



JULIA FILIP BA3 VAC 3D Construction Shoe

**To Design and Create a 3D Cardboard shoe while exploring drawing techniques using line, tone and form under the theme “Today's shoe”.
With Tony Murphy & Susan Lynch**



Learning Outcomes of Brief

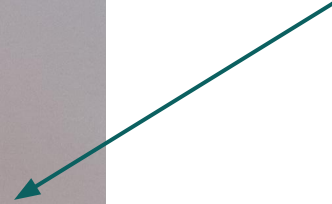
Use drawing to analyse, investigate, plan and record visual information from primary sources.

- Identify relevant and appropriate artists work to support research, design and construction stages as part of the art-making process.
- Deconstruct, simplify and render structure as a set of geometric shapes and forms.
- Experiment with a variety of cardboard material to make three-dimensional forms based on a design plan.
- Be aware of health and safety issues with regard to the use of media, tools and adhesives in a classroom context.
- Explore surface quality and texture through the manipulation of card and other material.
- Employ a variety of joining and assemblage techniques to combine forms.
- Construct a scaled replica of source object using cardboard.
- Propose an outline for a related UoL appropriate to the classroom.
- Record the research, design and construction process in a digital notebook.
- Develop an awareness of cardboard in the context of the environment, recycling, reusability and potential as an art-making medium.





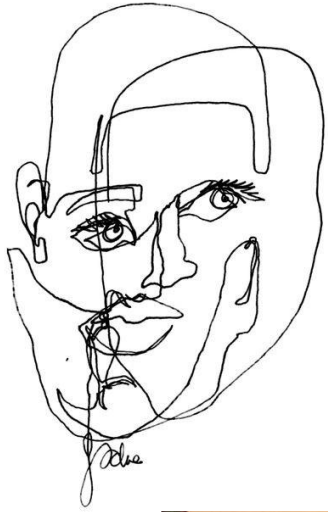
Primary source object



Pablo Picasso

Visual Research

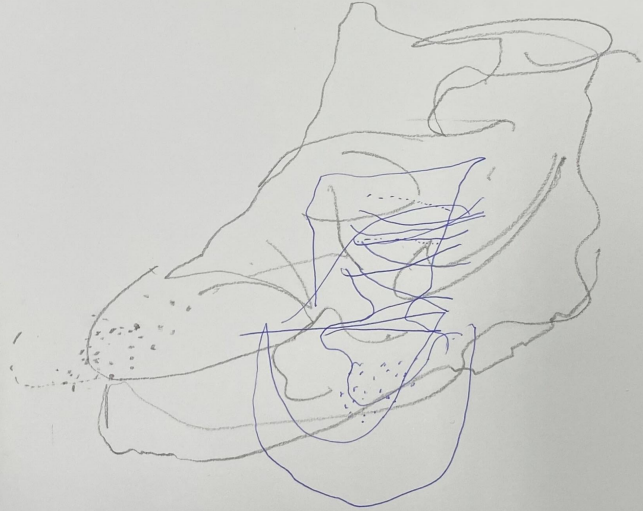
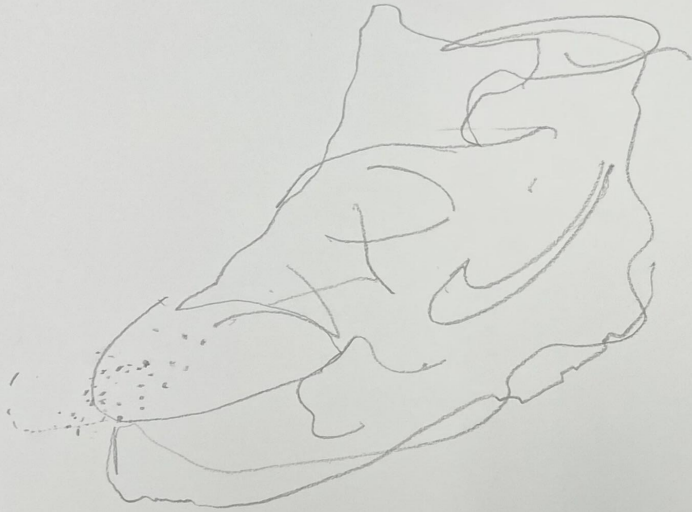
3 min Blind drawing



How ?



Blind 3 min Drawings



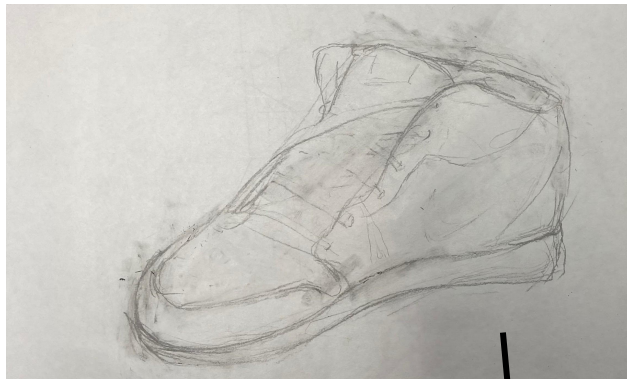
2 blind drawings using LINE

Albrecht Dürer's willow Studies (1493)

Using line to create tone

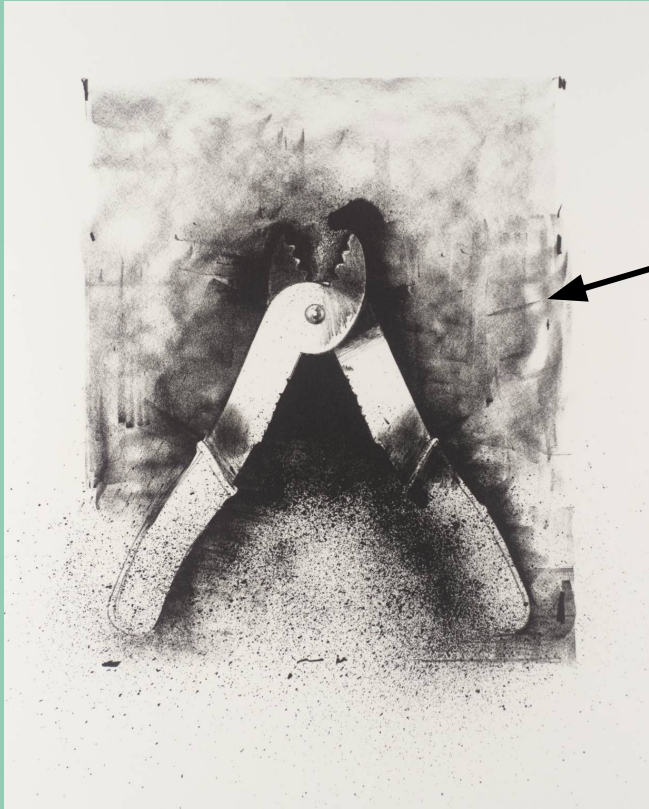


Gestural – Line– Contour – Tone



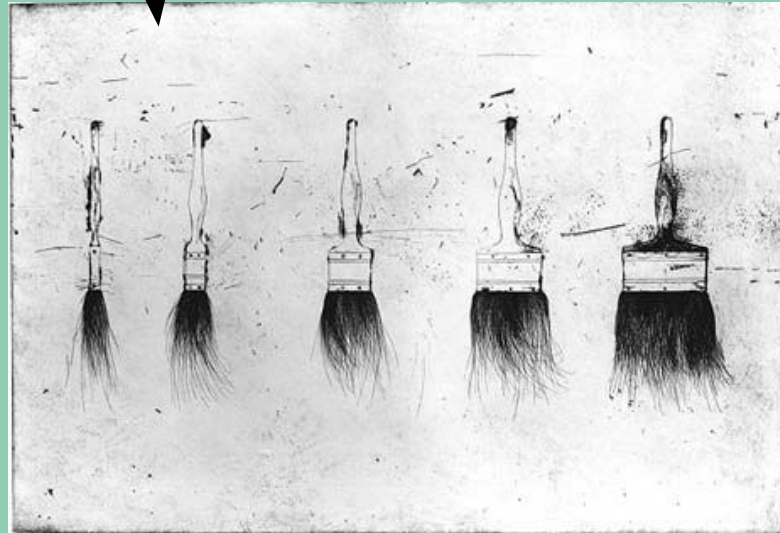
Tone + Form

Support Studies



No Title 1973- Tate

Charcoal and Ink drawings
inspired ink drawings



1973 etching with drypoint



Ink Drawings on different paper



Tone

Charcoal and oil pastel on brown paper



Value



Colour

Wax crayon and ink Subtraction technique



Annotate your plan with key words like : the texture , finish and technique you will use

Design Plan

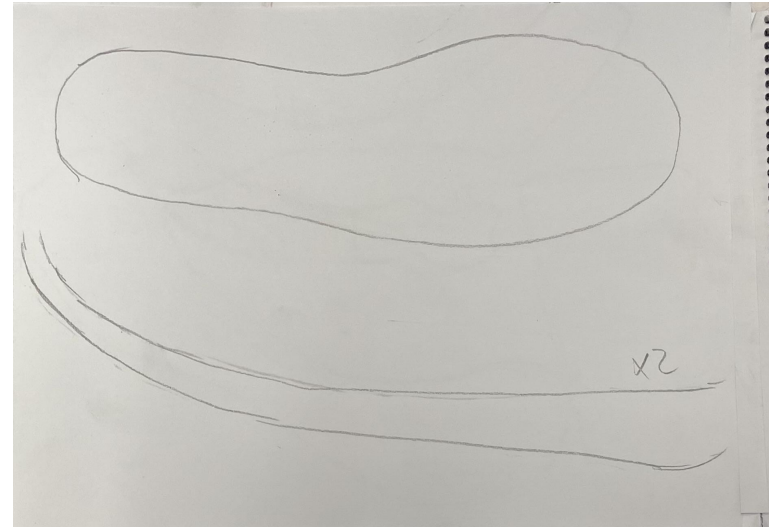
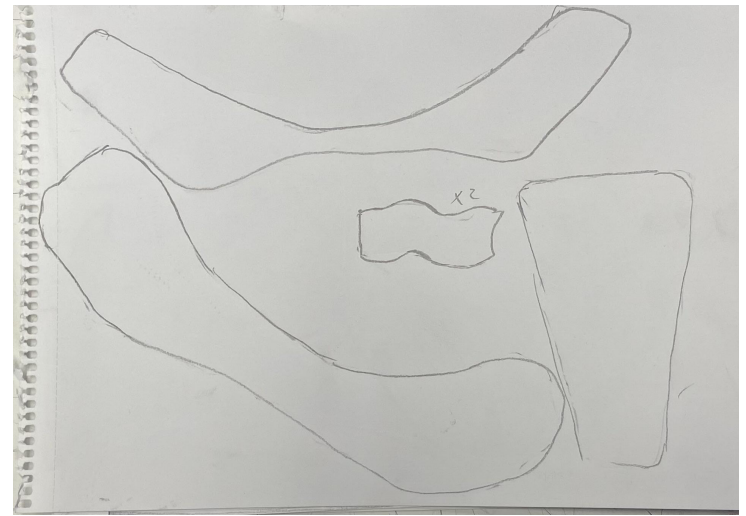
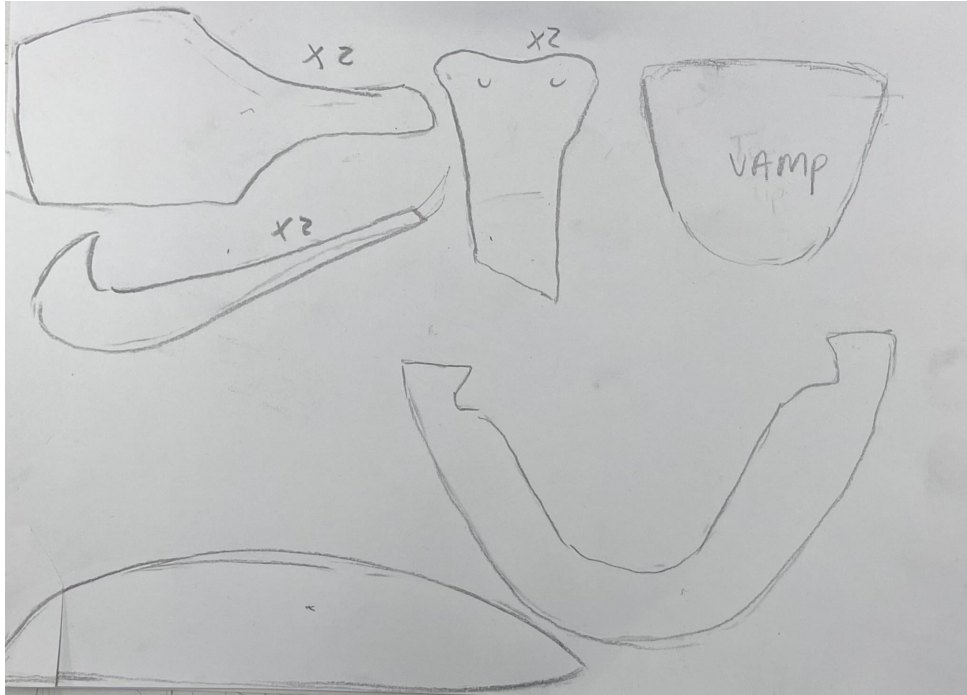


Side View

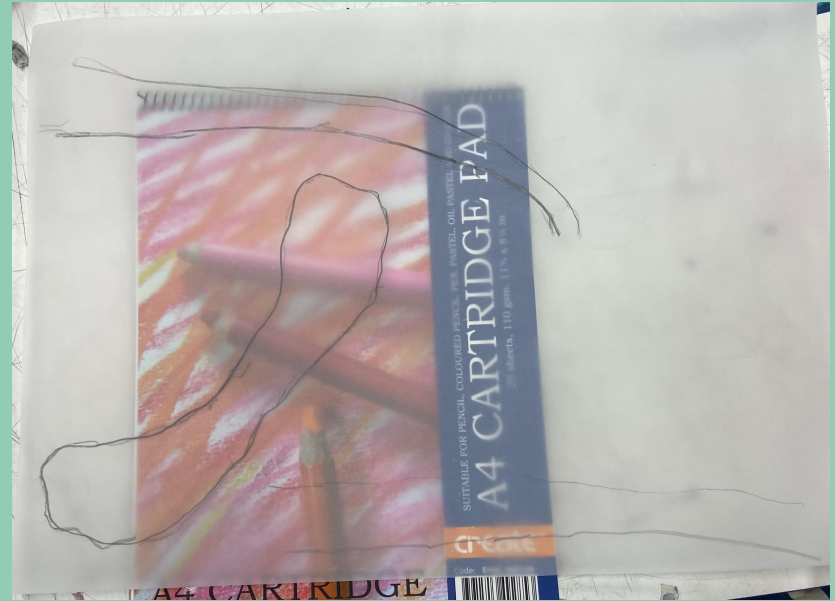
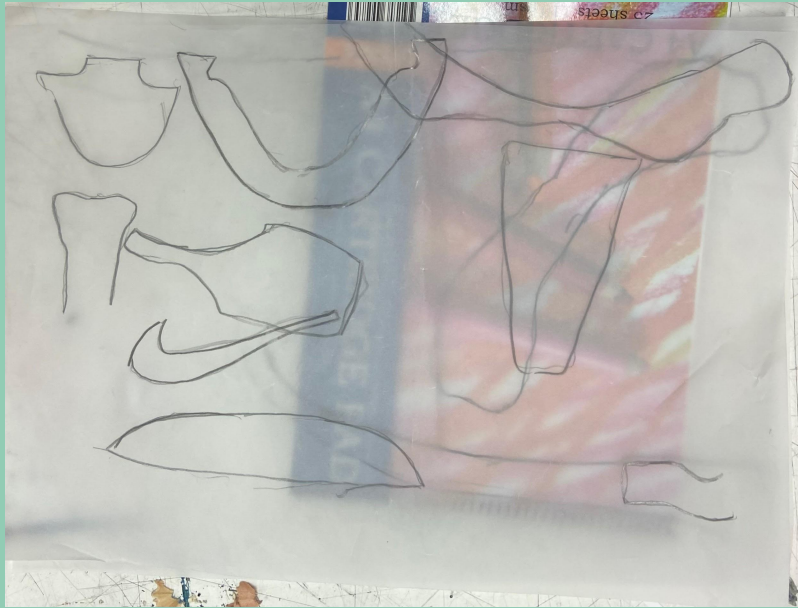


Birds Eye Angle

Templates



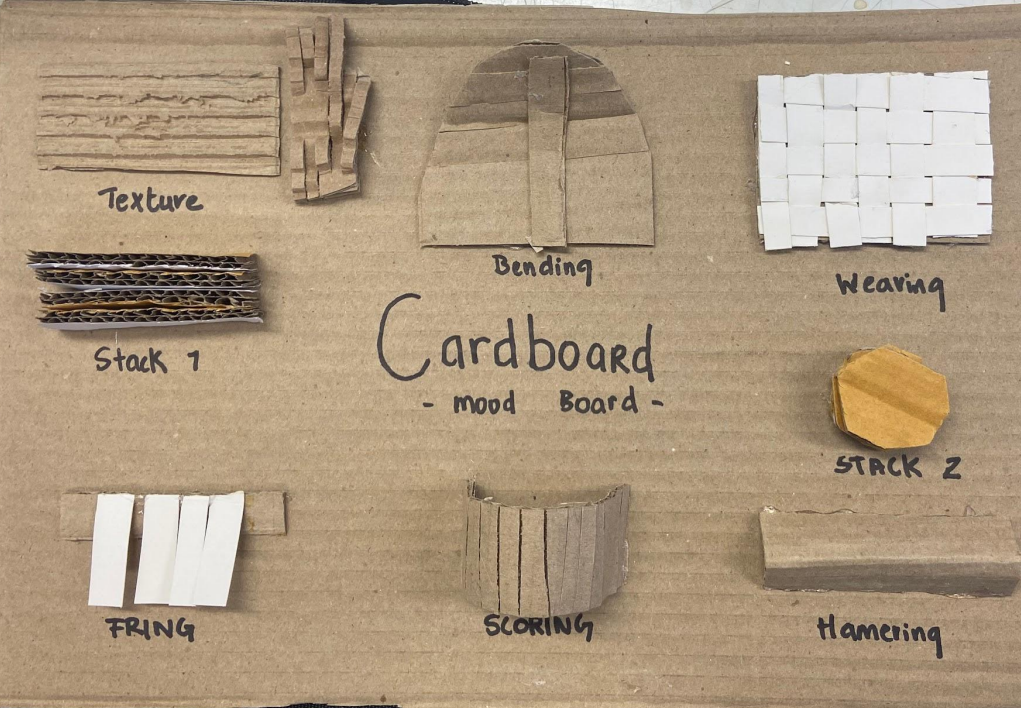
Transferred to tracing paper



Health And Safety - Scissors & Craft Blade

- When passing scissors always pass it by the handle first
- ALWAYS hold the blade down when carrying scissors
- Sit down when working with the scissors and craft knife
- Make sure blade is secure
- Cover/ retract blade when not being used
- Never walk around with an open blade
- KEEP Hands away from the blades



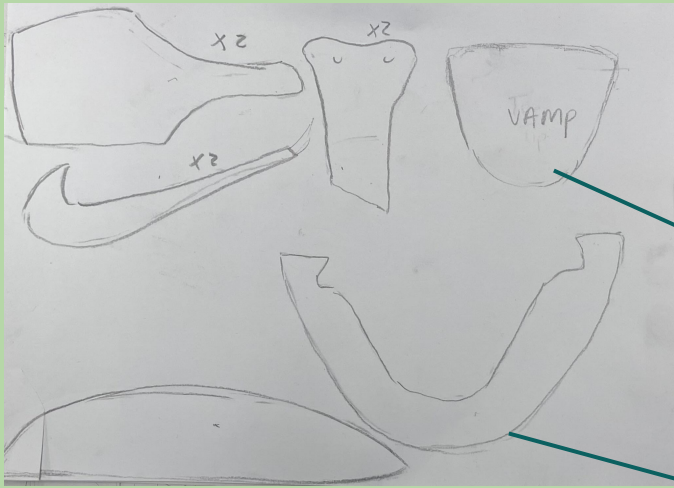


Cardboard Techniques



Design Maquette

Cut out the shapes and stuck them together piece by piece



Used masking tape



Tom burckhardt Support Studies



Black liner outline - illustrative look
(Used this on my Maquette)



Finished Maquette



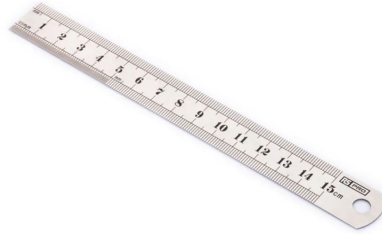
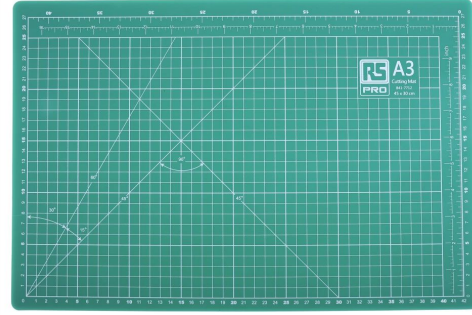
Michael Leavitt Support Studies



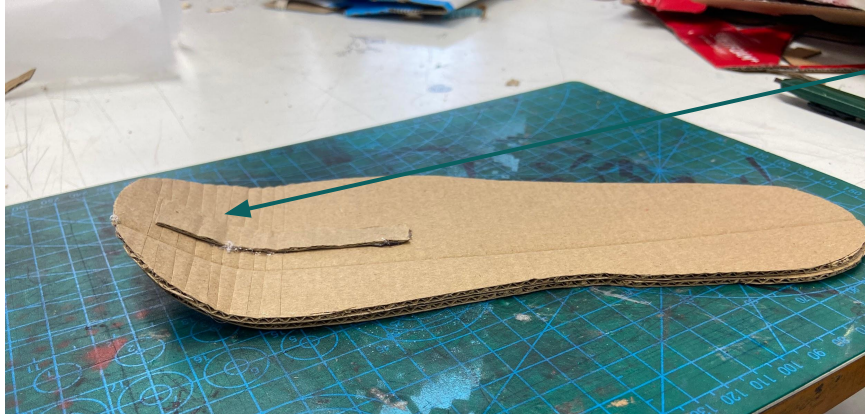
Popular Shoes made out of cardboard



Materials

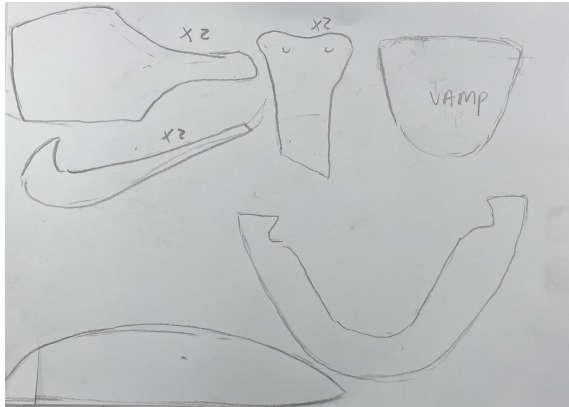


Finalise Cardboard Shoe

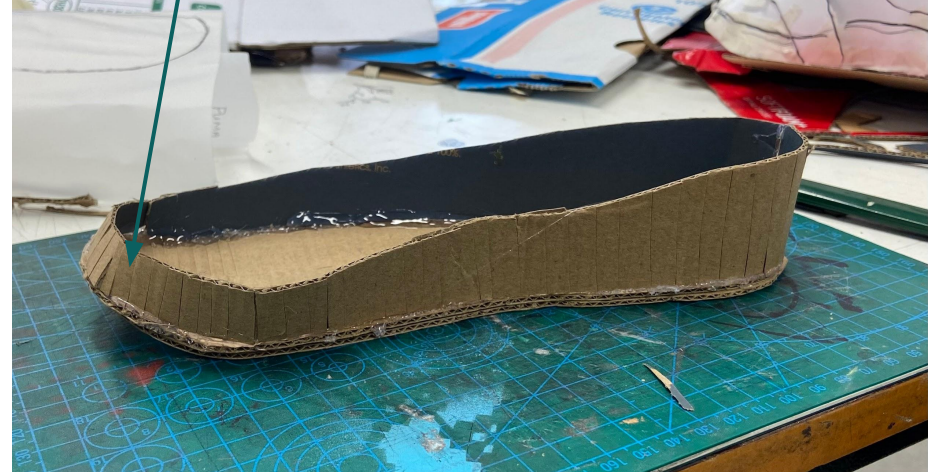


Score and add tab with glue to create a bend

Score for bending technique



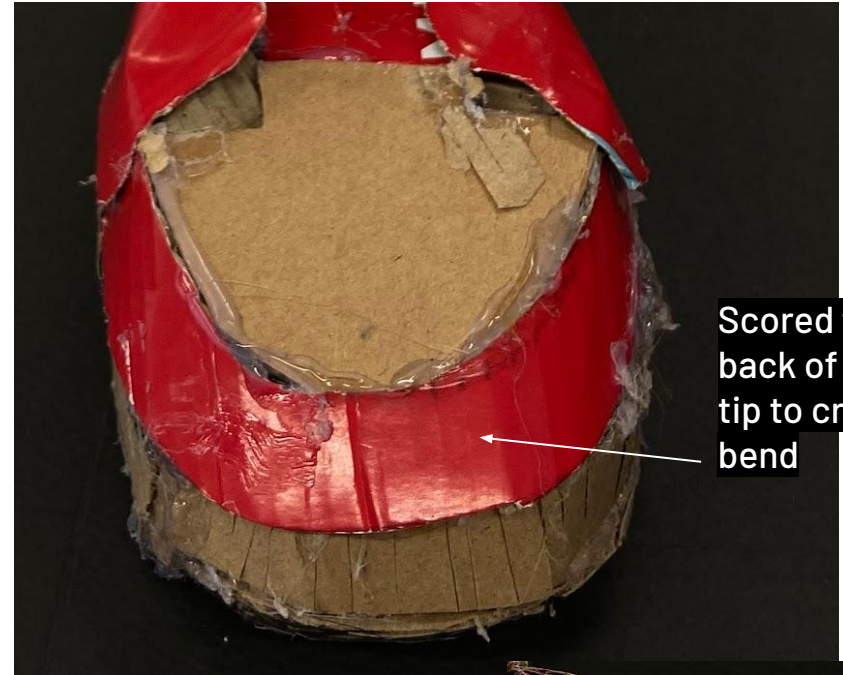
Used templates for cardboard pieces





Hammered down pieces
of thin cardboard + glued
them for laces

Toe was too
square so I
rounded it
using a
hammer and
scoring on a
different piece



Scored the
back of the
tip to create
bend



Varying surface

Shiny
Matte
Scored







SOL: SOL 23: The student brings an idea from conception to realisation.

Key Skills :Being Creative - Implementing ideas and taking action

Being numerate - Seeing patterns, trends and relationships

Aim :

To Design and Create a 3D Cardboard shoe while exploring drawing techniques using line, tone and form under the theme "Today's shoe".

Theme : Today's Shoe

End Product /Art Discipline: 3D Cardboard Shoe

Key Elements to Consider	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Learning Content : "What are we doing today Miss?" What's the NEW learning? AEDP/ SS What's my PitchSell the lesson to me. What are the Keywords?	Using a method of drawing techniques - Blind/ contour / continuous to draw our primary source shoe while looking at line	Using a method of drawing techniques - to continue on with visual Research but introducing new materials link ink / oil pastel from different perspectives	Exploring Tone, texture and form through drawing using media from previous 2 classes	Using our drawing techniques from last class we start to draw our design plan creating templates for our maquette	Making their maquette using the template pieces while looking at form
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?	VA on the different methods of drawing - have a demo of each type	VA on oil/ ink drawings from different perspectives	Demonstrate how I use media and paper from previous classes to create drawings that incorporate texture and tone	VA on templates and demo how to create them	Demonstrate how I transfer my template pieces on transfer paper and transfer them to paper to use them to create maquette
Support Study Artist: (2) Traditional + contemporary How will the support artist support the learning	Pablo Picasso Blind drawing - used to support their blind drawings + continuous line	Jim Dine ink drawings	Albrecht Dürer cross hatching technique for tonal qualities and a recap on jim Dine and ink drawings for tone	Cobbler artists like Raymond Lewis Wildsmith and the steps and templates they use for their shoes	Chris Gilmour- supports the idea of creating form from paper/cardboard
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	Create a blind drawing / continuous and contour based on their shoe	Student to draw ink + oil pastel drawings from different perspectives	To draw a "final" representation of their shoe using tone and texture for as much visual information + annotate	Design a template for their shoe	Create their maquette from paper templates using masking tape
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to assess the learning?	Create a blind drawing without looking at the shoe + Contour drawing of the object and continuous line	Students have a range of oil/ink drawings from a range of perspectives = SIDE, FRONT, BIRDS EYE....	Students are able to draw a picture using the AEDP - line, tone, form and texture + annotate their work	Have a set of templates for the different parts of their shoe	Have a paper maquette of their shoe .

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Key Elements to Consider	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11	LESSON 12
Learning Content : <i>"What are we doing today Miss?"</i> <i>What's the NEW learning? AEDP/ CS</i> <i>What's my PitchSell the lesson to me.</i> <i>What are the Keywords?</i>	Introduction to cardboard and its qualities . Looking at texture and the different forms we can create.	Create a cardboard "mood board" To show a variety of different cardboard techniques	To start on the final cardboard shoe specifically the sole and edge (Base)	Continue with construction of the shoe and moving onto the toe and , heel and quarter	Finalise construction of the shoe by adding the tongue and any extra accessories ie laces , holes ...	Compile together their sketchbook using all the visual research and support studies artists they have with experimentation of the cardboard	Have a mini exhibition while evaluating out cardboard shoe boxes
Teacher Activity: (TA) <i>Demon/ Board/ Visual Aids</i> <i>What do I need to do /show/tell?</i>	VA on cardboard mood board and the different forms it can take	Demonstrate how i put together a mood board using variety of cardboard techniques	How to start on my base and techniques used + H&S precautions	Demonstrate how I would attach specific parts	Demonstrate how to add "laces" or clean up the shoe.	Demonstrate how to make their own cardboard sketchbook using paper and staples and the layout I want	Demonstrate the critical language used to evaluate an artwork
Support Study Artist: (2) <i>Traditional + contemporary</i> <i>How will the support artist support the learning</i>	Chris Gilmour- Form he creates - everyday objects	Chris Gilmour- Form he creates - everyday objects the use of texture and which techniques he uses to create it.	Michael Leavitt- support and encourage students to create cardboard shoe	Michael Leavitt- specific to the parts we are working on	Michael Leavitt- specific to the finish of the shoe	Jim Dine + Leonardo da Vinci's notebooks	Use Chris Gilmour's work as a way to demonstrate how I use critical language to evaluate his work
Student Activity: (SA) <i>What tasks do students need to do?</i> <i>How will I differentiate /scaffold these tasks?</i>	Create at least one new cardboard texture/ construction	To create a mood board using a variety of cardboard techniques for testing out	To start on the base and edge of the shoe	Attach the toe and , heel and quarter to the base of the shoe	Students to add last bits of the shoe and finalise the finish of the shoe	Compile their visual sketchbook using visual research and cardboard techniques + Support study	Students evaluate each others work using the critical language word bank while taking note of the assessment
Success Criteria/ Evaluation <i>What does success in the learning look like?</i> <i>What assessment strategies will I use to assess the learning?</i>	Have one new texture/ construction and that be an amalgamation of the ones I showed	Mood board with cardboard techniques = Scoring , stacking , hammering...	Using different techniques student have sole and edge completed	Attach the toe, heel and quarter and add texture to one of the parts.	Have completed finished cardboard shoe with extra accessories.	Completed Visual Sketchpad	Students complete a exit ticket that assess their learning based on drawing/ cardboard techniques +Support artists