

Grade	Subject	Strand	Time
Grade 6	The Arts	Visual Arts	60 minutes

Brief Description

This lesson is set at the Bata Shoe Museum, proceeding a class tour of the *All About Shoes* exhibition and hands-on activity. Students will begin the lesson with a whole-class discussion. They will share their favourite shoes from the Museum’s collection, and discuss the way some of these shoes are designed to symbolize status. They will examine how a shoe’s material, shape, pattern, color, height and length can all communicate messages of a wearer’s wealth and class. Students will then apply this knowledge to their own design task. They will design a pair of shoes for a wealthy client, using the Bata Shoe Museum’s collection as inspiration. They will sketch out their designs and then share them with their peers. The class will conclude with a brief discussion on why beauty and fashion differs between cultures and times. Note: This lesson may also be modified for classes unable to visit the Museum.

Desired Results and Preparation

The Big Idea/Essential Question

Art can communicate specific messages about identity and culture.

Overall Curriculum Expectations

- **D1. Creating and Presenting:** apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.
- **D3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

Specific Curriculum Expectation

- **D1.1** create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.
- **D1.3** use elements of design in art works to communicate ideas, messages, and understandings.
- **D3.1** identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.

Prior Knowledge Needed

- Participation in a Bata Shoe Museum *All About Shoes* tour and hands-on activity.

Materials Needed

- 1 clipboard per student
- Blank paper
- Pencils and erasers
- A booked Bata Shoe Museum tour with docents (Appx. A)

The Lesson

Hook (5 minutes)

Student Grouping: Whole class

1. After students complete a Bata Shoe Museum tour and hands-on activity, bring them together as a group.
2. Start a class discussion. Ask students which shoes they found the most interesting and why.

Introduction (10 minutes)

Student Grouping: Whole class

1. Review the way shoes can be designed to communicate a message about a wearer’s wealth and status.
2. Ask students to give examples of shoes from the exhibition or hands-on activity that were designed for this purpose. In these examples, what design techniques were used to symbolize status? (*Possible answers: Tall platforms, long toe boxes, red heels, buckles and other accessories, the use of silver or gold, etc.*)
3. Tell students that they are now shoe designers. They have each been hired by a very wealthy client to design a pair of shoes for a special occasion.
4. Explain the following task guidelines:
 - Students will first make up their client’s identity (e.g. occupation, gender, culture, time-period, etc.).
 - They will then design a pair of shoes for their client using the Bata Shoe Museum’s collection as inspiration.
 - These shoes should be designed in a way that communicates their client’s richness and class.
 - Students must integrate at least one design technique learned from the exhibition tour and/or the hands-on activity.
 - Students will sketch their shoe design on a piece of blank paper.

Body (30 minutes)

Student Grouping: Individually

1. Hand out paper, clipboards, pencils and erasers, and let students spread out in the exhibition space to complete the activity.

2. Circulate to ask students about their designs and inspiration. Answer questions and offer help when necessary.
3. Encourage students to read the exhibition labels for more information on the Bata Shoe Museum's collection.

Conclusion (15 minutes)

Student Grouping: Whole class

1. Gather students together as a group.
2. Ask several students to share their shoe designs. Get them to explain who their client is, what design techniques they chose, and why.
3. End the lesson with a small class discussion. Ask student why they think shoes symbolizing status differ from culture to culture. How are these historical fashion ideals similar or different from the modern ideals of our own culture?

Extra Components

Warm-Up

- Introduce students to the Bata Shoe Museum and go over general fieldtrip behaviours and expectations (for information on the Museum visit www.batashoemuseum.ca).
- Get students to bring in their favourite article of clothing, footwear or accessory. Ask students not to share their artifacts with each other before the lesson. In class, place all the artifacts together and bring them out one at a time. For each artifact, get the class to guess who it belongs to and why. Once the class has guessed, give the artifact back to its original owner. Get the owner to share (1) what they like most about their artifact and (2) what it says about their personality. After all artifacts have been returned, hold a small class discussion on how identity is expressed through the things we own.

Extension

- After the Bata Shoe Museum fieldtrip, get students to create a 3D model of their shoe design. Ask them to write a brief explanation of their design to go along with their models. Display these models and written rationales as if they were part of a museum exhibition. Hold an 'exhibition opening' for students and parents.
- Get students to create a line of footwear based on the design they created at the Bata Shoe Museum. This line can include about three or four pairs of shoes. Each pair should be different, but there should be at least one common feature to all. Ask students to do research on men and women's footwear lines for more inspiration.

Modifications and Accommodations

- Instead of designing shoes for a client, students can design shoes for themselves. They can remix a historical shoe design into a modern-day shoe that expresses aspects of their identity and culture.
- Students/classes unable to visit the Museum may still complete this lesson using:
 - The Bata Shoe Museum's online resources:
 - <http://www.allaboutshoes.ca/en/paduka/splendour>
 - http://www.allaboutshoes.ca/en/heights_of_fashion/well_heelled
 - http://www.allaboutshoes.ca/en/heights_of_fashion/high_court
 - The book *All About Shoes: Footwear Through the Ages* (click [here](#) for an online copy):
 - Why Shoes? (p.4-5)
 - Standing Tall (p.26-27)
 - A Troop of Toes (p.28-29)
 - All Dressed Up (p.30-31)
 - Status Symbols (p.42-43)
 - Accessories (p.56-57)

Assessment

- Formative assessment: (1) observational notes during the two class discussions and (2) student's work at the end of the lesson.

Appendix A

How to Prepare the Bata Shoe Museum for Your Fieldtrip

1. Please visit the Bata Shoe Museum's website for information on fees and booking guidelines:
www.batashoemuseum.ca/schoolprograms.
2. To book a field trip, please call (416) 979-7799 extension 242, from 9AM to 5PM Monday to Friday, or email education@batashoemuseum.ca.
3. Please provide the Bata Shoe Museum with:
 - Your school's phone number.
 - The number of students in your class and their grade-level.
 - The curriculum focus of your visit.
 - A description of the lesson and activity you would like to run at the Museum (you may reference this Grade 6 lesson plan, "The Designs of a Powerful Shoe").
 - A description of the exceptionalities represented in your class.