Digital Notebook

3D Cardboard VAC

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Aim:

To reconstruct a 3D model of our source object (old shoe) using cardboard, supplemented by research & investigative drawing, exploring 3D form, scale, proportion, surface texture, movement (where relevant) and stability.

Theme: “Card Cobbler”

Source Object:

Learning Outcomes:

- Use **drawing** to **analyse, investigate, plan** and **record** visual information from primary sources.
- Identify r**elevant and appropriate artists work** to support research, design and construction stages as part of the art-making process.
- **Deconstruct, simplify and render structure** as a set of geometric shapes and forms.
- **Experiment** with a **variety of cardboard** material to make three-dimensional forms based on a design plan.

- Be aware of **health and safet**y issues with regard to the use of media, tools and adhesives in a classroom context.
- Explore **surface quality and texture** through the manipulation of card and other material.
- Employ a variety of **joining and assemblage techniques** to combine forms.
- **Construct** a **scaled replica** of source object using cardboard.
- Propose an **outline for a related UoL appropriate** to the classroom.
- **Record** the **research, design and construction process** in a digital notebook.
- Develop an **awareness of cardboard** in the context of the **environment, recycling, reusability and potential as an art-making medium.**

Theme: “Card Cobbler”

What is a Cobbler?

Cobbler, often used interchangeably with the term ‘shoemaker’, is the profession of **mending and making footwear**

Shoemakers are skilled artisans who make shoes by hand often out of brand new leather. Cobblers, on the other hand, **repaired shoes**. In fact, cobblers were often **forbidden from working with new leather**. Instead, they had to use **old leather** to make their repairs.

The use of the term ‘cobbler’ within the theme for this VAC intertwines well with the main material - c**ardboard**, as cobblers would often use **offcuts or pieces that would otherwise be binned** to fix their shoes, just like we are using **old cardboard boxes** to replicate our shoes

Theme: “Card Cobbler”

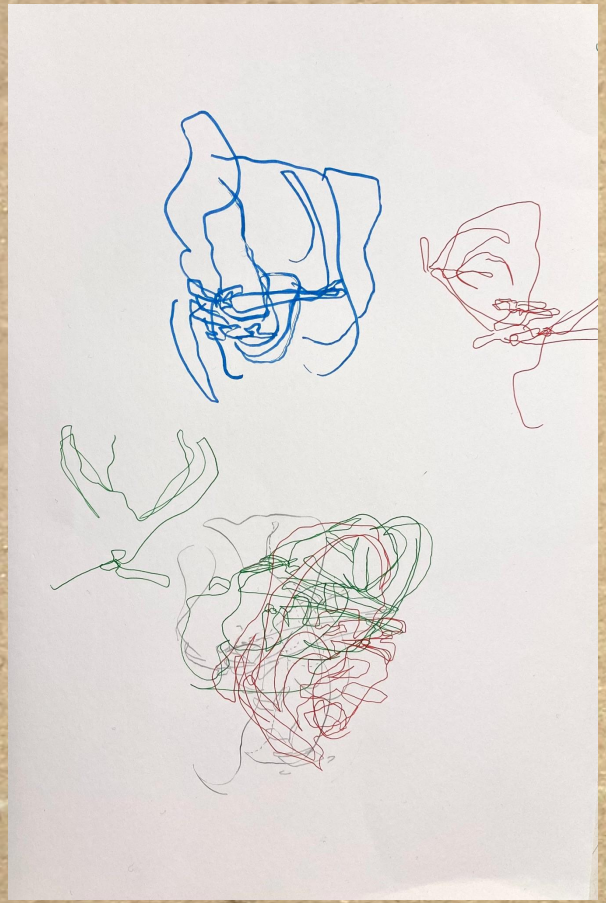
What is a Cobbler?

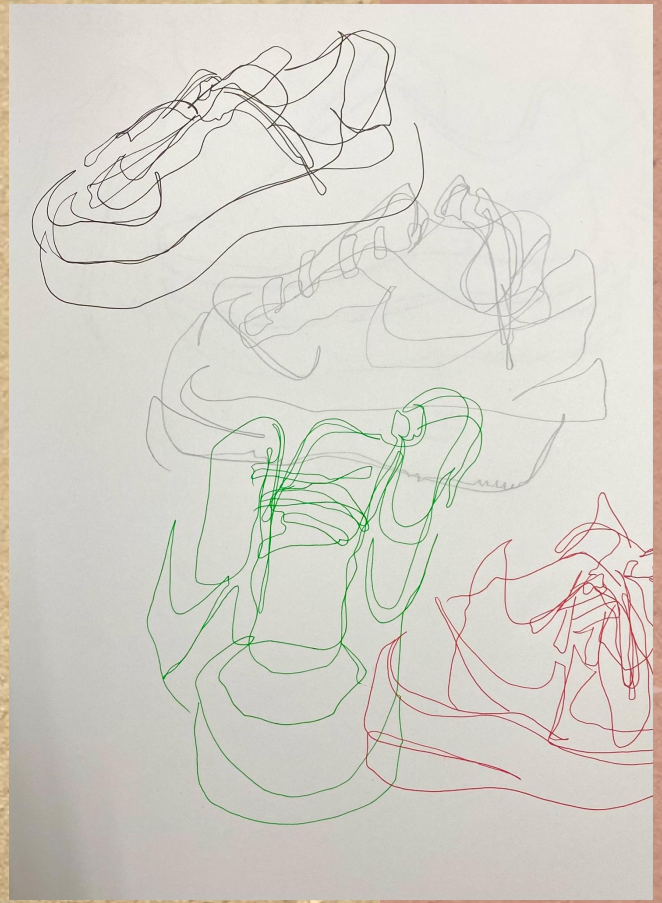
Cobblers are talented professionals. They can fix shoe problems like: broken heels, worn out soles, ugly wrinkles, crooked seams, unsightly holes, damaged waterproofing, faded colors, or burst eyelets.

Every **shoe is a puzzle** that must be solved and the cobbler must be able to do it even if it’s a challenge

When we are creating our shoes, we may not be dealing with broken soles & problems with existing shoes, but through measuring, cutting and gluing, **we will be creating our own puzzle to be solved when putting all the pieces of the shoe together**

Investigative Drawings:





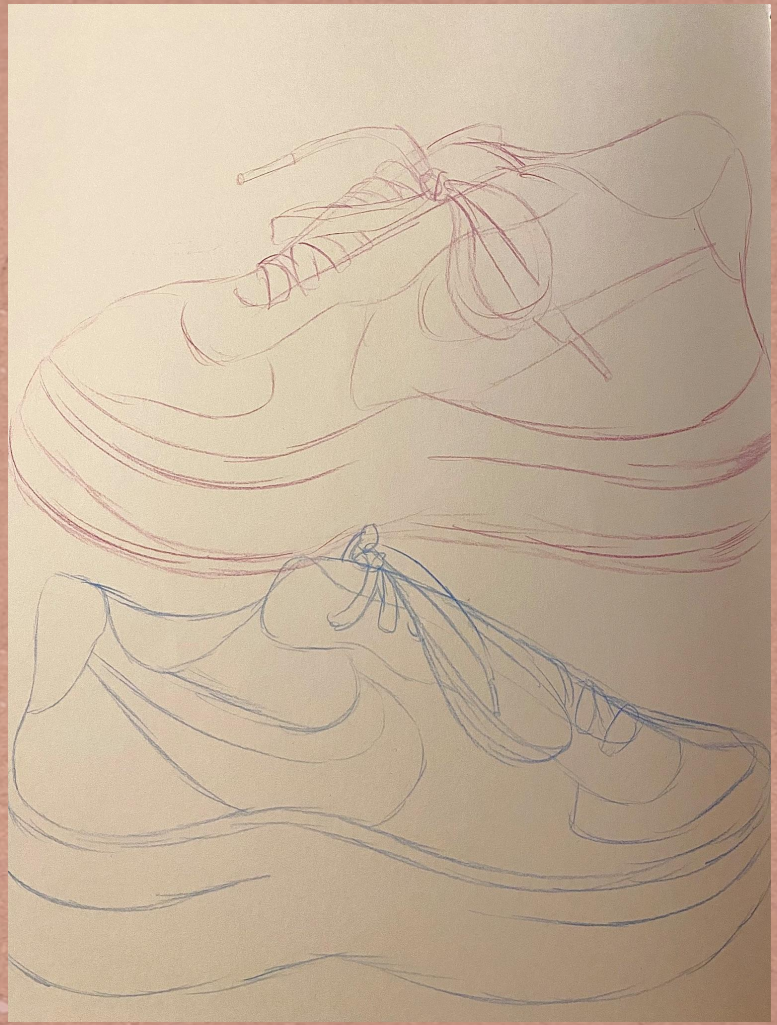
Source Object

Initial quick blind drawings pictured on the left - capturing form & shape

Further continuous blind drawings on the right - forms become clearer as my hand got used to drawing without looking - continuous line allows for a more flowing line

Investigative Drawings:

Gesture drawings of my source object - build upon these with heavier lines after capturing initial form



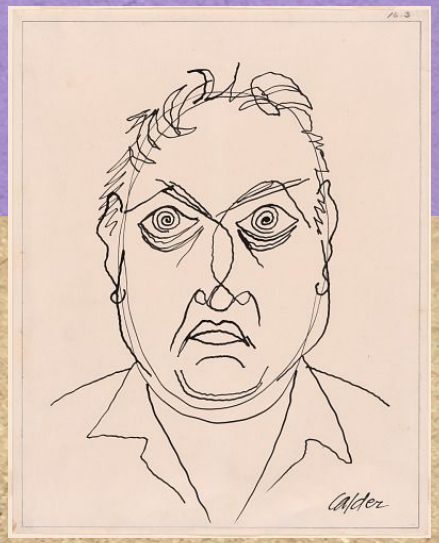
Investigative Drawings:

Building up Tone & texture

Artist Research:

Alexander Calder

- American Sculptor & Painter
- Works mostly in wire sculpture, creating mobile public structures
- Inventor of the Mobile

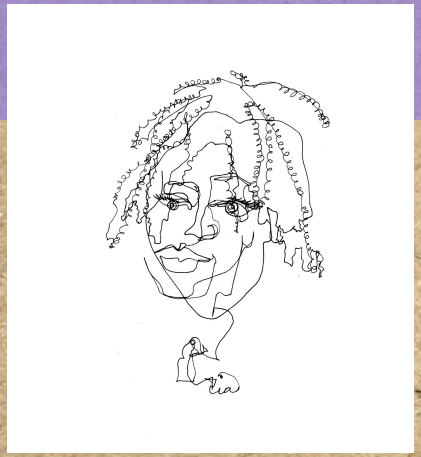


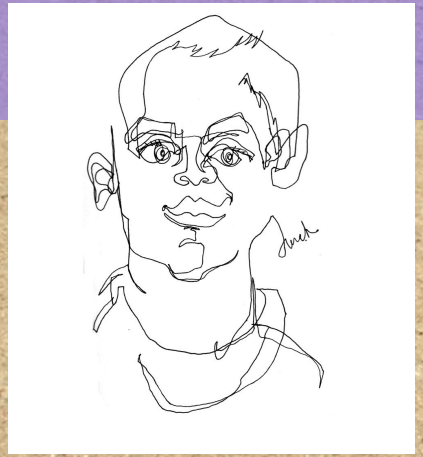
Use of continuous & contour line to create interesting line drawing using both pen and wire

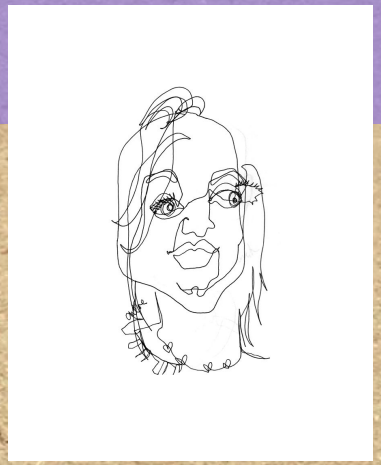
Artist Research:

Allison Kunath

- Fine artist, designer & Muralist
- Based in California
- Mainly works in watercolour & Acrylic, uses Latex to create outdoor murals





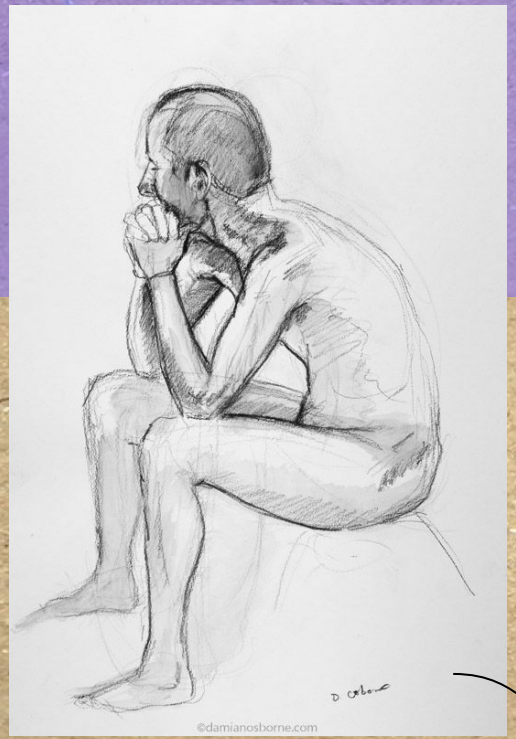


- Blind drawings - great looseness, ability to quickly capture shape and form, each portrait is individual so you can tell she was really looking at each person as she drew

Artist Research:

Damian Osborne

- South African Artist
- Contemporary Realism Painter



- Gestural Drawing - quick & loose, capturing form in long sweeping strokes
- Sensitivity to movement

- Example of building up on top of a gesture drawing

Artist Research:

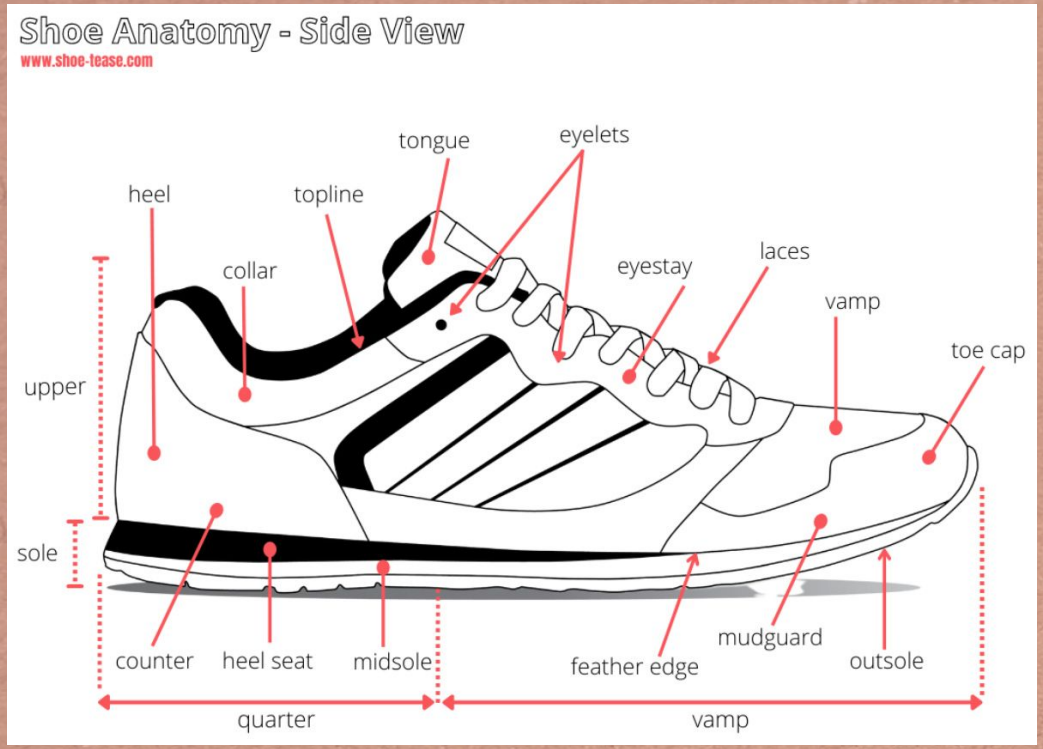
Albrecht Durer

- German Painter & Printmaker - Theorist of German Renaissance
- Worked in engravings & tempura paint

Self Portrait

- Use of light and shadow to create the illusion of texture & form

Footwear Anatomy:



- **Main Structure:**

Heel
Toe Cap
Insole
Outsole

- **Additional Parts**

Upper
Eyelets
Quarter
Vamp
Lining
Tongue
topline
top edge

Anatomy of my Source Object:

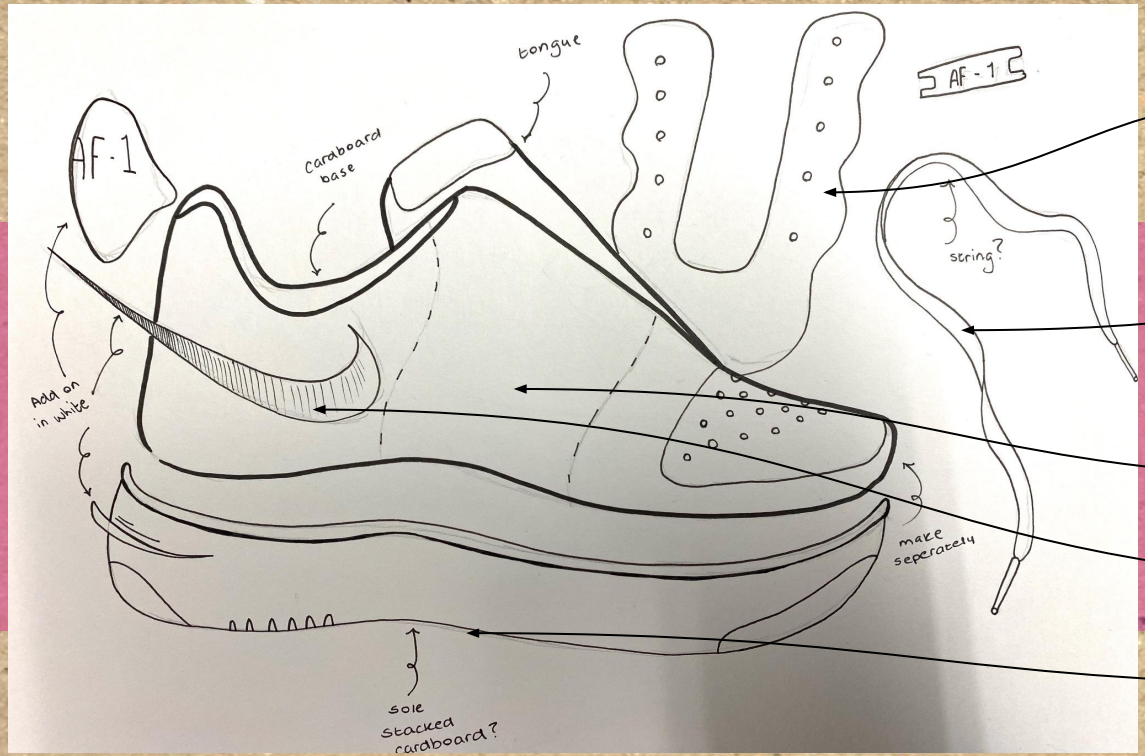
- **Main Structure:**

Heel
Toe Cap
Insole
Outsole

- **Additional Parts**

Upper
Eyelets
Quarter
Vamp
Lining
Tongue
topline
top edge

Design Drawing:



Deconstructed sketch of source object

Eyestay - to be constructed separately and glued on

Laces - considering both paper & string as a possible material

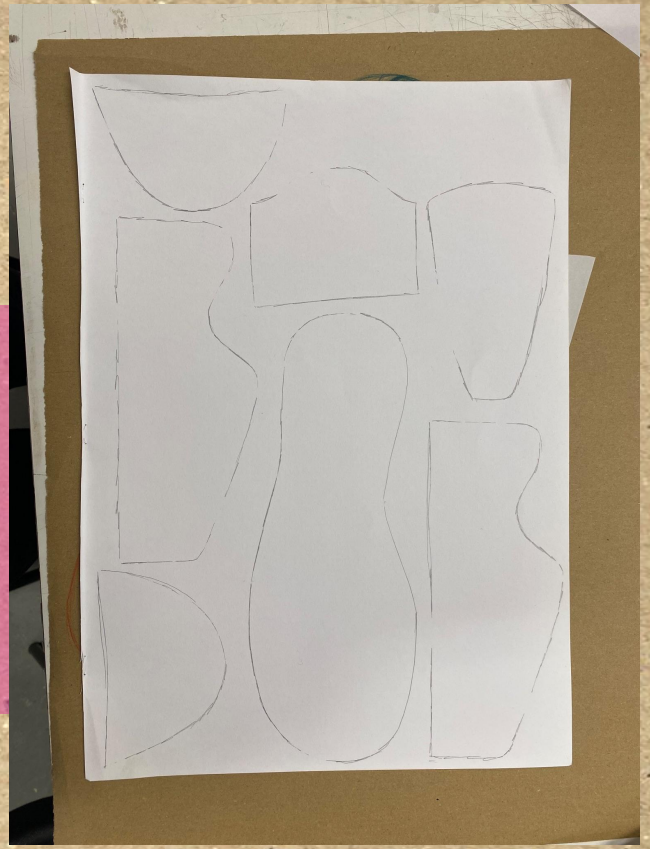
Main body

Details - made in lighter gsm white card

Platform & sole - constructed to add height to the shoe

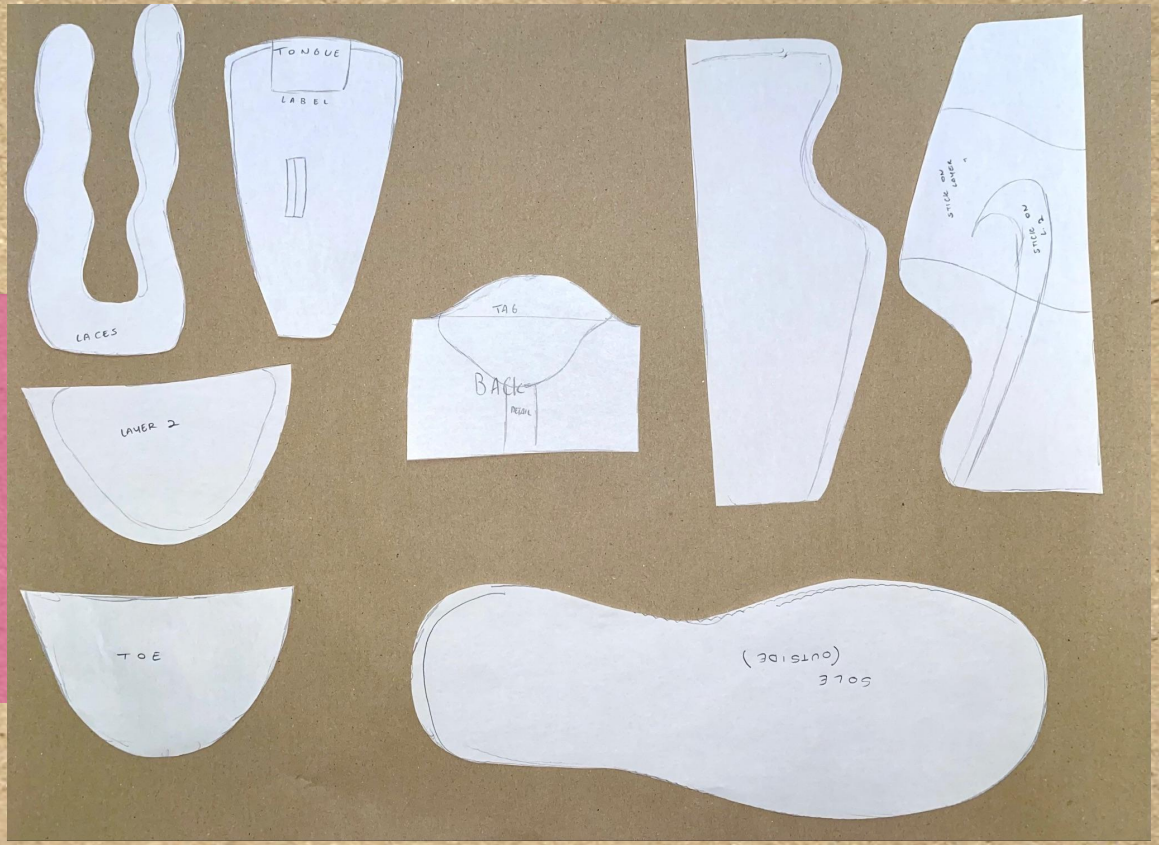
Design Plan:

Initially, to create the design plan I used Tracing paper, laid it down & sketched The main shapes of the shoe to get an Estimation of what it's components Would look like

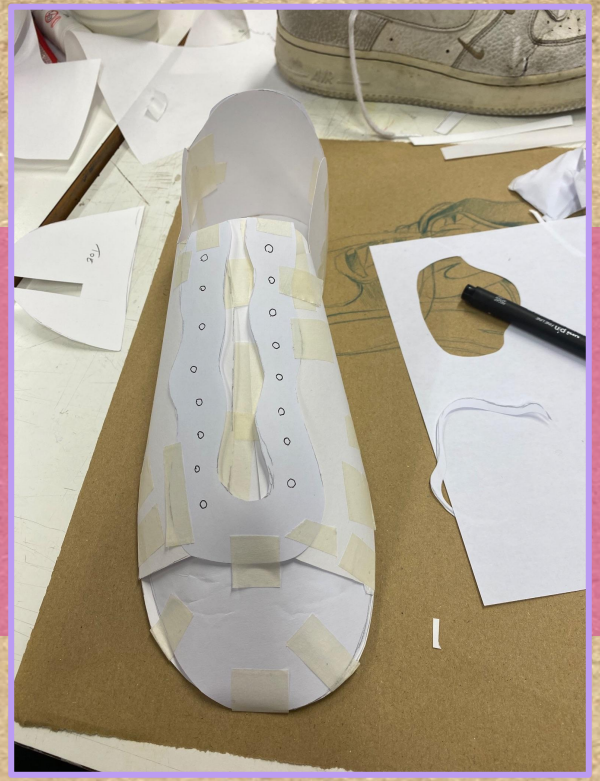


Design Plan:

I then took these tracing paper sketches & traced around them onto a thicker Paper to create a design plan/pattern

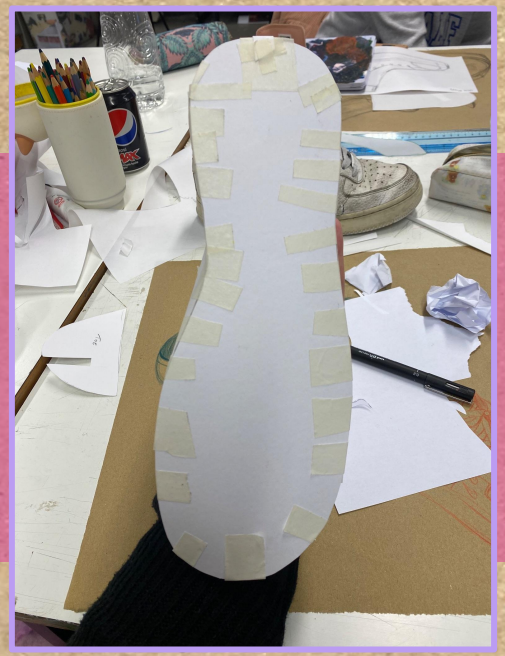


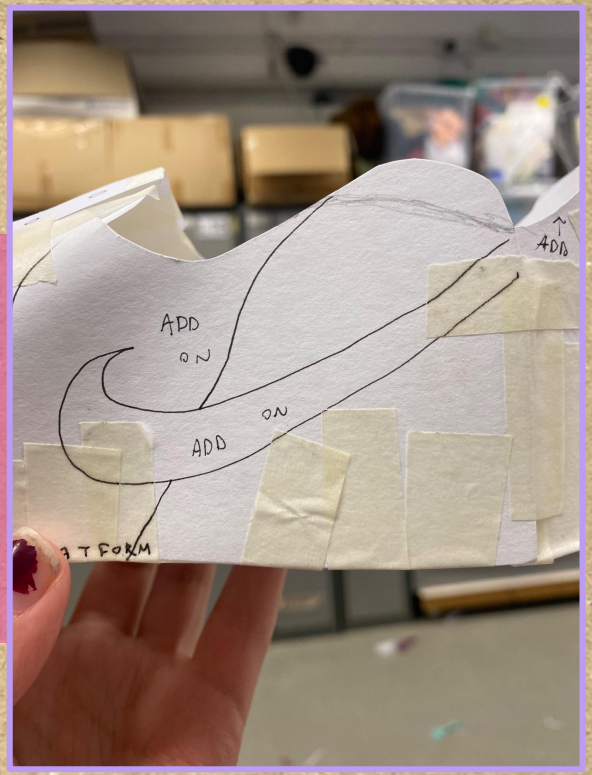
Paper Maquette: Initial construction using my pattern



Using masking tape to join pieces - on both inside & outside of maquette to improve structure

Paper Maquette: Initial construction using my pattern





Marking in areas to add on in the final product with white card to create a different texture

Where does cardboard come from?

Exploring our material

Chemist Carl. F. Dahl developed the process of pulping wood, which was later to be used in the paper making process. He named the development the “Kraft process”

Then to create the paper a long process is involved to ensure the wood chips that are pulped are clean and suitable for purpose.

1. the trees are cut and lumbered to create tonnes of logs which go through a machine to be debarked and chipped.
2. These chips are then put through one of two processes – mechanical pulping or chemical pulping.

The pulp is given a final washing to eliminate any contaminants before they are pressed and rolled into paper. These rolls of cardboard paper are converted into boxes or made into different cardboard products.

How is Cardboard Recycled?

- The cardboard is **sorted and shredded**
- Cardboard needs some preparation before it can be recycled. The first step is sorting the different boards, with a distinction being made between boxboard (single-layer, like a cereal box) and corrugated.

- The shredded material is then turned into pulp & filtered for any debris

- More water is added, at this point the mixture is around 90% water, so it is rolled and dried using steamers
- The sheets are then flattened and converted into new cardboard

Artist Research:

Charles Young

- Papercraft artist working in 200gsm paper to create miniature 3d sculptures
- Creates moving parts - spinning wheels, removable roofs, flickering lights etc.
- Creates Moquettes before creating a full colour model, similar to the process of creating our shoes

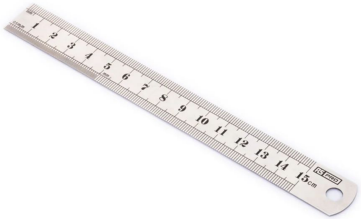
Artist Research:

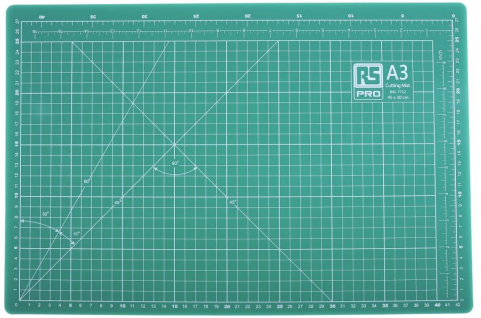
Chris Gilmour

- Large gap between price of material vs quality of final product
- Works only in cardboard to create life size sculptures with movable parts - engines, wheels etc.

Materials List:

Cardboard in the classroom





Health & Safety:

Cardboard in the classroom

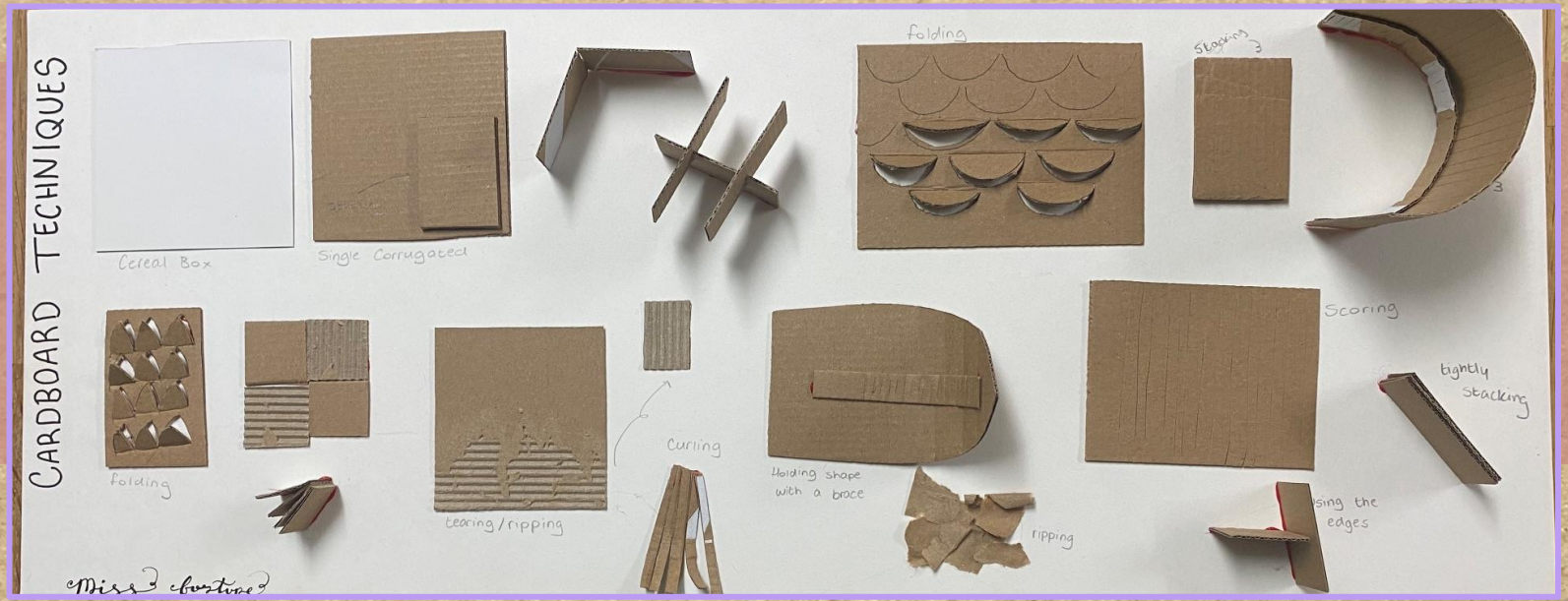
- Be aware of where the first aid kit is in the classroom, and also who are the designated first aid staff members in case of a serious accident

- Using a glue gun:
  - Station(s) should be set up for students to come up and use the glue gun, do not have a glue gun at each desk as there is a chance to hit off it, knock it over etc. These stations should be clearly labelled with the word 'HOT', and a talk & demo on how to use the glue gun should be shown to students before beginning

- Using a box cutter / blade
  - With some classes, using a scissors instead of a blade would be advisable.
  -When using a blade, show students a demo on how NOT to hold the blade. Remind them to place their hand in FRONT of the blade, not behind it. Re-iterate the importance of this as they can cut themselves severely

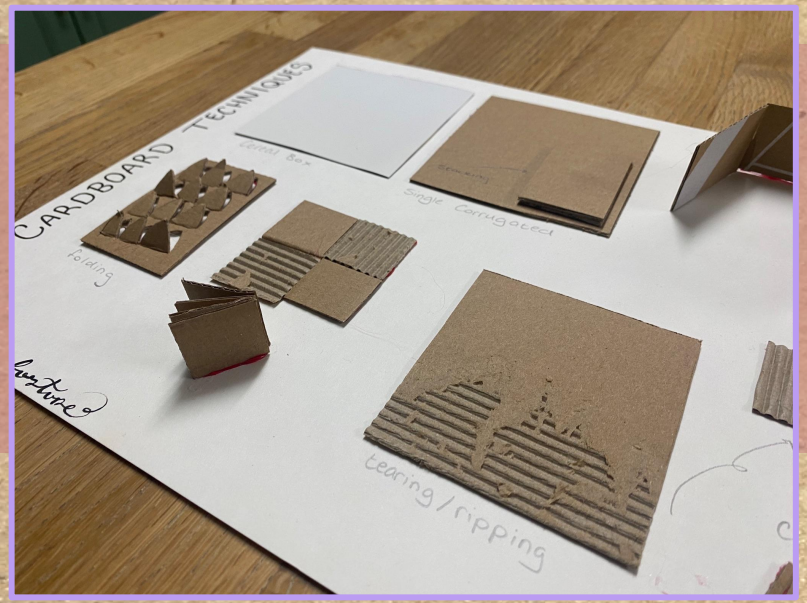
Cardboard Construction Process:

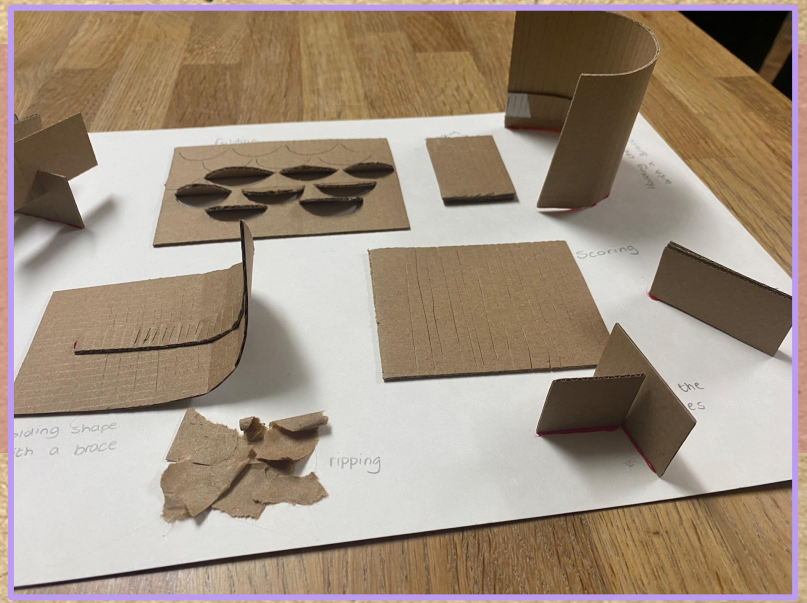
Cardboard Techniques Visual Aid



Cardboard Construction Process:

Cardboard Techniques Visual Aid





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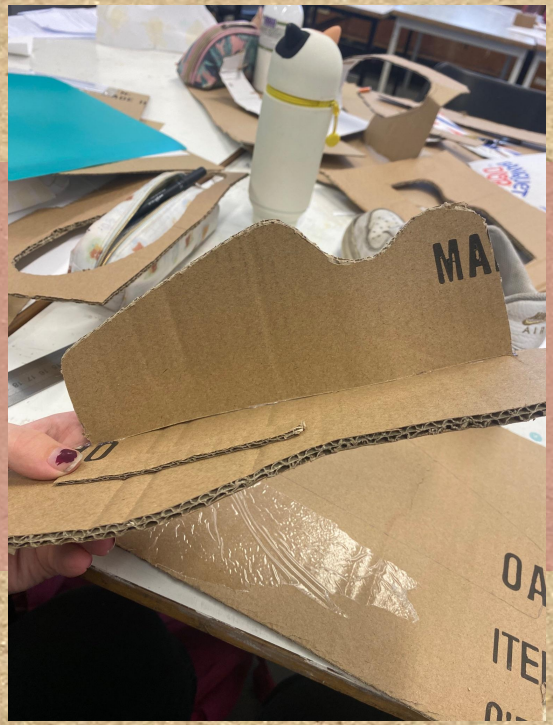
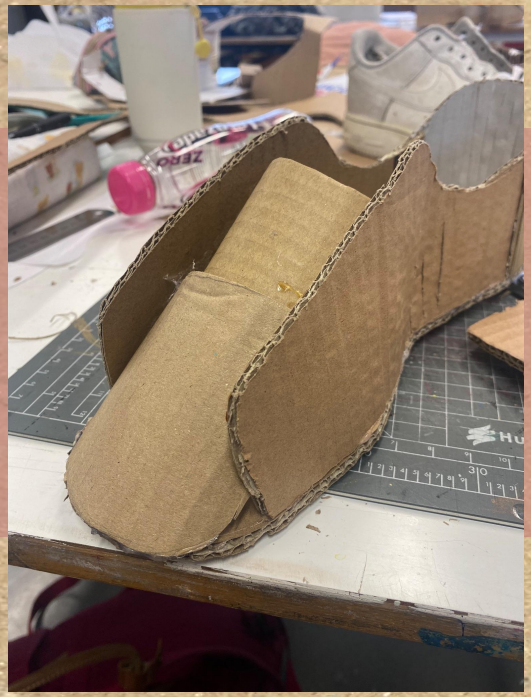
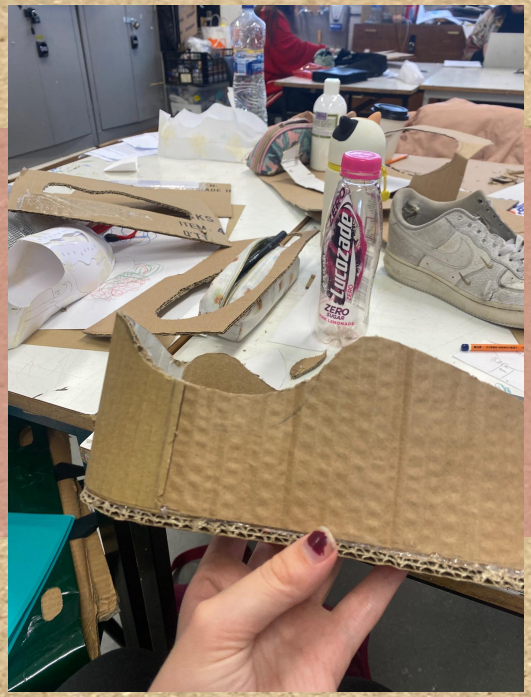


After creating my maquette I decided to use a hammer to create a new toe piece by flattening the card

Joining using scoring & glue

Cardboard Construction Process:





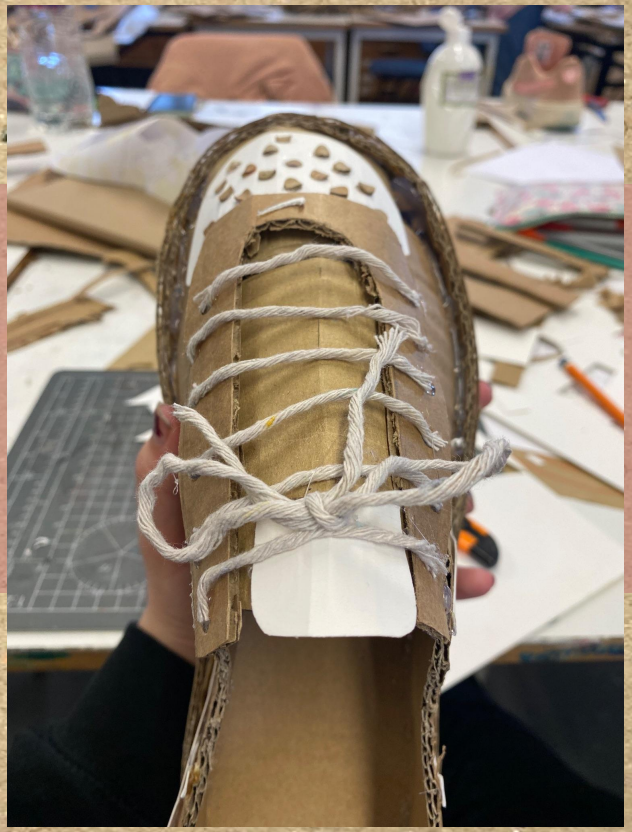
Further construction of sides & toe piece

Cardboard Construction Process:

Adding detail with thin card

Cardboard Construction Process:

Fine details - laces, dots on toe Cap, nike logo etc.

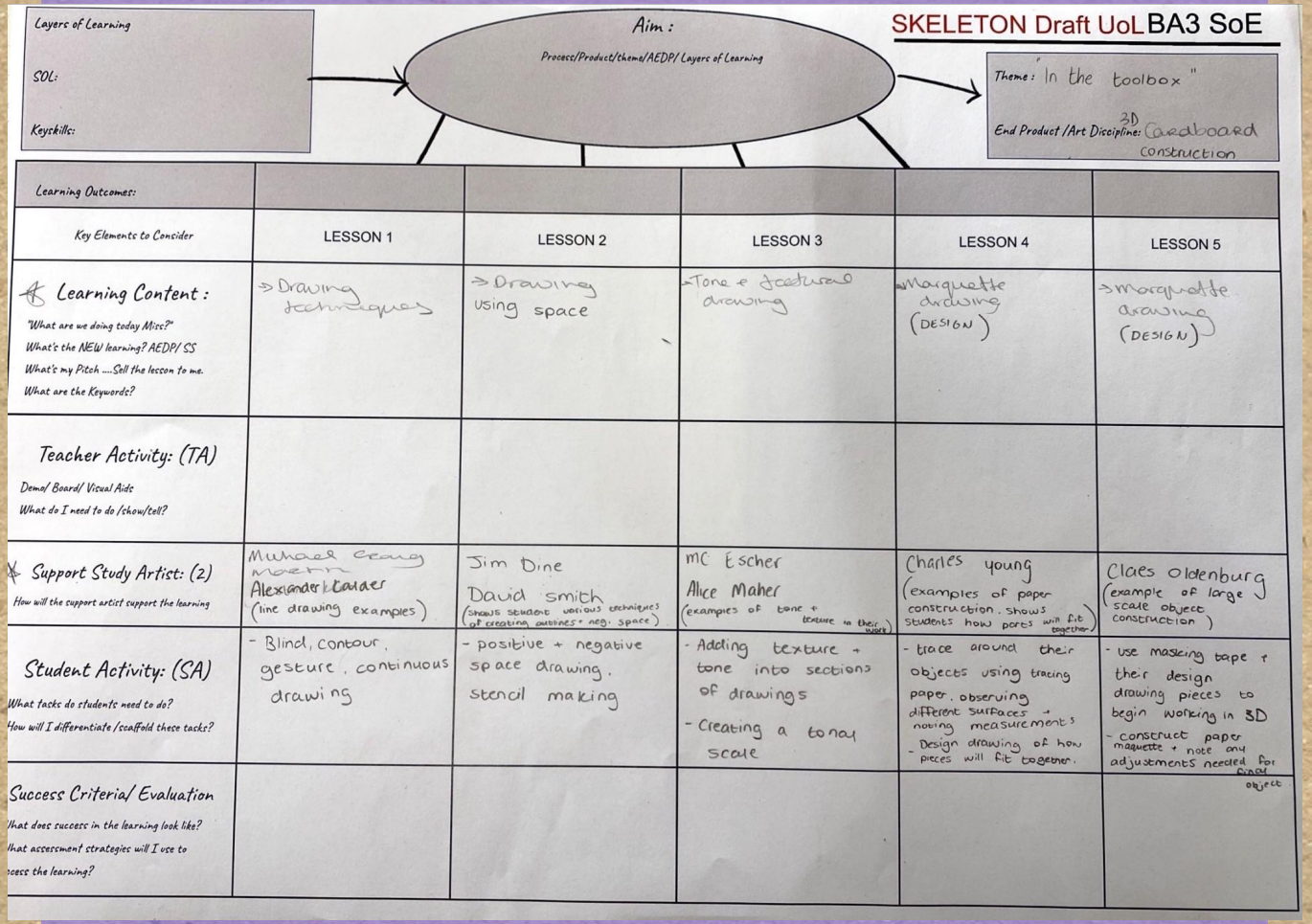


Final Construction:

Final Construction:

Translation into the Classroom

Alex Fortune & Kitty Bentley



Layers of Learning

SOL:

Keyskills:

Aim :

Process/Product/theme/AEDP/ Layers of Learning

SKELETON Draft UoL BA3 SoE

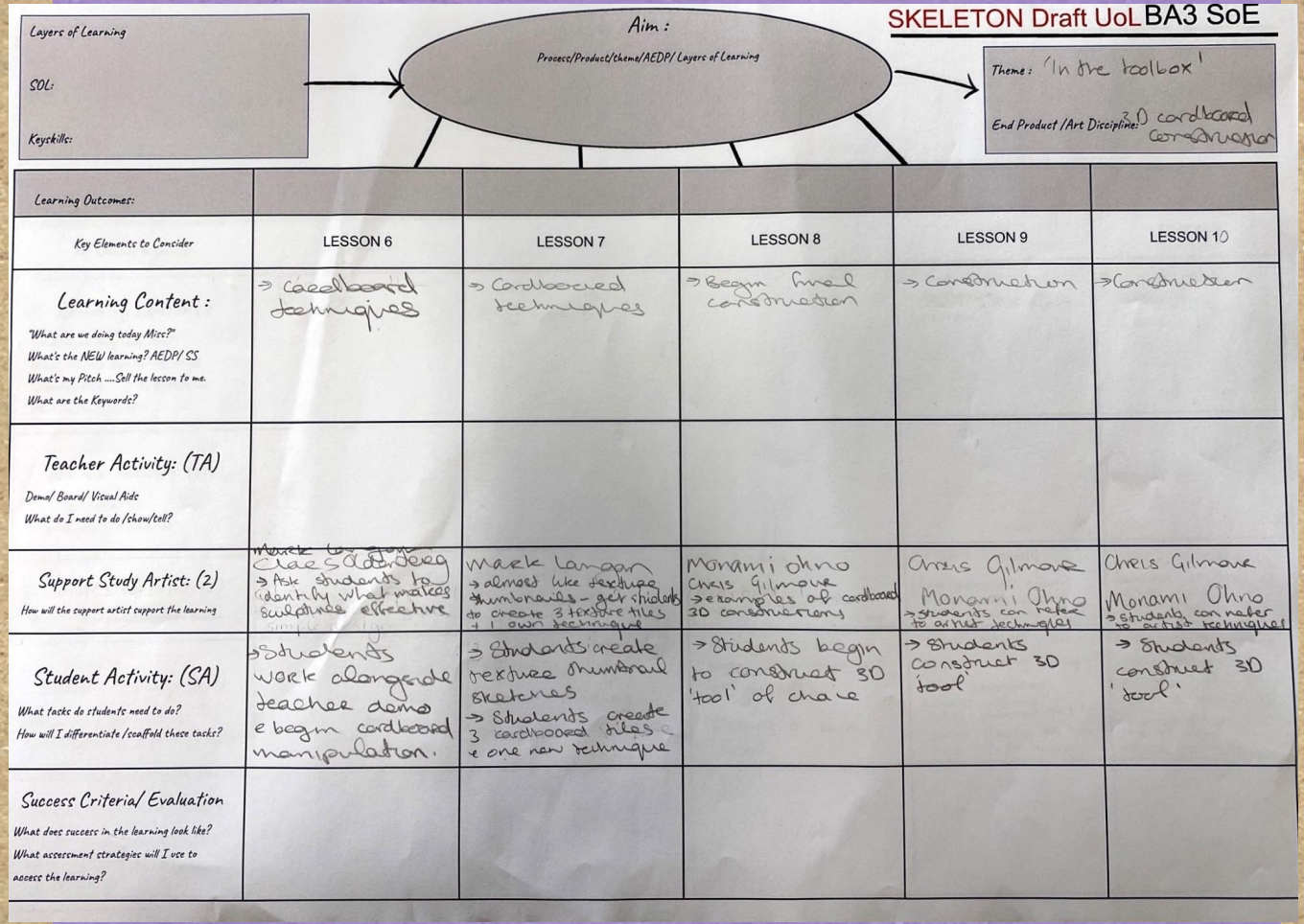
Theme : "In the toolbox"

End Product /Art Discipline: 3D Cardboard construction

Learning Outcomes:					
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?	→ Drawing techniques	→ Drawing using space	→ Tone + textured drawing	→ Marquette drawing (DESIGN)	→ Marquette drawing (DESIGN)
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?					
Support Study Artist: (2) How will the support artist support the learning	Michael Craig Martin Alexander Calder (line drawing examples)	Jim Dine David Smith (shows student various techniques of creating outlines + neg. space)	MC Escher Alice Maher (examples of tone + texture in their work)	Charles Young (examples of paper construction. Shows students how pores will fit together)	Claes Oldenburg (example of large scale object construction)
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	- Blind, contour, gesture, continuous drawing	- positive + negative space drawing. stencil making	- Adding texture + tone into sections of drawings - Creating a tonal scale	- trace around their objects using tracing paper. observing different surfaces + noting measurements - Design drawing of how pieces will fit together.	- use masking tape + their design drawing pieces to begin working in 3D - construct paper maquette + note any adjustments needed for final object
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to assess the learning?					

Translation into the Classroom

Alex Fortune & Kitty Bentley



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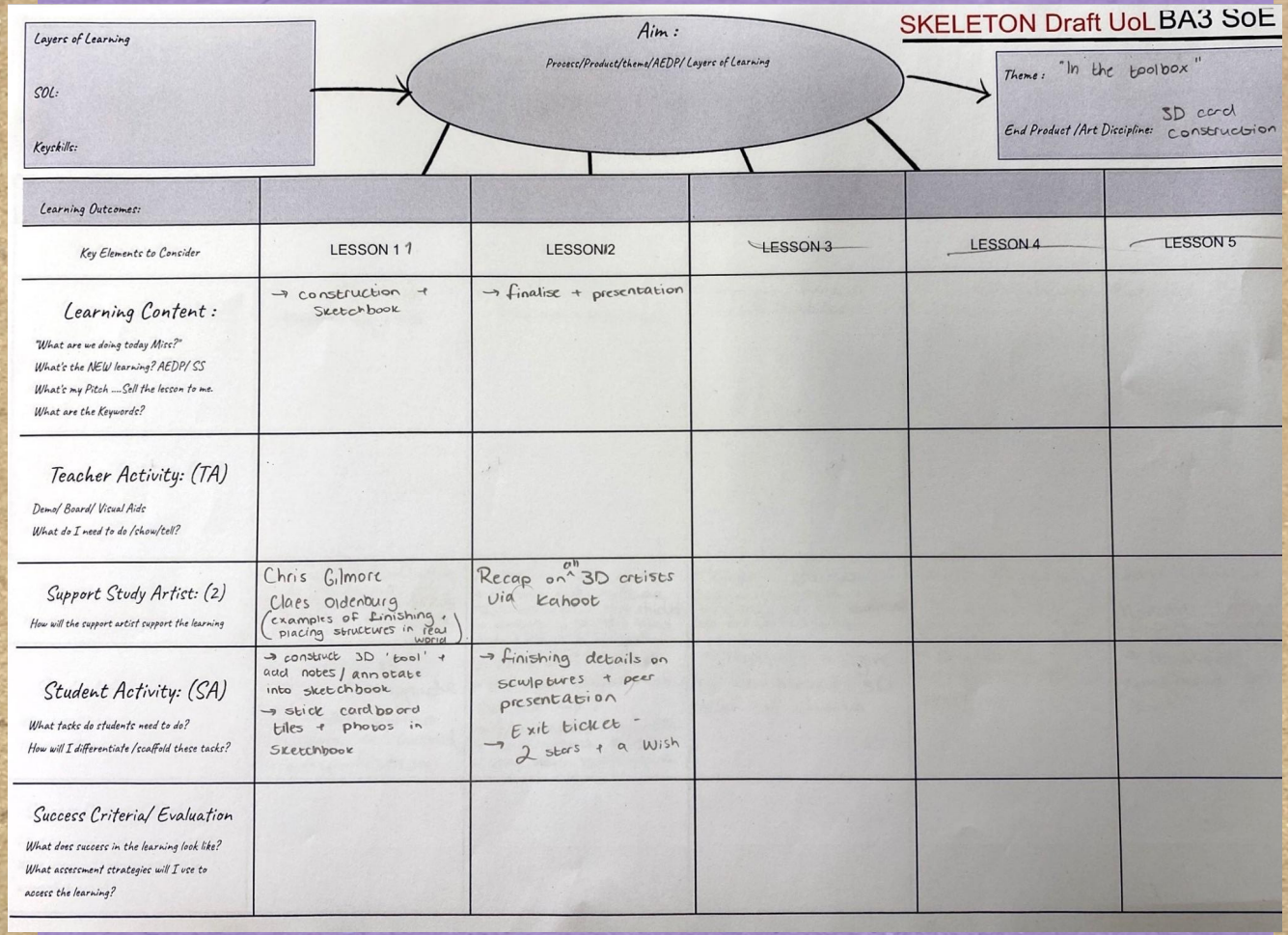
Learning Outcomes:					
Key Elements to Consider	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Learning Content : "What are we doing today Miss?" What's the NEW learning? AEDP/ SS What's my Pitch ....Sell the lesson to me. What are the Keywords?	→ cardboard techniques	→ Cardboard techniques	→ Begin final construction	→ Construction	→ Construction
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?					
Support Study Artist: (2) How will the support artist support the learning	Mark to Stone Claes Oldenburg → Ask students to identify what makes sculptures effective	Mark Langan → almost like texture thumbnails - get students to create 3 texture tiles + 1 own technique	Monami Ohno Chris Gilmour → examples of cardboard 3D construction	Chris Gilmour Monami Ohno → students can refer to artist technique	Chris Gilmour Monami Ohno → students can refer to artist techniques
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	→ Students work alongside teacher demo & begin cardboard manipulation.	→ Students create texture thumbnail sketches → Students create 3 cardboard tiles & one new technique	→ Students begin to construct 3D 'tool' of choice	→ Students construct 3D tool	→ Students construct 3D 'tool'
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to access the learning?					

Translation into the Classroom

Alex Fortune & Kitty Bentley

UoL Theme:
'In the Toolbox'



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End Product /Art Discipline: 3D card construction

Learning Outcomes:					
Key Elements to Consider	LESSON 1 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?	→ construction + sketchbook	→ finalise + presentation			
Teacher Activity: (TA) Demo/ Board/ Visual Aids What do I need to do /show/tell?					
Support Study Artist: (2) How will the support artist support the learning	Chris Gilmore Claes Oldenburg (examples of finishing + placing structures in real world)	Recap on 3D artists via Kahoot			
Student Activity: (SA) What tasks do students need to do? How will I differentiate /scaffold these tasks?	→ construct 3D 'tool' + add notes / annotate into sketchbook → stick cardboard tiles + photos in sketchbook	→ finishing details on sculptures + peer presentation Exit ticket - → 2 stars + a Wish			
Success Criteria/ Evaluation What does success in the learning look like? What assessment strategies will I use to access the learning?					