

Shoe Stamping Party

Grades: Elementary

Discipline: Art/Visual Art

Time Frame: 1-2 class sessions

Created By: Zee Ann Poerio and Pamela Walsh with additions by The Andy Warhol Museum's Education Department

Andy Warhol's celebrated ads in the 1950s for I. Miller Shoes revitalized the company and became a staple of New York culture. His illustrations of shoes were whimsical and innovative and were created using a variety of techniques. Warhol often combined his well known blotted line technique with rubber stamped images of birds, butterflies, fruit and flowers. Warhol also utilized this technique in combination with ink dyes as a way to create texture and pattern, further enhancing the product's appeal to the consumer. In this lesson, students explore the elements of design utilized by Warhol and his rubber-stamping method to create their own shoe designs.

Andy Warhol images needed for this lesson:

1. Andy Warhol and Ralph Pomeroy, **A la Recherche du Shoe Perdu**, 1955

Offset lithography, watercolor and pen on paper, 9 ¾" x 13 ¾" each.

Archive of The Andy Warhol Museum,

Gift of George Klauber.

©2000, The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

2. Andy Warhol, **(Stamped) Shoes**, 1950s

Ink and dye on paper

23 7/8 x 17 7/8 inches

Archives of The Andy Warhol Museum

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

3. Andy Warhol, **Shoe and Leg**, 1950s

Ink and dye on paper, 48 ¾ X 20 in. overall

Archives of The Andy Warhol Museum,

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

4. Andy Warhol, **Shoe with Pattern of Figures and Objects**, 1950s

Pencil, ink, and tempera on paper

14 ¼ x 18 13/16 inches

The Andy Warhol Museum

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

5. Example of a student artwork created in the Weekend Factory

at The Andy Warhol Museum.

© The Andy Warhol Museum

Pennsylvania Arts and Humanities Standards

9.1.3

- A. Know and use the elements and principles of each art form to create works in the arts and humanities:
 - Visual Arts: color, form/shape, line, space, texture and value.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
 - Visual Arts: paint, draw, print and multi-media.

9.3

- A. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g. use of color, shape and pattern in Andy Warhol's shoe drawings).

Goal:

Students will explore elements of pattern, texture, and color through the creation of shoe designs using Andy Warhol's rubber-stamping method.

Objectives:

- Students will make connections between Warhol's shoe drawings and their own shoe designs.
- Students will design their own shoes using a combination of stamping and collage techniques.
- Students will understand and utilize the elements of pattern, texture and color.
- Students will design and cut rubber stamps for their shoe designs.*

* Students' fine motor skills and safety measures should be considered. This activity is for older students who are able to safely use cutting tools. Teachers may wish to use commercially-made stamps, create handmade stamps ahead of time, or create a separate unit on the manipulation of cutting tools for older elementary students.

Materials:

blank shoe drawings
colored ink stamp pads
markers
watercolors
images for stamps
carbon paper
Scotch tape
examples of different types of patterns and textures (magazine images and/or reproductions of artwork)
linoleum cutters*
soft cutting rubber printing blocks*

Attachments:

Blank Shoe Drawings

Procedures:

1. Display images of Warhol's shoe illustrations.

Motivational Questions:

- Look at Andy Warhol's shoe illustrations. Can you find the outline of each shoe? How does he use color and pattern inside the shoe? (Explain to the students how they will be doing a similar project.)
- What is a *pattern*? (Define with the class and ask for examples.) Where do we see pattern in the classroom? In nature? Show examples.
- Look at Warhol's shoes, "Where are the patterns?" "What does Andy repeat to make his patterns?"
- Have students look specifically at Andy Warhol, **(Stamped) Shoes**. Have the students count how many times he repeats specific shoes. Ask students, "How many times do you have to repeat an image for it to be considered a pattern?"
- What is *texture*? (Define with the class and ask for examples.) What kinds of things have textures? Can a "flat" image have texture? Do you see textures in Andy Warhol's shoe drawings? Show examples.
- What is your favorite pair of shoes? Why do you like them? If you were to describe them with adjectives, what words would you use? (comfortable, fast, springy, dressy, shiny, silly, tough, etc.) Does your favorite shoe have a pattern or a texture?

- Use adjectives to describe Andy Warhol's shoe drawings. Who might wear these shoes? What can a shoe tell us about a person?

Procedures:

To Make Shoe Drawings: (to be done by teacher)

1. Make photocopies of the *Blank Shoe Drawings* at the end of this lesson.
2. If you would like to make your own blank shoes, either trace or draw a shoe onto an 8.5"x11" sheet of paper. Magazine advertisements are good sources for images. You can also create the shoe drawings by using Warhol's blotted line technique. Photocopy the images onto sheets of 8.5"x11" paper.

To Make Stamps:

1. Draw or appropriate images for the stamps. These should be simple objects or shapes to create textures. Some examples: stars, moons, stripes, dots, suns, fish, birds, flowers, etc. Using a photocopy machine, manipulate the images to the desired size. Stamps are easily repeated when they are between 1" and 3" in length/width.
2. Place a piece of carbon paper, graphite side down, on a sheet of printing rubber. Put the photocopied image on top of the carbon paper and tape it down.
3. Heavily trace the outlines with pencil, transferring the image onto the printing rubber. Using a marker, redraw and thicken the carbon lines on the block so you can easily see what to cut around. The width of the lines depends on the cutting skills of the students.
4. Using scissors, cut the portion of the rubber stamp with your drawing away from the larger sheet so you have a manageable size, approximately 1.5" to 3.5" inches in any direction.
5. Cut around the marker lines with a linoleum cutter. Remind the students they are cutting away any part of the stamp that they do not want to print.

Design Procedure:

1. Students choose a shoe drawing to design.
2. Ink the stamps on the various colored pads, then stamp images onto the shoes or onto the background. Create repeated patterns, while considering spacing, overlapping, and the quantity of ink on stamp. (After 2 or 3 presses note how the ink fades.) You may want to let your students just play with the stamps and experiment with them on a practice sheet before actually designing their shoe.
3. Use watercolors or markers to embellish your stamping. Try alternating layers of watercolor and stamping for an interesting effect.

Wrap-Up Questions:

1. Describe how you used *repetition* on your shoe. Did you create a pattern? Did you create a texture? What do these patterns and textures remind you of?
2. How did you use color to enhance your shoe or background? Why did you pick certain colors and not others?
3. Did you have a specific person in mind that would wear your shoe? Why would he or she wear it?

Assessment:

Hang up all of the shoe drawings on a wall in the classroom. Have students talk about the repeated pattern of the shoes, as they appear together. Have students work together to rearrange the installation of shoes to create groupings of works with similar styles, or with similar colors, or with similar textures. Discuss how they are making these decisions based on the elements in the work.

Other Project Ideas:

Students can also create a “portrait” shoe after themselves or another person. Use different kinds of shoes, colors and stamps to illustrate your chosen personality.

Vocabulary:

Pattern

Texture

Repetition