



Texas School for the Blind and Visually Impaired

Instructional Resources Library

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Art Around the World Session 2

Student Name(s) or Class Name:

Date:

Age(s) / Grade Level(s):

Period or Time: 60 min.

TEKS or IEP Goal(s)

117.11.2(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

The student is expected to:

- create artworks based on personal observations and experiences.
- (C) produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately.

Objective(s)

Students will:

- Identify how people around the world have created art for various purposes
- Identify continents/cultures where weaving has cultural/historical significance
- Use materials (wooden loom and yarn) to create a weaving

Materials/Accommodations Needed (consider students who are Emergent Bilingual)

- Materials box
- Tactile maps
- [Video about history of weaving](#)
- Weaving vocabulary: Loom, warp, and weft
- Wooden frame/loom
- Yarn balls (4 different ones)

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Activity Sequence

1. Review the seven continents.

Play an in-class version of “Four Corners,” adapted as “Continents.” Label four areas of the room with different continents (rotate continents each round). Select one student to step into the hallway or turn away with eyes closed. The remaining students quietly move to the continent area of their choice and announce it so the teacher can record it. Bring the student back in to guess a continent. Any students *not* standing in that continent area win the round. Repeat with one or two additional students as time allows.

2. Introduce weaving through history.

Show a short video on the history of weaving. Afterward, ask students:

3. Where are some places weaving has been done throughout history?

4. What is something you learned or a connection you made from the video?

5. Review weaving vocabulary.

6. **Loom:** the apparatus used for weaving

7. **Warp:** the vertical yarn on the loom

8. **Weft:** the yarn or fibers woven across the loom horizontally

9. Prepare for weaving activity.

Have students remain at their desks or move to designated work areas. Ask students to take out their wooden looms and yarn.

10. Guide students through the weaving process.

Help students orient themselves to the loom, noting that there are seven warp strings. Students choose a piece of yarn to begin. Working from right to left and top to bottom (or left to right and bottom to top—whichever is most comfortable), students weave the yarn over the first warp string and under the next, continuing the over/under pattern across the loom.

Students use their fingers to gently push the weft yarn up or down to pack it tightly on the loom. With the next piece of yarn, students begin with the opposite pattern (if they started over, they begin under). They continue this process until the loom is filled. Yarn may be left hanging on the sides, or students may choose to tie strands together, knotting them close to the outer warp strings.

11. Class reflection and discussion.

Once students finish, gather as a class and discuss:

12. What was your favorite part of making this project?

13. What felt easy for you?

14. What was challenging?

15. What do you like about the weaving you created?

How Will I Assess Student Progress?

- Check for understanding throughout the lesson.
- Finished products of weaving.

General Notes/Comments/Reflections After Lesson

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Next Steps/Lesson

- See lesson for Session 3 and 4.