**TITLE:** Kente Cloth Day 1

**GRADE:** 1

**MATERIALS:** pre-cut black looms, strips of colored paper, PPT

**TIME:** 35 minutes

**VISUAL ART CONTENT STANDARDS/OBJECTIVES ADDRESSED IN THIS UNIT:**

**1st VA: Cr2.1.1a: Explore uses of materials and tools to create works of art or design.**

**1st VA: Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.**

**1st VA: Cr3.1.1a: Use art vocabulary to describe choices while creating art.**

**1st VA: Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.**

**OBJECTIVES:**

-Students will identify where Kente cloth is made, who makes it, how and why it is made.

-Students will begin weaving

**VOCABULARY:**

**Weaving**-the interlacing of long, thin materials such as yarn or thread to make cloth or baskets

**Loom**-tool used in weaving that supports the warp and weft

**Warp-** vertical threads attached to the top and bottom of the loom

**Weft**- threads that are woven over and under the warp

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

How many of you have a special outfit that you wear for special occasions? Today we’re going to learn about a special type of cloth that is worn on special occasions. (Introduce objectives)

**Art History/Concepts:**

Before showing PPT, ask students what are we going to learn about Kente cloth? (use the where, who, how and why cards to review what information they are looking for) Students will also identify patterns in the cloth. Review the where, who, how and why questions at the end of the PPT presentation.

**Demonstration/Modeling Behavior:**

Students gather around demonstration table. Introduce the loom, warp, and weft. Show students how to weave the weft over and under the warp with one color, and then choose a second color to weave the opposite way (starting with under) Next, return to the first color and weave the same way it was done the first time, and then alternate between the two colors and two ways of starting.

**Check for Understanding/Guided Practice:**

Review steps together at table. Students return to seats and begin.

**Independent Practice:**

Students work independently while teacher monitors progress.

**Student Engagement/ Self-Monitoring:**

Ask yourself: Am I focused? Am I carefully weaving over and under each warp? If I accidentally skip one, am I taking it out and trying it again?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.