



The Sole of Art: Shoe Design

Project 4: Shoe Design

Unit Objective: To design and create a patterned shoe design.

Students are evaluated on process, participation as well as end-product.

**lessons and assignments may be subject to change due to teacher's discretion*

Unit wiki: <http://curkovicartunits.pbworks.com/w/page/39488368/The-Sole-of-Art>

Area of interaction focus (AOI) Which area of interaction will be our focus? Why have we chosen this?	Significant concept(s) What are the big ideas? What do we want our students to retain for years into the future?
Health and social education Students look at issues that exists in human societies and particularly how fashion can create and divide social structures. Fashion can also reflect identities and be an extension of one's personality.	Fashion and dress signify identity and impact perceptions.

MYP unit question
How are appearances interpreted and misinterpreted?

Approaches to Learning:
Organisation, Thinking & Reflection

Class wiki link: <http://tinyurl.com/4x89qlm>

Week 1 - Introduction

-What do your shoes say about you? Discuss and record notes in your developmental workbooks.

-Review Unit Question & Significant Concept

-view video <http://vimeo.com/11222602>

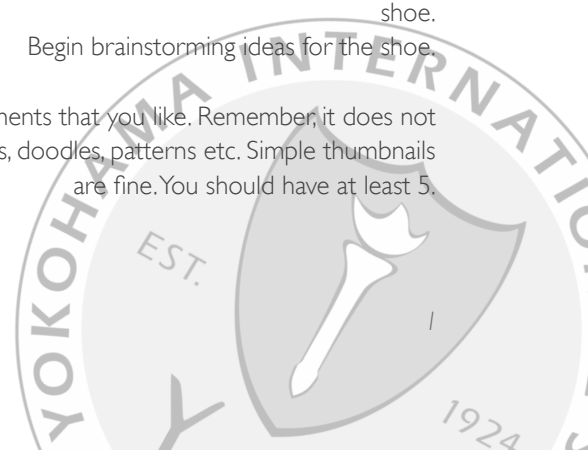
What are your thoughts regarding these sneaker artists? Do you think they are "artists"? Where do you think they get ideas or find inspiration? Record notes in workbooks. If you are not a good drawer, what elements could you include in your design?

What design elements could you use to reflect your personality? We will brainstorm this as a class (example: line, font, text, graffiti etc)

Task: You are a shoe remixer. You will create a client profile. Your client's shoe design should reflect their personality. You must consider their gender, their age, their likes/dislikes etc when designing their shoe.

Begin brainstorming ideas for the shoe.

Homework: In your workbooks, search for and record elements that you like. Remember, it does not need to be a drawing (but could be). It could be words, fonts, doodles, patterns etc. Simple thumbnails are fine. You should have at least 5.



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Week 2

View Vans Custom Culture site <http://www.vans.com/customculture/>

Styles (view via class wiki):

Zentangles, Patterns, [Chris Piascik](#), [Buff Monster](#), [Kenneth Do](#), [Mike Perry](#), [KipiKaPopo](#),

Record some designs in your developmental workbooks.

Homework: Continue recording design elements.

Week 3 -

Plan: Remix your shoe (uwabaki slippers)

How is it unique to you?

Students begin creating designs on their planning sheets. Share these with your peers for feedback.

Homework: Complete the plans for your shoe.

Week 4 & 5

Create your shoe design.

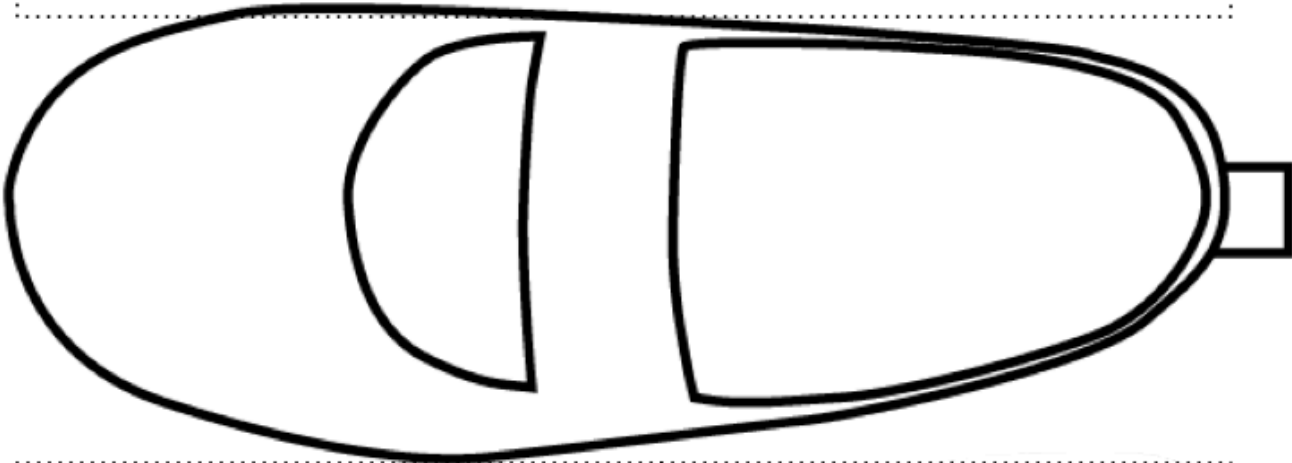
Week 6 - Presentation & Reflection

Present & Reflect on your shoe design



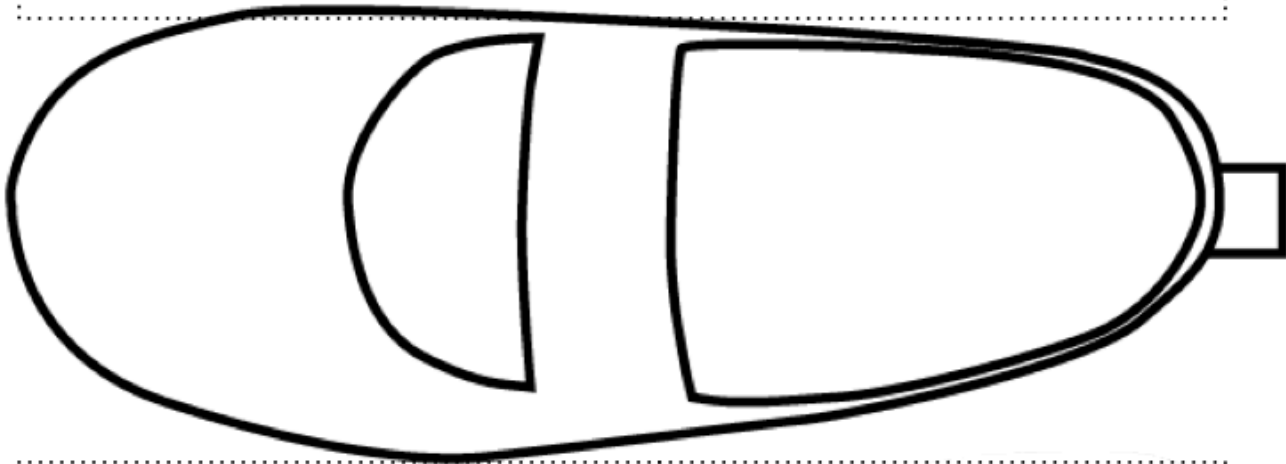
You should have completed your brainstorm and thumbnail sketches to develop some ideas. Now you have to try organising them onto the shoe. You should experiment with the design and the layout. Create 4 designs. Feel free to do more if you wish. You only need to colour the best one you have selected.

Right side of shoe

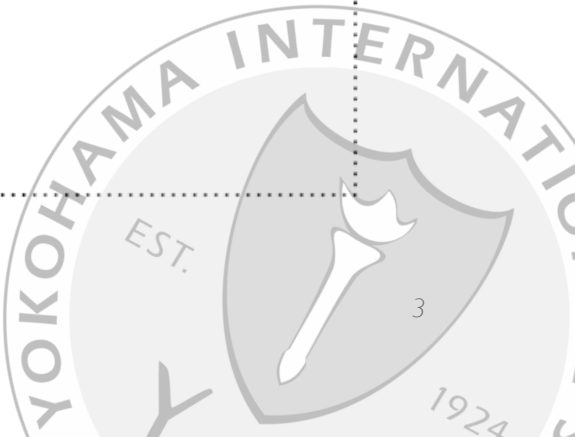


Left side of shoe

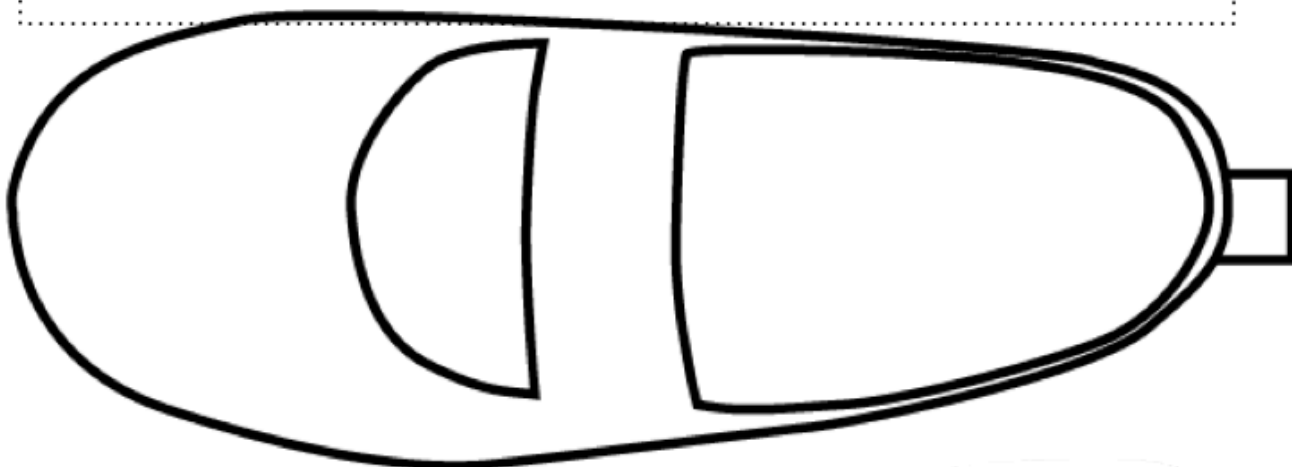
Right side of shoe



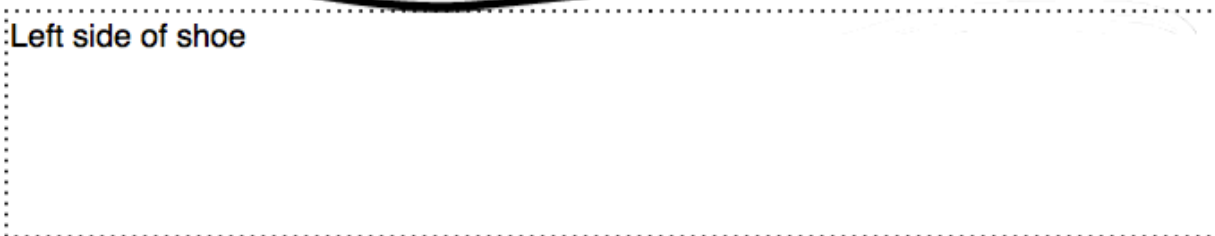
Left side of shoe



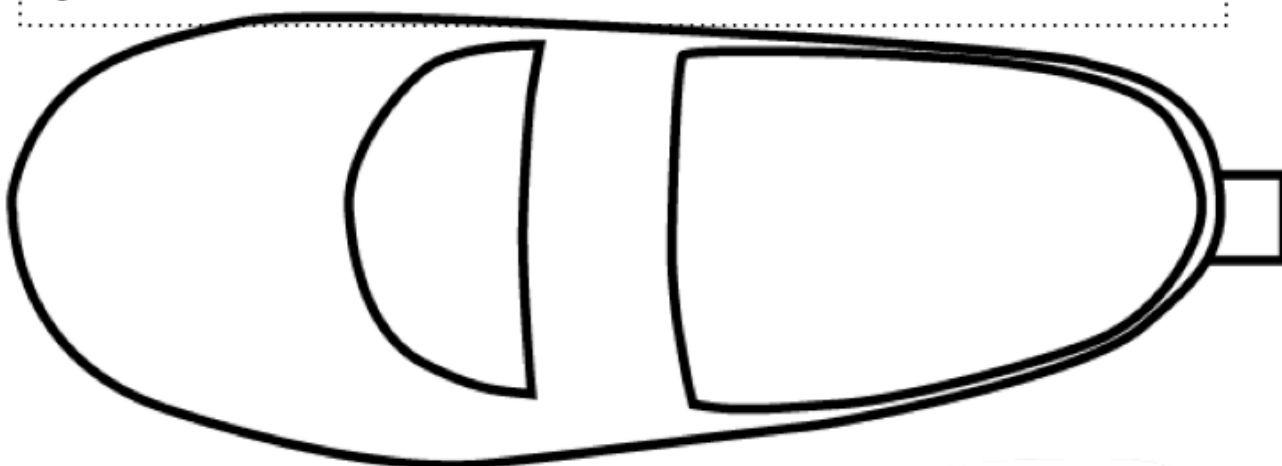
Right side of shoe



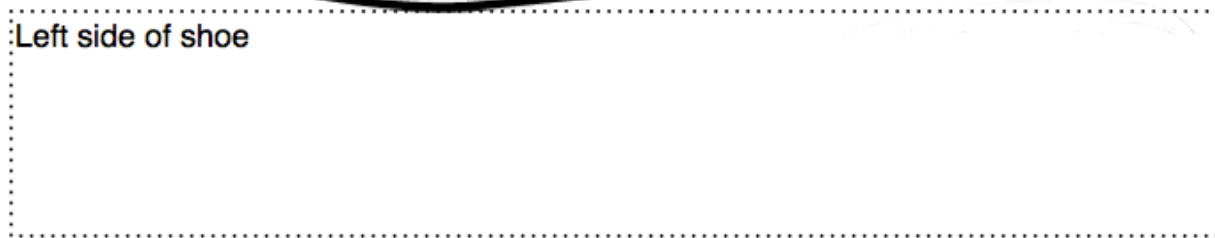
Left side of shoe



Right side of shoe



Left side of shoe



The Sole of Art: Shoe Design- Reflection

You will need to include an artist statement/self reflection with your piece.

In paragraph form, please include the following information as well as key vocabulary used in class.

1. Describe your shoe design and your inspirations. What identity are you trying to convey? (Who are the shoes intended for? etc)
2. What areas have been easy or challenging?
3. Describe the strengths and weaknesses in your work.
4. If you had to repeat this project, what would you improve on, do differently and why?

Name:	Class:
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Grade 6 Project 4: Shoe Design

MYP Unit Question: How are appearances interpreted and misinterpreted?
Significant Concept: Fashion and dress signify identity and impact perceptions.

Level 0	Level 1-2	Level 3-4	Level 5-6	Level 7-8	Level 9-10
Knowledge & Understanding (as evident in sketches and plans)					
The student does not reach a standard described by any of the descriptors listed.	<p>A1: The student shows limited awareness of shoe design.</p> <p>A2: The student shows limited ability to relate some of the contexts and processes to influence their own work (doodles, zentangles, pictures, patterns etc.).</p> <p>A3: The student is able to develop a limited ability to relate their research and plan to their final work.</p>	<p>A1: The student shows satisfactory awareness of shoe design.</p> <p>A2: The student has a satisfactory ability to relate some of the contexts and processes to influence their own work (doodles, zentangles, pictures, patterns etc.).</p> <p>A3: The student is occasionally able to relate their research and plan to their final work.</p>	<p>A1: The student shows good awareness of shoe design.</p> <p>A2: The student has a good ability to relate some of the contexts and processes to influence their own work (doodles, zentangles, pictures, patterns etc.).</p> <p>A3: The student has a general ability to relate their research and plan to their final work.</p>	<p>A1: The student shows excellent awareness of shoe design.</p> <p>A2: The student has an excellent ability to relate some of the contexts and processes to influence their own work (doodles, zentangles, pictures, patterns etc.).</p> <p>A3: The student has an excellent ability to relate their research and plan to their final work.</p>	
Application					
The student does not reach a standard described by any of the descriptors listed.	<p>B1: The student has a highly limited ability to create a design with an audience/client in mind.</p> <p>B1: The student shows a highly limited proficiency in using patterns, line and/or colour etc.</p> <p>B2: The student's decorative skills are highly limited.</p>	<p>B1: The student has a limited ability to create a design with an audience/client in mind.</p> <p>B1: The student shows a limited proficiency in using patterns, line and/or colour etc.</p> <p>B2: The student's decorative skills are limited.</p>	<p>B1: The student is able to create a design with an audience/client in mind in a satisfactory manner.</p> <p>B1: The student shows a satisfactory proficiency in using patterns, line and/or colour etc.</p> <p>B2: The student has satisfactory decorative skills.</p>	<p>B1: The student is able to create a design with an audience/client in mind.</p> <p>B1: The student shows an good proficiency in using patterns, line and/or colour etc.</p> <p>B2: The student has good decorative skills.</p>	<p>B1: The student is able to successfully create a design with an audience/client in mind.</p> <p>B1: The student shows an excellent proficiency in using patterns, line and/or colour etc.</p> <p>B2: The student has successful decorative skills.</p>
Reflection & Evaluation					
The student does not reach a standard described by any of the descriptors listed.	<p>C1: The student shows a limited ability to identify or describe their own progress.</p> <p>C2: The student shows a limited ability to identify either strengths or weaknesses in their own work, and this is often ineffective or incomplete.</p> <p>C3: The student receives feedback in a limited way.</p>	<p>C1: The student is able to give a satisfactory description of their own progress.</p> <p>C2: The student is occasionally able to identify either strengths or weaknesses in their own work, although this may be ineffective or incomplete.</p> <p>C3: The student receives feedback.</p>	<p>C1: The student is able to give a good description of their own progress and identify areas that have been easy or challenging.</p> <p>C2: The student is generally able to identify strengths and weaknesses in their own work.</p> <p>C3: The student receives feedback constructively.</p>	<p>C1: The student is able to give an excellent description of their own progress and identify areas that have been particularly easy or challenging.</p> <p>C2: The student can competently identify strengths and weaknesses in their own work.</p> <p>C3: The student receives feedback constructively.</p>	
Artistic Awareness & Personal Engagement					
The student does not reach a standard described by any of the descriptors listed.	<p>D1: The student shows limited commitment in using artistic processes.</p> <p>D2: The student shows limited curiosity, self-motivation and a willingness to take risks.</p> <p>D3: The student works with peers only with direction or with much encouragement.</p> <p>D4: The student rarely recognizes that art practices and artworks vary from culture to culture.</p>	<p>D1: The student shows satisfactory commitment in using artistic processes.</p> <p>D2: The student occasionally shows some curiosity, or self-motivation or a willingness to take some risks.</p> <p>D3: The student generally works with peers in a positive way, with encouragement.</p> <p>D4: The student occasionally recognizes that art practices and artworks vary from culture to culture.</p>	<p>D1: The student shows good commitment in using artistic processes.</p> <p>D2: The student generally shows some curiosity, self-motivation or a willingness to take risks.</p> <p>D3: The student usually works with peers in a positive way, with little encouragement.</p> <p>D4: The student generally recognizes that art practices and artworks vary from culture to culture.</p>	<p>D1: The student shows commitment in using artistic processes.</p> <p>D2: The student demonstrates curiosity, self-motivation or a willingness to take risks.</p> <p>D3: The student supports, encourages and works with peers in a positive way.</p> <p>D4: The student recognizes that art practices and artworks vary from culture to culture.</p>	