

# Weaving Headbands on a Loom

**GRADE LEVEL:** Elementary, Middle School

**SUBJECT:** Visual Arts, Social Studies, Math

**MEDIA:** Sculpture

**FEATURED ARTWORK:**



*Headbands, Mid-20<sup>th</sup> century, Carazani, Bolivia, Wool, glass beads, coins, San Antonio Museum of Art, Gift of Peter P. Cecere, 2006.1.194, .195*

## OBJECTIVE:

Students will learn the art of weaving on a handloom to make a headband.

## DISCUSSION:

Folk art is art made by the people, for the people. It is typically made using traditions passed down over many years. Folk art can be categorized as *decorative, utilitarian, recreational* or *ceremonial*, although some objects fit into more than one of these categories. These woven Bolivian headbands, or *winchas*, at the San Antonio Museum of Art are both ceremonial and utilitarian.

They are woven on horizontal ground looms and are excellent examples of warp-faced weaving that produces mirror designs when reversed. The glass beads are strung on the weft threads. Headbands such as these were often handed down from generation to generation once they were made and have important religious significance.

## MATERIALS:

- Looms (matboard or cardboard cut to desired size – 6 to 12” high by 3 to 5” wide)
- Yarn
- Scissors

- Pencils
- Wooden popsicle sticks or needles
- Optional: Blunt needles and pony beads

## PROCESS:

1. Discuss textiles and weaving. Point out that all fabric in the costumes and clothing that we wear has threads which go up and down (warp) and from left to right (weft).
2. Use scissors to cut notches on each end of the loom,  $\frac{1}{4}$  inch apart.
3. Demonstrate how to warp a loom:
  - Divide your loom into four sections vertically. Label the four notches at the top of the loom 1, 3, 5 and 7 and the four notches at the bottom of the loom 2, 4, 6 and 8.
  - Begin at the back of the loom. Leave a long piece of yarn at the back.
  - Begin in notch 1 on the top left corner of the loom and bring the yarn up from the back, down through notch and into notch 2 at the bottom.
  - Wrap the yarn around the back again, and bring it up through notch 3 and down to notch 4 at the bottom.
  - Repeat until all notches are warped with yarn.
  - Leave a long enough end to tie both ends together in a bow or knot on the back of the loom.
4. Allow students to warp their loom. Give each student a full skein of yarn for the warping since it is difficult to measure the exact amount needed. Knot the two ends together on the back of the loom.
5. Demonstrate how to weave on the hand loom:
  - Measure off approximately 24 inches of yarn.
  - Weave on the front of the loom only.
  - Begin at the bottom right and tie the yarn in a knot around the last warp thread.
  - Optional: Use a popsicle stick for a shuttle. Wrap the other end of the yarn around the popsicle stick, leaving about six to ten inches free.
  - Moving from right to left, weave under the second warp thread and then over the third thread.
  - Repeat the over/under pattern until the whole row is complete.
  - Bring the yarn up to and create an alternate pattern on the next row. If the row below ended under the warp thread, the row above begins over the warp thread and vice versa.
  - Begin at the bottom right and tie the yarn in a knot around the last warp thread.
  - Continue weaving up to the top of the loom.
6. Yarns can be changed out every four or five rows to add variety, pattern and color.
7. Optional: To bead the sides of the headband, use a blunt needle and add a bead at each end of the weft. Weave three rows without beads between beaded rows.
8. Once the weaving fills the front of the loom, tie a knot at the top left corner around the last warp thread.
9. Turn the loom over and cut all the warp threads across the middle of the back.
10. Tie the warp threads together in sets of two across the top and bottom, using double knots.
11. To create a headband, tie the yarn together at each end, trim it and add ribbon to each end of the headband.

## TEKS:

### §117.14. Art, Grade 4.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. (b) Knowledge and skills. (4.1) Perception. The student develops and organizes ideas from the environment. (A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences; and (B) choose

appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill: (A) integrate a variety of ideas about self, life events, family, and community in original artworks; (4.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. student (A) identify simple main ideas expressed in art; (B) compare and contrast selected artworks from a variety of cultural settings; and (C) identify the roles of art in American society. (4.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others (A) describe intent and form conclusions about personal artworks; and (B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

#### **§113.15. Social Studies, Grade 4.**

(a) Introduction Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

#### **§117.32. Art, Grade 6.**

(c) Knowledge and skills. (1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) illustrate themes from direct observation, personal experience, and traditional events; and (6.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A) express a variety of ideas based on personal experience and direct observations; (B) describe in detail a variety of practical applications for design ideas; and (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, (6.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. (A) identify in artworks the influence of historical and political events; (B) compare specific artworks from a variety of cultures.

#### **§113.18. Social Studies, Grade 6.**

(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (A) define culture and the common traits that unify a culture region; (18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. (A) explain the relationships that exist between societies and their architecture, art, music, and literature.

#### **§111.22. Mathematics, Grade 6.**

(3) Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. (A) use ratios to describe proportional situations (B) represent ratios and percents with concrete models, (C) use ratios to make predictions in proportional situations. (6) Geometry and spatial reasoning (11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines.

Lessons are written by area educators and the San Antonio Museum of Art Education department. If you are interested in sharing your lesson ideas featuring works of art from the museum's collections with the San

Antonio Museum of Art Education department, please email [education@samuseum.org](mailto:education@samuseum.org).