

Weaving – a 2D and 3D Design



Target Group: Grades 3 and 4

Goal (Terminal Objective): Students will create a weaving with inspiration taken from Design Elements. Emphasis will be added with a clay creature.

Objective: Students will create a weaving with designs inspired by the work of Roy Lichtenstein, Stuart Davis, and/or Frank Stella. The Elements of Art – Line, Shape, Color, and Form as well the principle, Emphasis, will be used in creating the two-dimensional designs using finger paint and marker. A three-dimensional emphasis will be added in modeling clay.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their works and the works of others

Purpose: Students will reinforce good design skills and their knowledge of the Elements and Principles of Art in creating this work of art. They will see that more than one technique can be used in creating artwork.

New Vocabulary: line, shape, color, form, emphasis, variety, pattern, repetition, weft, warp, coil

Materials: 2 sheets of white sulphite paper, 1 sheet of white sulphite paper



#66-7022 and #66-7023 “Washable Finger Paint”



#22-1403 Washable Glue Sticks



#22-4007 Natural Assorted Modeling Clay



#22-1530 8 Classic Broad Tip Markers

Time: 5-6 art class periods

Introduction and Motivation (Set):

Introduce students to the Rule of Thirds. Discuss the Elements and Principles and how they can be used to create a good artistic composition with a focus on Emphasis.

Show examples of the artists Roy Lichtenstein, Stuart Davis, and Frank Stella and discuss how those artists use the Elements and Principles, particularly Emphasis.

Show an example of the finished product for this assignment and discuss how the two different designs used in the weaving show up and create an Emphasis in the final work of art.

Instruction:

Students will create thumbnail idea drawings for their painted designs using circle, squares, straight lines, and/or curved lines. They will need to decide what will be the Emphasis in their design and will need to be sure that it is offset as in the Rule of Thirds.

Demonstrate how to use the finger paint using your finger to create lines and shapes in the paint. Also, demonstrate how to get different values in the paint by using different pressure with your finger. You may add more than one color to create light and dark values.



Yellow and Green Finger Painted Design



Blue and Green Finger Painted Design

Using two primary colors and the secondary color that is between them on the color wheel will give the assignment a greater sense of unity.

After watching the demonstration, students will then use one sheet of 9"x12" white sulphite paper to create each of their two design pictures. They should use one primary color and one secondary color to create each painting with the finger paint.



Green marker was used here.



Blue marker was used here.

After the paintings have dried, students should choose one color of marker for each of the paintings to enhance the designs using curved, straight, thick and thin lines. Choosing either straight lines or curved lines for the background areas and repeating them to produce a pattern will make the original lines and shapes show up more in the design.

Students will then decide which design will be used for the warp strips of the weaving and which will be used for the weft strips.

In the example, the blue-green design was used for the warp and the yellow-green design was used for the weft.



Drawn Weft Lines



Drawn Warp Lines

On the back of the painting chosen for the weft lines, have students measure to create one inch strips drawn vertically so that the strips will be 9 inches long and they will have 12 strips.

Before they cut the strips, have them number them across the top so that they will keep the strips in order as they are weaving. This will keep the design intact.

Cut strips apart and keep them together and in order for the weaving.

The painting that will be used for the warp will be folded in half the “hamburger way” so that it is 9”x6” folded.

Have students draw a horizontal line one inch from the top of the folded paper (next to the open edges).

They will then need to draw vertical lines one inch apart that go all the way from the horizontal line to the folded edge of the paper.

Students will cut on the vertical lines while the paper is folded all the way up to the horizontal line that was drawn at the top.

Demonstrate how to weave the strips of paper from the weft design into the warp paper, keeping the weft strips in order and close to the last strip woven.



After students have finished their weaving, they will need to glue the ends of their strips to the warp design so that the weft strips will not slip out.

Have students create a frame for their weaving. It will give their work a more finished appearance. They can create a design with patterns to compliment their weaving.



Have students check to see where the Emphasis is in their weaving of the combined designs. To create an even more spectacular Emphasis, have students use black, white and gray modeling clay and create an insect or imaginary creature. I used a plastic dragon fly as a model.



Then place the modeling clay creature on the weaving, trying different locations to see which will create the most pleasing composition. The creature can be attached with Sargents White Glue.

Students will then critique their work, looking for the Emphasis in each work. They will discuss how lines, shapes, values, and patterns helped to create a pleasing composition.

Activities:

(1) Guided Practice:

1. Create thumbnail sketches of designs.
2. Choose best two designs with help of teacher.
3. Watch finger painting demonstration.
4. Lightly draw each of the two best designs on 9"x 12" white sulphite paper. Then, paint the designs using the Sargent Finger Paint. Each child will choose two primary colors and the secondary color between on the color wheel for his work. One primary and the secondary color will be used on the first painting, the secondary primary and the same secondary color will be used on the second painting.
5. Students will enhance each of the dried paintings with a Sargent Broad Tip Marker that coordinates with the colors used in the painting. They will use a variety of thickness of lines as well as a variety of directional lines to create an interesting design.
6. Watch demonstration of cutting and weaving warp and weft strips.
7. Students will cut one picture into 1"x9" strips making sure that they have measured and numbered them on the back of the picture before cutting.
8. The second picture will then be folded (to 9"x6") and measured with a horizontal line one inch from the top of the folded design (open edges up). This will be the line at which the students will stop cutting. They will then draw vertical lines one inch apart from the folded edge to the horizontal line. They will cut on those lines (with the paper folded) stopping at the horizontal line at the top of the page.
9. Glue weft ends to the warp edges.
10. View example of mat and create a mat adding a border to the inside edge with a pencil and then adding color with Sargent Broad Tip Markers. Tape or glue to the weaving.
11. Choose a plastic insect to use as an idea to create students own insect or imaginary creature using Sargent Modeling Clay in black, white and gray. Details can be added with a tooth pick or by adding coils or round dots of clay.
12. Attach creature to the weaving creating a pleasing Emphasis for the work of art.

(2) Independent Practice and Check for Understanding: The teacher will circulate among the students as they work to make sure that they are using the materials correctly and to be sure that they understand the concepts of design, Emphasis, weaving, and placement of the clay creature. The teacher will ask direct questions when understanding is not observed and will redirect students in a kind and reassuring manner. Students will be encouraged and directed using positive reinforcement.

(3) Closure: Student artwork will be displayed. Students will be asked to identify the Emphasis of each picture and discuss how the artist created that Emphasis. Look to see how each of the two designs in the weavings joined to create one. Point out the strong qualities of successful compositions.

Evaluation:

Level One – The finished work will be a creative composition with a variety of lines, shapes, and values that show through the weaving. The student will have chosen a border design for the mat which will compliment the design of the weaving. The imaginary creature or insect will be detailed and creative in the way that it is modeled. It will be placed in such a manner as to accentuate the Emphasis of the weaving or to create the Emphasis itself. Craftsmanship and design should be excellent.

Level Two – The finished work will be a creative composition with a variety of lines, shapes, and values that show through the weaving. The student will have chosen a border design for the mat which will compliment the design of the weaving. The imaginary creature or insect will be detailed and creative in the way that it is modeled. It will be placed in such a manner as to accentuate the Emphasis of the weaving or to create the Emphasis itself. Craftsmanship and design should be good.

Level Three – The finished work will show a variety of lines, shapes, and/or values that will show through the weaving. The student will have a border design on the mat of the weaving. A clay insect or creature will help to create the Emphasis of the art work. Not all steps for the criteria have been followed. Craftsmanship and design is poor.

Level Four -- The finished work shows a lack of concern with the criteria for the assignment. There is no definite Emphasis in the work of art. The design for the mat has been done disregarding a pattern that will enhance the design of the weaving. Craftsmanship and design is poor on both the weaving and the creature.

Extensions: Students could use old paintings, colorful magazine pages, and/or sheets of colored construction paper to create weavings. Instead of having the warp strips be straight, they could make the strips with curving lines, being careful not to make them too close together as they might tear.

Resources:

http://www.artcyclopedia.com/artists/stella_frank.html

<http://www.lichtenstensteinfoundation.org/0314.htm>

www.ogs.state.ny.us/visiting/cultural/tours/co
<http://www.artsconneted.org/toolkit/explore.cfm>
[http://www.fiberhouston.org/gallery.htm.](http://www.fiberhouston.org/gallery.htm)

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www.sargentart.com 09/17/07