

# These Shoes Are Made for Painting Grades 9-12



Nike Romaleos 3 'Prism' Custom Painted Weightlifting Shoes  
B Street Shoes:

<https://bstreetshoes.com/collections/custom-nike-sneakers/products/nike-romaleos-3-prism-custom-painted-weightlifting-shoes>

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## Introductory Information:

- October 10<sup>th</sup>, 2018
- Title: These Shoes are Made for Painting
- Grades 9-12
- Class: Painting Foundations
- Class size: 20-25 students
- Length of Class Period: 1 hour
- Lesson Topic/Description: In this lesson, students will challenge conventional painting of a flat canvas by designing a repurposed pair of shoes, referencing visual culture, pop art and their own aesthetic interests.

## STAGE 1: DESIRED RESULTS

### A. ENDURING UNDERSTANDINGS:

- Students will understand how the objects they wear can represent their personality, relationships, imagination, culture, or values.
- Students will understand the ways art and visual culture can overlap.
- Students will understand that artists can recontextualize the norm or accepted ways of creating.

### B. ESSENTIAL QUESTIONS:

- How does the way I present my body relay information about my internal self?
- How does the meaning of art change if it does not exist flat on a wall?
- What is the relationship between aesthetic design and function?

### C. STATE STANDARDS ADDRESSED:

- **Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts
- **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- **Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and

architecture were and are created, and, when appropriate, interpret their meanings.

- **Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

#### D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will consider how they currently choose what to wear on their feet.
- The students will explore how art has infiltrated into fashion.
- The students will draft a variety of designs that decorate the surface area of a shoe of their choice.
- The students will contemplate how their composition can reflect themselves.
- The students will prepare, decorate, and protect a pair of shoes for the purpose of wearing.
- The students will contribute in dialogue about the successes of the final shoe paintings with their peers.



Ortega-Roberts, D. (2008, September 12). Make It: Painted Shoes. Craftstylish. Retrieved from <http://www.craftstylish.com/item/9241/make-it-painted-shoes>.

## **STAGE 2: ASSESSMENT EVIDENCE**

### **A. PERFORMANCE TASK OR FINAL PRODUCT:**

The final product will be a wearable work of art to be worn on the artist's feet. A successful pair of shoes will communicate who the artist is, whether that is their personality, views, background, or interests. The artists will consider the surface of the shoe and utilize its structure, but also creatively recontextualize its aesthetics. The students will reference other examples of painted shoes, but will challenge themselves to produce an innovative design.

### **B. CONTINUUM OF ASSESSMENTS:**

- Students will consider what aspects of themselves they want to display on their shoes. Before attempting to paint their 3D shoe structure they will draft colored plans. A variety of ideas will be evidence of contemplation and thoughtful thinking. With the help of peers and instructor, students will contemplate which design exhibits the individual's purpose and develop strategies for how to translate the idea to a pair of shoes.
- If students find the confines of an already made shoe too limiting, students can propose a plan to create their own surface and structure for their wearable shoe. They will explain their rationale for a personally constructed shoe and back up their proposal with a plan of action and purpose.
- Students will problem solve the variety of challenges they may face due to the new painting surface.
- Upon completion, students will write a description of their shoe as if the product would be released to the public, similar to a sales pitch. The written accompaniment to the shoes will comment on the aesthetic elements and presentation of the artist's self.
- The written and painted shoes will be presented to the class for the purpose of a productive dialogue.
- The students must wear their shoes during the last class to provide evidence of wearability.

## **STAGE 3: LEARNING PLAN**

### **A. MATERIALS AND EQUIPMENT:**

- Old shoes (or recycled materials to create a pair of shoes)
- Painters Tape
- Pencil

- Primer (ex. gesso)
- Newspaper
- Acrylic paint
- Acrylic paint markers
- Paint Brushes
- Water proofing Spray or clear acrylic finish

## B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

B Street Shoes. (2018). Retrieved from <https://bstreetshoes.com>.

Berlinger, M. (2017, October 5). See the Hottest Art-Inspired Looks to Hit the Runways for Spring 2018. *Artnet news*. Retrieved from: <https://news.artnet.com/art-world/art-fashion-spring-summer-fashion-week-1105514>.

Bilemjian, T. (2014, August 13). Five Pop Artists who have influenced the Fashion World. *Büro*. Retrieved from <http://www.buro247.me/fashion/trends/five-pop-artists-who-influenced-fashion.html>.

Boone, A. (2017, September 12). What Happens when Pop Art meets High Fashion? *Milk.xyz*. Retrieved from <https://milk.xyz/articles/what-happens-when-pop-art-meets-high-fashion/>.

Dačić, A. (2015, November 7). The Impact of Pop Art on the World of Fashion- From Art to Industry and Back. *Widewalls*. Retrieved from <https://www.widewalls.ch/pop-art-fashion-industry/>.

Harness, J. (2013, February 27). 14 Hand Painted Geeky Shoe Designs. *Mental Floss*. Retrieved from <http://mentalfloss.com/article/49095/14-hand-painted-geeky-shoe-designs>.

Jumpstart. Activities with Kids – Painted Canvas Shoes. Retrieved from <http://www.jumpstart.com/jumpstartmoms/articles/activities-with-kids-painting-canvas-shoes>.

Mulder-Slater, A. Painted Shoes. *Kinder Art*. Retrieved from <https://kinderart.com/art-lessons/painting/shoes/>.

Vans. (2018). Vans Custom Culture 2018: Create Winning Shoes. Retrieved from <https://customculture.vans.com/cc/static/customculture/doc/vcc-2018-lesson-plan.pdf>.

C. VOCABULARY WITH DEFINITIONS:

Visual culture: Images that infiltrate consumerism, i.e. media or products and represent social values

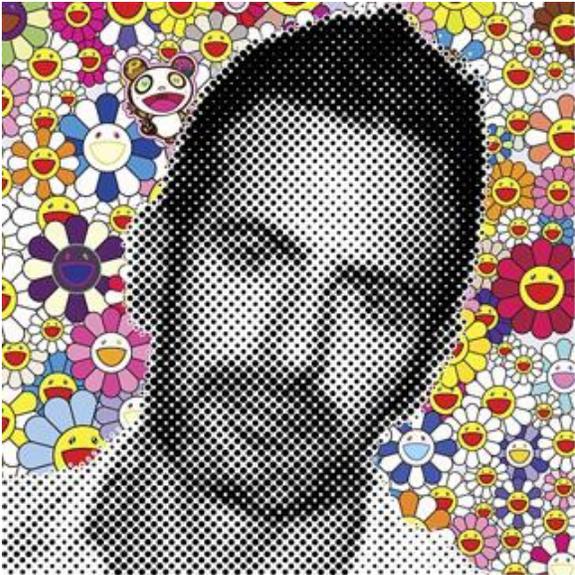
Composition: The placement of parts within an artworks' whole structure

Expression: The ways an artist metaphorically exemplifies emotion

Pattern: A repeated design or set of shapes

Symmetry: The position of parts that reflects a repeated mirror image along an axis

Asymmetry: Two sides that are not of equivalence



Takashi Murakami Products (Bilemjian, 2014)

#### D. TEACHER INSTRUCTION:

- The teacher will start the class by asking each individual to cover their eyes and take off their shoes. The teacher will gather everyone's shoes in a line at the front of the classroom.
- Once all shoes are placed in a line, the teacher will instruct the students to open their eyes and come to the shoes.
- The teacher will go down the line one at a time asking the group, "What feelings do you get from this pair of shoes?" If the classroom allows, she will write the class's responses above the pair of shoes.
- For each shoe, the teacher will follow up with "What does the design of the shoe tell you about the person who wears or owns it?"
- Depending on the talkative nature of the class, the teacher will break the class in half for this discussion, for times sake.
- After every pair of shoe has been talked about, the teacher asks the group to determine whose shoe is whose. This can be done as a voting tally.
- The students put their shoes back on, go back to their seats and the teacher asks the class, "How do you decide what shoes you like?" The teacher will walk around listening to the discussions.
- The teacher will define visual culture then ask the groups to discuss "Are you influenced by visual culture or others?"
- The teacher will then direct the students' attention to the projector. The teacher will show fashion garments next to works of Andy Warhol, Roy Lichtenstein and Keith Haring.
- The teacher will comment on the pop art movement and explain the infiltration of pop art imagery in consumerism and high fashion.
- The teacher will ask the students "What does the inclusion in consumer culture say about pop art?" and "What does it say about the associated brands?"
- The teacher will then show fashion and art comparisons of Takashi Murakami and Yoyoi Kusama. The teacher will explain how these contemporary artists still comment on pop art within their work, despite the time period. The teacher will ask the students "Why do you think this imagery continues to exist within fashion products?"
- The teacher will then also show the Oscar de la Renta line, which exhibits the designers' interpretation of pop art.
- The teacher will then transition to examples of painted shoes.
- The teacher will show a variety and for every couple ask the class, "What feelings do you get from this shoe? Or What does the design of this shoe tell you about the person who wears it?"
- The teacher will reference shoes that show art influences and visual culture influences and point out the difference. The teacher will also show graphic shoes and comment that you can still get an understanding of personality from them. The teacher will show B Street Shoes' website.

- The teacher will then introduce the student's assignment.
- The teacher will pass out a summary of expectations. The teacher will allow for any questions.
- On the board, the teacher will read questions for the students to ponder as they brainstorm ideas. The questions will be split into two columns, one labeled "Things to think about for design" and "Things to think about when choosing a shoe."
- The "Things to think about for design" column will have questions such as: What do my shoes say about me? What kind of shoes do I typically wear? How can I use all aspects of the shoe as a new form of canvas? What visual culture catches my eye? How can I use imagery to represent my personality, relationships, imagination, culture, or values?
- The "Things to think about when choosing a shoe" column will have questions such as: What shoes do I have access to? What type of shoe allows for a space for my design? How does the structural design of a shoe say something about me as an individual? Is the readymade shoe limiting my ideas?
- The teacher will let the students know that they have an exit ticket to fill out before they can leave.
- The exit ticket will list the following prompts: Describe the pair of shoes you have that you think you can use. Describe the shoes you can and want to buy. The size shoe you wear. Comment here if you do not think you have or do not want to buy shoes and need the teacher or your classmates help you. If possible, I would like them to look like. Comment here if you think you have extra shoes that you can bring in and what size they are. Comment here if you have another idea for your structure and wish to not use an already made shoe. At the bottom, the teacher will write "Email if any of the above changes."
- The teacher will do their best to accommodate for all financial statuses of their students by communicating with the school community about shoe donations and taking time to go to thrift stores to search for shoes of students who cannot provide them. The teacher will also utilize students with extra means who may have shoes to donate to their classroom community.
- The teacher will then, time permitting, allow the students to start sketching.
- The teacher will let the students know that they must present a variety of color filled designs to the teacher before they can begin.
- During class two or three students will meet with the teacher to discuss their plans.
- The teacher will do a demonstration on a variety of ideas for shoe design including prepping with gesso, taping soles and designs, designing with pencil, and then layering of acrylic.

- Throughout the course of the project, the teacher will have individual conversations with students about progress and problems they may be having, but also encourage peer feedback.
- The last class of the assignment, the teacher will lead a discussion about final products and written pitches.
- The teacher will guide students to match pitches to the shoes that are described.



Roy Lichtenstein products (Bilemija, 2014)

#### E. QUESTIONS TO GENERATE DISCUSSION:

- What do your shoes say about you?
- What kind of shoes do you typically wear?
- How can you use all aspects of the shoe as a new form of canvas?

- What visual culture catches your eye?
- How can you use imagery to represent my personality, relationships, imagination, culture, or values?
- What type of shoe allows for a space for design?
- How does the structural design of a shoe say something about an individual?
- What is the impact of art's infiltration into visual culture?
- How do each of the shoes come in conversation with each other?
- Should the shoes be the same or different? Or what would be more successful asymmetry or symmetry?
- What is the impact of wearing your art?
- How can painting styles communicate emotion?
- How can color communicate emotion?



Courtesy of Getty for Vans. (2017) Customized shoe styles by Parker High School, grand prize winner of the 2017 Vans Custom Culture contest. Retrieved from <https://footwearnews.com/2017/focus/athletic-outdoor/vans-custom-culture-2017-winners-sneaker-design-contest-370251/>.

#### F. LEARNING ACTIVITY:

- Students will participate in a conversation led by the teacher about the shoes they are wearing.
- Students then discuss in groups how they decide what shoes to wear.

- Students then comment about pop art, art influences on visual culture, and painted shoes specifically, through a powerpoint produced by the teacher.
- Students will ask questions about the expectations of the assignment introduced to them.
- Students will think about the project and how they want to accomplish it.
- Students will be given questions to think about which they can respond to in their sketchbook.
- Students will complete an Exit Ticket at the end of the first class in order to let the teacher know about their needs for shoes and explain where their thoughts are at the moment.
- Students will sketch and work out their ideas within a sketchbook using color.
- Students will be required to produce multiple ideas for discussion.
- Class two may need to be a sketching day based on students needs and shoe retrieval.
- During class two or three students will meet with the teacher to discuss their plans.
- Some students may propose a plan to create their own surface and structure for their wearable shoe. They will explain their rationale for a personally made shoe and back up their proposal with a plan of action and purpose.
- At the start of the fourth class (at the latest), all students should be starting to work on their shoe.
- At the end of the assignment, students will write a description of their shoe as if the product would be released to the public, similar to a sales pitch. The written accompaniment to the shoes will comment on the aesthetic elements and presentation of the artist's self.
- Students will wear their shoes on the last class and participate in a discussion of both products and written accompaniments.

#### G. . DIFFERENTIATION:

The teacher will provide handouts for English Language Learners of the slides, so that they may be able to reference them later on when thinking about their ideas. The teacher will also list out the steps with pictures of the demonstration that shows priming, tape usage and paint application. The expectations sheet can be translated into the language individual students speak so they know exactly what is expected of them. The teacher will utilize the internet and speakers of such languages to produce the document. The teacher can provide visual culture examples within fashion of students' cultures, in addition to the one's listed above.

Autistic students have the option of a more simplified surface, such as a pre-drawn shoe on paper. They may also be given a pair of shoes rather than having to articulate their purposes for explaining meaning through shoe structure. Autistic children could be given a premade paint palette. Children will be provided the opportunity to take sensory breaks. Conversations about plans will be more simplified and perhaps be more teacher-driven. Autistic students may be exempt from the written part of the summative assessment.