Artist Shoes Sculpture

An art gallery has commissioned you to create an original shoe sculpture reflecting a specific artist. The work must show clear evidence of the artistic style and art period/movement of the specific artist chosen.

You will first create 3 different conceptual sketches, which will be evaluated. You will also submit a statement outlining the chosen artist, art period/movement and artistic style in your shoes sculpture and the painting & sculpture techniques you used in creating it.

STEP ONE: RESEARCH THE WORK OF OTHERS: Select one of the artists below and research their artwork and style. What movement are they associated with? Print off samples of their work.

Renaissance Artists
Botticelli
Michelangelo
Raphael
Leonardo DaVinci
Jan Van Eyck
Albrecht Durer

Baroque & Rococo Artists
Caravaggio
Bernini
Artemisia Gentileschi
Peter Paul Rubens
Rembrandt
Diego Velázquez
Vermeer
Francisco Goya

Neoclassical Artists
Jacques Louis David
Jean Auguste Dominique
Ingres

Realism Artists
Edouard Manet
Gustave Courbet
Winslow Homer
Jean-Baptiste-Camille Corot
Honore Daumier
Rosa Bonheur

Romanticism Artists
Theodore Gericault
Eugene Delacroix
Joseph Turner
Thomas Gainsborough
William Blake
Marguerite Gerard

Canadian Artists
Tom Thompson
Lawren Harris
Alex Cowille
Emil Carr
Norval
Morrisseau
Joyce Wieland
Joe Fafard

Japanese Artists
Katsusika Hokusai
Ando Hiroshige
Torii Kiyonobu I

Indian Artists
(See Art History Booklet)

STEP TWO: DRAW: In your sketchbook 3 different conceptual sketches of possible shoe designs that you are interested in creating.

- Consider the elements and principles of design. (Shape, Form, Texture, Balance): How does your chosen artist apply the elements & principles of design to create their own unique style?
- Consider the artist style & movement: How will your reflect their sculpture/painting technique(s)?
- Your finished work must show clear evidence of influence from contemporary or past works of art.

STEP THREE: CREATE: Follow your approved conceptual sketch and begin creating your work by using an old pair of shoes. WRITE your Artistic Statement Template to document your artistic process.

REVIEW: the painting techniques in this handout.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your Artistic Statement Template for formal evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?
A) Artist Chosen:_____________ Art Period/Movement:_____________

How does the artist create his unique artistic style and how does his work reflect the specific art period/movement:

B) Painting & sculpture techniques used in my work and how they reflect chosen artist style and artistic period/movement:
Painting Techniques
There are so many ways of painting with acrylic that no book can possibly do justice to them all. However there are certain basic techniques:

Opaque Technique: The simplest way to work with acrylic is to squeeze the color directly from the container onto the palette, brush in just enough water to produce a creamy consistency, and then apply masses of solid colour to the painting surface. And the second layer of colour will hide the first. For obvious reasons, this is called the opaque technique. It's a rapid, direct way to paint.

Transparent Technique: If you add much more water to the colour, you'll produce a pool of tinted water called a wash. You can see right through it to the surface of the your palette, and you'll also see through the transparent colour when you brush it onto the painting surface. The dried paint is like a sheet of coloured glass. A second coat will modify the first coat, the two will mix in the viewer's eye but one coat won't conceal another. That's why this is called the transparent technique.

Scumbling: To create tonal gradations from dark to light, or shade one colour into another - its important to learn how to handle the brush. Scumbling is a kind of scrubbing motion that spreads a veil of colour across the surface. When scumbling, you want other colors to show thru each layer.

Dry Brush: is a painting technique in which a paint brush that is relatively dry but still holds a paint load is applied to a dry support such as paper or primed canvas. The resulting brush strokes have a characteristic scratchy look that lacks the smooth appearance that washes or blended paint commonly has.

Masking: can describe materials used to control the development of a work of art by protecting a desired area from change. Masking or painters tape can be used to cover a particular area from another paint layer. Usually used in painting to create a percise, sharp, hard or straight lines.

Combining Techniques: Naturally, there are many ways of combining these techniques. In painting a portrait head, it's common to paint the lighted areas opaquely and then paint the shadows in transparent colour. Scumbling might produce the soft transitions from light to shadow, at places such as the cheeks or the brow. As you spend more time working with acrylic you will find your own combinations.
## Artist Shoes Sculpture Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of connections between artistic style, period/movement and painting techniques.</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited connections between artistic style &amp; techniques and art period/movement in work. 0.25</td>
<td>Student demonstrates some connections between artistic style &amp; techniques and art period/movement in work. 0.50</td>
<td>Student demonstrates considerable connections between artistic style &amp; techniques and art period/movement in work. 0.75</td>
<td>Student demonstrates superior connections between artistic style &amp; techniques and art period/movement in work. 1</td>
</tr>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the sculpture (e.g. form, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the sculpture. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the sculpture. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the sculpture. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the sculpture. 1</td>
</tr>
</tbody>
</table>

### Thinking/Inquiry

| Concept: Artist Shoes sculpture | Work does not meet assignments expectations for this category. Incomplete. 0 | Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.25 | Concept and context is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 0.50 | No grade level. 0 | No grade level. 0 |

### Communication

| Clarity: Discusses artistic style, period/movement & techniques in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student discusses artistic style, period/movement & techniques in the artistic statement with limited clarity. 0.25 | Student discusses artistic style, period/movement & techniques in the artistic statement with some clarity. 0.50 | Student discusses artistic style, period/movement & techniques in the artistic statement with considerable clarity. 0.75 | Student discusses artistic style, period/movement & techniques in the artistic statement with a high degree of clarity. 1 |

| Explains use of painting & sculpture techniques in the artistic statement | Incomplete. 0 | Student explains use of painting & sculpture techniques in the artistic statement with limited clarity. 0.25 | Student explains use of painting & sculpture techniques in the artistic statement with some clarity. 0.50 | Student explains use of painting & sculpture techniques in the artistic statement with considerable clarity. 0.75 | Student explains use of painting & sculpture techniques in the artistic statement with a high degree of clarity. 1 |

### Reflective Questions

| Poor, yes/no answers/limited incomplete. 0.25 | Poor, yes/no answers/limited incomplete. 0.25 | Somewhat coherent and somewhat complete. 0.50 | Clear and substantial answers. 0.75 | No grade level. 0 | No grade level. 0 |

### Application

| Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3) | Work does not meet assignments expectations for this category. Incomplete. 0 | Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) | Preliminary sketches are complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) | Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows considerable flexibility in thinking. (3+) | Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) |

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 |

| Uses elements & principles of design & painting sculpture techniques to produce an effective artwork (shape, form, colour etc.) | Incomplete. 0 | Student demonstrates limited use of the e & ps of design and sculpture techniques to produce an art work of limited effectiveness. | Student demonstrates some use of the e & ps of design and sculpture techniques to produce an art work of effectiveness. 2-3 | Student demonstrates considerable use of the e & ps of sculpture and painting techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates a high degree of using the e & ps of design and sculpture techniques to produce a highly effective art work. 5 |

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**A1. The Creative Process:** apply the creative process to create a variety of artworks, individually and/or collaboratively;
A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)
A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)
A2.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., identify individual elements and principles and aspects of the visual content in an art work, interpret their function, and analyse how the artist has manipulated them to create impact, emphasis, mood, movement, and meaning; compare The Abduction of the Daughters of Leucipippus by Peter Paul Rubens to the cover of a contemporary comic book about an action hero, with reference to the artists’ use of colour, line, shape, value, balance, and emphasis)

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B1.1 analyse their initial response to art works (e.g., describe their initial reaction to an art work and determine which specific aspects of the work and their personal experience led to their reaction)
B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., identify individual elements and principles and aspects of the visual content in an art work, interpret their function, and analyse how the artist has manipulated them to create impact, emphasis, mood, movement, and meaning; compare The Abduction of the Daughters of Leucipippus by Peter Paul Rubens to the cover of a contemporary comic book about an action hero, with reference to the artists’ use of colour, line, shape, value, balance, and emphasis)
B1.3 explain, with reference to particular works, both historical and contemporary (e.g., J. M. W. Turner’s Rain, Steam, and Speed: The Great Western Railway; Maya Lin’s Vietnam Veterans Memorial), how knowledge of an art work’s cultural and historical context, achieved through research, has clarified and enriched their understanding of the work’s intent and meaning
B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria (e.g., the works’ ability to convey a message or emotion; their technical merit; their stylistic qualities; the use of technique and materials; the successful manipulation of media/materials; the connection between form and message)

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
B2.1 analyse the function and social impact of different kinds of art works in both past and present societies (e.g., the use of art works for ritualistic and religious purposes; for social and/or political commentary; as propaganda; as symbols of economic or social power; to commemorate people and/or historical events; to instruct)
B2.2 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues (e.g., with reference to their emotional awareness and their ability to express themselves; their awareness of stereotypes; their understanding of the meaning of objects and symbols associated with a variety of cultural groups; their awareness of and relationship to their physical environment; their position on social issues such as censorship, discrimination, inequality)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)
C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works
C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)
C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.2 demonstrate an understanding of health and safety issues and conscientious practices associated with the use of materials, property, techniques, tools, and technologies in visual arts (e.g., the appropriate use of aerosol products, utility knives, printing presses, electrical tools, computers; an awareness of appropriate precautions to take when exposed to physical and chemical hazards), and apply these practices when creating and/or presenting art works