

# Paper Weaving

(art + history; art + social studies;  
art + math)

Weaving is one of the most ancient forms of human creativity. Baskets and textiles would not have been possible without weaving. This project will give students experience working with the basic concept of weaving and is a supportive activity for Native American, Mexican and other cultural studies. The process of measuring and counting the weave will also strengthen math skills.

## Grade Levels 3-8

*Note: instructions and materials based on a class of 25 students. Adjust as needed.*

## Preparation

1. Prepare a sample(s) ahead of time to use as a visual reference explaining the parts of the loom and the weaving process.
2. Introduce weaving terminology:

**Weaving** — The process of forming cloth or fabric on a loom by interlacing yarn or thread (or, as in this case, paper).

**Loom** — A frame for weaving yarn or thread into cloth or fabric.

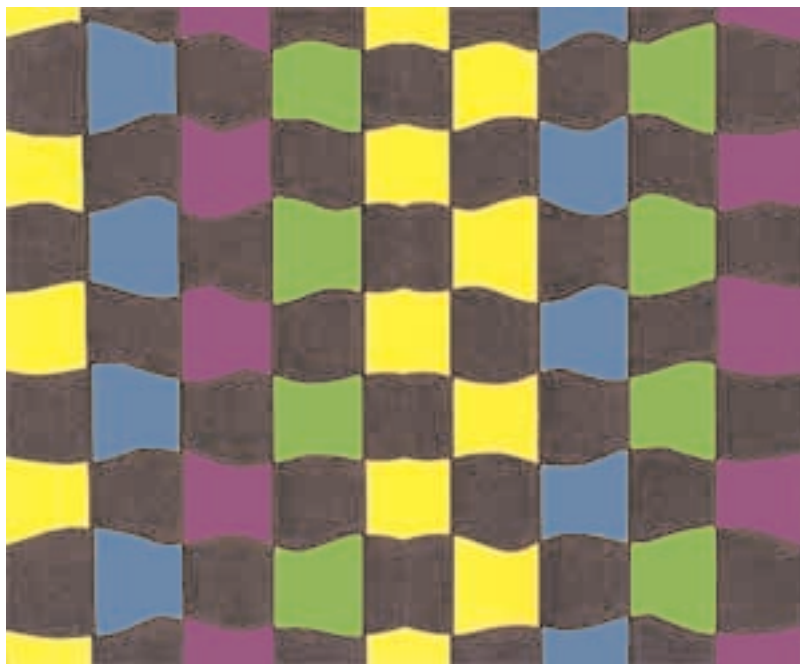
**Warp** — Threads running lengthwise on the loom. The warp is placed on the loom prior to beginning the weaving process.

**Weft** — Threads that are weaved across the warp threads to form the web.

**Web** — The cloth or fabric produced by weaving.

## Process

1. Students begin by making the loom and warp from a sheet of black construction paper. Fold sheet in half. With a graphite pencil, lightly draw a line about one inch from the open end of the folded paper. This defines the boundary where the cutting will need to stop.
2. From the fold, make irregular cuts up to the line. Cuts can be curvy, wavy, jagged or even created with decorative edge scissors. Unfold the sheet and lay it flat. This will serve as the "warp" and the "loom."



## Materials

Blick Construction Paper, assorted colors (11409-1003), package of 50 sheets, 9" x 12", need one sheet per student

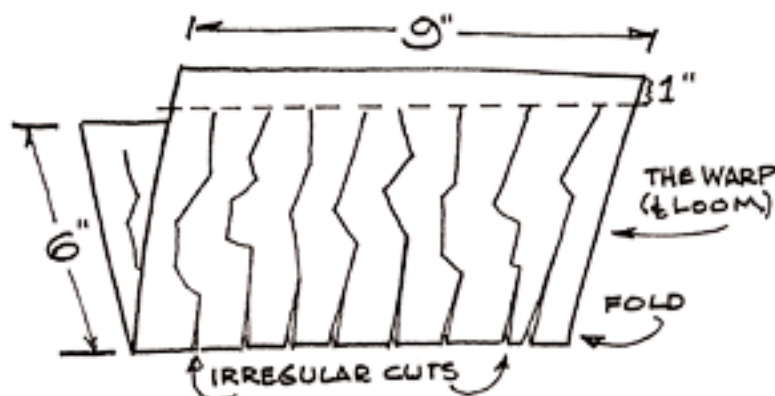
Blick Construction Paper, Black (11409-2003), package of 50 sheets, 9" x 12", need one sheet per student

Blick All-Purpose Glue Sticks 1.27-oz (23872-1032), box of 12, need one per student

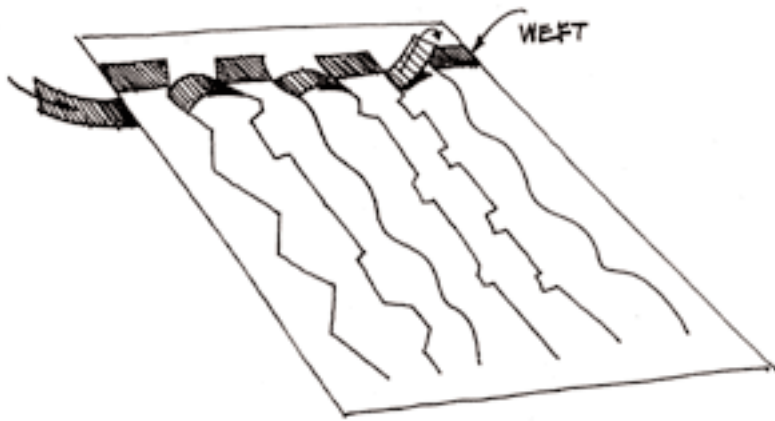
Snippy Scissors (57040-2009), package of 12, need one per student

Blick Plastic Ruler, 12" (55402-1012), need one per student

Blick Economy Graphite Pencils (20302-2009), box of 12, need one per student



## Process, continued



3. Measure and cut from the second sheet of paper, one-inch wide by nine-inch strips. These will serve as the "weft." NOTE: it may work better to pre-cut these prior to class.
4. Begin by weaving one "weft thread" over one "warp thread" then under the next warp and over the next, etc.  
Continue this process alternating over and under with each weft thread. If the previous weft thread went under the warp thread, the following row will begin by going over the warp.
5. When the weaving is finished, adjust strips to make sure they are straight, then glue the outside edges.

## Options

- Use a variety of colors, sizes, patterns and textures for the weft. For example, crumpled paper, newspaper, gift wrap, etc. Recommend:

[Riverside Confetti Construction Paper](#) (11421-1023), package of 50 9" x 12" sheets

[Riverside Marbled Construction Paper](#) (11418-1023), package of 50 9" x 12" sheets

[Roylco® Decorative Paper](#) (11262-) assorted patterns including Tie-Dye, Multicultural, Animal Prints, etc.

- Use [Armada Paper Shaper Scissors](#) (57082-1024) to create interesting edges along the weft and the warp, see example at right.

- Weave in additional materials, such as yarn, ribbon, fabric, etc.

## National Standards

Content Standard #1 — Understanding and applying media, techniques, and processes

**K-4** Students use art materials and tools in a safe and responsible manner

**5-8** Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Content Standard #2 — Using knowledge of structures and functions

**K-4** Students know the differences among visual characteristics and purposes of art in order to convey ideas

**5-8** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

Content Standard #6 — Making connections between visual arts and other disciplines

**K-4** Students identify connections between the visual arts and other disciplines in the curriculum

**5-8** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

