



Developed with Lenore Chandler, St. John Lutheran School, Glendale, WI

# Designer shoes

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Time: 3-4 class periods,  
approx. 45 min. each



## 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.

## 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 and design are everywhere, including everyday objects such as toasters, chairs, smartphones, cars, clothes, and shoes. There are careers for artists, and in this activity, students will get 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?

Start by showing students images of past and present shoes from various countries. How have styles changed? How does culture influence shoes? Why do the shoes look the way they do?



## 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

# Instructions

- 1 Give each student a 9" x 12" sheet of drawing paper and ask them to design three different shoes.
- 2 After shoes are designed, have students color their drawings with markers and colored pencils. Black permanent marker can be used to add details such as buttons, lace, and shoestrings.
- 3 Each student should choose one of their shoe designs for their final product.
- 4 Then, have students create shoe forms using wire mesh and plaster tape or provide premade shoe forms. Once dry, have them paint their forms with white tempera paint or primer.
- 5 After the initial paint dries, have students draw their chosen designs on the shoe forms.
- 6 Then, let them use various paints (glitter, fluorescent, metallic, acrylic, etc.) to create visual interest.
- 7 Let them add other materials to further visual appeal, such as buttons, lace, and shoestrings.



## Creating shoe forms

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

## Materials list

- Nasco Washable Tempera Paints, set of 12 pints ([9728017](#))
- FolkArt® Metallic and Glitter Multi-Surface Acrylic Paint Set ([9742839](#))
- Nasco Tempera Fluorescent Paint, Pints, set of 6 ([NE20156](#))
- PRANG® Art Markers, set of 12 ([9730406](#))
- Sharpie® Industrial Black Marker - Fine Point ([9720900](#))
- 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 ([9717899](#))
- Aleene's® Original Tacky Glue®, 8-oz. bottle ([9702900](#))
- Nasco Budget White Sulphite Drawing Paper, 9" x 12", 500-sheet ream ([9700928](#))
- LYRA® Rembrandt Art Design Drawing Pencils, set of 12 ([9728443](#))
- Jack Richeson Paint Trays, pkg. of 10 ([9725698](#))
- Armature Wire - 25-ft. Roll ([9714410](#)) and Nasco Plaster Modeling Tape ([9713751](#)) to create a shoe form. You can also go to a local outfitter's store and ask for enough shoe packing inserts to supply your classroom.