



DESIGNER shoes

TIME REQUIRED

3-4 class periods (approximately 45 minutes each)

OBJECTIVES

Students will...

- Develop basic skills to produce quality art.
- Use problem-solving strategies to promote fluency, elaboration, and originality.
- Understand that art communicates ideas.
- Work alone and with others to develop and evaluate visual ideas.

INTRODUCTION

Often, students think artists are individuals that produce fine works of art that are displayed in museums and art galleries. This project will help students understand that art is everywhere, including everyday objects such as toasters, chairs, smartphones, cars, clothes, and shoes. There are many industries that hire artists. This activity gives students a chance to design shoes.

Some people buy shoes for comfort, others for style and function, and still others to make a statement. Have students take a look at the shoes they are wearing. What purpose do they fulfill? Are they stylish, functional, or just comfortable? How are line, color, shape, balance, emphasis, and function used?

Images of past and present shoes from various countries can be shown on the SMART Board™ or through a PowerPoint®. How have styles changed? How does culture influence shoes? Why do the shoes look the way they do?



STANDARDS

1a — Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.

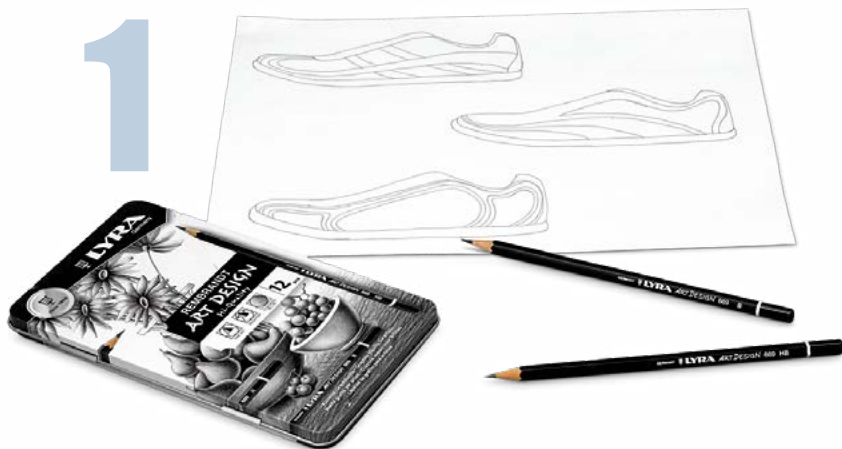
3a — Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artwork.

4a — Know and compare the characteristics of artworks in various eras and cultures.

4c — Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

INSTRUCTIONS

- 1 Give each student a 9" x 12" sheet of drawing paper and ask them to design three different shoes.
- 2 After each shoe is designed, have the students color the shoe drawings with markers and colored pencils. Black permanent marker can be used to add detail such as buttons, lace, and shoestrings.
- 3 Each student should choose one of their shoe designs for the final product.
- 4 White tempera or primer is painted on the shoe forms* (see next page).
- 5 After the initial paint dries, students draw their chosen design on the shoe forms.



2-3



4



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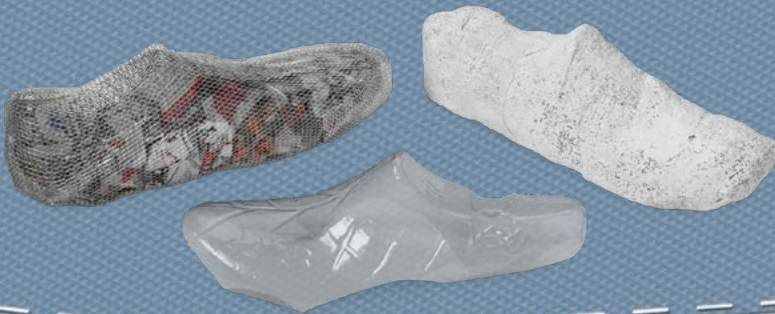


6-7



6 Use various paints (glitter, fluorescent, metallic, acrylic, etc.) to create visual interest.

7 Other materials may be added to further visual appeal, such as buttons, lace, and shoestrings.



* Additional steps were used to create the shoe forms used in this flyer.

A AMACO® WireForm® Mesh (9714156) was used to create a full shoe shape around the shoe form.

B Nasco Plaster Modeling Tape (9713751) was then used to cover the wire form. Papier mâché could also be used.

ASSESSMENT

- Time on task
- Problem solving
- Craftsmanship
- Design ideas





MATERIALS LIST

- PRANG® Washable Ready-to-Use Tempera Paint, set of 12 pints — 9730396
- Chroma® Washable Glitter Paint, set of 11 pints — 9733391
- Chromatemp® Fluorescent Tempera Paint, set of 7 pints — 9729391
- PRANG® Art Markers, set of 12 — 9730406
- DIXON® RediSharp® Permanent Black Marker, set of 12 — 9718450
- PRANG® Colored Pencils, set of 24 — 9708313
- Rexlace®, set of 9, 100-yd spools — 9720546
- Rhinestones, 2-oz. bag — 9729793
- Bulk Button Assortment, 1-lb. bag — 9703840
- Microbrite Glitter, set of 8, 0.2-oz. vials — 9721563
- Dynasty® Watercolor Camel Hair Brushes, set of 120 — 24 brushes each of round sizes 2, 4, 6, 8, and 10 — 9717899
- Aleene's® Original Tacky Glue®, 8-oz. bottle — 9702900
- Nasco Budget White Sulphite Drawing Paper, 9" x 12", 80 lb., 500-sheet ream — 9700928
- LYRA® Rembrandt Art Design Drawing Pencils, set of 12 — 9728443
- Jack Richeson Paint Trays, pkg. of 10 — 9725698
- Shoe forms (One place to obtain "shoe forms" is to go to a local outfitter's store and ask for enough shoe packing inserts to supply your classroom.)

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