

Unit: Form**Time:** 7 – 45 minute classes**Lesson:** 3-Dimensional Shoe

Task/Objective:

Students will study the shape/form of shoes. They will draw observational sketches of three different views of a shoe (top, bottom, side) and take this knowledge to create a three-dimensional shoe sculpture.

Behavioral Objectives:

Students will:

- ❖ Be active members of the art room, who put forth their best effort.
 - ❖ Demonstrate an understanding of the shape of a shoe; and the lines, shapes, and textures that are found within a shoe.
 - ❖ Demonstrate an understanding of building a three-dimensional form.
 - ❖ Use all art materials safely and responsibly.
 - ❖ Demonstrate an understanding of aesthetic design.
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Materials/Tools:

<u>Day 1:</u>	8.5 by 14 inch copy paper Pencil & eraser	Ruler Shoe
<u>Day 2 & 3:</u>	Empty plastic bottle Newspaper Masking tape	9 by 12 inch Tag board Scissors Pencil & eraser
<u>Day 4 & 5:</u>	Shoe Paper Mache paste	Newspaper pieces
<u>Day 6 & 7:</u>	Shoe Brush Water	Tempera paint Damp rag

Day One:**Learning:**

1. Introduction: today you will be doing some observational sketching. Observational sketching is when you look at an object very closely, studying it, and drawing what you see. The object you will be sketching is a shoe.
2. Instructions: form describes volume and mass, or the three dimensional aspects of objects that take up space. Form can, and should be, viewed from many angles. When you hold a shoe, you are aware of its curves, edges, and angles. Today you will be sketching three different views of a shoe (top, bottom, side). This means that you will be looking at and studying the form of a shoe, and then drawing the shapes, lines, and textures of what you see.

Production:

1. Pass out copy paper and rulers. Paper should be divided into 3 sections:

- a. Line up ruler along the top edge of the paper. Measure and mark at the 5 inch mark and the 9 inch mark. Do the same along the bottom of the paper.
 - b. Connect the two measurement marks that marked 5 inches. Do the same for the marks that marked 9 inches.
 - c. Paper now has 3 sections. Out side sections are 5 inches wide, with the center section 4 inches wide. Label the sections with the view that will be drawn. First section is the top view. Middle section is the bottom view. Last section is the side view.
2. Sketching reminders:
- a. Start by studying the outside edge of the form and draw that first. Then look at the inside lines, shapes, and textures and draw them.
 - b. Each sketch should be drawn large enough that it fills the section (rotate paper to draw the side of the shoe).
 - c. Each sketch should take at least 10 minutes. Sketches should be detailed and look as close to the shoe as possible.
3. **Assignment for next class:** bring in an empty clean plastic bottle. Bottle should be around the 20 ounce size. Any student can bring in up to 6 bottles to earn extra credit.

Day Two:

Learning:

1. Introduction: today you will be taking the knowledge of the shape/form of shoes from last week and begin to build a realistic, three-dimensional shoe.
2. Instructions: the form will begin as your empty plastic bottle. This will help start the form rather than starting with nothing. You will get one piece of tag board and one small section of newspaper to transform the form of the bottle into the form of a shoe.
3. Demonstration:
 - a. Empty bottle should be placed on top of tag board (by an edge).
 - b. Lightly sketch the bottom shape of a shoe that is slightly larger than the bottle. Remove the bottle to improve the shape if needed.
 - c. Cut out the bottom of the shoe. Put a loop of tape on the bottle to adhere the bottle to the bottom of shoe.
 - d. Begin to build the form. Use the newspaper and the rest of the tag board to transform the bottle into the form of a shoe. How students choose to do this is up to them. I recommend building strong walls with the tag board, and stuffing the newspaper into smaller places with in the walls. Show this process to them so they get a better understanding. The form of the shoe should look realistic.

Production:

1. Pass out tag board, newspaper, scissors, and masking tape.
2. Students should use all of class time to work on building the shoe.

Day Three:

Work Day: Students should continue to build their shoe. Their goal is to have what looks like a realistic shoe, rather than a wrapped bottle, by the time class is over.

Day Four:

Learning:

1. Introduction: today you will begin to paper mache your shoe.
2. Instructions: Once shoe is built, one layer of paper mache will be added to cover all tag board, tape, newspaper, and visible gaps.
3. Demonstration: paper mache paste will create a hard shell to help finish the form of the shoe. Process:
 - a. Place a newspaper square on your non-writing hand.
 - b. Use two or three fingers of your writing hand to dip into the paste. There is a fine line between not enough paste, and too much paste.
 - c. Apply paste to both sides of the newspaper.
 - d. Smooth wet newspaper onto your shoe. Pieces should overlap each other and completely cover the sides and top of the shoe. Pieces can overlap slightly onto the bottom, but most of the bottom will remain empty tag board.

Production:

1. Pass out newspaper squares and paste.
2. As students are finished with building their shoe, they should paper mache. If time allows, they may add more than one layer.

Day Five:

Work Day: Students should continue to paper mache their shoe. Their goal is to have a layer of paper mache completely covering their shoe. Tag board, tape, and any holes or gaps should be completely concealed.

Day Six:

Learning:

1. Introduction: today you will be giving your shoe a basecoat of paint.
2. Instructions: painting will be completed in two steps. Today, you will be painting the background color for your shoe. Details will then be painted next week on top of the background color. You will have three colors to choose from (white, black, or brown) and the entire shoe will be painted that color. Paint should completely cover all of the newspaper, and be applied in an even coat. Two light layers of paint will cover the newspaper better than one thick one.

Production:

1. Rearrange students to be sitting with other students using the same paint color.
2. Pass out paint supplies.
3. Top and all sides of shoes should be painted so that the newspaper is completely covered. Bottoms of shoes do not need to be painted. If time allows, they may add a second layer of paint.

Day Seven:

Learning:

1. Introduction: today you will paint the colorful details on your shoe.
2. Instructions: you will spend up to 10 minutes drawing a design on your shoe. These details should include lines and shapes to give your shoe a realistic tennis

shoe design. Once design is drawn, you will have the remainder of class to add color to the design. Colors today include the primary and secondary colors.

Production:

1. Pass out paint supplies.
2. Students should use the remaining class time to work on painting the shoe details.

Finished Shoes



Name:					Class:	
Evaluation Rubric		Project: 3-Dimensional Shoe				
Criteria	Point Value				Student	Teacher
	4	3	2	1		
Participation & Effort	Student continued to work until the project was completed to his or her best ability (used class time very well); gave effort beyond the required; took pride in work.	Student completed the project, but it could have been improved with more effort (used most, but not all of available class time).	Student completed the project, but with a lacking level of effort (class time should have been used better).	Student did not complete the project to an adequate level, (class time was used poorly due to absence, time off task, too much talking).		
Planning Process (Observational Sketches)	Sketches show an exceeding level of thought, skill, and an understanding of line, shape and the texture of shoes. All sketches are completed above what was expected.	Sketches show a slightly above average level of thought, skill, and an understanding of line, shape and the texture of shoes. Majority of sketches are completed.	Sketches show an average level of thought, skill, and an understanding of line, shape and the texture of shoes. More than half of sketches are complete.	Sketches show no thought, skill, and any understanding of line, shape and the texture of shoes. Sketches are incomplete.		
Project Requirements (Shoe Construction)	Student built the shoe very realistically; shoe shows thought, and an awareness of 3-dimensional form.	Student built the shoe to a satisfactory level, yet it shows a slight lack of understanding of 3-dimensional form.	Student built the shoe, but showed little evidence of an understanding of 3-dimensional form.	Student built the bare minimum of a shoe, showed no understanding of 3-dimensional form, or the shoe wasn't completed.		
Craftsmanship	Paper mache and painting techniques are beautifully done; neat and even.	Paper mache and painting techniques lack the finishing touches.	Paper mache and painting techniques show average craftsmanship.	Paper mache and painting shows poor craftsmanship; careless, sloppy.		
Creativity & Originality	Shoe design is interesting and unique. Student challenged himself/herself.	Shoe design is ordinary; made decisions referring to a source.	Shoe design is basic and it lacks creativity; based his or her work on someone else's idea.	Student completed project, but showed no evidence of original thought, copied work.		
Totals:						
Comments:					Grade:	