

Robot Shoes

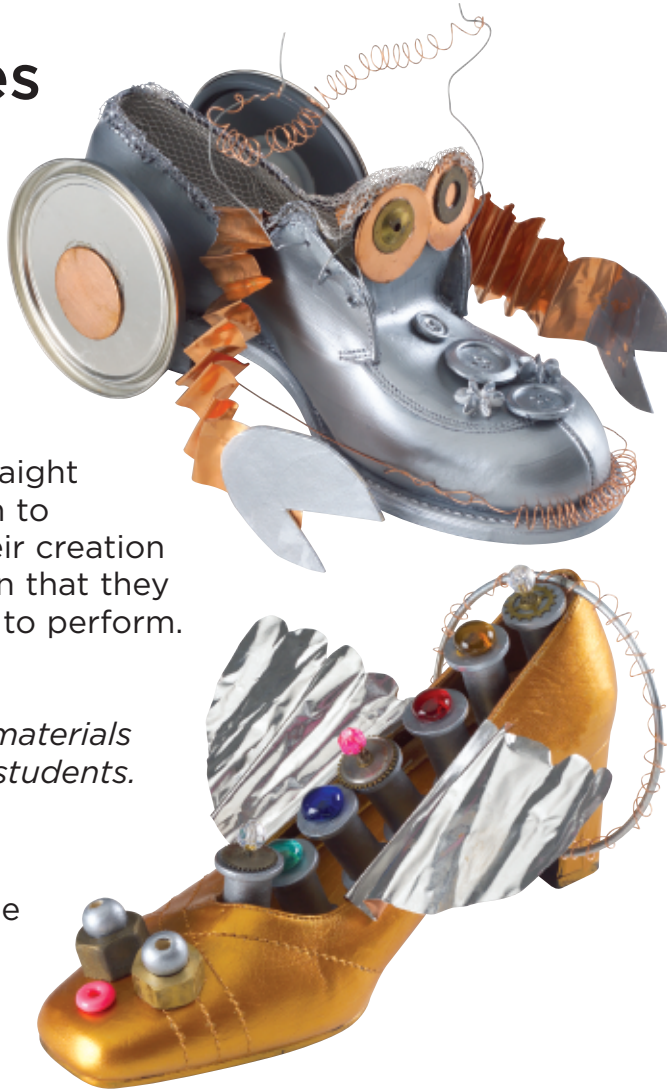
This project gives new life to second-hand shoes by turning them into “Robots,” sculptural assemblages created with metallic paint, wire and found objects. Your students’ imaginations will go straight to work if you ask them to assign a purpose to their creation — an imaginary function that they would like it to be able to perform.

Grade Levels K-8

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Begin by painting the shoe with metallic acrylic paint. Sargent’s is highly opaque and usually requires just one coat. If painting dark color shoes, a second coat may be required. Allow to dry.
2. Each student should gather an assortment of objects to include in their sculpture. Buttons, beads, small wooden shapes, scrap hardware or old jewelry parts are just a few things that may be applied. Use a strong craft glue for best results. Objects can be secured with wire as well. When attaching objects to the sides of shoes, clothespins can assist while the glue is drying.
3. When glue is dry, apply a coat of metallic paint over the attached objects so that they become part of the “machine.”



Materials

Shoes, any surface but patent leather, one per student.

[Sargent® Metallic Acrylic Paint](#), (00730-0089), share one 6-color set across classroom

[Aleene’s® Tacky Glue](#) (23826-1005), share one 8-oz bottle between two students

[Royal® Softgrip Nylon Brushes](#) (06031-0729), share 72-piece set across classroom

Assorted Materials for Assemblage:

[Sculpture Wire](#) (33400-1435)

[Two-Tone Tooling Foil](#) (60504-4050)

[Assorted objects for collage:](#) beads, buttons, scrap hardware, small woodpieces, old jewelry, etc.

[Spring Clothespins](#) (60445-1024)

National Standards

Content Standard #1 — Understanding and applying media, techniques, and processes

K-4 Students use different media, techniques and processes to communicate ideas, experiences and stories

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas

Content Standard #2 — Using knowledge of structures and functions

K-4 Students know the differences among visual characteristics and purposes of art in order to convey ideas

5-8 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work