



A Walk in My Shoes

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This curriculum unit is recommended for:
Visual Arts or Crafts Courses 9th-12th Grade

Keywords: (Shoe Design, Industrial Design, Art and Design, Sneakers, Expression, Shoe History)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Numbers of research surveys and questionnaires have come to the conclusion that footwear is an extension of self-expression among most Americans. Whether you want to be “Like Mike” or Cinderella your shoes tell a story about who you are or who you want to be in life. This theory of shoes as a gateway to identity can also lead to perceptions that people create about you based off of them. Essentially I want to know and want my students to know “who are you in your shoes?” This lesson is ideally designed for a Visual Arts Class or Craft class with 35 students or less. Students will be taken on a journey of shoe history from its beginning roots to what we know as shoe culture today. We will discuss how self expression has become a part of shoewear and students will critically think to compose art as a segway to self-expression.

I plan to teach this unit during the coming year to 35 students in Beginning Visual Arts.

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Introduction

Shoe designing is an actual craft that must be appreciated as an art form. We are all artists in our unique ways, and what I want to show my students is that the simplest choice that they make in the morning like what to wear, is an artistic choice. Art is more than just painting on a canvas or creating a phenomenal sculpture. Art can expand into fashion, electronics, automobiles, architecture, art is all around us. Art gives the world a unique look, and I want for my students to understand that they are all unique individuals with their own stories to tell. Shoes can be used for more than their ordinary functional purpose, and thought of as a canvas that can tell a personal story. We often see celebrities and models showcasing fabulous shoe designs for the public to consume, but we often forget about the most important aspect of shoes, the designers. We have the opportunities as teachers to make real world connections with the content we teach. So why not discuss why we wear footwear, and the functionalities of shoes. We all know the brand names of shoes but we must go deeper than that and learn that there's always a support team filled with industrial designers and creative directors that actually learned the craft and art of shoemaking.

Rationale

Speaking from a visual art teacher position, as teachers we come across a lot of students who quite frankly don't want to be in our classes simply because they feel as if they "can't draw." Little do most students know is that art is simple the ability to think creatively and become problem solvers. Art has a functional purpose in all of our lives whether we want to believe that or not, like I said art is more than just pencil on paper. This unit will hopefully teach children that you don't have to know how to "draw" to make an artistic decision. This unit will challenge their creative thinking skills and allow students to simply express themselves through the art of shoemaking. I want my students to get comfortable with the idea of making art and why not start with a product that we all love and cherish.

Unit Goals

The main goal for this unit is to get students to think critically about what art is and what art can be. In this unit I want students to be able to express themselves through a medium that they typically wear everyday. On this journey of self-expression and shoe wear the goal is to get students to use critical thinking, and problem solving skills as they get to their final product. Once the products are complete the end result will hopefully be that students have gotten to know themselves and each other better.

School Demographics

I currently teach at North Mecklenburg High School. We serve a total of 1,881 students, and I teach about 135 students. Of the school population 60% of the students are African American, 19% White, 16% Hispanic, 3% Asian, and 2% two or more races. Within this population there is a lack of diversity more than most schools in the Charlotte Mecklenburg School System. 51% of students are eligible for free lunch and 6% for reduced lunch. Our school does have a population of ESL, EC students and students with 504 plans. In my classroom I come across a lot of African American and Hispanic students, the smallest populations in my classroom are mostly White and Asian children. I have a decent percentage of students with 504, ESL and EC plans.

Content Research

Shoe History

As you can imagine shoes have been around for a very long time, since the Egyptians in fact!. The earliest shoes are known as sandals and date back to around 7000 to 8000 BCE (Wikimedia Foundation, 2017). But the most common sandal amongst these early civilizations were called *tong sandals*, and it is said that they could have possibly existed back to 4000 BCE according to cave drawings. The world's oldest leather shoe, was found in a cave in Armenia and is said to be 5,500 years old. (Science Daily, 2010) Although there aren't any records as to who made these shoes, shoe designing has come a long way from where it started.

Sandals and shoes have been transformed in many cultures since the Egyptians invented the product. In 10th century Chinese foot binding started a drastically different shoe culture in Asia. There was a famous dancer named Yao Niang and she thought to have inspired binding in Asian culture. She would always perform beautiful dances for the Emperor Li Yu. and it is said that her practice of making her foot look like a "new moon" heavily inspired footbinding in China. Niang would dance on her toes for the emperor in six-foot golden lotus festooned with ribbons and



precious stones. From the start, foot-binding was thought to give off erotic overtones and symbolize beauty. With a large amount of women's feet remaining small from binding practices throughout the years, China's shoe culture for women started to emerge into a style. You'll start to notice a decrease in shoe sizes for women and that most of their shoes were elaborately dressed with culture rich materials. Although this binding method caused many problems with women's feet over the years, this tradition has sparked so many creative ways to look at footwear and design. From the

pointed toe look and arched feet, foot binding should still be recognized as a culture because this was a major time of self expression and a way that women wanted to enhance their beauty. Foot binding due to major concerns lasted in China for about a millennium until it was banned in the early 1900s.



Some would say that there is a correlation to foot binding and high heels because of the actual structure of the way heels are made. Even the way that heels are traditionally supposed to make you feel (beauty, sexiness, or even pain), you could definitely say that there is a connection somewhere down the line. But what most people don't know about heels is that they were actually invented for both women and men, and seen as a sign of high social status, this trended around in Europe during the late 1500s.

I find it amazing that even hundreds of years ago a simple object that people chose to wear was used to determine a person's social class, but I also think that this could be the reason why people care so much about what's on their feet. These cultures and many more have

embedded in the minds of billions of people that footwear is important, so why not ask this question to your students...why do shoes matter?

The Crafted Shoe Canvas

Shoemakers (also known as **cordwainers**) may produce a range of footwear items, including shoes, boots, sandals, clogs and moccasins. Such items are generally made of leather, wood, rubber, plastic, jute or other plant material, and often consist of multiple parts for better durability of the sole, stitched to a leather upper.



Shoemaking became commercialized in the mid-18th century, as it expanded as a cottage industry. With shoe commercialization sneakers followed right after and were made in the 19th century. But before this commercialization, the traditional shoemaker would measure the feet and cut out upper leathers according to the required size. These parts were fitted and stitched together. The sole was assembled next, consisting of a pair of inner soles of soft leather, a pair of outer soles of firmer texture, a pair of welts or bands about one inch broad, of flexible

leather, and lifts and top-pieces for the heels. The insole was then attached to a last made of wood, which was used to form the shoe. Some lasts were straight, while curved lasts came in pairs: one for left shoes, the other for right shoes. The 'lasting' procedure then secured the leather upper to the sole with tacks. The soles were then hammered into shape; the heel lifts were then attached with wooden pegs and the worn out-sole was nailed down to the lifts. The finishing operation included paring, rasping, scraping, smoothing, blacking, and burnishing the edges of soles and heels, scraping, sand-papering, and burnishing the soles, withdrawing the lasts, and cleaning out any pegs which may have pierced through the inner sole (Wikimedia Foundation, 2017). There are a very few amount of actual shoemakers that still practice this technique of shoe making.

Thankfully we now have machines that can produce shoes and we can give thanks to the inventor Jan Matzeliger who was born in Paramaribo (now Suriname) in 1852. Matzeliger moved to the states in 1873 as a shoemaker. This dark-skinned man settled in Lynn, Massachusetts after countless searching for shoemaker jobs in Philadelphia. He could barely speak English and learned as the years passed and he ended up creating a masterpiece that would forever change the way shoemakers created.



Matzeliger created a shoe lasting machine and patented the machine in 1883. Before Matzeliger's invention cordwainers (shoemakers) would mold or make a cast of their customer's feet with wood or stone and then take the measurements. After practicing this technique for numerous years, he thought that there had to be a quicker and simpler solution to shoe craftsmanship. After several designs of machines, he finally made one that worked, his final machine was able to make 700 shoes per day more than 10 times the amount typically produced by human hands. The mechanism held a shoe on a last, pulled the leather down around the heel, set and drove in the nails, and then discharged the completed shoe. Matzeliger's lasting machine

was an immediate success. In 1889, the Consolidated Lasting Machine Company was formed to manufacture the devices, with Matzelinger receiving a large amount of stock in the organization. After Matzelinger's death in 1889, the United Shoe Machinery Company acquired his patent (A&E Networks Television, 2014). Matzelinger died at the age of 37 from Tuberculosis. Due to pioneers such as this remarkable man the shoe designer industry wouldn't be what it is today without him.

From Canvas to Shoe



The actual art of crafting a shoe used to be very complex as we read above, but “Who made shoe wear Fashionable?” As shoes started to be produced around the world, many different styles started to come out of the various countries. Different materials such as silk, and patterned fabrics started to be used in shoe designing. In the early 1800's, women's and men's shoes finally began to differ from one another in style, color, heel, and toe shape. From the 1920's to the 1960's women were really making huge strides in their quest for liberation and footwear became more debilitating. The shoe, which was now in full view, became an integral part of the fashion wardrobe (Vintage Fashion Guild, 2013). In the 1930s Henry Rayne and Andre Perugia were the first to create their own shoe collections under their names. Female shoes with elaborate curves, patterns, and colors started to emerge and this even influenced how women dressed. From shorter dresses to skirts, women we're truly trying to show off their fabulous designer shoes in the early 20th century.

Since the breakthrough of women's shoes becoming a fashion statement this came with many shoe trends throughout the years. Fashion brands such as Dior started to make shoes with a different style, their shoes were more softer, feminine, and started to make a statement. From the 1960s and still to this day designers have discovered new ways to design women's

shoes.

“What about the fellas?”

In the early 20th century there was little to no discussion about the male shoe, most men wore oxford dress shoes. There are now multi-million dollar companies that make money off of sneakers which were originally designed for male athletes. Athletic shoes are by far the most popular and sold shoe in the world, commanding twice more than the market share of dress or “casual” shoes therefore surpassing womens dress shoes (Vanderbilt, 1998). Even though there was little to no discussion about male shoes in the early 20th century, the athletic shoe has its origins in England during the 19th century.



Charles Goodyear patented the vulcanization process (which is the chemical process for converting natural rubber or related polymers into more durable materials by the addition of sulfur or other equivalent curatives or accelerators.) of the athletic shoe in 1839 and this made the modern sneaker possible to be created to the masses (Vanderbilt, 1998). In the U.S.(then)small sneaker companies started to develop in the early 1900s such as Converse and

Keds. Marquis M. Converse produced the first “All Star” converse in 1917.

Sneakers were designed with athletic performance functionality in mind and now have turned into a lifestyle for most people. But did you know that some athletes around the world don’t even train in sneakers? Abebe Bikila of Ethiopia is the most famous barefoot runner in modern running history. The idea that less weight on your feet helps you go faster, which actually makes a lot of sense if you really think about it and this technique is still practiced in parts of Africa and Europe. But you could image after many years of complained issues of getting cuts on feet have sparked the idea to create the athletic shoe.



With the help of athletes, celebrities, and urban culture the sneaker became a shoe for the everyday person. Thus establishing shoe collecting and trading companies such as “*Flight Club*” and “*The Sneaker Don*” for famous brands. Sneakers and bought and traded all over the world, especially those that were released years ago and that are now considered “vintage”. Sneakers have become more than just an athletic shoe, they have become a fashion statement throughout the years. In the essence of the birth of Hip Hop and during peak Rock and Roll, sneakers



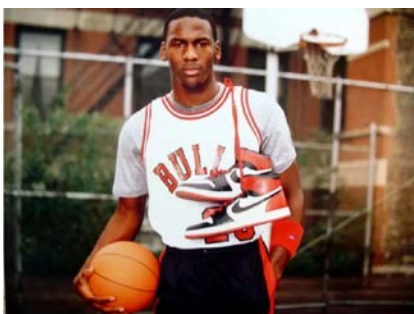
became an signature fashion accessory. “If you got Adidas on, hold ‘em up in the air’ And thirty thousand people in Madison Square Garden held ‘em up. They (Adidas) looked at that and said “Yall (RUN DMC) got a deal.”(Vanderbilt, 1998)” This interview with rap group RUN DMC, shows the massive power that celebrities had over the mass market of the sneaker industry.

As we read in the beginning of the paper, basketball players did have a great impact of what the sneaker industry is too, if not the most impact.

After all of the controversy and speculation under the Commissioner David Stern in the early 1990s, the NBA had taken a superstar, personality-driven approach to marketing the league. The NBA became a brand, something bigger than the game itself (Vanderbilt, 1998). Establishing endorsement deals with teams and athletes, the NBA started to embrace brands such as the Air Jordans and allowed their players to play in their shows, or even create their own. With that being said after a decade of intense advertising and design innovation, Nike had captured over 40 percent of the world market and, paired with Reebok controlled more than half(Vanderbilt, 1998).

Let’s take a walk back in time...

In 1985 the original Air Jordan worn by Michael Jordan was released, and this shook up the world! The shoe was originally \$65 and sparked major controversy between the NBA and Michael Jordan. Did you know that Jordan was fined \$5,000 per game in his rookie season every time he wore his Air Jordans? But those fines certainly didn’t stop the player from showcasing his personal style. Jordan’s signature shoes started to create a buzz in the NBA and amongst those that watched the rookie. His ball carrying abilities and his amazing aerobic performances captivated so many during that time (and still do to this day I might add), and this propelled Jordan’s outstanding fame throughout his career. With Jordan doing so exceptionally well in basketball the idea of owning a pair of his shoes started a trend. Even celebrities such as Spike Lee, and Martin Lawrence both heavily endorsed the Jordan brand and made them popular to amongst the African American community.



“I want to be Like Mike”

Did you know that endorsements and celebrity connections could be the key to why you buy a certain type of shoe, besides just its comfortability? This isn’t necessarily a bad thing, it just taps into our style and shows us how popular cultures/people can mold our personalities and therefore influence our style.

Complex magazine breaks down 50 historical moments in “Sneaker History” that played on popular culture figures to spark your interest to buy a certain type of shoe(Complex, 2013):

- Basketball player Chuck Taylor joins the Converse brand in 1921, therefore changing the face of the brand, and James Dean in 1951 rebirthed the Taylor’s to fit the style of young “rebels.”
- Marilyn Monroe in the daring Red Stilettoes in the 1950’s
- John Lennon from “The Beatles”, Beatle Boots
- Abdul Jabar releases the first “Signature Sneaker”
- Dr. J wears Chuck Taylors during the ABA Slam Dunk Contest, 1976
- Bruce Lee wore his Onitsuka trainers in the movie Game of Death, 1978
- Michael Jordan debuts Air Jordans during season game, 1984
- Run DMC releases the song “My Adidas”, 1986
- Vans signs skateboarder Steve Caballero, 1988
- Spike Lee releases the film “Do the Right Thing” promoting Air Jordans, 1989
- The movie “Back to the Future” showcases a futuristic cool Nike shoe brand, 1989, and they were finally released in 2015.
- Kanye West debuts “Air Yeezys” in 2008 Grammy’s

These are just a few examples from the past that give us an idea on how certain shoes became so popular. Popular culture definitely can influence our style but that’s only a piece of the puzzle.

Confidence is Key

Even as far back as childhood, we’ve always looked at shoes as a way to express ourselves, but shoes have also probably made you feel good or more confident in who you are in one point in life. If you’re preparing for a big game, a big date, or just a regular day, your shoes matter. The “right” shoe can make you feel like a superstar basketball player, a supermodel, or even help you find a best friend with similar fashion interests.

The best example of this feeling would have to be the “Michael Jordan Sneaker Effect”, these shoes helped define who heros can be. Although these sneakers can be expensive they do give children in inner cities such as Lamaricus Aldridge, who is now playing for the Spurs a major amount of confidence. "Growing up in my neighborhood, [Jordans] were kind of like the Holy Grail. I couldn't afford them. So just being able to work and save up the money to actually buy them was huge.(ABC News, 2013)" A quote from Sarah Jessica Parker on shoes, “You feel confident and powerful when you dress in a way that tells me who you are rather than trying to dress like someone else who you think is confident and powerful. The shoe that makes you feel good is what makes a powerful shoe.”. The idea that a shoe can have such a power is amazing. I would like for my students to get the same feeling as they’re designing their own type of shoe.

I would also like for them to draw from inspirational shoes such as Jordan, or Lebron James’ shoes. I want my students to be confident in their final product as they present them, and even inspire their classmates.

Shoes and Social Interactions

Thinking back to as far as you can when you were little, there was always that “one” pair of shoes that you’ve always wanted, now, whether you got them that’s another scenario. Other kids probably had that particular pair of shoes and the idea of being accepted was very important at that time. Whether it was a pair that lit up, or strapped instead of used shoelaces.... What was the reason you wanted those pair of shoes?

The idea of wanting to be cool or simply accepted by peers can start at a young age. Relationships in high school are very important, and we often find that most students attach to those that look like them. Whether it's the jocks with Jordans and letterman jackets, the girls in high heels, or the artsy kids with Converse, it is in our human nature to attract to those with similarities. Your style can spark conversations with strangers and that can always be helpful in new environments like the freshman year in high school. The simple fact of clothing developing a social interaction is why I think that this lesson plan will draw connections in my classroom.

Back in 2011 a fashion brand in Stockholm called WeAretheSuperlativeConspiracy (WESC) tested a device called a RFID chip reader which was placed in the soles of people's shoes. The concept was, how can your shoes make you more social. The device had an optional feature where you could turn it on and off. So how does it work you may ask? As people walked around Stockholm, there were particular mats that were placed on the floor, and whenever you step on the mats, the chip would activate and interact with their surroundings -- automatically check in at a location and share it on Facebook or Twitter, for instance, or get access to exclusive deals or special events. There hasn't been much continuation on the project but I could definitely see this idea revived and apart of shoe wear in the future. (Engadget, 2016)

Where you've been, and where you're going...

Most people don't realize all of the special moments that can happen while wearing a pair of shoes. The goal for this lesson would be for students to create a shoe and design it to tell a story about where they're going in their shoes. With this insight I hope that students are able to explore and think about their future. What type of memories do you want to have in your shoes? Where will your shoes take you? This unit will be composed of questions like these and hopefully bridge into various discussions that will allow them to get to know each other. This exploration of self and each other will help the students and myself get an understanding of their life and future goals.

The Creative

Whenever there is a chance to be different visual artists always have a way of making their work stand out. The design of a sneaker must incorporate color, style, and influence the amid youth culture. My job as a teacher is to transform minds into thinking of alternative routes and possibilities to becoming whatever it is that you want to be. So for the kid that loves sneakers so much I would ask, "have you thought to design your own?" The questions need to be asked to spark the next generation of creatives and to turn them from being just consumers and turn them into entrepreneurs. There are many ways that a student can get involved in sneaker designing by just going to something as simple as the Nike website. Most big name brand sneaker companies now have the option to building your own shoe and customize it! There are also additional routes were most visual artists land in the area of Customizing their own sneakers. There are famous customizers such as *Emmanuelabor*, *Custom Queen*, *Revive Customs*, *Jacob Patterson Art*, *El Chappy*, and *C2 Customs* that have taken shoe designing to another level and started up their own small companies.

If you have students who are more on the traditional route of going to college, there are plenty of programs that shoe designing can fall under such as industrial design. Industrial designers develop and create products for manufacturing companies, and sneaker companies fall right under that category. There is also a fabulous school called Pensole located in Portland, Oregon that specializes in custom shoe making. The founder of Pensole is D'Wayne Edwards. Edwards is a black man that survived a childhood of growing up in Inglewood, California and

accomplished his dreams with a No. 2 pencil, he believes that shoe designing saved his life. Edwards after years of struggling grew up to design shoes for major companies such as Nike, L.A. Gear, and of course our favorite celebrities such as Michael Jordan, Allen Iverson, and many more athletes. The idea for this lesson is to spark minds to think creatively and outside the box on how they can turn something they love into an actual career, thus making our students “Career-ready” once they leave high school.



Instructional Implementation:

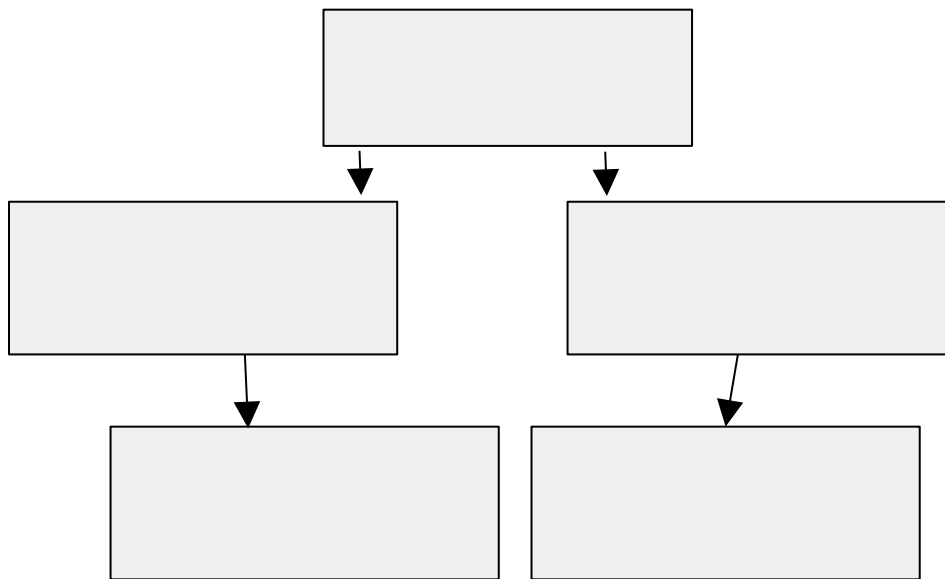
Teaching Strategies:

This unit will be consisted of four parts: (1) History & Shoe Identity, (2) Shoes and Social Interactions, (3) How to be a shoe maker, (4) Constructing Shoes (Paper Mache).

In-Depth details below:

Part One: History & Self Identity:

Students will be asked a series of questions that relate to their self identity and self expression and will be required to make a flowchart with their name in the middle.



Students will start to answer questions such as: Who are you? What are people’s perception of you?. I would encourage the students to keep their answers short for the sake of space on their chart. Once students start answering questions about their self identity that’s where we can start asking more questions in

relation to self expression and style. Questions such as: Does style matter to you? What’s your favorite type of shoe?Etc.

This is a perfect segway into talking about style and shoes. Students will start to talk about the types of shoes that they like and list all of the name brands that they know. But do they know the origin of shoes? Where do they come from? From this point I would display a slideshow that starts to break down shoe history using the facts above. Students can be quizzed on shoe history of you choose to do so, just to ensure that they are actually grasping the information that you are giving them.



Part 2: Shoes and Social Interactions. After students have seen so many different types of shoes from all around the world, hopefully they have learned an appreciation for the craft. I would have the students reflect on what shoes really stood out to them and ask why. Could they see themselves wearing the shoe that they just described?

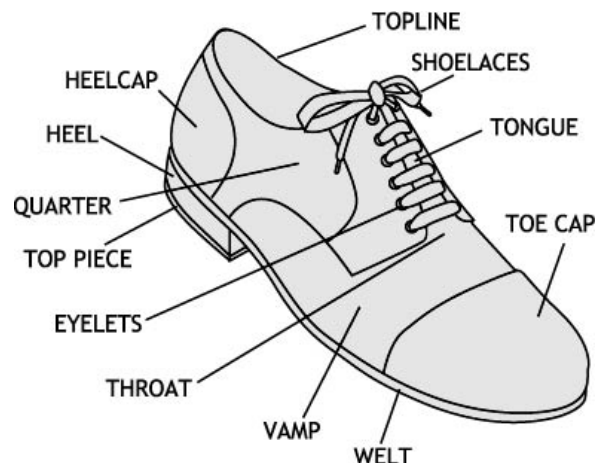
From here I would split the students up into groups who liked sneakers, heels, or any other different shoe types and have them as a group collectively share why they liked the particular shoe that they chose. This will be considered shoes as a segway to social interaction because they are now grouped with certain individuals with the same style. As they are reflection I would have them design a group shoe on paper and share it with the class. I would keep the students in their groups as you progress toward the end of the unit so as they start preparing their final shoe they will have someone around them that could possibly help with the design and constructing process.

Part 3: How to be a Shoemaker

Day three consists of breaking down parts of the shoe and drawing outlines to really gather an understand of the shoe making process. This section will be composed of students creating various shoe outlines, whether that will be sneakers or high heels. This will be the segment where students get to express their true creativity. Various shoe styles can be introduced from costume shoes to sneakers. Students that are creative enough could definitely draw out their own shoe outline but for lower performing levels I would possibly give handouts out shoe outlines. and ask students to expand upon them.

Once students have their outlines complete a discussion around how shoes are made is necessary. Break down the parts of the shoe.

With this section there will need to be a lot of demonstrations and visuals for the students to be inspired from. I highly encourage students to make a moodboard that will help guide them along the process. I would consider talking about the Element of Art Line in reference to how different line types can create shoe personalities.

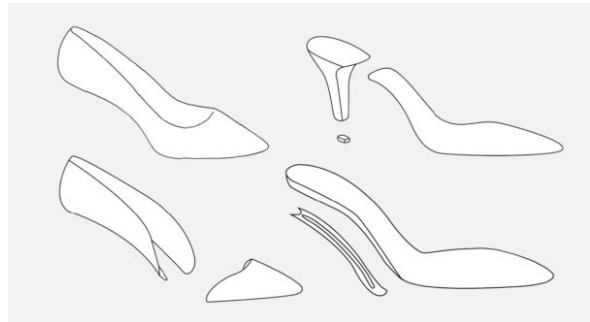


Breaking down the idea of how wavy and zigzag lines can produce certain feelings in footwear.

Amongst this part of the unit you could also ask them questions about their future: where are you going in your shoes? What do you want to do when you grown up? I want students to reflect on who they are and where they want to be or go in life. Brainstorm a shoe to brainstorm their future.

Feedback is crucial within these couple of days to ensure that what the student wants to create in manageable for them so that they can work successfully on their own. This segment could incorporate a lot of critiques from each of the students of their works and give positive feedback that can also serve as solutions to any problems that they think might arise once they start making their shoe.

Part 4: Constructing:



If you choose to take the lesson this far, constructing shoes would be an IDEAL idea.

Materials such as cereal, cracker, oatmeal boxes can be used to create final shoe products.

Which ever material you choose just make sure you break the shoe up into its basic parts such as: Sole, heel (if necessary), quater, toe cap, vamp, backstrap, tongue, and laces. This segment can take the longest of the three depending on what materials you plan on using.

In conclusion, this lesson will take your students on a journey through self identity and creativity amongst footwear. This lesson is designed to view historical artifacts and gather information about where their style could possibly comes from. This activity will bridge the past and the present to get students to start thinking about their future. With historical artifacts that date back to Egypt and new design methods from famous designers this activity will hopefully spark their creative minds and teach them how to stand out amongst the crowd with their wonderful designs.

Material list:

- Cereal box (soft cardboard)
- Sharpie or pen
- Scissors
- Hot glue
- Yarn (shoe strings)
- Paint

See next page for example images...



Appendix 1: Implementing Teaching Standards

This unit follows the Common Core State Standards for Art Education. See the following standards below and how they are applied within this unit:

B.V.2: Apply creative and critical thinking skills to artistic expression.

Students will reflect on how their shoe wear can be a gateway to how they can express themselves. Thus creating a shoe of their own which will require a great deal of creative thinking and critical thinking skills while constructing their shoe from scratch.

B.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Students will create art using multiple mediums before they get to their final piece. There will be a sketch, mood boards for creative content, and finally a three dimensional product.

B.V.3.2: Use a variety of media, including 2-D, 3-D, and digital, to produce art.

Students will create sketches of shoes and one will turn into a three dimensional art piece.

Appendix 2: Materials for Classroom Use

Part Four: Shoe Constructing will require materials that you might have to preorder before beginning the assignment:

1. 1-2 Gallons of glue depending on class size.
2. Cardboard (10-20 boxes depending on class size)
3. Yarn or string (shoe laces)
4. Paint brushes
5. Variety colors of paint (tempera paint would work best)
6. Scissors or exacto knives.

Appendix 3: Teacher Resources

Designing a Sneaker from Scratch with Jon Tang of FRONTTEER

HypebeastTV. YouTube. August 23, 2016. Accessed October 28, 2017.

https://www.youtube.com/watch?v=MTkY2N_vZmE.

This is a quick 2 minute video on the process of designing a shoe. The artist lays out the entire process from sketching to materials, and parts of a shoe.

Meet 14-Year-Old Sneaker Designer Kyle Dixon!

TheRealDaytime. YouTube. January 05, 2016. Accessed October 28, 2017.

<https://www.youtube.com/watch?v=SN7tLUNG6t4>.

This 5 minute video will give you a brief insight on how sneakers changed this one boy's life and how shoes can be used for more than just their functional purpose. You'll also slightly be introduced to D'Wayne Edwards.

Appendix 4: Student Resources

Lace Up: The Ultimate Sneaker Challenge (Episode 1: Anthony Anderson)

YouTube. September 13, 2017. Accessed October 28, 2017.

https://www.youtube.com/watch?v=RQK-pOe6xBo&list=PLNE967m3_UeQCemgv69N8ucLwXrpOgYH-

If students are interested here is the first episode of Lace Up which is a series based on sneaker designing. This gives students an intimate look into the craft and also a look into Penske where the show was recorded. The host is D'Wayne Edwards and as you get through the series there are a lot of celebrity guest appearances, the first is Actor Anthony Anderson.

Grade Rubric

<p>Craftsmanship</p>	<p>All aspects of the artwork were considered and patiently completed. The finished product is a result of careful meticulous planning. The craftsmanship is outstanding. Project is pristine and well kept.</p>	<p>With a little more effort in finishing techniques, the artwork could be outstanding. Overall, the project is clean and without major defects like folds/rips.</p>	<p>The student showed above average craftsmanship, but not as good as previous work or a bit careless. Minor folds or stray marks may be present.</p>	<p>Craftsmanship was poor, lack of pride in finished artwork. Little evidence of effort and/or a lack of understanding. Includes obvious deficits like folds, rips, and on/stray marks.</p>	<p style="text-align: right;">--0</p>
<p>Time & Management</p>	<p>Class time was used wisely. Much time and effort went into planning and design of the artwork. Student was actively engaged and self motivated.</p>	<p>Class time was used wisely. Some time and effort went into the planning and design of the artwork. Mostly independently motivated.</p>	<p>Some class time was used wisely. Some time and effort went into the planning and design of the artwork. Student was sometimes distracted.</p>	<p>Class time was not used wisely. Little or no effort went into the artwork. Often reminded to stay on task.</p>	<p style="text-align: right;">--0</p>
<p>Execution, Originality, & Uniqueness</p>	<p>The artwork was successfully executed from concept to completion, with a novel and original approach.</p>	<p>The artwork was successfully executed. Includes some unique aspects.</p>	<p>The artwork was moderately successful from concept to completion. Includes little unique aspects.</p>	<p>The artwork was begun, but never completed. What work was done was highly derivative of student's work.</p>	<p style="text-align: right;">--0</p>
<p>Requirements</p>	<p>All requirements are met and exceeded. Intense exploration of subject & techniques.</p>	<p>One requirements not met. Subject and media were well explored</p>	<p>Two requirements was not met completely. Subject or technique was not fully explored.</p>	<p>More than two requirement was not met. Little depth of subject and technique.</p>	<p style="text-align: right;">--0</p>
<p>Total Possible Points: 16</p>					<p>Points Earned:</p>
<p style="text-align: right;">GRADE:</p>					<p style="text-align: right;">GRADE:</p>

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