Plain weave:** The most basic weave in which the weft is woven over one, under one.

**Selvedge:** The very outside warp edge of the woven fabric.

**Shed:** The space between raised and lowered warp threads through which the shuttle passes.

**Shuttle:** A tool for holding and carrying weft.

**Warp:** *noun*--the set of threads held taut by the loom. *verb*--the process of threading the warp onto the loom.

**Weaving:** Crossing one set of threads with another.

**Weaving needle:** a long needle used for weaving.

**Weft:** The threads or yarn which is passed across the warp threads.

**Weft-faced weave:** A weave in which the weft covers or partially covers the warp.









