



**CIRCLE LOOM &  
CARDBOARD WEAVING**

# CIRCLE LOOM WEAVING

## WHAT YOU'LL NEED:

- 6 ¾" sturdy paper plate like Chinet Brand OR circles cut from cardboard
- Colorful yarn (about 1-2 yards per student) Thick yarn is better for children.
- Tempera Paint
- Brushes
- Scissors
- Masking tape
- Beads, felt, etc.

## WEAVING: 2 WAYS

Here are two ways to create circle looms in your art room. Both options are great and only differ in

the supplies you might have on hand. Using a cardboard round eliminates the hollow of the paper plate, but that hollow is easier for small children to get their little fingers under the WEFT yarns in order to weave.

But, the cardboard round offers a use for recycled materials and offers a different look to your loom weaving. Try both to see which is easier for your students. Depending on what you choose, I still believe that using a thicker yarn is far easier than thin yarn.

This project makes a great DOT DAY project for the beginning on the school year.

NOTE: The Circle Loom weaving with the paper plate is the same tutorial offer at our Mexican Art Workshop last summer.



# CIRCLE WEAVING - PAINTING

1. Over the course of two/thirty minute art classes, we will paint the plates. On the first day, talk about Kandinsky's concentric circle paintings and begin painting the background of a plate. The following class, use small brushes to craft detailed patterns and designs.

2. Once the plates are painted and patterned, give the kids a loom template with exactly **19 notches** cut into it. The kids trace the notches onto the rim of their plate and count to check that they only have 19 lines. Then they cut the lines on the rim of the plate. I encourage them not to cut beyond the rim as this will make for a saggy weaving.

3. Once the kids have their plates (which we now call our looms) cut, they grab a small skein of warping string and meet me on the floor. For the correct amount of warping string, I wrap the yarn from my hand to my elbow five times. These small bundles are available in a variety of colors for the kids to choose from.

4. When we are all seated on the floor, with our looms and warp string in front of us, no one is allowed to touch anything until I say "go".

First step: Put the tail end of the yarn in any notch. There should be a short tail about the length of your finger in the back while the rest of the yarn hangs loose and free in the front. Go. (I tell the kids that their "go" signal to me for the next step is to put their weavings on the floor in front of them. When I see that, I can proceed.)

5. Next: Bring the length of yarn down dividing the plate in half. But, there's a catch. Be sure that there are 8 empty notches on the left side and 9 on the right.



# CIRCLE WEAVING - PART I

6. Take the long length of string and bring it "to the right neighbor's house" meaning have your string go in the next notch on the right hand side. Now, this neighbor is super rude and it shouts, "get outta my house!" so the string runs all the way across the plate (see right photo) and makes the World's Smallest X.

7. Next: Rotate the plate so that the length of string is at the bottom. That story I just told about the string getting kicked out of the neighbor's house? It's a pattern. Which means it's going repeat. So, let's do it again! Go to the right neighbors house. Get kicked out. Go across the street and make the World's Smallest X. Rotate the plate.

8. After watching this routine, the kids walk me through completing my plate warping by repeating this as I go:



# CIRCLE WEAVING - PART 2

9. You'll know you're finished when your little string has no home to go to. And that will be your weft or weaving string.

10. The following art class, we start to weave with that wee string. Using that small string, show students the process of over and under.

Initially, when students pull the sting, it will tend to vanish within the warp strings. To prevent confusion for the children as they weave, have them change to a new color so they can see it better.

I often tell them that they might have to loosen their weaving a bit to see just what they did previously. This will put them back on over- and-under track.

When their weft is as long as their hand, they are to double knot tie a new string to the end.

11. Students may continue to add new strings and work on their weavings until it is at a desired length. At this point, tie the last weft string to one of the warp strings. Add a string to the back to hang.



# CARDBOARD WEAVING - PART 2



This lesson is far less structured than the Plate Loom Weaving. The difference is that I didn't measure the notches and used an **even** number of notches compared with an **odd** amount. I cut 16 notches.

1. Paint cardboard round with acrylic or tempera paint.
2. Cut 16 notches in paper plate.
3. Create WEFT loom by taping yarn to the back of the plate and threading through one of the notches.
4. Bring yarn down along the front of the cardboard round and insert into a bottom notch. Make sure to divide the plate in half as best you can.
5. Rotate cardboard round so that the yarn in at the top.
6. Move yarn to the left (behind cardboard) and insert through notch.
7. Bring yarn down along front of cardboard round to the notch to the RIGHT of the yarn.
8. Repeat sequence by rotating, insert to left, down front, insert to right, rotate.

Watch the video to see how the weaving works.

# NATIONAL CORE ARTS STANDARDS-FOURTH GRADE

## CREATING

- Generate and conceptualize artistic ideas and work** — brainstorm approaches for design problem—set goals and create purposeful and meaningful artwork
- Organize and develop artistic ideas and work** — explore and invent art-making techniques-care for materials while art-making—document and describe environments
- Refine and complete artistic work**—revise artwork in progress through insights gained from peers and discussion

## PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Analyze how past, present and emerging technologies have impacted preservation and presentations of artwork
- Develop and refine artistic work for presentation** — Analyze the various considerations for presenting and protecting work in all settings and forms
- Convey meaning through the presentation of artistic work** — compare and contrast purposes of art museums, etc. and the types of personal experiences they provide

## RESPONDING

- Perceive and analyze artistic work-** compare responses to artwork after experiencing the medium analyze messages in visual imagery
- Interpret intent and meaning in artistic work** — interpret art by referring to contextual info and analyzing relevant subject matter, characteristics and media
- Apply criteria to evaluate artistic work**— apply one set of criteria to evaluate more than one work of art

## CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** create works of art that reflect community cultural traditions
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

# I CAN STATEMENTS FOR CIRCLE LOOM WEAVING

- Today I will learn about COLOR and PATTERN, so that I CAN paint a paper plate (LOOM) with a design inspired by WASSILY KANDINSKY's concentric circle paintings. I'll know I have it when the whole plate is painted with bright colors and detailed repeated elements.
- Today I will learn about creating a LOOM, so that I CAN cut notches in my plate and measure and attach string through the notches to create the WARP threads for the weaving.
- Today I will learn about RADIAL SYMMETRY and WEAVING, so that I CAN weave my WEFT threads in an over-under pattern to create my design with BALANCE throughout the circle.

# COMMON CORE STANDARDS FOR CIRCLE LOOM WEAVING

## **CCSS.Math.Content.4.G.A.3**

*Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.*

After students have completed their circle loom weaving, you can have students explain the concept of symmetry as they have learned in math and ask them to describe how that information can be applied to their art. Ask them questions such as, "Is your weaving symmetrical? How do you know?" or "What are the different types of symmetry that can be used in visual art?"

## **CCSS.Math.Content.4.G.A.1**

*Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.*

As students create their warp threads, have a discussion about what kind of angles they are creating as they create their X's. The yarn acts as the lines creating angles in their radial pattern.

## **CCSS.ELA-Literacy.W.4.1**

*Write opinion pieces on topics or texts, supporting a point of view with reasons and information.* After students finish their art, you can have them fill out the artist statement worksheet (page 9 of this packet). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.



# Artist Statement

Your name

WHAT IS THE NAME OF YOUR ARTWORK?

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HOW DID YOU CREATE YOUR ARTWORK?

(What tools, supplies and techniques did you use?)

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WHAT DOES THIS PIECE OF ART MEAN TO YOU?

(You can use "I" statements and talk about your inspiration and what creating this piece of art means to you)

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# ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

## CIRCLE LOOM WEAVING

STUDENT NAME: \_\_\_\_\_

- Did the student paint their plate or cardboard in the style of Kandinsky's colorful concentric circles?
- Did the student cut 19 (or 16) notches on their plate?
- Did the student weave their yarn using the over-under pattern?