

UNK Art Education  
**Lesson Plan**

**Title of unit: Paper Weaving**  
**Style and/or Genre: Weaving**

**Grade level: 4-5**  
**Media: Paper**

**Time allowed: 45 x 2**

**Teacher(s): Mr. G**

**Nebraska State Standards and Learning Goals or Objectives:**

**NE VISUAL ARTS STANDARDS**

**CASEL**

- **FA 5.2.1 e**

**Create:**

*Standard: FA 5.2.1 e* Apply various techniques to develop craftsmanship skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).

*Objective:* Students will practice using a ruler and scissors to safely cut paper to create uniform strips.

*Objective:* Students will apply the tabby weaving technique to create an ABAB utilizing different colored paper strips.

*Summative, Formal Assessment using a [RUBRIC](#)*

**Connect:**

*Standard(s): Relationship Skills*

*Objective(s):* Students will communicate effectively and understand the community within the classroom.

*Informal, formative observation using teacher observation during work time.*

**Assessment and Evaluation:** Summative/Formal Assessment & Informal/Formative

**Materials:**

- Colored Construction Paper (2 Colors)
- Stick Glue
- Scissors
- Ruler

**Studio Procedure for Making Art including Technique and Step-by-Step Process:**

- [Weaving Step By Step Video](#)
- Each student will select two different colored pieces of construction paper to weave with.
- They will pick one piece of paper.
- As a group, they will follow the teacher's instruction and example.

- First, they fold the chosen piece of colored paper in half the short way.
- After that, the students turn the piece of folded paper so that the folded edge is facing towards them.
- Using a pencil and a ruler, the students will create 3 lines along the edge of the folder, creating a border to advise them on where not to cut. The only side without a line will be the folded edge that is facing towards them.
- With their scissors, they will cut straight vertical lines, staying within the borders that they made, to create strips of paper. Students must be mindful not to cut through the border, their strip of paper, or make their strips too thin.
- Putting the first paper aside, they will now switch to the other colored piece of paper that they chose.
- Using both their ruler and their pencil, the students will create straight vertical lines along the paper, taking care to not make the spaces between the lines too thin or too thick.
- With their scissors, the students will cut along the lines that they created, leaving them with a pile of colored strips of paper.
- Using an ABAB pattern, the students will weave the colored strips of paper through the warp that they created with the first paper, alternating between over and under and between the order of the pattern.
- Once the students are no longer able to fit any more strip of paper inside of the warp, they will use a glue stick to glue down the edges of the paper strips to secure it.

#### **Vocabulary:**

- **Balance-** How something fills the space, can be symmetrical, asymmetrical, and radial
- **Pattern-** An order that repeats itself and can be predicted
- **Line-** A dot that moves
- **Weft-** The strands that are being woven into the weave
- **Warp-** The part of the weave that is being woven into

#### **Artistic, Cultural and Historic Connections and Contexts:**

Using SEL as a springboard, students will relate the weaving project to being able to “weave”

their own community within the classroom. Students can use this opportunity to reflect on how they can contribute to a positive environment within the classroom. With the Warp of the weave acting as the classroom itself, they are able to weave themselves into the project, seeing how the strips of paper fit together. Weaving something together reinforces it and makes it stronger, showing parallels to how each student is an important part of the classroom and makes it stronger.

#### **Lesson Sequence and Delivery**

## **DAY 1: 45 Min**

### Introduction

Time: 2 min

Ask students directly if any of them know what weaving is, open it up for a small class discussion on examples of weaving. If they seem stuck, relate it to sewing clothes together or making bracelets.

### Segway:

Time: 5 min

Show students completed examples of the assignment so they can get an idea for it. Ask students as a general question to think about if they can think of any ways that the weave is actually similar to the classroom and all of the students.

### Direct Instruction:

Time: 5 min

Students will be dismissed in their table groups to go grab two different colored pieces of paper each and sit back down. All students will be seated with their pieces of paper before we proceed to the next step.

### Checking for Understanding:

Time:

All students will complete the last step before moving forward with the next step as a group.

### Guided Practice:

Time: 5 min

Have students pick one piece of paper to fold in half, make the border with their ruler and pencil, and cut into the warp part of their weave. This time will be taken to briefly go over the terms warp and weft.

### Checking for Understanding:

Time:

All students will complete the last step before moving forward with the next step as a group.

### Guided Practice:

Time: 5 min

Once their warp is made, they will switch to their other colored piece of paper and use their ruler and pencil to create evenly spaced vertical lines.

### Checking for Understanding:

Time:

All students will complete the last step before moving forward with the next step as a group.

### Guided Practice:

Time: 5 min

Students will take this time to use their scissors to cut through the lines that they made on the paper, giving them strips of colored paper.

### Checking for Understanding:

Time:

All students will complete the last step before moving forward with the next step as a group.

### Guided Practice:

Time: 10

Students will weave their strips of paper through the warp that they created with the other piece of paper.

### Guided Practice:

Time: 2 min

As students finish up, they will use their glue to glue down the edges of the paper strips so that everything is secure.

Class Discussion:

Time: 2 min

As students are glueing down their paper strips or already finished with that last step, ask them the question once again about how they think that the weave is similar to the classroom and the people in it.

Closing:

Time:

Relate the weaving directly to the classroom. Things that are woven together become stronger, but even though they are woven together, they are still separate parts. Everyone in the classroom is an essential part of making the classroom stronger.

Clean-up Procedures:

Time: 2 min

Students will add all of their weaving projects into a pile on one of the tables, and will put their materials back where they belong.