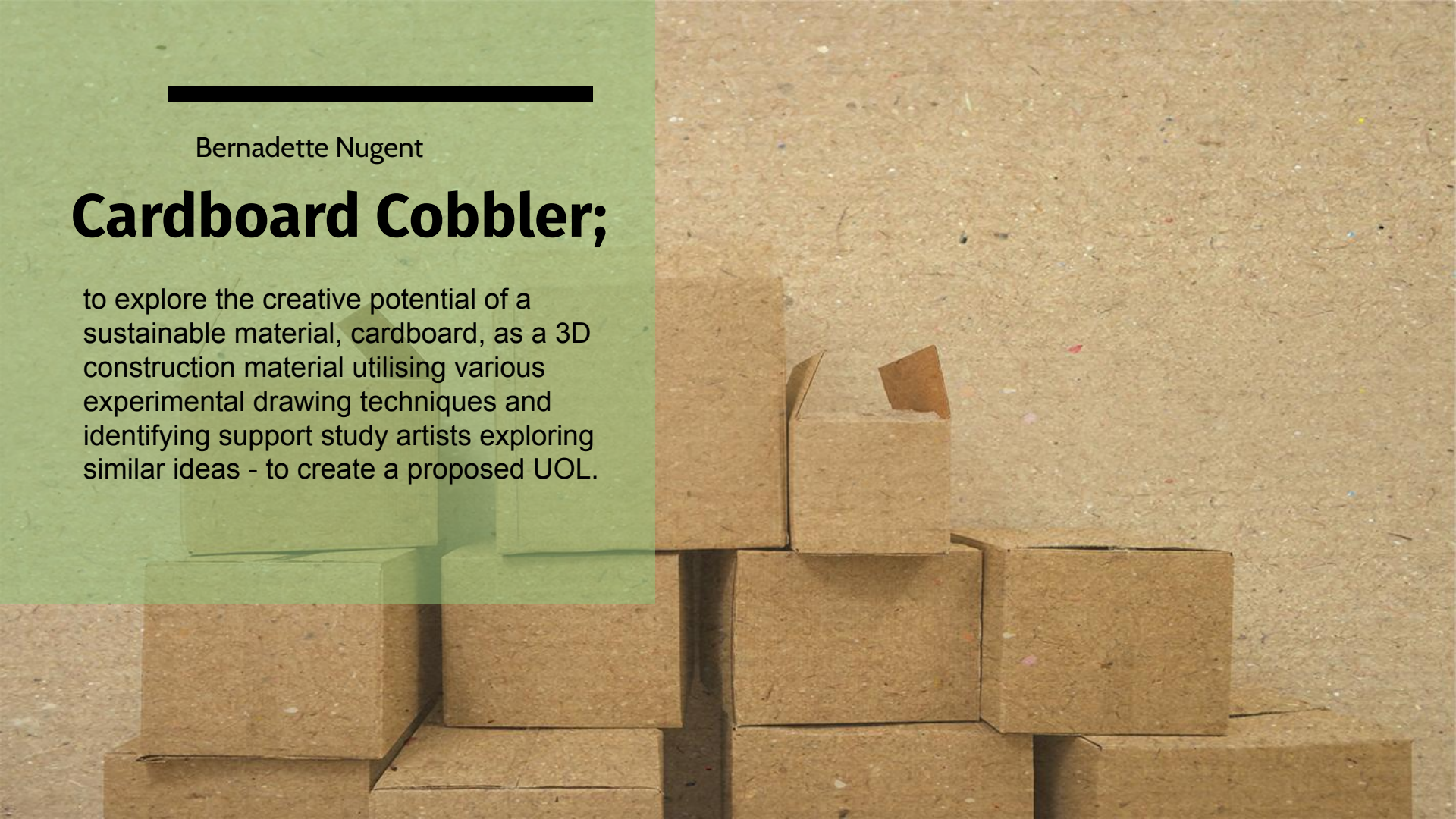
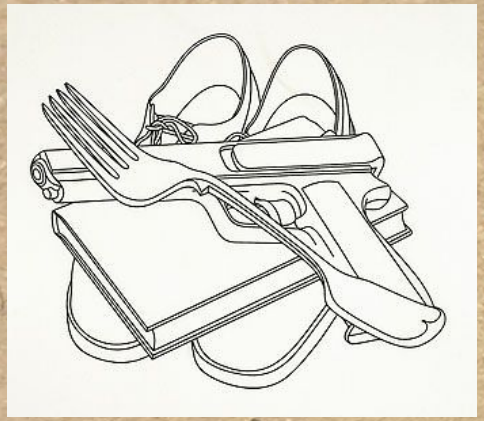
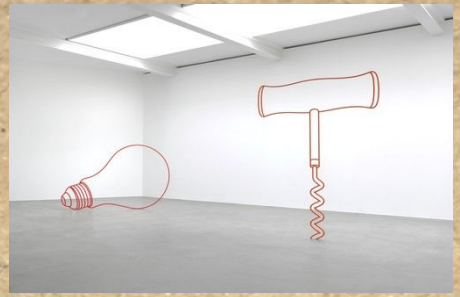
Bernadette Nugent

Cardboard Cobbler;

to explore the creative potential of a sustainable material, cardboard, as a 3D construction material utilising various experimental drawing techniques and identifying support study artists exploring similar ideas - to create a proposed UOL.







Michael Craig Martin

Creates drawing/sculptures with heavy emphasis on line/scale

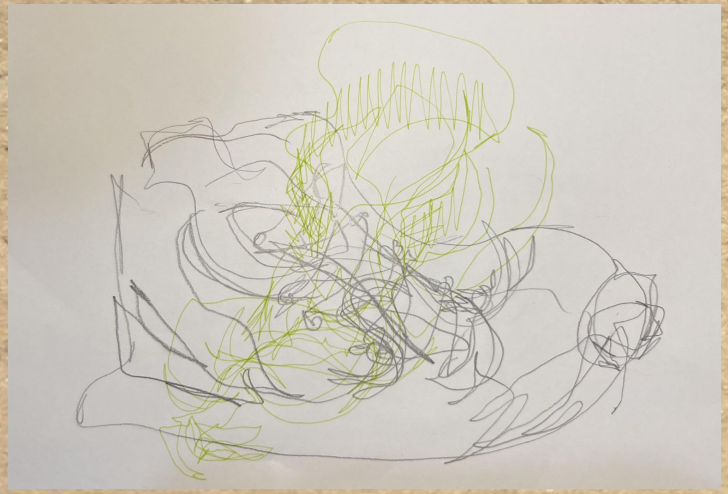
What are we replicating?

Old shoes!

Memory vs Observed Drawing

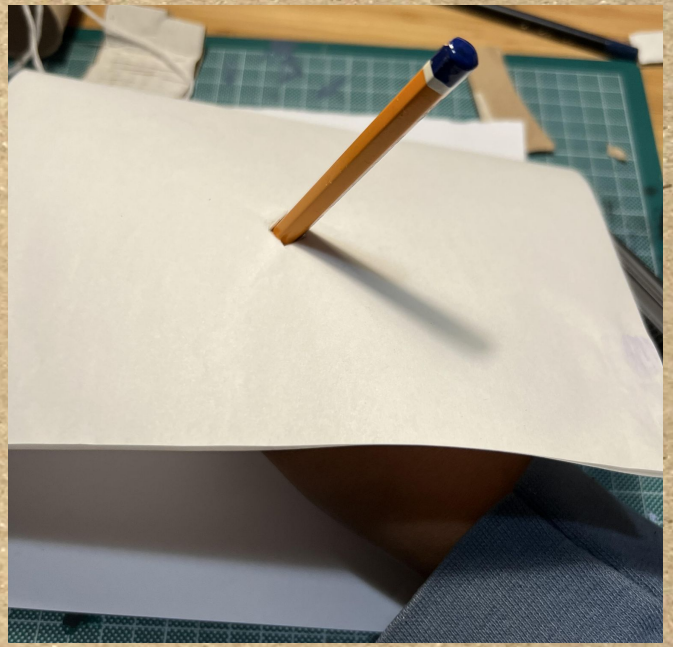
What you think you know or see is not what is there in reality - the importance of drawing what you SEE not what you KNOW

Leaving students shoes outside of classroom for memory drawing adds a healthy element of apprehension, makes lesson more interactive



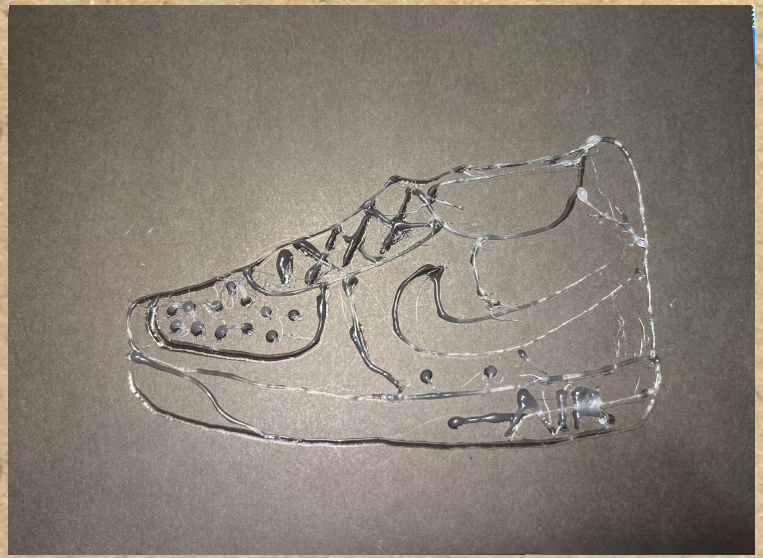
Layered Blind Drawings

Main emphasis on line and form

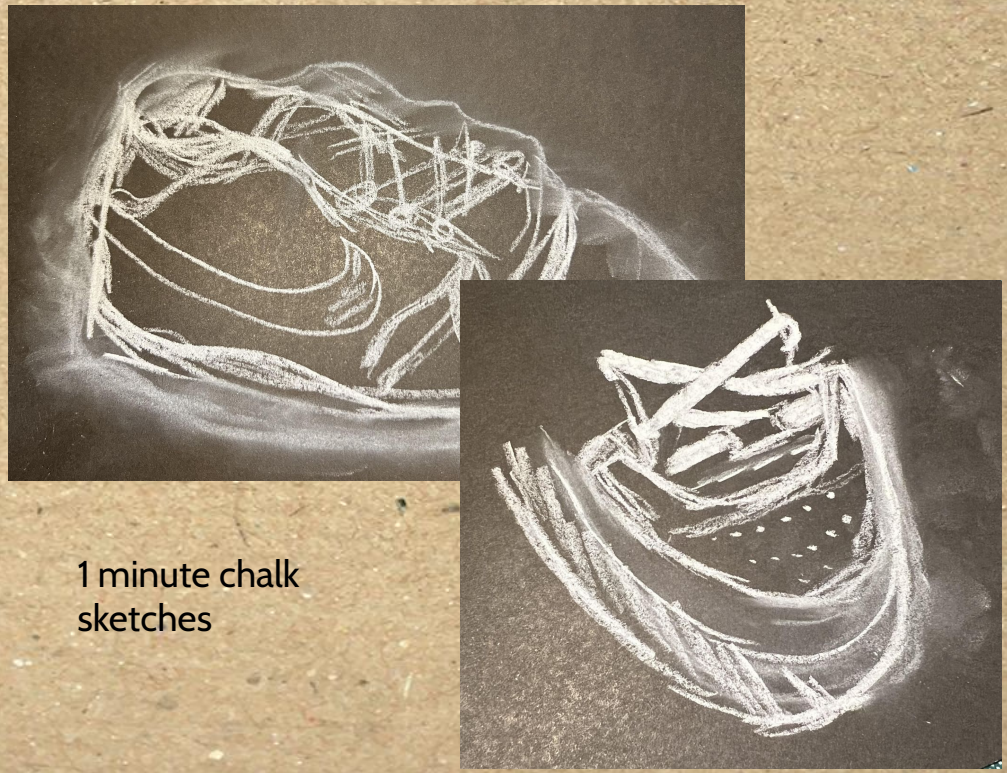


For use in a classroom paper plates/sheets of paper with a pencil stuck through can act as a deterrent for students who may be inclined to look at their page as they draw, ensuring focus is on observing form

Alternative Drawing Methods



Drawing using glue gun - helps to learn correct pressures before using for construction



1 minute chalk sketches

Alternative drawing methods - watercolour pencil

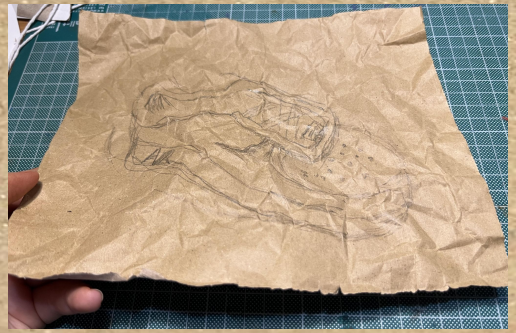
Pencil

Water added

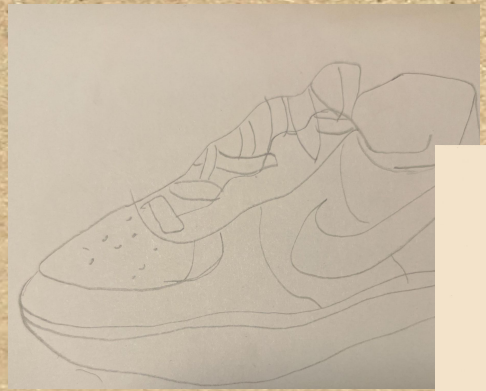
Ghost print while water was drying

Can encourage students who may be uncomfortable using wet mediums to branch out - ghost prints offer a grainy texture similar to cardboard

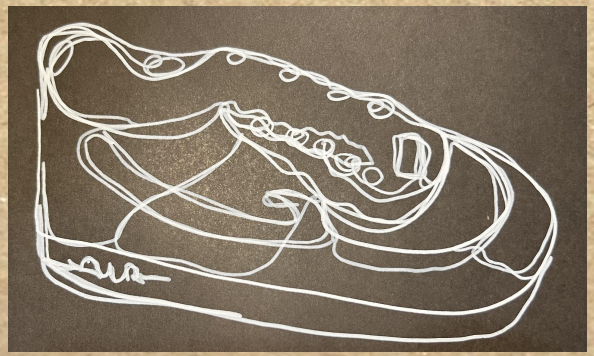
Experimentation



Crumpled paper adding interesting texture



I minute contour

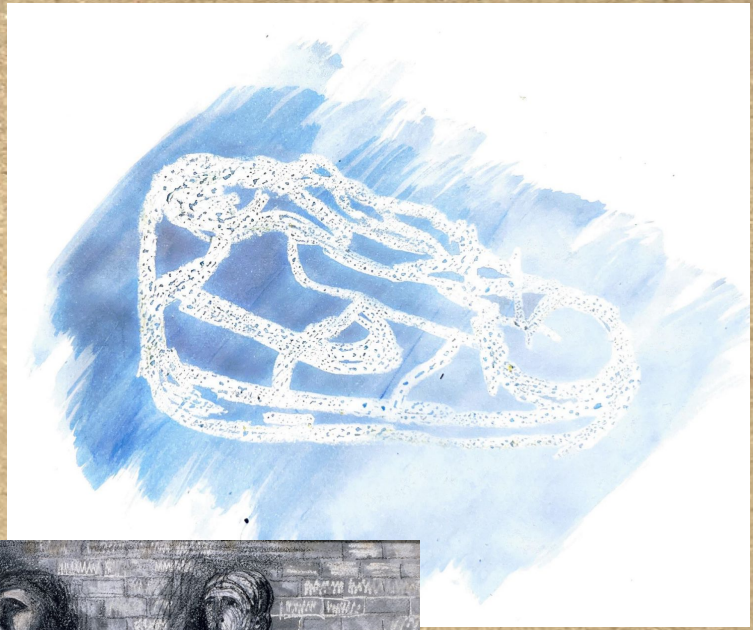


I minute continuous line drawing

Taking muddy shoe prints - nice classroom activity, creates class ‘fingerprint’ of sort,useful warm up activity for project introductory class

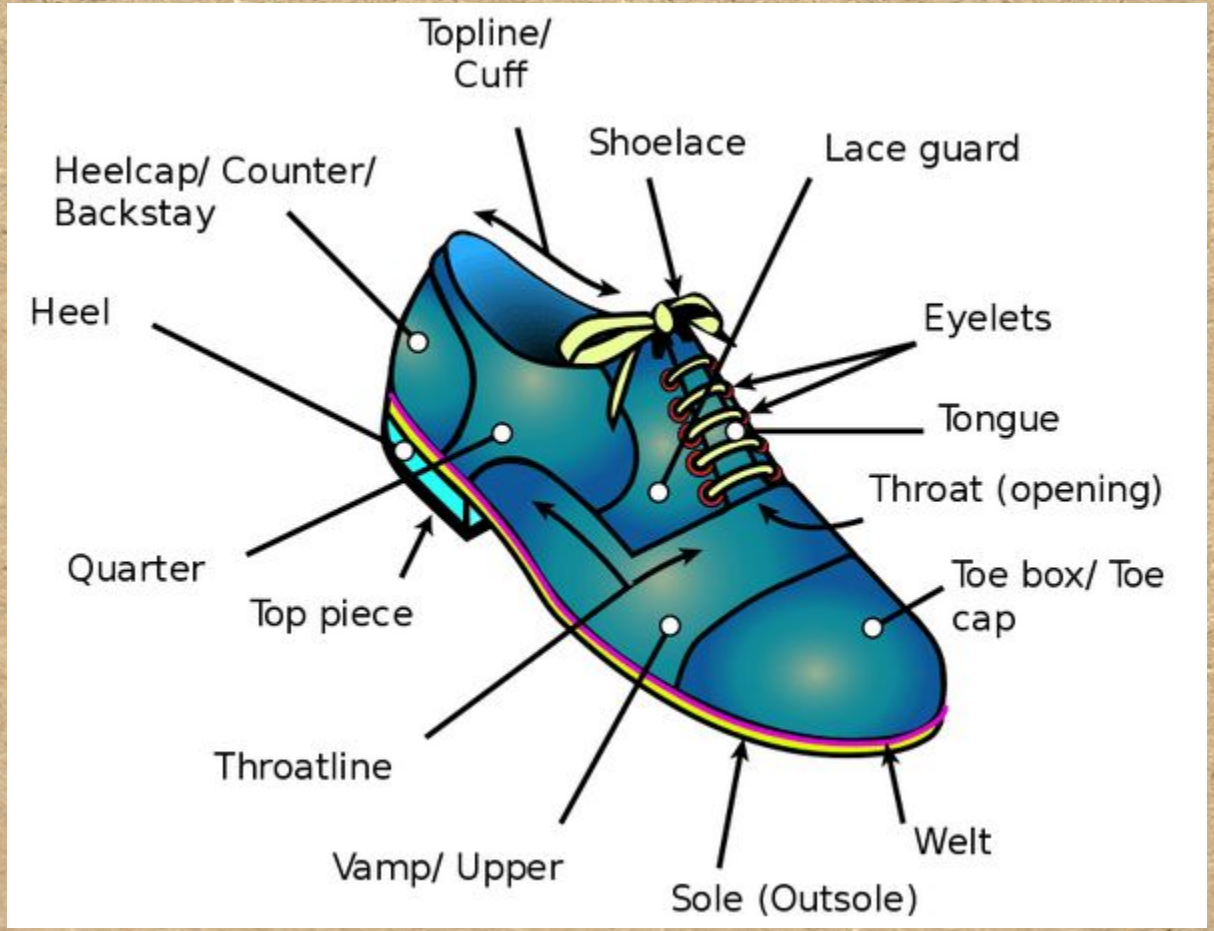
Sgrafitto

Candle wax, painted over with indian ink and then scratched away, created depth and interesting texture



Henry Moore wax resist technique

Anatomy of the Shoe



Footwear around the world

The Japanese Geta is a form of flip flop made out of a solid piece of wood for the sole, two elevated pieces of wood under the sole and a v-shaped thong made out of fabric to hold the foot in place. They are usually worn with other **traditional** Japanese clothing such as a kimono.

Bast shoes, are a simple shoe made from the bark of a linden or birch tree. They are essentially a basket, made of wood fibers, to fit the shape of a foot. Bast shoes were not very durable shoes, however, they were very inexpensive and easy to make.There is evidence of bast shoes being constructed dating back about 4900 years during the **neolithic period.**

Chinese Foot Binding

"lotus feet"

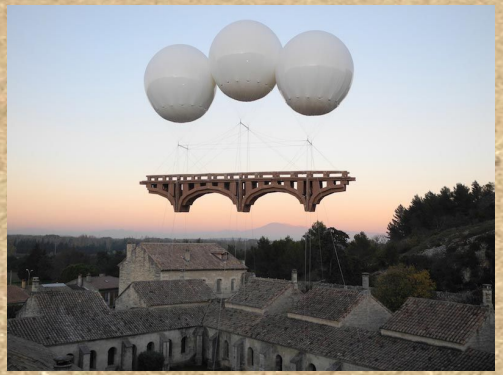
Footbinding was **viewed as a rite of passage for young girls and was believed to be preparation for puberty, menstruation, and childbirth**. It symbolized a girl's willingness to obey, just as it limited the mobility and power of females, kept women subordinate to men, and increased the differences between the sexes.

In 1912, following the end of the Qing Dynasty and the imperial era, Sun Yat-sen outlawed foot binding, and it began to be seen as the cruel tratidion it was rather than a symbol of elegance.

Mike Leavitt

Creates exact cardboard shoe replicas of varying sizes

His work has gotten him partnerships with major shoe brands for shop displays etc



Olivier Grossetête

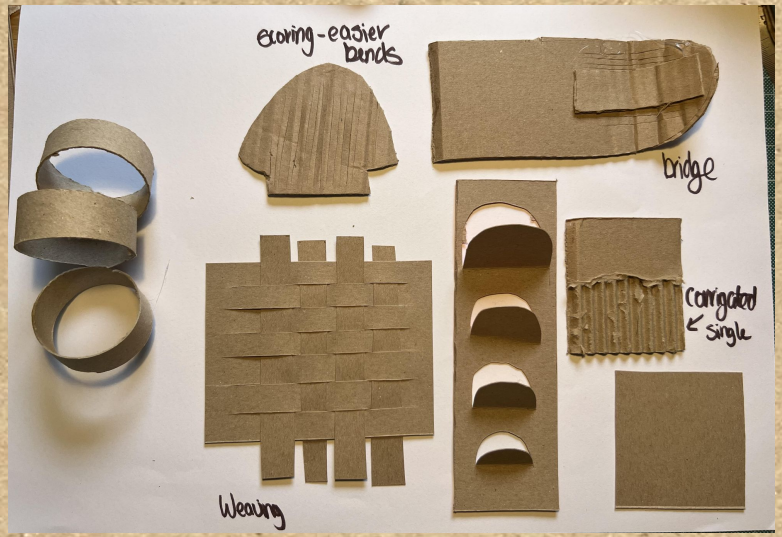
Creates large scale cardboard constructions in public spaces, inviting locals to participate in the creation through workshops, and also in the demolition of his pieces

All about Cardboard

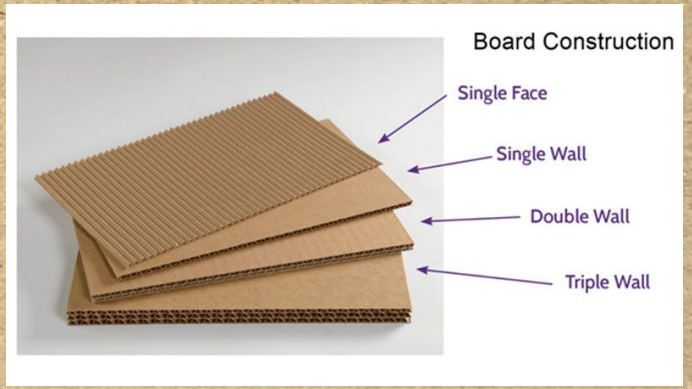
What is it?

Like paper, it's made from **pulp, usually pine tree pulp**, since those trees grow quickly. It can also contain recycled materials in the inner or central liners of double-walled cardboard.

Corrugated



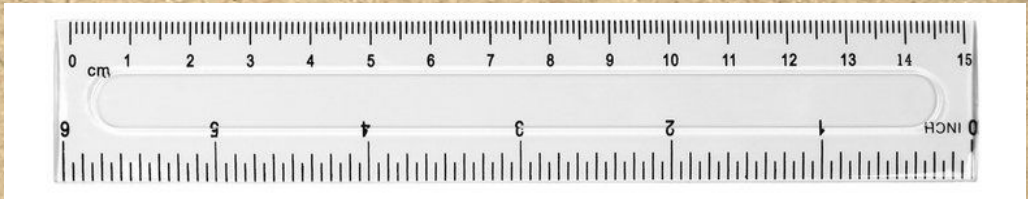
Visual aid - cardboard possibilities



Why are we using it?

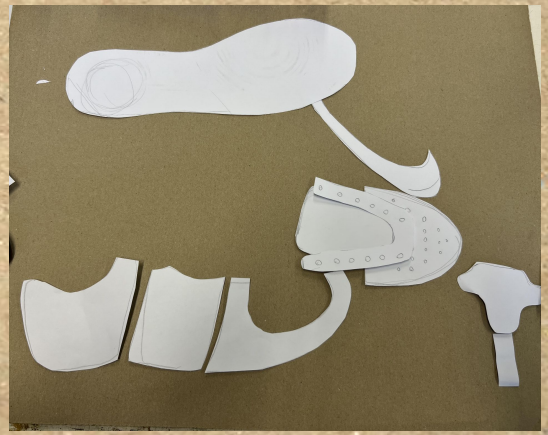
Artists all around the world are trying to become more **sustainable** in their practices. Cardboard is everywhere, in shops, in your cupboards, in the post - it is already made, and will only be thrown in the bin, so why not turn it into something!

Materials



Flattening the shoe into geometric shapes

Possible differentiation;
Drawing out flat sections of shoes may be difficult, using tracing paper may speed up process and allow all students equal opportunity in creating an exact replica



Geometric shapes

Using the tracing paper method to get all elements of my shoe on to paper, this helps to visualise all the necessary components and how I might join them. The next step is cutting these shapes out, tracing them on to the cardboard you will use to construct your shoe, and then creating a maquette from the tracing paper

Creating a maquette

Using the geometric shapes we have flattened to create a 3D paper object

Provides opportunity to troubleshoot any design errors that may have arisen

A visual aid students can create themselves for reference when constructing from cardboard

Cardboard Manipulation

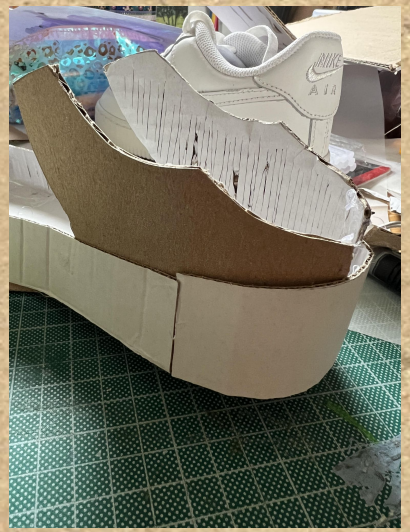
Scoring - helps cardboard become more malleable - score along direction of **corrigation**

Building and glueing a **bridge** to help cardboard remain rigid in position

Using a needle to make holes for laces, scalpels weren't precise enough

Construction

Constructing sole in different sections to ensure smooth bend, scoring each part as I go



Building in sections, making sure to apply pressure to each section after glue is added to ensure a strong bond

Safety Precautions

Scalpels are incredible sharp, do not make the same mistake I did

Count scalpels when handing out and collecting, ensure no student leaves until correct number are returned

Cutting mats should be used to protect tables, always cut away from self

Ensure they are only plugged in when being used, they have been known to explore due to overheating

Glue guns can cause serious burns if used incorrectly

Finished Piece

Use of infinity curve helps create crisper photographs

Personally prefer the smooth finish, more texture added for assessment

Layers of Learning: CSR – sustainability
Crossover w Woodwork - construction
SOL: 23 brings idea from conception to realisation
4. creates & presents artistic works & appreciates the process & skills involved
Keyskills: being curious
Exploring options & alternatives, Learning creatively

Aim:
Process/Product/theme/AEDP/ Layers of Learning
to create a 3D cardboard constructed shoe, using line, texture & form, experimental drawing techniques

Theme: Cardboard Cobbler
End Product / Art Discipline: Craft, cardboard constructed shoe, 3D

SKELETON Draft UoL BA3 SoE

Learning Outcomes:	3. drawing styles use range of media define styles	very familiar with form of shoes, learn sgraffito, know artists	learn parts of shoe make geometric shapes understanding of sport craftmanship.	understand cultural features learn to use cutnot be able to trace outlines onto cardboard.	introduced to maquettes - know how to make - michael street (artist)
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 Pitch ....Sell the lesson to me. What are the Keywords?	introduce project, range of drawing styles concentrating on form form, shape, line drawing	introduce sgraffito → texture drawing of shoe concentrating on form again texture, line,	flatten our shoes into geometric shapes + learn names diff = tracing paper taped to shoes - form, shape	cutting out shoe panels + tracing these on to cardboard cutout parts of shoe shape, line	making maquette from cut shapes + identify any problems form,
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?	demonstration of each style on board U.A of each passed around	demonstration, gather students around (seating + standing)	demo on tracing paper method us out of my shoe planes	U.A of my pieces cut out set up Cutnot Chinese binding pp.	how to stick with tape demo - gather around me. U.A completed maquette.
Support Study Artist: (2) How will the support artist support the learning	Picasso (line drawings) ↓ familiar to kids, ease in	Natalie Blake Karen Rowland (sgraffito)	N/A - instead show names for each part of shoe	michael Craig Martin (geometric drawings)	Michael Craig Martin (sculptures)
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	normal drawing/shoes outside) blind drawing (paper plates) Continuous line	cover pages w. middle w.DX, IPE visor, scratch design (shoe)	drawing/ tracing parts of shoes ↓ using our observations from other classes	cutting, tracing Cutnot on parts of shoe	maquette making Artist research sheet (theme work for week)
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to access the learning?	range of media used /x each type of drawing can describe each drawing style	understand technique + explain be able to create piece from sgraffito know artists works	able to name some parts of shoe understand craftmanship that goes into them have drawn planes, harmony not	participate in Cutnot Cut out shapes trace on to card board. cultural understanding	create maquette know artists works understand importance of making w maquette Artist sheet

SKELETON Draft UoL BA3 SoE

Layers of Learning

SOL:

Keyskills:

Aim :

Process/Product/theme/AEDP/ Layers of Learning

Theme :

End Product /Art Discipline:

Learning Outcomes:	know how to cut safely & able to do so within timeframe define realistic shoe type	cardboard manipulation sticking techniques artist knowledge	cardboard manipulation glue gun use construction understand	texture understanding sustainability definition finish piece + know when to stop	
Key Elements to Consider	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 1
Learning Content : "What are we doing today Miss?" What's the NEW learning? AEDP/ SS What's my Pitch ....Sell the lesson to me. What are the Keywords?	cutting cardboard exploring the texture AS use of evaluating artist research sheets shape	creating base of shoes + exploring different cutting + sticking techniques +bridge shape + texture	constructing shoes learning why it is sustainable + types texture, shape, form	constructing shoes simulating textures texture, shape, form	
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?	health + safety briefing cardboard cutting demo realistic shoes P.P.	demonstration, hot glue safety brief VA. my shoe side	how to create texture demo. Types of c.b. VA. shoe in progress pp. sustainability	demo on textures within c.b.	
Support Study Artist: (2) How will the support artist support the learning	Oliver Grossetete (cardboard sculptures)	Oliver Grossetete (cardboard sculptures)	Nike deault (c.b shoes)	Nike deault (c.b shoes)	
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	cardboard cutting, texture exploration, drawing realistic shoe example - VS	using hot glue, constructing bridge, creating side of shoe	construction	texture exploration construction	
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to access the learning?	Cut pieces demonstrate appropriate health + safety knowledge define how realistic shoes were made (cultural)	use hot glue gun safely create bridge in shoe construct side of shoe + explore manipulations	3. reasons c.b is a good material to use demonstrate understanding of construction methods name types of c.b.	3 textures within piece finished piece explain why c.b is sustainable	