

Young Audiences  
of Northeast Texas, Inc. presents:

## Joyce Terrell



### Teacher Expectations

Young Audiences of Northeast Texas thanks teachers for helping maximize the learning experience by adhering to the following guidelines.

1. **Please remain in the performance area with your class.** The performers cannot present the program without the teacher present.
2. Please have each student wear a nametag so that the performing artist can call each student by his/her name.
3. Please help minimize the need for a student to leave the performance by having a restroom break before the performance, if necessary.
4. Please assist the artists in maintaining appropriate student behavior during the performance. All attendees should be attentive to the artist.

### Student Expectations

1. Listening is very important. Wait for your turn to speak and use good listening skills while the artist is performing: hands in lap, feet still, and face toward the performance.
2. When you appreciate a performance, you show that appreciation through applause. Once the performance is over, you may applaud, or if you appreciate something during a performance, you may applaud.

## Sheep to Shawl Residency

Grade 4

5 days

### About the Artist

Renowned artist Joyce Terrell has been an art educator for over 40 years. She has taught a wide range of students including elementary, college, and special students. Her honors include being chosen Alba-Golden I.S.D.'s, Teacher of the Year and Young Audiences' Artist of the Year. She presents workshops on weaving throughout Texas and the Southwest and was instrumental in the founding of the innovative Mineola League of Arts. In addition, she has been a textbook author and book illustrator. She also is highly recognized as a Sheep to Shawl artist.

### About the Residency

In this residency, students experience the steps in weaving, from meeting one of Ms. Terrell's Shetland sheep to dyeing and spinning the wool and then using it in an artwork. They also learn the history of weaving and produce their own woven products. At a culminating exhibition on the final day, students share what they have learned with others in their school.

### Word List

**Loom:** apparatus for interweaving threads or yarn to produce cloth  
**Warp:** vertical threads, spread out parallel to each other and held under tension  
**Weft:** horizontal threads that weave over and under the warp threads  
**Shuttle:** device that weaves the weft thread between the warp threads on a loom  
**Card:** to comb the wool to straighten the fibers  
**Mordant:** metallic salt used to help fiber hold the dye  
**Shear:** to remove fleece from the sheep by cutting with a sharp instrument  
**Dye:** to color or stain materials  
**Spin:** to draw out fibers and twist into thread  
**Tabby:** basic weaving technique: over, under, over, under

## Pre-performance Activities



### Geography

Invite your students to find on a world map Scotland and the Shetland Islands to its north.

- One of the industries on these islands has been raising sheep.
- These sheep have been thriving on these islands since the Viking civilization around the 9<sup>th</sup> century A.D.
- The Shetland sheep are those raised by Ms. Terrell and which the students will get to see.

Social Studies TEKS: 4.6A, B; 4.22A, B



### History: Weaving in Texas

- Invite your students to decide the aspects of Texas' climate, and vegetation made settlers know that they could successfully raise sheep in Texas.
- Ask your students to discuss what types of clothing the Texas settlers could have made using the weaving techniques.
- Get your students to discuss how the Scots' weaving traditions affected their lifestyles when they immigrated to the United States' East coast, the Appalachians, and then Texas.

Social Studies TEKS 4.13A, B, C; 4.20B, C



### Art

Paper weaving is a good way for students to begin learning weaving.

- 1) Fold a piece of paper in half and make cuts from the fold out to about 1" edge. Open the paper. This will be your "warp".
- 2) From another piece of paper, cut long, narrow strips, the "weft".
- 3) Have the students weave over-under-over and then glue the strips in place.
- 4) To make the weaving more interesting, you can vary the width and shapes of the weft strips

## Post-performance Activities



### Writing

Invite your students to reflect on their Sheep to Shawl experience with the following writing activities:

- Describe the weaving process from raising the sheep to producing the final product.
- Compare and contrast the weaving process on an individual loom to the mass production of a machinery-oriented factory.
- Evaluate the products produced by both processes.
- Write a humorous short story about a Shetland sheep who does not want to be shorn.

Language Arts TEKS 4.15A, C,



### Science – ASK MS. TERRELL DURING THE RESIDENCY

Ask your students to discuss the Shetland sheep.

- What characteristics do these sheep have that help it to survive in a variety of climates?
- How are the current species the same or different from those raised by the Vikings?
- How did the Shetland sheep brought to the United States adapt to their environments?
- Which traits are inherited among Ms. Terrell's sheep and which are learned?

Science TEKS 4.8B, C; 4.9A, B

Thank you for allowing Young Audiences of Northeast Texas to share these artists and performances with your students. The children's written thank you notes may be sent to:

### Young Audiences of Northeast Texas

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