

## Shoes Have Feelings Too

### Middle School (6-8)

**Length:** 4-5 Class Periods

**Content Outcomes:** Design a pair of shoes representing two separate emotions.

#### Objectives/Standards:

- Students will plan a design that functions on a 3-dimensional surface, with various planes and viewpoints.  
**VA7PR.3** Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.
  - a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art.
- Students will recognize that everyday objects can be used for the creation of fine art.  
**VA7MC.1** Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.
  - a. Uses imagination and the elements and principles of design to shape meaningful works of art.
- Students will choose different mediums to work with and integrate these components to make the artwork function as a whole.  
**VA7PR.1** Understands and applies media, techniques, and processes with care and craftsmanship.
  - a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).
  - b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).
  - c. Explores various techniques/processes as well as the properties of art materials in preparation for art making (e.g., drawing, painting, mixed media, printmaking, sculpture, digital art, fiber arts, ceramics, photography, technology based art works, graphic design).

**Motivation:** Discuss how they feel today, felt yesterday, and may feel tomorrow.

**Vocabulary:** Form - In its widest sense, total structure; a synthesis of all the visible aspects of that structure and of the manner in which they are united to create its distinctive character.

Three-dimensional - Having, or appearing to have, height, width, and depth.

Illusion - A deceptive or misleading image or idea.

Surface - The outer or topmost boundary or layer of an object. The material qualities of a surface, as well as its form and texture further determine how it is seen and felt.

Color Scheme - A set of colors that are used in an artwork, and the way they are combined in an artwork; sometimes called a palette.

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated.

## Instructional Strategies:

1. Research works of art that obviously portray a certain emotion, like “The Scream” by Munch, which shows fear.
2. Gather example artworks showing a variety of emotions to show students.
3. Ask the students to bring an old pair of shoes from home or a consignment shop but bring extra shoes for students who forget.
4. Write a list of emotions (enough for each student in your class x2) on a piece of paper and cut each word out and put it in a jar.
5. Show students example shoes.

## Student Procedures:

1. Pick two emotions from the jar (make sure your choices are two different emotions).
2. Draw at least two sketches for each emotion. Think of how you would display each emotion and what materials you will use.
3. Paint on the surface of the shoes, build onto the shoes, cut parts out of the shoes, make a collage, or whatever your design calls for. Be Creative!
4. When finished, give your shoes titles that fit with your emotion.
5. Write an artist statement for each shoe; must be at least one paragraph.
6. Research art movements your shoes might fall under or name your own movement and write on the same sheet as the artist statement.

**Modifications:** Visually impaired students can focus on textures to describe emotions. They can use various fabrics and materials such as sand paper or clay.

Physically impaired students who are not able to work in three-dimension will be able to use a shoe template on paper and color with paint or markers.

## Assessment:

Performance Indicator	1	2	3	4
<b>Creativity and Originality</b>	Piece is finished but provides no evidence of creativity or originality	Piece includes an idea, but lacks originality and may have imitated someone else's plan	Piece includes some unique ideas and several materials were used	Piece includes many unique ideas and creative use of materials
<b>Effort and Perseverance</b>	Piece is incomplete	Piece is completed with minimal effort, work is somewhat careless	Piece is complete with good effort, meeting all requirements	Piece is complete with substantial evidence of effort, beyond what was required
<b>Concept</b>	Piece was created	Piece was created	Piece clearly	Piece was

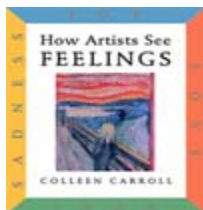
<b>Understanding</b>	but does not depict an emotion at all	as an emotion but it is not entirely clear	represents two separate emotions	obviously planned and created to represent two separate emotions
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### Materials:

- Pair of old shoes for each student
- Latex gloves
- Glue
- Acrylic paint, Spray paint, Fabric paint...
- Paintbrushes
- Water cups
- Magazines
- Found materials (fake lei, pom poms, etc.)
- Scissors
- Construction Paper
- Ruler
- Pencils
- Poster board

### Resources:

#### [How Artists See Feelings: Joy, Sadness, Fear, Love](#)



by: Colleen Carroll

In **How Artists See Feelings**, there is a direct, interactive approach to art which promotes self-exploration, self-discovery, and self-expression. As it introduces basic artistic concepts, styles, and techniques, it also provides loads of fun. For children who want to know more about the artists whose works appear in the book, biographies are provided at the end, along with suggestions for further reading and an international list of museums where each artist's works can be seen. As they begin to understand the multitude of ways that artists see, children will deepen their appreciation of art, the world around them, and, most importantly, their own unique visions. engaging questions balance colorful descriptions.