

*Discovering the Story:
A City and Its Culture*

*WEAVE, WEFT AND
WARP*

An Art Enrichment
Activity for Grades K-3

Based on
Reception Dress
by Selina Cadwallader



Selina Cadwallader (active 1870-1886)
Reception Dress, 1886
Gift of Wilmar Antiques c/o Mr. Maurice Oshry, 1971.550 a-c

Discovering the Story: A City and Its Culture
WEAVE, WEFT AND WARP

An Art Enrichment Activity for Grades K-3
Based on *Reception Dress*
by Selina Cadwallader

OBJECTIVES.....**ERROR! BOOKMARK NOT DEFINED.**

VOCABULARY3

MATERIALS3

BRAINSTORMING3

PROCEDURE4

VIDEOCONFERENCE PREPARATION4

ACADEMIC CONTENT STANDARDS.....5

 NATIONAL STANDARDS: VISUAL ARTS5

 OHIO STANDARDS: VISUAL ARTS.....6

OBJECTIVES

- Students will look at an image of the Cadwallader *Reception Dress*, learn it is made of fabric, and learn that fabric is made of individual fibers woven together.
- Students will then make a weaving out of paper (and other) materials.

VOCABULARY

Definitions can be found in the [Glossary](#) on the [Discovering the Story](#) Website.

Warp
Weft
Loom
Fiber
Texture
Pattern

MATERIALS

- 8.5” x 11” pieces of felt (one per student). These will become both a loom and the warp of the weaving. Strips of paper of various colors--these can be bought pre-cut or cut from larger sheets (cut on a paper cutter or run through an inexpensive paper shredder)
- Other options: fabric strips, yarn, ribbon
- Scissors
- Glue
- Image of the *Reception Dress* downloaded from http://www.cetconnect.org/discoveringthestory/goldenage/images/dress_full.jpg

BRAINSTORMING

Students will look at an image of the *Reception Dress*. Ask them the material (fabric) of the dress. Explain that fabric is made up of individual fibers, or strands, woven together. This dress is made of silk fibers. Hold up a piece of silk fabric students can touch, and pass it around the room. Pull at the edges of one side so that the fabric begins to shred. Have students pay close attention to these tiny fibers. Point out that there are fibers that move across the fabric (weft) and up and down the fabric (warp). All the fibers of the dress fabric are red and the same thickness and material. Ask students to think about how they would like to make a piece of woven fabric. Would they like all the fibers to be one color, a couple of their favorite colors, or many colors? Would they like all their fibers to be of the same thickness and material, or of different thicknesses and materials?

PROCEDURE

Teacher will:

- Pass out a piece of felt to each child. Explain that these pieces will be the looms for their weavings, and that the vertical cut strips will be the warp of their weavings. Remind students that the dress is made up of all red fibers, and of one kind of fiber (silk). They are going to make a weaving, but their weaving will have a range of colors, and will be made of paper (and possibly other) materials.
- Have students fold their felt in half.
- Have students fold their felt again, but this time moving the folded edge to a point about 11/2 inches from the top open edge.
- Cut even vertical strips through the folded felt from folded edge to folded edge. (These may need to be pre-prepared for younger students.)
- Unfold the cut felt.
- Move the first horizontal strip over and under the vertical strips.
- Keep adding more strips, alternating the over-and-under pattern and gently pushing each strip down to meet the previous one.
- Keep adding strips in an alternating fashion until the loom/warp is full.
- Trim the edges of the horizontal strips so that they protrude from the loom between one and two inches.
- Turn the weaving over and dot glue on the edges of the protruding horizontal strips.
- Fold the edges of the strips over.
- Turn the weaving over again to enjoy the finished artwork.

VIDEOCONFERENCE PREPARATION

- Hang up the finished pieces and discuss. Sample questions:
 - What did you think about while making your weaving?
 - What part was the most fun/the hardest?
 - How long do you think it would take to weave a blanket?
 - What's different about the class weavings than the fabric of the dress?
 - What are some questions you would like to ask the Museum staff about the dress?

“Art flourishes where there is a sense of adventure.”

Alfred North Whitehead

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: VISUAL ARTS

Grades K-4

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Benchmark 1: Knows the differences between art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping shading, varying size or color), and processes (e.g., addition and subtraction in sculpture, casting and constructing in making jewelry).

Benchmark 2: Knows how different materials, techniques, and processes cause different responses from the viewer.

Benchmark 3: Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories.

Benchmark 4: Uses art materials and tools in a safe and responsible manner.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Benchmark 1: Knows the differences among visual characteristics (e.g., color, texture) and purposes (e.g., to convey ideas).

Benchmark 2: Understands how different composition, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.

Benchmark 3: Uses visual structures and functions of art to communicate ideas.

Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Benchmark 1: Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art.

Benchmark 2: Knows how subject matter, symbols, and ideas are used to communicate meaning.

Standard 4: Understands the visual arts in relation to history and cultures.

Benchmark 1: Knows that the visual arts have both a history and a specific relationship to various cultures.

Benchmark 2: Identifies specific works of art belonging to particular cultures, times, and places.

Benchmark 3: Knows how history, culture, and the visual arts can influence each other.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmark 1: Knows various purposes for creating works of visual art.

Benchmark 2: Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks.

Benchmark 3: Understands that specific artworks can elicit different responses.

OHIO STANDARDS: VISUAL ARTS

Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Grades K-4

Benchmark A: Demonstrates knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

Benchmark B: Uses the elements and principles of art as a means to express ideas, emotions, and experiences.

Benchmark C: Develops and selects a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Historical, Social, and Cultural Contexts: Students understand the impact of visual art on history, culture, and society from which it emanates. They understand the cultural, social, and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in people's lives.

Grades K-4

Benchmark A: Recognizes and describes visual art forms and artworks from various times and places.

Benchmark B: Identifies art forms, visual ideas, and artistic styles and describes how they are influenced by time and culture.

Connections, Relationships, and Applications: Students connect and apply their learning of visual art to the study of other art areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Grades K-4

Benchmark B: Uses the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships, and interpret meanings in works of art. Students make judgment about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identifies and describes the visual features and characteristics in works of art.

Benchmark B: Applies comprehension strategies to respond to a range of visual artworks.