



CARDBOARD



CONSTRUCTION

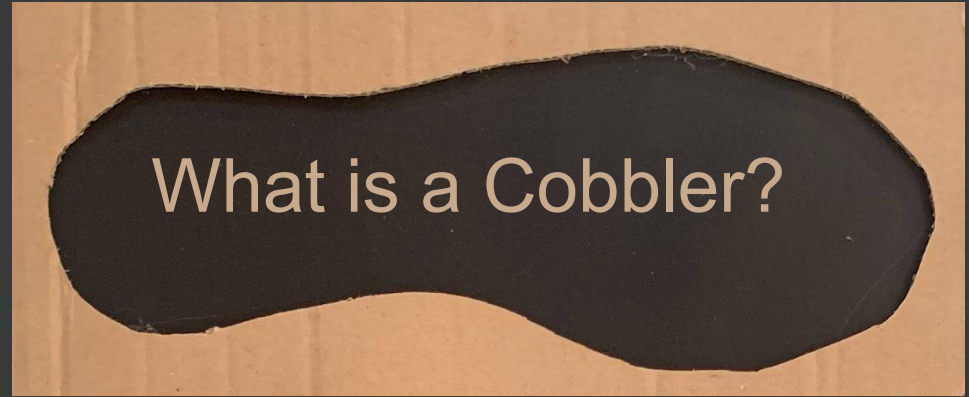
VAC2 31t Jan, 1st & 2nd Feb TM & SL
Ciara Hennessy - 21364101

Theme: Cardboard Cobbler

Aim: In this Vac students will explore the creative potential of cardboard as a 3d construction material. Under the theme 'Cardboard Cobbler' students will conduct visual research through analytical drawing using a variety of media to inform their final 3d cardboard piece. This finished form should demonstrate the correct form, proportion scale and texture of source object.



Source Object: My Shoe



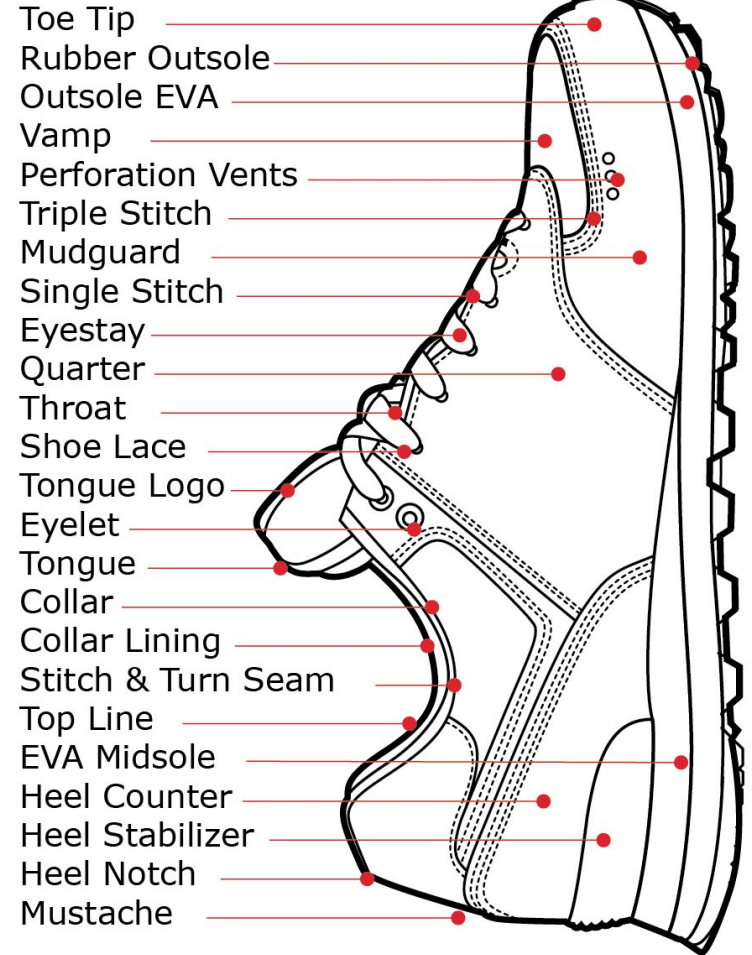
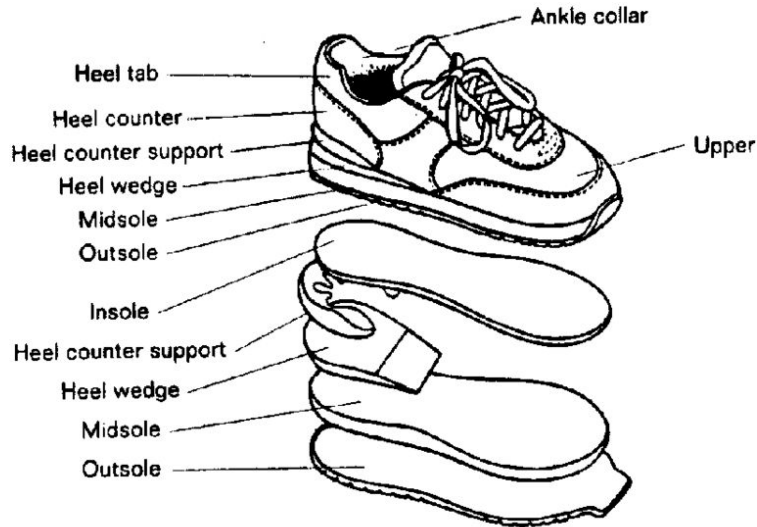
Originally cobblers made custom shoes.

Nowadays, they repair, restore and improve a variety of shoes and other leather products!

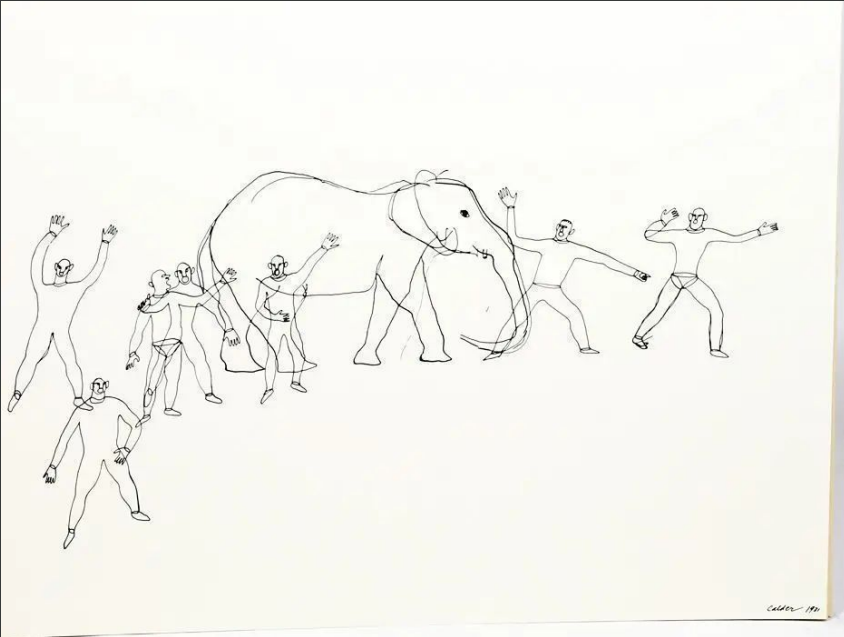
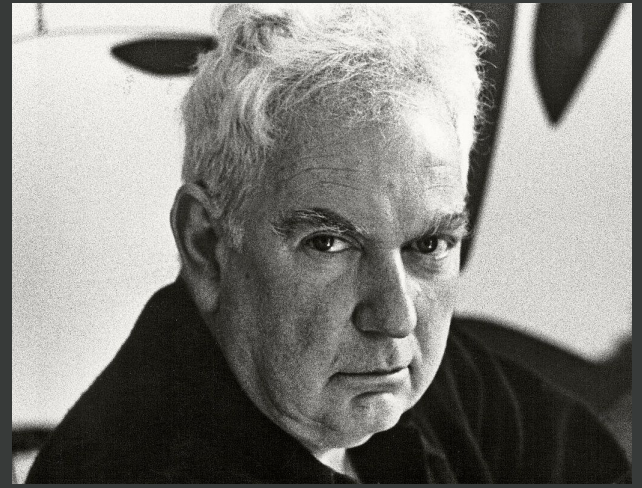
They are essential in the shoemaking and restoring world, as they uphold and restore the quality of worn shoes.

The Shoe!

Stepping into the roll as 'the cobbler', we observe the breakdown of a shoe! Identifying each section by name in order to develop our understanding of our source object.



Alexander Calder



Alexander Calder is an American Sculptor and Painter whose notable work is for his wire mobile sculptures. He is the inventor of the modern mobile.

Calder's drawings depict a use of gestural and continuous line drawings in pen which are reminiscent of his wire sculptures.

Albrecht Dürer



Albrecht Dürer is a German Painter, Printer and Theorist.

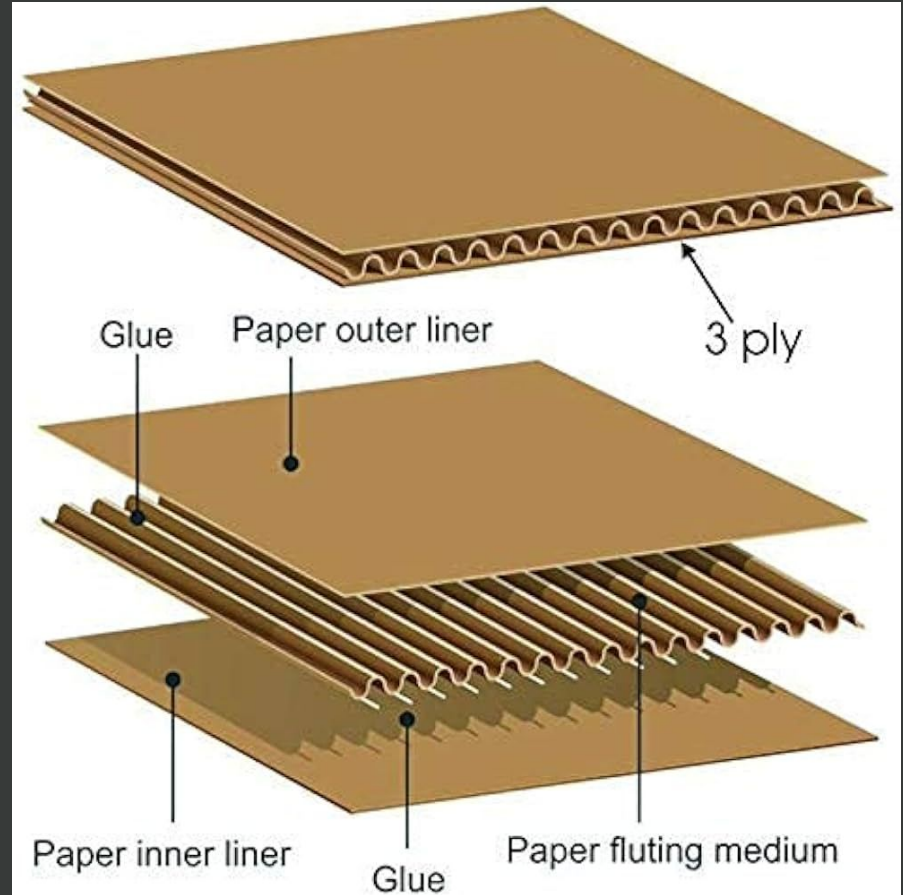
His sketches depict a clear use of cross contour line and mark making as well as tone.



Cardboard

Cardboard is made of a combination of two sheets of paper called liners that are glued together with an adhesive to a corrugated inner medium, called a fluting. This creates a structurally robust medium!

Cardboard was originally created in the 15th century in China! And was later recreated by American printer Robert Gair who created the cardboard we use today.



Health and Safety - Blades

While creating the 3D shoe it is vital that health and safety is a top priority.

Using blades can easily injuries if not used correctly!



- When using your blade, extend it to an appropriate length for the task, the lock it in place using the pull down lock system. This ensures that the knife will not continue to extend or go back in while using.
- When cutting your cardboard make sure to keep your hand well away from where your blade is. This is so that in the case your knife slips or you've angled it wrong it won't cause injury.
- With your hand at a safe distance and a firm grip on your card, you can begin pulling the blade toward yourself slowly, you can cut the card.
- If an injury occurs stay calm. Using paper towel, press it to the injured area and apply pressure to stop/slow the bleeding.
 - For Minor injuries ensure the cut is cleaned thoroughly with antiseptic applied before wrapping it in a plaster
 - For Major injuries keep cut clean while applying firm pressure to stop/slow bleeding, staying calm as you go to the nurse/teacher/etc.

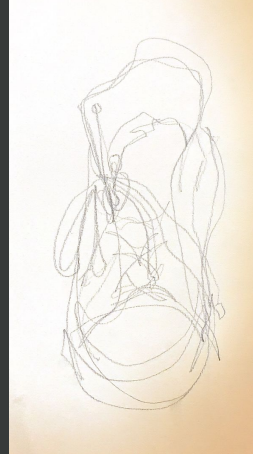
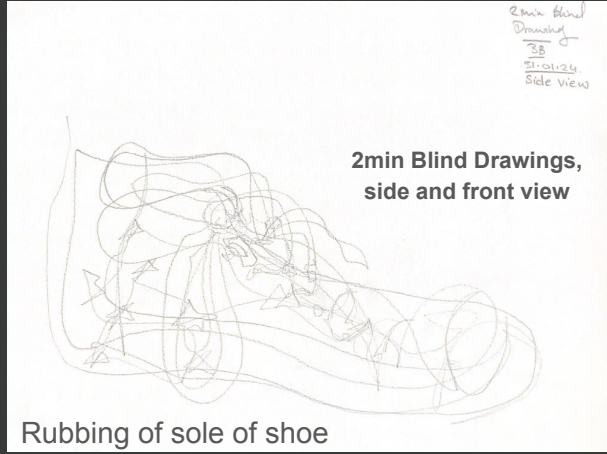
Health and Safety - Glue Gun

Similarly to the use of blades, it is vital you are careful while using a Glue Gun to avoid burns.

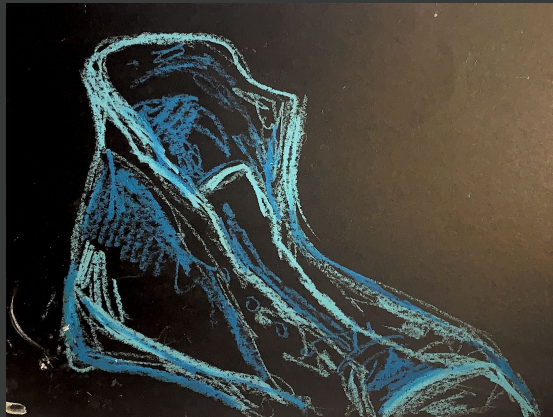


- When using your glue gun, be mindful of the heat it generates. The tip or nozzle of the glue gun is often hot to the touch, so ensure you do not come in contact with it.
- When placing glue on your piece keep your fingers at a safe distance to avoid burns
- Do not touch hot glue!
- In the case you are burnt by the gun or the glue itself stay calm and quickly put the burnt area under cold water.
- Once soothed apply burn gel and a plaster to allow the injury to heal

Analytical Drawings

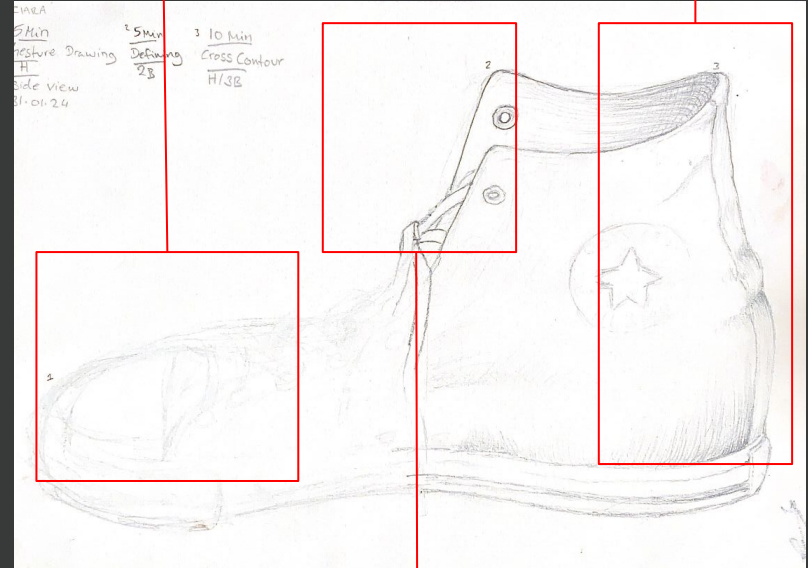


Oil pastel on black card 2min



5 min Gestural drawing

10 min Cross Contour Drawing



5 min Definition Drawing

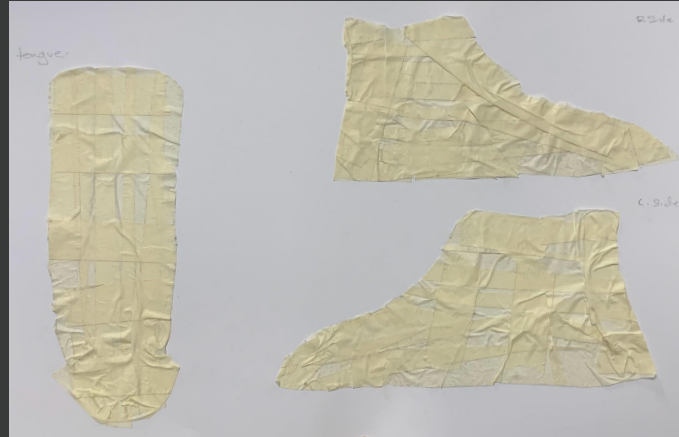
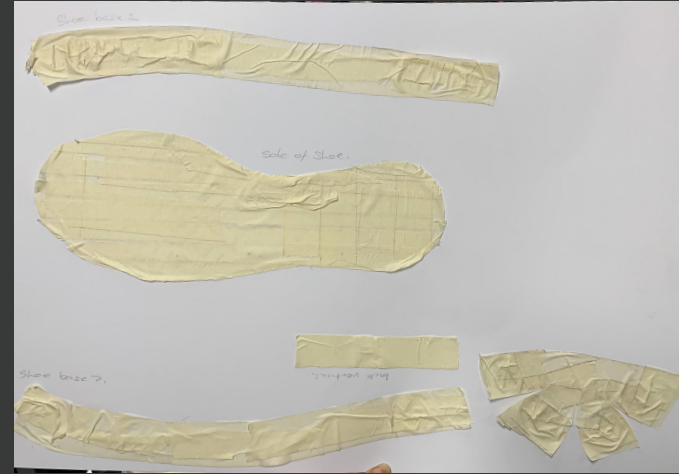
Making the Shoe

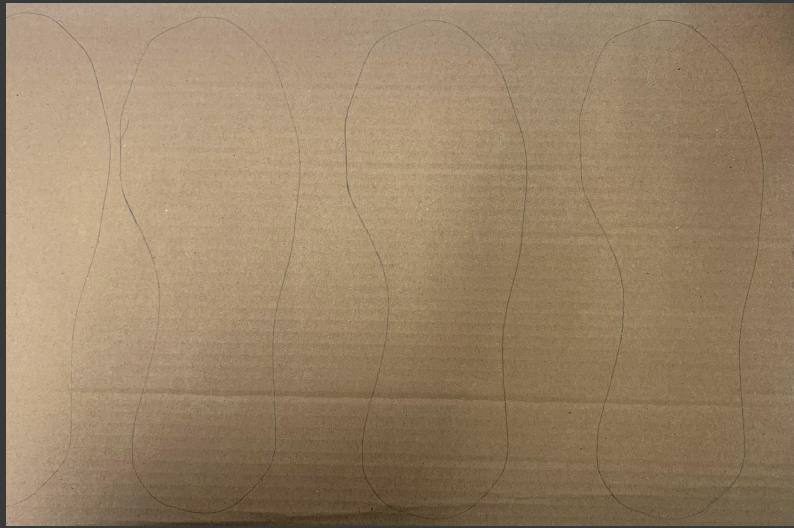


In order to get the correct proportions and shapes for my cardboard iteration, i made masking tape 'patterns' for the shoe.

Layering the tape over various sections of the shoe before carefully removing them to create a true to size reference for my cardboard pieces.

I placed my making tape patterns on a white sheet with their use/name annotated.

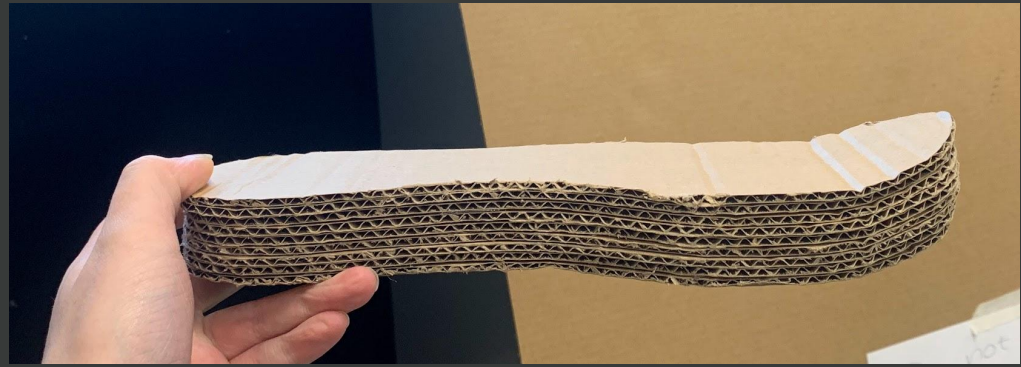




Once i had my patterns i was able to go trace them onto the cardboard and start on the 3d aspect of the shoe.

For the sole/base of the shoe i cut the sole out multiple times before layering them in order to create the height/shape/thickness i desired for the shoe.

From there I cut out each section and glued them on.



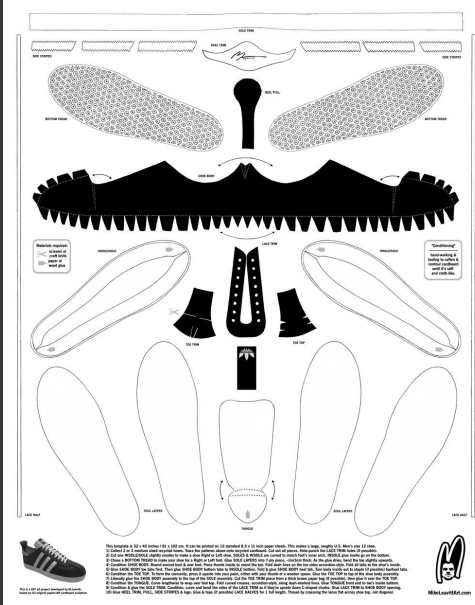
Chris Gilmour



Chris Gilmour is a British Sculptor whose main medium is Cardboard. He recreates everyday objects in a true-to-life scale completely out of cardboard.

His attention to detail is clear in the finished product, which, if not left uncoloured could easily pass as the real thing!

Michael Leavitt



Michael Leavitt is an American artist whose notable work is his cardboard shoe series.

He works across a variety of mediums and themes, including pop art, sculpture, painting, satire and toy making!

His cardboard shoe templates are clear and easy to read!



When the basic form of the show was finished it was time to start on the details. I added cardboard from a cereal box for contrasting colour, the stars that are on the original shoe, lace holes, branding and cardboard laces!

All of these embellishments took the shoe from a basic form to a finished piece!



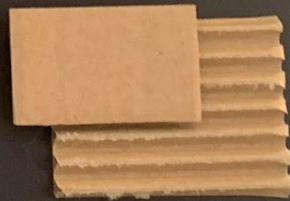
The finished shoe



Cardboard Construction Visual Aid



CARDBOARD
CONSTRUCTION



Card Construction UOL - the section I completed

<p><i>Learning Outcomes: 1.2, 2.1, 3.1</i></p> <p>Key Skills: Critical and Creative Thinking Communicating</p>	<p>Aim: Process/Product/Theme/ATDP/ Layers of Learning</p> <p>Students will explore form and proportion in innovation to a chosen building. Students will analyse the architecture they have selected and recreate it through cardboard construction while considering the work of their forefathers.</p>				<p>SKELETON Draft UoL BA3 SoE</p> <p>Theme: Cardboard Architect</p> <p>End Product /Art Discipline: a variety of cardboard building to me displayed at a town.</p>
<p><i>Linked Learning Outcome from Spec:</i></p>					
<p>YEAR GROUP: 5th Year</p>	<p>LESSON 1</p>	<p>LESSON 2</p>	<p>LESSON 3</p>	<p>LESSON 4</p>	<p>LESSON 5</p>
<p>Learning Content:</p> <p><i>What are we doing today Mrs?</i> <i>What's the NDA saying? At DVC?</i> <i>What's my Pitch... Reynolds? My Name:</i></p>	<p>Introducing the theme of 'Cardboard Architect', looking at cardboard as a medium and exploring it. Analysing texture and shape.</p>	<p>Using the HW task the students will have researched and photographed they chosen buildings. They will be printed and used as a primary source. In this lesson students will take part in a series of observational drawings of their chosen buildings, blind, gestural and posing space etc., focusing on one and form and using a variety of paper/drawing mediums.</p>	<p>perspective drawing using thumbtack and string, looking at perspective including human eye level, birds eye view, fish eye lens.</p>	<p>looking at blueprints, blueprint of the school, how is a blueprint drawn.</p>	<p>how to measure and scale, cross curric: Maths/tech graph, setting a measurement limit on the max height/width of their buildings</p>
<p>Teacher Activity: (TA)</p> <p><i>Demo/ Board/ Visual Aid</i> <i>What do I need to do /show/tell/track?</i></p>	<p>Visual Aids of cardboard construction and SS artist. Demo of various cardboard construction methods and terminology. H&S demo for cutting cardboard.</p>	<p>Demoing the styles of drawing mentioned, VA of the drawings and SS artist.</p>	<p>demo how to do the thumbtack and string trick, PP on perspective, wordbank.</p>	<p>VA on blueprints, School or classroom blueprint, SS examples. Video on blueprints to watch before class. Blueprint video</p>	<p>VA on measurements, one to one to all students.</p>
<p>Support Study: (Influence) Artist:</p> <p><i>How will the support artist support the learning</i></p>	<p>Oliver Grosssetoffe</p>	<p>Jim Dine</p>	<p>Claude Monet: The La Rue Baville at Honfleur Harry Styles: Fine Line Album cover.</p>	<p>Blueprints, Lionel Favre.</p>	
<p>Student Led Activity: (SLA)</p> <p><i>What tasks will students engage in?</i> <i>How can I differentiate /scaffold these tasks?</i></p>	<p>students will be given cardboard and a set of instructions. They will create a 'mood board' of a variety of cardboard construction techniques. Students will be tasked with choosing a local building they want to create and photograph (research, HW)</p>	<p>Students will draw their chosen buildings in the directed ways, focusing on line and form, they will be provided with paper and drawing materials. If students are finished early they will be given extra drawing tasks; mark making, realism, abstraction.</p>	<p>students will analyse the perspective of their chosen images of their buildings, the using the technique shown they will create a perspective drawing of the site. differentiation: using gridded paper to make the lines and perspective clearer.</p>	<p>Students will make blueprints of their chosen buildings, analysing how it was constructed in preparation for building it themselves. differentiation: using gridded paper to make lines clear.</p>	<p>Students will be tasked to begin drafting their measurements for their buildings. They will be given a max height of 50cm and must try to keep their pieces proportionate.</p>
<p>Success Criteria/ Evaluation</p> <p><i>What does success in the learning look like?</i> <i>What assessment strategies will I use to assess the learning?</i></p>	<p>students will have completed a minimum of 4 varied techniques and stick them to their boards. Students will be able to identify which techniques they are using when questioned.</p>	<p>students will create a variety of drawings of their building, students will use a variety of drawing mediums. students will use various types of surfaces to draw on.</p>	<p>students will use the drawing technique shown to create a perspective drawing of their chosen site.</p>	<p>Students will have started a blueprint of their chosen building and analysed its design through annotations.</p>	<p>students will work out the measurements necessary for their building, considering proportion and scale.</p>

Card Construction UOL - full UOL

Cardboard Construction UOL

Learning Outcomes: 2.2, 2.1, 2.3		<p>Aim: Process/Product/Theme/NDP/ Legacy of Learning</p> <p>Students will explore form and proportion in transition to a chosen building. Students will analyse the architecture they have studied and recreate it through cardboard construction while considering the work of their predecessors.</p>			<p>Theme: Cardboard Architect</p> <p>End Product /Art Discipline: a variety of cardboard building to be displayed as a town.</p>	
<p>Key Skills: Critical and Creative Thinking Communicating</p>						
Linked Learning Outcomes from Spec:						
YEAR GROUP: 9th Year	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	
<p>Learning Content: <i>What are we doing today Mrs?</i> <i>What's the HW looking? M/D/ SS</i> <i>What's my Pitch...Report/My Town</i></p>	Introducing the theme of 'Cardboard Architect', looking at cardboard as a medium and exploring it. Analysing texture and shape.	Using the HW task the students will have researched and photographed they chosen buildings. They will be printed and used as a primary source. In this lesson students will take part in a series of observational drawings of their chosen buildings, blind, gestural and posing static etc., focusing on one and form and using a variety of paper/drawing mediums.	perspective drawing using thumbtack and string, looking at perspective including human eye level, birds eye view, fish eye lens.	looking at blueprints, blueprint of the school, how is a blueprint drawn.	how to measure and scale, cross currc:Maths/tech graph, setting a measurement limit on the max heightwidth of their buildings	
<p>Teacher Activity: (TA) <i>Demon/ Board/ Visual Aids</i> <i>What do I need to do /show/tell/teach?</i></p>	Visual Aids of cardboard construction and SS artist. Demo of various cardboard construction methods and terminology. HAS demo for cutting cardboard.	Demoning the styles of drawing mentioned, VA of the drawings and SS artist.	demo how to do the thumbtack and string trick, PP on perspective, workbook.	VA on blueprints, School or classroom blueprint, SS examples. Video on blueprints to watch before class. Blueprint video	VA on measurements, one to one to all students.	
<p>Support Study (Influences) Artists: <i>How will the support artist support the learning</i></p>	Oliver Grosswetter	Jim Dine	Claude Monet, La Rue Baville at Honfleur Harry Styles, Fine Line Album cover.	Blueprints, Lionel Favis.		
<p>Student Led Activity: (SLA) <i>What tasks will students engage in?</i> <i>How can I differentiate /scaffold these tasks?</i></p>	students will be given cardboard and a set of instructions. They will create a mood board of a variety of cardboard construction techniques. Students will be tasked with choosing a local building they want to create and photograph (Inhouse), (HW)	Students will draw their chosen buildings in the directed ways, focusing on line and form, they will be provided with paper and drawing materials. If students are finished early they will be given extra drawing tasks, mark making, realism, abstraction.	students will analyse the perspective of their chosen images of their buildings, the using the technique shown they will create a perspective drawing of the site. differentiation: using gridded paper to make the lines and perspective clearer.	Students will make blueprints of their chosen buildings, analysing how it was constructed in preparation for building it themselves. differentiation: using gridded paper to make lines clear.	Students will be tasked to begin drafting their measurements for their buildings. They will be given a max height of 50cm and must try to keep their pieces proportionate.	
<p>Success Criteria/ Evaluation: <i>What does success in the learning look like?</i> <i>What assessment strategies will I use to assess the learning?</i></p>	students will have completed a minimum of 4 varied techniques and stuck them to their boards. students will be able to identify which techniques they are using when questioned.	students will create a variety of drawings of their building. students will use a variety of drawing mediums. students will use various types of surfaces to draw on.	students will use the drawing technique shown to create a perspective drawing of their chosen site.	Students will have started a blueprint of their chosen building and analysed its design through annotations.	students will work out the measurements necessary for their building, considering proportion and scale.	

SKELETON Draft UoL BA3 SoE					
YEAR GROUP: 9th Year	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
<p><u>Linked Learning Outcomes from Spec:</u> <u>Learning Content:</u> <i>What are we doing today Mrs?</i> <i>What's the HW looking? M/D/ SS</i> <i>What's my Pitch...Report/My Town</i></p>	<p>Making stencils of their measurements and tracing around them onto cardboard</p>	<p>Cutting out the shapes to be used in constructing their buildings</p>	<p>Using masking tape to ensure their measurements are correct and fixing any measurements if needed. Beginning to build their cardboard buildings.</p>	<p>Finishing construction of the cardboard buildings.</p>	<p>display and discuss their work, create a 'town' out of their buildings.</p>
<p><u>Teacher Activity: (TA)</u> <i>Demon/ Board/ Visual Aids</i> <i>What do I need to do /show/tell/teach?</i></p>	<p>Visual aid of templates transferred onto cardboard and supporting artists.</p>	<p>Health and Safety on using a blade. Demo on cutting cardboard safely and precisely. Visual aid of cut out cardboard shapes and supporting artists</p>	<p>Demo on scoring cardboard to make it bendable. Demo on using the hot glue gun. Health and Safety on using the hot glue gun. Visual aid of constructed cardboard building</p>	<p>Demo on adding textured components to their building. Visual aid of cardboard construction</p>	<p>Presentation and discussion on the students cardboard town.</p>
<p><u>Support Study (Influences) Artists:</u> <i>How will the support artist support the learning</i></p>		<p>Mark Langan</p>	<p>Cardboard Institute of Technology cardboard city.</p>	<p>Alex Urbie</p>	<p>Anna Soriano</p>
<p><u>Student Led Activity: (SLA)</u> <i>What tasks will students engage in?</i> <i>How can I differentiate /scaffold these tasks?</i></p>	<p>Students will cut around their templates made in the previous class. They will use masking tape to secure the template in place then trace around them onto the cardboard in preparation to be cut out in the next class.</p>	<p>Students will begin to cut out the shapes of their cardboard building to start constructing in the next class. Differentiation: Allowing students who struggle using the blade to use a thinner cardboard that is easier to cut.</p>	<p>Students will start by attaching their cardboard pieces together using masking tape then making extra adjustments if necessary. After they ensure that their measurements are correct they will begin to attach their pieces using the hot glue gun.</p>	<p>Students will finish constructing their cardboard buildings. They will then add textures to their buildings looking at the moodboards they used in the first lesson.</p>	<p>Students will arrange their buildings into a cardboard town. They will give the buildings certain uses and give the town a name and draw in the roads of the town. They will then evaluate the different construction techniques used by each student.</p>
<p><u>Success Criteria/ Evaluation:</u> <i>What does success in the learning look like?</i> <i>What assessment strategies will I use to assess the learning?</i></p>	<p>Students will have successfully and accurately transferred their measurements onto the cardboard.</p>	<p>Students will have successfully cut their measurements onto the cardboard.</p>	<p>Students will ensure that their cardboard shapes are measured accurately and they will begin constructing their cardboard buildings.</p>	<p>Students will have successfully constructed their cardboard buildings. They will have successfully added a minimum of 1 texture to the piece.</p>	<p>Students will made their town, named it, drawn in the roads and given all the buildings a purpose. They will be able to identify the different techniques used by each student.</p>