

## **I. OVERVIEW**

**LESSON TITLE:** Complementary Color Paper Weaving

**LESSON SUMMARY:** This lesson explores the differences and similarities of crafting/decorative arts versus high art/aesthetic art through discussion and the exploration of artist Ellen Jackson. The lesson is an intro to weaving where students will either create a placemat or a tapestry to be hung on a wall. This lesson has students question “what is art?” and they are able to relate this to the things that they encounter in their everyday life.

**TEACHER(S) NAME:** Jacqui Oschell and Natalie Huber under supervision of Marie Corfield

**GRADE LEVEL:** 2

**ANTICIPATED CLASS SIZE:** 20

**CLASS TIME/DATE:** 3 classes    40 minutes    Thursdays 11:25-12:05 pm

**A. BIG IDEA:** Crafting as Art

**B. ENDURING UNDERSTANDINGS:** When people think about art, they generally think of something beautiful to look at, typically found in an art gallery. The decorative arts are often categorized in opposition to the “fine arts”, namely, painting, drawing, photography, and large-scale sculpture, which generally have no function other than to be seen. But the second we start *using* an object, does it lose its aesthetic function and cease to perform as art? In the past, ancient cultures have created things like textiles and ceramics to perform a function, but as years went by, these objects started having patterns, textures, or other embellishments adhered to them. Does ornamenting something functional make it art? In this lesson, we analyze traditional “crafting” techniques such as pottery, jewelry making, and especially weaving to determine what art is in a modern society.

**C. ESSENTIAL QUESTIONS:**

1. What is crafting or decorative art?
2. Can something functional be considered art?
3. How can weaving be looked at as art?

**D. BACKGROUND INFORMATION**

In their last lesson, the students learned about complementary colors and next year they will be working with weaving on the loom. This lesson was created to enhance their knowledge and usage of complementary colors and also be a transition to weaving with fabric. This lesson investigates weaving with paper while also experimenting with various materials to create a collage based on the fundamental

principles of complementary colors. This lesson also questions what art is and has students relate what they see and use in their everyday experience to this question. Students will use their prior knowledge and experience to gauge the difference between formal art and decorative art.

## **E. MATERIALS/EQUIPMENT, ROOM ARRANGEMENT**

### Materials/Equipment:

- background paper (solid color, 12 x 18 in)
- scissors
- glue sticks
- strips of paper with various patterns, colors, and textures (1 x 18 in)
- water color paper (12 x 18 in)
- water color paint brushes
- salt

### Room Arrangement:

The tables will be separated in colors with “table leaders” (purple, blue, red, orange, yellow, and green). There is a table with a laptop and projector in the middle of the room to show powerpoint presentations and the white boards at the front and back of the room which will be utilized to display posters or the day’s objectives.

## **F. VOCABULARY and REFERENCES/SOURCES**

### Vocabulary:

complementary color - two colors that are opposite one another from the color wheel.

weaving - interlacing long threads passing in one direction with others at a right angle to them.

crafting - using skill in order to make something.

tapestry - a form of textile art, traditionally woven on a vertical loom.

line- a mark that can appear straight, curved, jagged, etc.

### Resources:

<http://www.ellenjacksonart.com/tapestries/>

<http://www.state.nj.us/education/cccs/standards/1/1.pdf>

<http://www.projectarticulate.org/principles.php>

## **II. STANDARDS/OBJECTIVES**

### **A. STANDARDS**

#### 1.1.2.D.1

*The basic elements of art and principles of design govern art creation and composition.* Identify the basic elements of art and in diverse types of artwork.

#### 1.1.5.D.1

*Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.* Identify elements of art and principles of design that are evident in everyday life.

#### 1.3.2.D.1

*Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.* Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

**\*\*EXPAND/EXPLAIN**

ADD interdisciplinary (math)

### **B. OBJECTIVES**

1. The students will listen critically and participate in discussion to interpret and evaluate the artwork of Ellen Jackson.
2. The students will demonstrate their understanding of crafting and complementary colors through the usage of the colors chosen and successfully weaving them together.
3. The students will investigate and locate how crafting can be seen or used in their everyday life.
4. The students will examine how paper can be woven together to create a functional or decorative piece of artwork.

### **III. LEARNING EXPERIENCE**

#### **A. INTRODUCTION**

##### **Day One:**

The students are asked to come into the room and be seated in their assigned seats on the carpet at the back of the room. The teacher shows the powerpoint of the “teacher introductions” and tells the students a little bit about their life. (5 minutes).

### Motivational Dialogue (10 minutes)

Teacher: Okay students, so next year we are going to be working on weaving on the loom. Can anyone tell me what weaving is?

Student: Weaving is when you put yarn in and out of something.

Teacher: That is correct! Weaving is when you interlace long threads passing in one direction with others at a right angle to them. For our lesson for the next two or three weeks, we will be doing a paper weaving project to warm you guys up for next year when we work on the loom. In your last project, we worked on warm and cool colors and you are learning about complementary colors. Can anyone give me a pair?

Student: Purple and yellow!

Teacher: Correct! Can anyone look around the room and give me an example?

Student: Miss Oschell's blue shirt would have a complement of orange!

Teacher: Correct! That was a great example. Now let's look at the color wheel and the poster on complementary colors to get a better idea (shows poster and color wheel that are hung up on an easel). Students, what can you tell me about the complimentary colors that you see on the wheel?

Student: They are opposite to each other!

Teacher: That is correct! So anytime you feel like you are confused or you forget, that's okay, just ask your neighbor for their opinion or just look at the back of the room to see the color wheel. Today we are going to be doing a watercolor activity that you will end up using for your weaving when we start next week. Students, we are only going to be using one color today and then adding salt to them when they are still wet to see a surprise! We are going to be doing a demo of water color right now, does anyone have any questions?

### **Day Two:**

The students are asked to come into the room and be seated in their assigned seats on the carpet at the back of the room. The students attention is directed to the poster hanging on the white board that has Ellen Jackson's artwork on it. The students' folders with their strips of watercolor paper and pre-marked weaving paper will be sitting on the tables.

Motivational Dialogue (10 minutes)

Teacher: Who can tell me what we did last week?

Student: We talked about the weaving we are going to be doing and did a watercolor painting.

Teacher: Correct! What else did we talk about?

Student: Complementary colors!

Teacher: Great! Who can give me a pair?

Student: Green and red!

Teacher: Correct! How can we remember which colors are pairs?

Student: You look at the poster, ask a neighbor, or see what colors are opposite of each other on the color wheel.

Teacher: That answer was perfect! Don't be afraid to ask if you are confused or need a reminder! So today we are going to be looking at an artist who weaves paper (just like what we are doing) and creates "tapestries". Can anyone tell me what a tapestry is?

Student: It's a rug!

Teacher: A tapestry can be rug, but what does it mean if we are making a tapestry?

Student: We weave?

Teacher: Correct! A tapestry is when a thicker material like fabric is used to be woven together to create something like a rug or a placemat. But normally, we hang a tapestry as if it is a piece of artwork. (asks students to look at the poster) Do you think any of these tapestries look like artwork?

Student: Yes, because it was made by an artist.

Teacher: Has Ellen Jackson used any complementary colors?

Student: (student points) Right there is yellow and purple together!

Teacher: Correct! Ellen Jackson has used many different colors in her tapestries, but in ours, we are just going to be using two colors (one color for the background, one color to be woven in). Last week, if you did a watercolor painting using the color orange and you want the background to be its complement, what color would go with orange?

Student: Blue!

Teacher: Correct! So at your tables, we have already cut your watercolor paintings into strips to use for your weavings and we have already given you the background color that you will be using. Right now, we are going to do a demonstration to show you how to cut your paper! (Shows students which table to go to and makes sure each student can see)

### **Day Three:**

Will be added once Day Two is taught.

## **B. SEQUENCE OF ACTIVITIES/ORGANIZER**

### **Day One:**

Demo (5 minutes): The teacher will have the students gather around a table and show them the basic techniques of watercolor:

- add water to your paintbrush to make it work (listen to your paintbrush: if it sounds scratchy, then it needs more water)
- use gentle stroke on the paper and when “loading” the paintbrush with paint, twirl the paintbrush in the paint as if you are twirling spaghetti on a fork.
- share the paint with the person across from you and be sure that you aren’t mixing your paint with another color (this is how the colors get dirty!)
- if you want a darker color, add more paint than water or go over the area a second time
- once you have put watercolor on your entire page, raise your hand and the teacher will spray water, sprinkle salt, and add your painting to the drying rack

Teacher: Students, how many colors are we using today?

Students: Just one color!

Teacher: Great! Now please go back to your desks and write your name on the back of your paper. Once you have done this, I will give you a paint brush and you can get started. Does anyone have any questions?

The students will work on their watercolor paintings for about 20 minutes. If students finish their watercolor paintings early, they will be instructed to go to the corner of the room where the teacher has placed art-related activities in a bin for the students to work on/experiment with so they don't distract other students who are trying to finish.

### **Day Two:**

First Demo (5 minutes): The teacher will demonstrate how to cut the paper in order to make it ready to weave the paper into. The teacher explains that where the guidelines are, you cannot cut and shows different lines you can create.

Teacher: You can cut straight lines, curved lines, or jagged lines if you want. Class, show me with your fingers what a curvy line would look like... Now that I am done cutting my paper, who can tell me how long it took me to do that?

Students: A few minutes!

Teacher: Okay, students, now one table at a time, I'm going to call you back to your tables. Once you are there, you are going to find the folded construction paper in your folder (it has your name on the back) and you are going to use the guidelines to cut your lines. This should only take you a few minutes, but take your time and think about what type of lines you want. In five to ten minutes, I will call everyone back over to this table for a demonstration on weaving.

Students cut their lines for about 5-10 minutes and when everyone or the majority of students are done, they will be called back, table at a time, to the demonstration table.

Second Demo (5 minutes): The teacher will now demonstrate how to weave the strips of paper into the background paper that they just cut.

Teacher: Students, before you weave, you are going to go to the table that has all of the strips of paper on it. Some strips of paper are some newspapers, we have some pieces of fabric, solid colors, and ones with designs or patterns. If your background color is yellow for example, then you are only going to pick colors that are?

Students: Purple!

Teacher: Okay students, now I'm going to show you how to weave now. You use a "over and under"

technique to do it (shows students how to weave). Once your strip is in, put a dab of glue on each end to tack it down. Make sure to alternate each strip (you can tell by looking at it). Table by table I will ask you to go back to your seats and once I have seen that you are finished cutting, you will be asked to go over and get your strips of paper and you can start weaving. Does anyone have any questions?

**Day Three:**

Will be added once Day Two is taught.

**C. CLOSURE/CULMINATING EXPERIENCE**

**Day One:**

When it is about 5 minutes before the bell rings, students will be asked to put their watercolors and other activities away in the bin as the teacher puts the water color paintings on the drying rack. When tables are cleaned and cleared of supplies, they will be asked to line up.

**Day Two:**

When it is about 5 minutes before the bell rings, students will be asked to put their strips of paper and their weaving in a pile in front of their seat (the teacher will use paper clips to keep them all together) and they will have to put their glue sticks away. When tables are cleaned and cleared of supplies, they will be asked to line up.

**Day Three:**

Will be added once Day Two is taught.

**D. ADAPTATIONS/MODIFICATIONS**

**Gifted and Talented** - Some of the children in the class have very advanced motor skills and grasp concepts quickly. For students that are done early on their assignments, there is a box of art supplies that they can choose from while the other children finish working. This is designed to strengthen their skills with drawing, clay, etc., while being an enjoyable activity. If a student is very advanced with their motor skills, you could challenge them to use more strips at a smaller size that will create an more intricate pattern.

**ADD/ADHD** - A few students in this class are diagnosed with ADHD. For this lesson, we know to keep them close to us during demonstrations and make sure they are on task but take their time as well. Try encouraging them to plan their weaving before starting, not just picking random strips. This will slow them down a bit and keep them at the same pace as the rest of the class and will avoid them rushing through the lesson.



**Autism** - Some students also have different levels of autism or other learning disabilities that slows their comprehension. For these students, it is easier to show them some things, rather than tell them. For example, they understand better when they see something rather than just verbally telling them. One instance where this might be useful is when the students are watercoloring their own paper. Sometimes these students need extra reinforcement, not just the demo, so perhaps try having them hold the brush while you guide their hand so they get the actual feel of what you want them to do.

#### **IV. LESSON ANALYSIS**

##### **A. STUDENT ASSESSMENT**

add rubric (see one Ms. Corfield gave us)

##### **B. SELF-REFLECTION**

#### **V. TEACHER EXAMPLES, HANDOUTS, WORKSHEETS, etc.**

-examples of student work ( 2 watercolor paintings, 2 finished - one place mat, one tapestry)

-2 teacher examples

-color wheel and complementary color poster

-poster of artist Ellen Jackson

-teacher introduction powerpoint

-powerpoint on weaving/crafting as art