

Woven Felt Wall Hanging

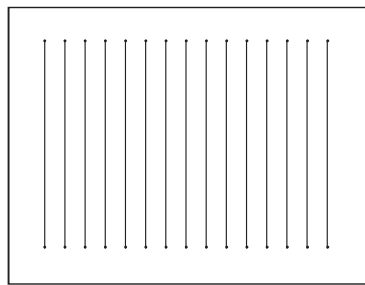
Weaving is a fine art enriched here with unique materials and an unlimited vision. Using steel, plastic, tree branches and other natural materials, theories of form, space, movement, color and value are explored. This lesson also offers an opportunity to discuss fabric used for clothing, blankets and other items found in various cultures.

Grade Levels 3-12

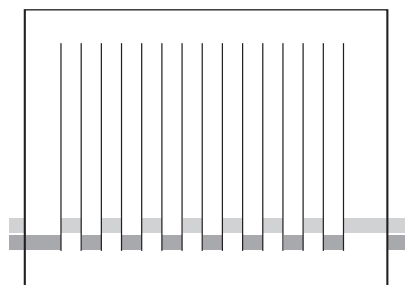
Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Discuss the size and subject for the weaving. Also consider the direction (vertical, horizontal, square, etc.). Choose a background color from the 36" wide felt. Cut to size to include an additional 4" in each direction for borders, no form or loom is needed as it is provided by the background.
2. To cut the felt "loom", measure 2" in from the edge on all 4 sides and make two dots in on top of each side and two on top and bottom. These are guides to draw a line for each side, top and bottom. This box is the form for the design. Mark dots on this line on every 1/2" point on the two sides for vertical weaving or top-to-bottom for horizontal weaving. Use ruler or yardstick to connect the dots and draw a line, see (A). The line is cut in one long strip. Be sure to place a piece of cardboard under the felt when cutting.
3. Cut colored strips 1/2" wide for the design. These can be trimmed to fit design. Share colored strips with other students.
4. Apply strips of felt by weaving. The weaving should start at the bottom, see (B). The first strip goes over the border, under the next vertical strip, then over the next; repeat until strip is to the other side. If a color



(A)



(B)



Materials

- Acrylic Felt, (63201-1003) 9" x 12", 100-piece package of assorted colors, share one package across classroom
- Acrylic Felt by the Yard assorted colors, (63201-), need one 30" x 36" piece per student
- Blick E-Z Grip Knife (57419-2980), need one per student
- Carl™ Rotary Handheld Cutter (57485-0000), share three cutters across classroom
- Loew Cornell® Transfer Paper, (10501-1009) assorted color package of four sheets, share three packages across classroom
- Delta® Sobo® White Glue (23820-1004), share one 8-oz bottle between two students
- Westcott® Wooden Yardstick (55422-0000), share one between two students
- Blick Plastic Ruler (55403-1012), need one per student

Process, continued

change is needed, leave the original color at the back and proceed with the next color. Turn the background over, trim the ends and glue with a dot of Sobo. Push the strips to the bottom so they are snug and the next strip fits tightly. The next strip is placed opposite the first one woven. Repeat until finished.

5. Use dots of glue on the back of piece to secure ends.
6. Hanging the finished weaving can be done many ways:
 - Use a dowel rod 4" longer than the hanging. Cut tabs of felt to attach to the top of the hanging on the front. Fold tabs over the dowel and attach to the back by sewing front-to-back of each tab (glue will not hold). Attach enough tabs to hang evenly.
 - Cut slits in the felt border and put a small rod in and out the length of the top.
 - Use shower curtain rings to clamp onto the top edge and hang on a rod.

Options

- Use a tree branch for a rod.
- Ribbons can be used for tabs.
- Add buttons, embroidery stitches, or ribbon on felt and for fringe.

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.
- **9-12** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques and processes they use.

Content Standard #2 — Using knowledge of structures and functions

- **K-4** Students use visual structures and functions of art to communicate ideas.
- **5-8** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- **9-12** Students create artworks that use organizational principles and functions to solve specific visual arts problems.