
Analogous Color Weaving



Grade: 3rd grade

Medium: Textiles - yarn

Learning Objective: Students will:

- learn the over/ under weaving technique
- create a weaving using analogous colored yarn
- Learn art vocabulary
- Use good craftsmanship

Author: Juliette Ripley-Dunkelberger

Elements of Art

Color: the visible range of reflected light. **Analogous colors** are next to each other on the color wheel. Eg: yellow, yellow-green and green; violet, red-violet and red.

Texture: the way a work feels when touched or the portrayal of the quality of a surface. Some words to describe texture are: rough, smooth, coarse, soft, gritty, prickly, or slick.

Principles of Design

Pattern: the organized repetition of 1 or more elements of art.

Rhythm: created by movement, implied through the repetition of line in a non-uniform but organized way to show 2 & 3-dimensions.

Unity: the connecting of parts of a work of art, creating a feeling of peace and a sense of completeness. All parts should work together. Not enough unity is chaotic to the viewer, while too much unity is boring.

Additional Vocabulary

Color Wheel: a tool in which colors are arranged in a specific order in a circle; used to explain color theory and show how colors relate to one another.

Craftsmanship: neatness, control of tools.

Loom: structure or frame that holds the tension in the warp threads to allow the weft threads to move through.

Warp: threads are the stationary threads that run lengthwise and are under some tension.

Weft: the threads that move through the warp, going over and under it to create a fabric.

Materials & Supplies

- Loom: sturdy paper plate, 10" circle
- Analogous colored weaving materials: yarn, twine, ribbon, fabric strips (1"-1.5" wide), plastic bags cut into strips
- Scissors
- Tape
- Liquid glue
- Watercolor or tempera paint*
- Paint brushes*
- markers
- Color Wheel
- *optional for painting plate

Context (History and/or Artists)

Weaving is one of the oldest surviving crafts in the world, starting approximately 12,000 years ago, starting with interlaced branches for shelter and baskets. 20,000 - 30,000 years ago early humans developed the first string/thread by twisting (spinning) together plant (later animal hair) fibers. Making string/ thread led to the development of weaving, spinning, and sewing: all different aspects of the textile arts.

Weaving is done by hand or on machines using structures called looms. Weaving is the primary method of cloth production and requires interlocking a set of vertical threads with a set of horizontal threads in a pattern that secures the threads in place. The set of vertical threads are **warp** and the set of horizontal threads are **weft**.

Weaving is now mainly a mechanized process, though hand weaving is still in practice. Artisans make cloth on hand looms, in home studios or small weaving businesses, keeping skills and traditions of the early weavers alive. Two of the most common types of fabric are **Knit fabric**, created by interlocking loops of threads and **Woven fabric**, created by threads which are interlaced in an over under process.



Close-up of Knit Fabric



Close-up of Woven Fabric

Advanced Preparation

Find examples of knit and woven fabric to show

Make a loom in advance to familiarize yourself with the process and to have a finished model for the students to refer to.

Cut weft pieces no longer than 30"

*Optional: paint the plates a base color that is analogous to the yarn you are using.

Discussion Points

- Point out the difference between woven fabric and knitted fabric
- Show examples of fabric and have students determine if it is woven or knitted.
- Ask students to identify woven materials around the room
- Have students create hand motions for “over-and-under”

Reflection Point (Assessment of Learning Objectives)

Students will:

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Instructions for Lesson

Post vocabulary words and the color wheel and briefly go through them. Look for analogous colors on the color wheel, write them on the board. Use these words throughout the lesson.

Prepare the looms: if time is a factor, you can start the looms for students to complete.

1. **Demonstrate:** with a marker, make 18 dots, in groups of three; evenly spaced along the outside of the plate. Use the 12/6/9/3 o'clock locations to help stay evenly spaced.
2. Make a small cut at each dot, deep enough for yarn to fit into.
3. Tape one warp yarn or twine end, with a 3” tail, onto the back of the plate.
4. Wrap the yarn or twine across and back, snuggling down into each cut.
5. Wrap the loose end of the warp thread on the back of the plate and tie to the starting thread. Make sure this is secure. You can add tape over the knot to be sure.
6. **Demonstrate** tying the first colored yarn to the center of the crossed warp threads.
 - a. Weave in an over/ under pattern through the warp, going either clockwise or counter clockwise around the plate. Talk about the process as you go.
 - b. Gently pull the yarn to tighten and tuck it towards the center as you weave around, keeping the weaving even and flat, not bumpy or bubbly.
7. **Assist** students to start and tie their yarn.
8. Once the students have worked a bit, stop them to demonstrate tying a knot between two yarns to join a new piece. Lay the new end alongside the old end and make a loop, tucking the ends through the loop and pulling tight. (Not all students will be able to tie: if you tie it for them have them watch you do it).
9. As students finish, show them how to double the extra weft yarn back, weaving a few under/ overs backwards and then tie a knot onto the warp thread to secure it.
10. Add a drop of liquid glue on the knots.

Examples: These examples show an optional step, painted plates with a base color that's analogous to the yarn. Markers can also accent the border.



References and Attributions

Lesson written by Juliette Ripley-Dunkelberger. <http://www.weavedesign.eu/weaving-history/>

Notes for Educators

21st Century Thinking Skills

Thinking flexibly, persisting, questioning, creating, innovating, listening with empathy, taking responsible risks, observing, making connections, visualizing, sequencing, predicting, comparing/contrasting, determining main idea, finding evidence, problem solving, cause and effect, determining point of view, decision making.

WA State Learning Standards

(VA:Cr2.1.3) a. Create personally satisfying artwork, using a variety of artistic processes and materials.

(VA:Cr2.2.3) a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

(VA:Re7.1.3) a. Speculate about processes an artist uses to create a work of art.

(VA:Re9.1.3) a. Evaluate an artwork based on given criteria.

(VA:Cn10.1.3) a. Develop a work of art based on observations of surroundings.