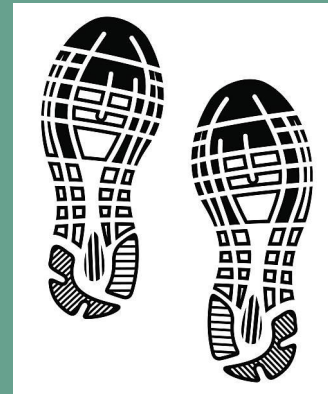
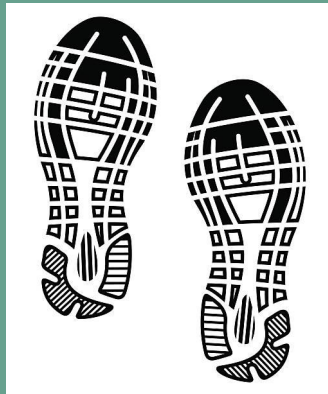


Where have you been?

Where are your shoes?



Recalling moments and memories through art exploration!

WHO?

- This curriculum may be used by partners in homes, in group residences, or in locations where people gather and form social communities.
- It may be useful to those in early stages of memory loss.
- Topics may be useful to home health care givers, family members, and friends who are searching for activities that can be done together and feel isolation.
- The materials may be adapted to various grade levels through adults.

WHAT?

- Thematic activities rely on the visual arts to focus discussion.
- Themes are introduced through art images or prompts; they promote dialogue. Activity may follow which is structured in steps.
- The “process” of the art activity is more important than the “product.”
- The art making should be playful, non-judgmental.
- The goal is to reinforce memory, see associations, and communicate.

WHERE?

- The participants may work at home, in learning classrooms, or in social groups like churches, resident facilities, etc.
- The art activity outlined on-line may be simple, with common materials. In another forum with many tables, water, etc. an art activity may be substituted which is more complex.

WHY?

- This process has been successful in the Central Minnesota region, the four counties of Benton, Sherburne, Stearns, and Wright Counties.
- This on-line model is being tested.
- The goal is to expand to people who are new to the concept, isolated in their homes, or may not have access to local groups like ART BRIGHT, in Elk River, MN.
- When support groups are not available, we hope to develop on-line partners.

These educational resource materials were created in 2020 by Paula Decker Benfer, artist and art educator, My Cellar Studio LLC.

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Contact the above artist if you wish to use the curriculum resources in this Power Point.

mycellarstudio@gmail.com

Who would want to try this approach?

Who are the folks who work with someone with declining memory?



Groups from resident care

Home care giver and clients



Single friends



Groups with shared concerns



Moms and daughters



Committed
partners or couples



People recovering
from strokes



Teachers and children

Teens helping loved ones



Grandparents
With Grandkids



Friends or neighbors working together

Goals & Objectives

- We will look at several examples of art based on a theme.
- We will look for details in the art. (Objective review)
- We will describe the way the art image makes us feel. (Interpretation)
- We will discover a theme in the work.
- We will encourage recall through memory activities. (Related to personal history)
- We will share our thoughts and observations with others.
- We will talk and have conversations to the best of our capabilities.
- We will think about related rhymes, games, and music based on the theme.
- We will be practicing story telling through sensory stimulus.
- We will be inclusive of other cultures and ethnic groups, as themes will relate to all human beings.
- We will share some social time with each other.
- We will be introduced to a hands-on art activity.
- We will be encouraged to create (to the best of our ability) with materials which should be easily obtainable.

***The following, slides are shown to you as 2 printed images
of 7 different ART MASTERWORKS:***

1. You will look at the first image carefully. Look for all kinds of details, things you NOTICE.
2. Then go to the second image of the same masterwork, but you will have some **questions** to help you NOTICE MORE.
3. You may like some subjects of paintings more than others.
You pick and chose which ones to spend the most time.

Maybe the questions will help you like the art work more than at first glance.

So it is up to you....

Maybe you could do one a day for a week!

This method of looking is called *DESCRIPTIVE REVIEW*...it is explained in the next slide if you want to learn more.

It helps people SLOW DOWN and really LOOK.

Descriptive Review: a method for critique.....how do you look at art and stimulate discussion?

It's a good idea for each student to take notes/ or have one student step forward and record a list for the whole class.

PHASE 1: (Describe)

Study the image before you.

Talk about what you see. What do you notice? What is going on in the work? What details do you see?

In a sense, you are “making a list” or “taking inventory” of what is in the work.

PHASE 2: (Speculate/ Interpret) Support your comments with “evidence” found in the art piece.

If you were to title this work, what might you suggest?

When do you think the artist might have created it? Time period?

What do you notice about the way the artist presents the subject matter?

What “style” of art might have influenced this artist?

Why do you think the artist selected this subject matter?

What questions does it bring up for you as an on-looker?

Speculate about “what do you think the artist is trying to say?”

What can you guess about the artistic training of the artist, based on their style?

ASK STUDENTS TO ADD TO THESE QUESTIONS...WHAT WOULD THEY ASK THE ARTIST IF THEY WERE PRESENT?

PHASE 3: (Response/ Critique/ or Evaluation) Research on the artist or their time period may enhance this phase:

What is your emotional response to this work of art? What do you want to do with that emotion?

What other kinds of subject matter do you think this artist would present?

Why do you think this representation is important different racial or ethnic artists?

What do you think the artist is trying to “get” or illicit from the viewer?

How did the medium the artist chose for the idea, contribute to the mood and quality of the “message?”

What ideas do you have which would respond to the ideas presented by this artist? Use what medium?



Norman Rockwell



OBSERVING:

- *Who are the characters here?*
- *What is happening?*
- *Where are the people?*
- *What objects seem to be in the location?*
- *What kinds of colors did the artist use?*
- *What kind of shoes are in the artwork?*
- *What needs to be cleaned up?*

INTERPRETATING:

- *How do you think these people know each other?*
- *What kind of work does the man do?*
- *What kind of home does the little girl have?*
- *What is the girl asking the man to do?*
- *How does the man feel about the task for which she has come?*
- *What kinds of feelings do these people have for each other?*

What questions do you have?

What do you think is the title of this story or image?

What smells can you imagine you can sense from the image?

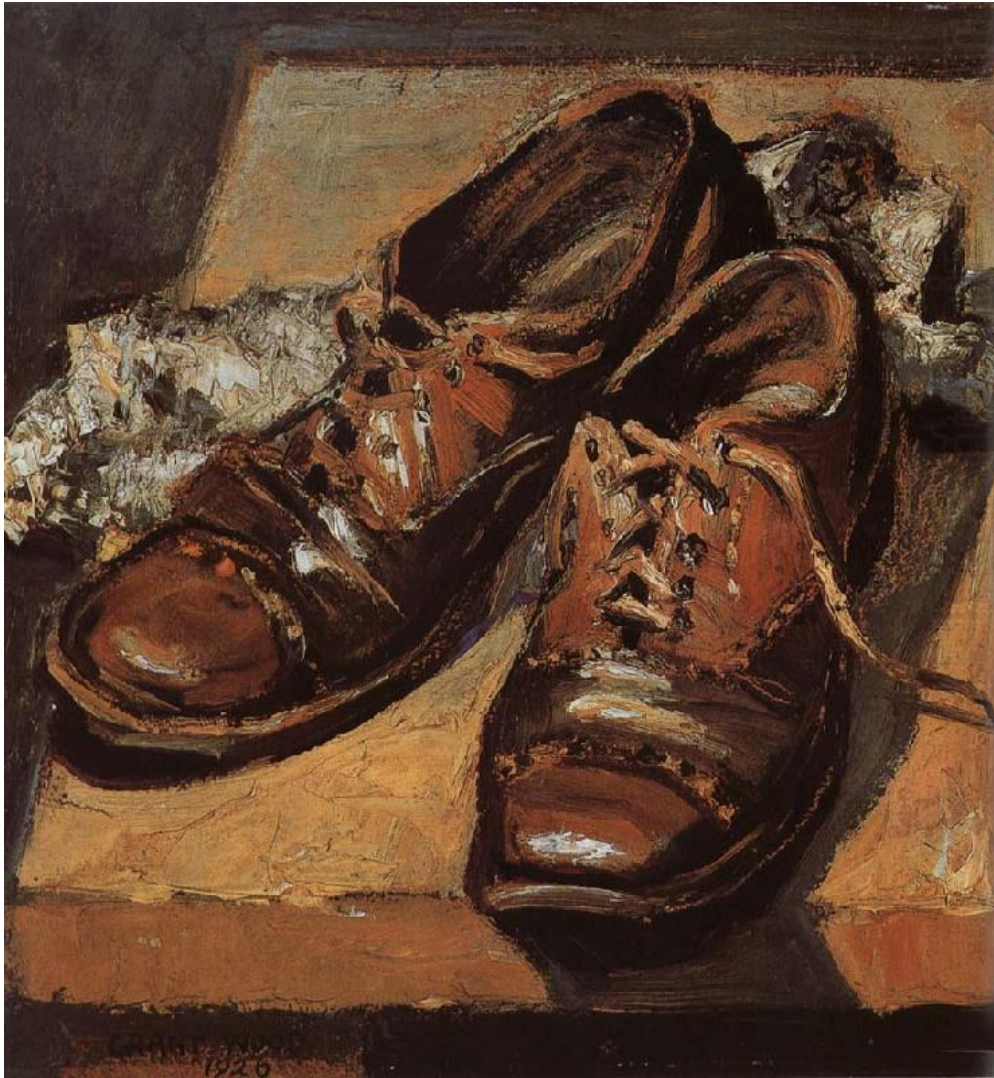
Do you have a story about a pair of shoes that needed repair?

Do you have a story about an older person in your childhood?

Do you have a story about a workman who wore an apron?

What story can you tell me about wearing slippers in the house?

Norman Rockwell



Grant Wood



Vincent Van Gogh



Grant Wood

OBSERVING:

- Compare and contrast these shoes.
- How are they the same?
- How do they look different?
- Describe the floors on which they are placed.



Vincent Van Gogh

INTERPRETATING: *What kind of person wore these shoes? What kind of work would require these shoes? Why are they off the persons feet? What title would you give these paintings? In what kind of home would you see them?*

What kind of story might you tell about these shoes? What were your favorite pair of shoes? Do you have a story about a pair of shoes you might have lost? Did you ever put on the shoes that belonged to someone else? What happened then?



Andy Warhol



Andy Warhol

OBSERVING:

- *How many shoes are in this painting?*
- *What kinds of colors do you see in the painting?*
- *What kinds of materials make up the shoes?*
- *What colors are used more than once? Repeated?*

INTERPRETATING:

- *For what use would these shoes be purchased?*
- *Do you know what kind of sound the shoes would make when they are worn?*
- *What kinds of things would you be doing when you put on shoes like these?*
- *Who do you think would think this is a “great shoe?”*
- *What would your feet be like when you take the shoes off?*
- *How would you clean these shoes?*
- *What noises would you hear when cleaning these shoes?*
- *What do you notice when the shoes come off?*

What questions do you have?

What do you think is the title of this story or image?

Why do you think Andy Warhol likes to paint things in a pattern over and over?

Can you tell a story about a shoe like this, or one made from canvas?

Can you tell a story about learning to tie your shoes? Who taught you? How?

Can you tell a story about some action you took in shoes like these? (run, jump, skip)



Andy Warhol





Andy Warhol...started his art career as a shoe designer for a department store!



OBSERVING:

- How many shoes are in this painting?
- What kinds of colors and styles do you see in the painting?
- What kinds of materials make up the shoes?
- Describe their shapes
- How does the artist tell us about the shoes?

INTERPRETATING:

- Why would these shoes be purchased?
- Where would buyers first see these shoes?
- Do you know what kind of sound the shoes would make when they are worn?
- What kinds of things would you be doing when you put on shoes like these?
- Who do you think would think this is a “great shoe?”
- What would your feet be like when you take the shoes off?
- How would you store these shoes?

Tell me a story about your favorite “fancy” shoes?

Where were you going when you wore your “fancy dress” shoes? With whom?

What were you doing when you had them on your feet?

How did your feet feel?

When did you take your shoes off? Where did you put them?

Tell me a story about the store where you bought your “fancy” shoes.



Degas

OBSERVING:

- *Who is the character here?*
- *What is happening?*
- *Where is getting all of the figure's attention?*
- *Describe the place where this occurs.*
- *What kinds of colors did the artist use?*
- *What kind of clothes does the figure wear? Describe them.*
- *What kind of art material was used for the drawing?*

INTERPRETATING:

- *What do you think this figure is thinking about?*
- *How do you imagine the figure feels about the shoes?*
- *When she takes her shoes off, what would you notice?*
- *Though not seen, who do you think is in the room?*
- *Why do you think the figure wears these clothes?*
- *What kinds of sounds would the figure be hearing?*
- *Why do you think the figure is working so hard?*

What questions do you have?

What do you think is the title of this story or image?

What smells can you imagine you can sense from the image?

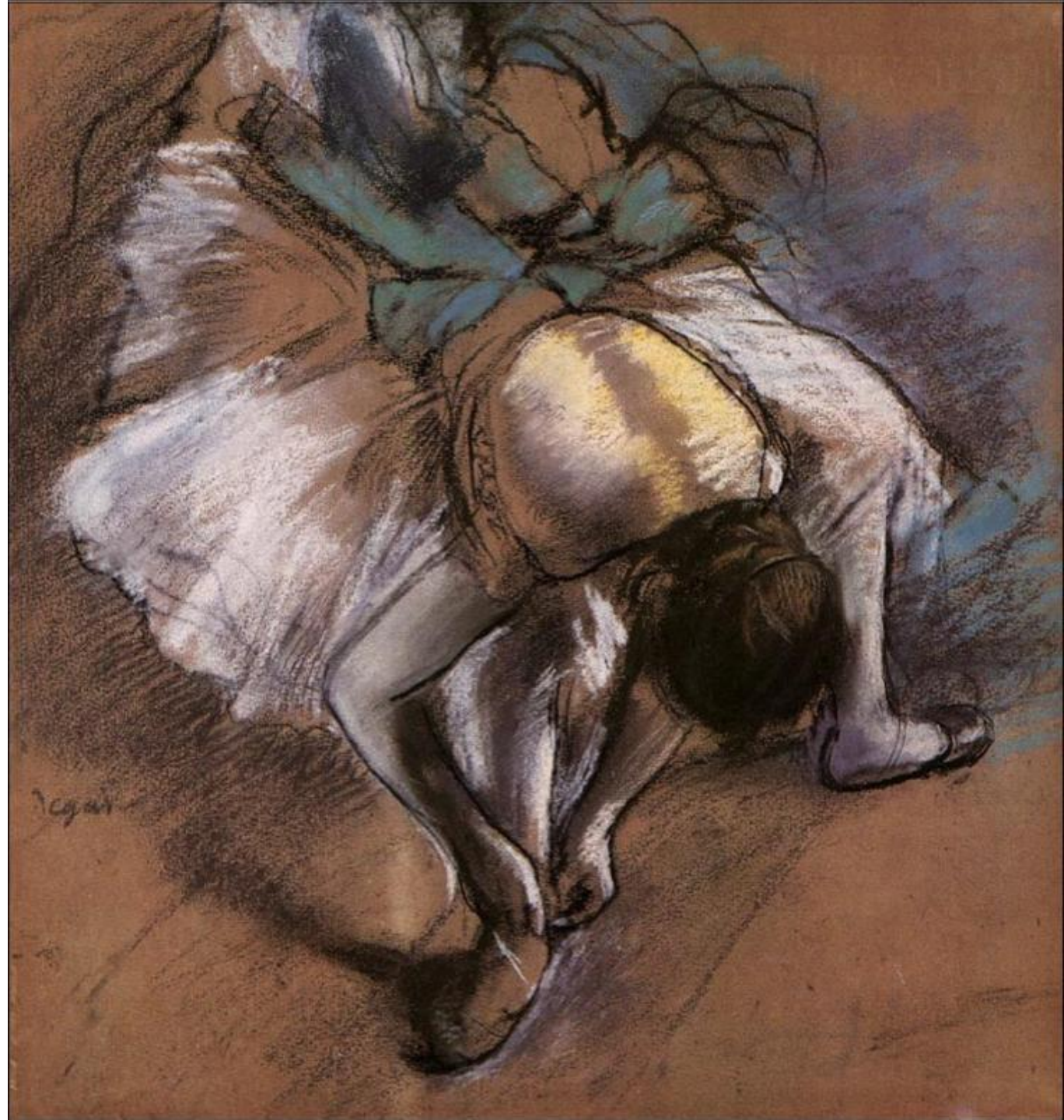
Tell me a story about an activity that needed "special" shoes.

Tell me about an activity you did when you were young which involved music or sport.

Tell me who got you interested in learning that activity; what were they like?

Where did you go to practice that activity?

Edgar Degas





Edgar
Degas



Edgar Degas

What questions do you have about the artist or the image?

What do you think is the title of this story or image?

What smells or sounds “come from” the image?

Can you tell a story about shoes when you “wore yourself out”?

Do you have a story about a favorite dance or game you attended?

Do you have a story about watching someone you know perform?

(granddaughter dancing, grandson singing, a sport event)

Tell me a story about when you performed; what did you have to learn and practice?

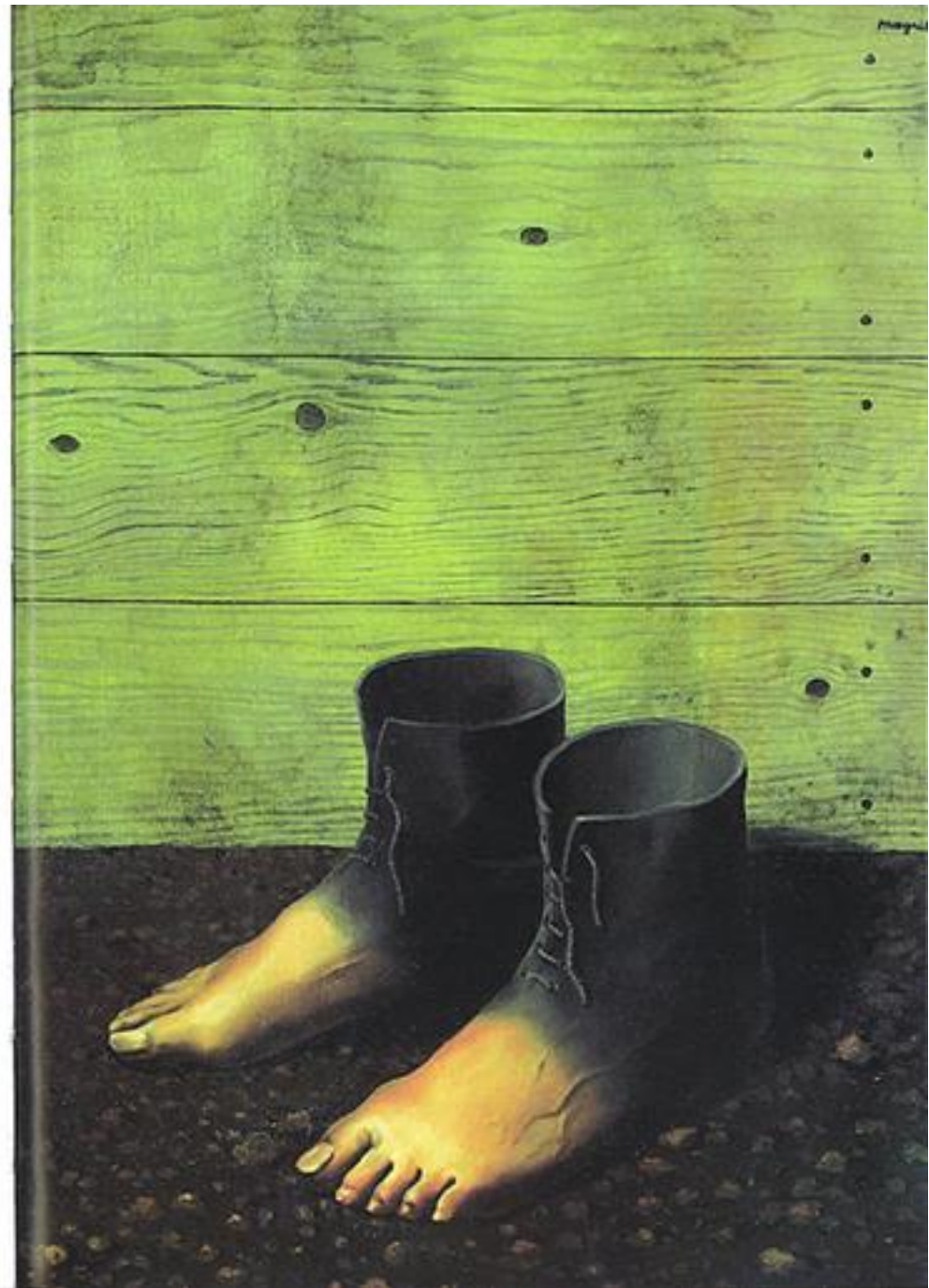
OBSERVING:

- *Who are the characters here?*
- *What is happening?*
- *Where are the people?*
- *What objects seem to be in the location?*
- *What kinds of colors did the artist use?*
- *What kind of shoes are in the artwork?*
- *Describe the positions the figures hold.*

INTERPRETATING:

- *How do you think these people know each other?*
- *What kind of work do they do?*
- *What kind of location are they occupying?*
- *What do you think the figures think about each other?*
- *What do you think happened earlier?*
- *What do you think these figures will do after you stop looking?*
- *What kinds of smells do you think you might detect if you were there?*

Rene Magritte



OBSERVING:

- *What do you see here?*
- *Where are they located?*
- *From what materials are they created?*
- *What direction do they face?*
- *What shapes do you notice?*

INTERPRETATING:

- *Why do you think the artist created these images?*
- *How do they make you feel? Why?*
- *Who might wear them?*
- *Where would they be going in them?*
- *Why would they be hard to put them on or take them off?*
- *If they were real, what kind of a “conversation” would they be having with each other.*

What questions do you have? What might be a title?

Have you ever seen shoes like these?

Why do you think people buy this kind of shoe?

Do you have a story about a pair of shoes and your toes?

Do you have a story about going barefoot?

How do you feel about your toes? (compare them!)

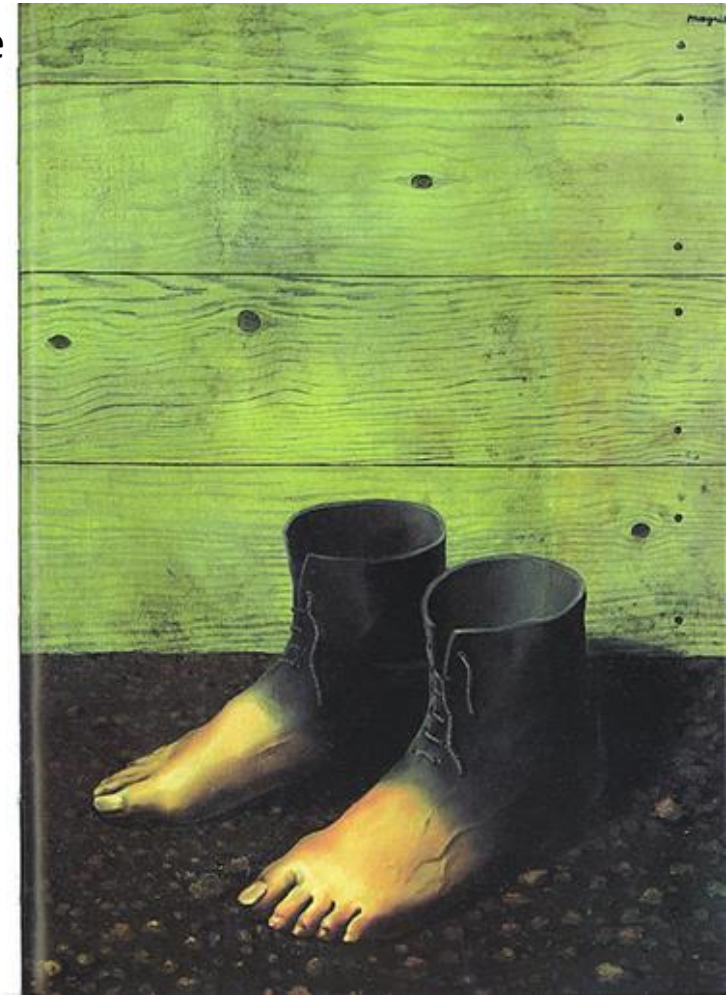
Tell me a story about a time when you stepped on something and it hurt.

Tell me about a dream you have. (maybe about feet, or other)



This kind of shoe is for sale in many sporting good stores.

Rene Magritte



Practice making up a story from the following pictures, and share your story with your friend:

Let's start a story: "Once I looked inside of my neighbor lady's closet".....(make up the rest of the story!)





Let's start a story: "Everyone came through the back door and took their shoes off"(make up the rest of the story!)



Let's start a story: "Mother told us to take our shoes off and take them outside"(make up the rest of the story!)

Stories about shoes:

- When I was little we didn't have many shoes. When I got a new pair, I took them to bed with me just like a teddy bear!
- I gave my favorite shoes a nickname when I was a child. I called them "Pilgrim Shoes." They were black patent leather and had a nice silver buckle on the toe. I outgrew them, and my mother threw them in the burn barrel with the other trash. I was so upset that I threw water on the fire, fished them out with a stick, and carried them back into the farmhouse. They were so curled and charred that I could never wear them, but I put them in my closet!
- I was usually barefoot on the farm. When Mom asked me to walk to the barn to get the milk can filled, I would slip my bare feet into Dad's tall farmer, mud boots. I clomped to the barn, but I couldn't bend my knees.
- In high school we thought we were the height of fashion wearing pointed toe, spike heels. We all put small dents into the school gym floor.
- My grandpa, Frank, always bought the same kind of shoes. They were black leather high-tops with string laces. They also had some hooks for the laces at the ankle. He had very narrow feet. He was a farmer, but he wore them for dress shoes when they were polished up. **YOUR TURN...now:**
- ***Describe a pair of shoes you remember? What did you do in those shoes? From what were they made? Did they cost a lot of money?***
- ***What kind of special shoes did you wear for a sport? Did you ever lose your shoes? Do you remember someone because of the kind of shoes they wore? Do you remember shoes connected to a place like hiking?***
- ***Can you tell me about a shoe store you remember? How did they measure your feet? Did you have a favorite brand of shoes?***

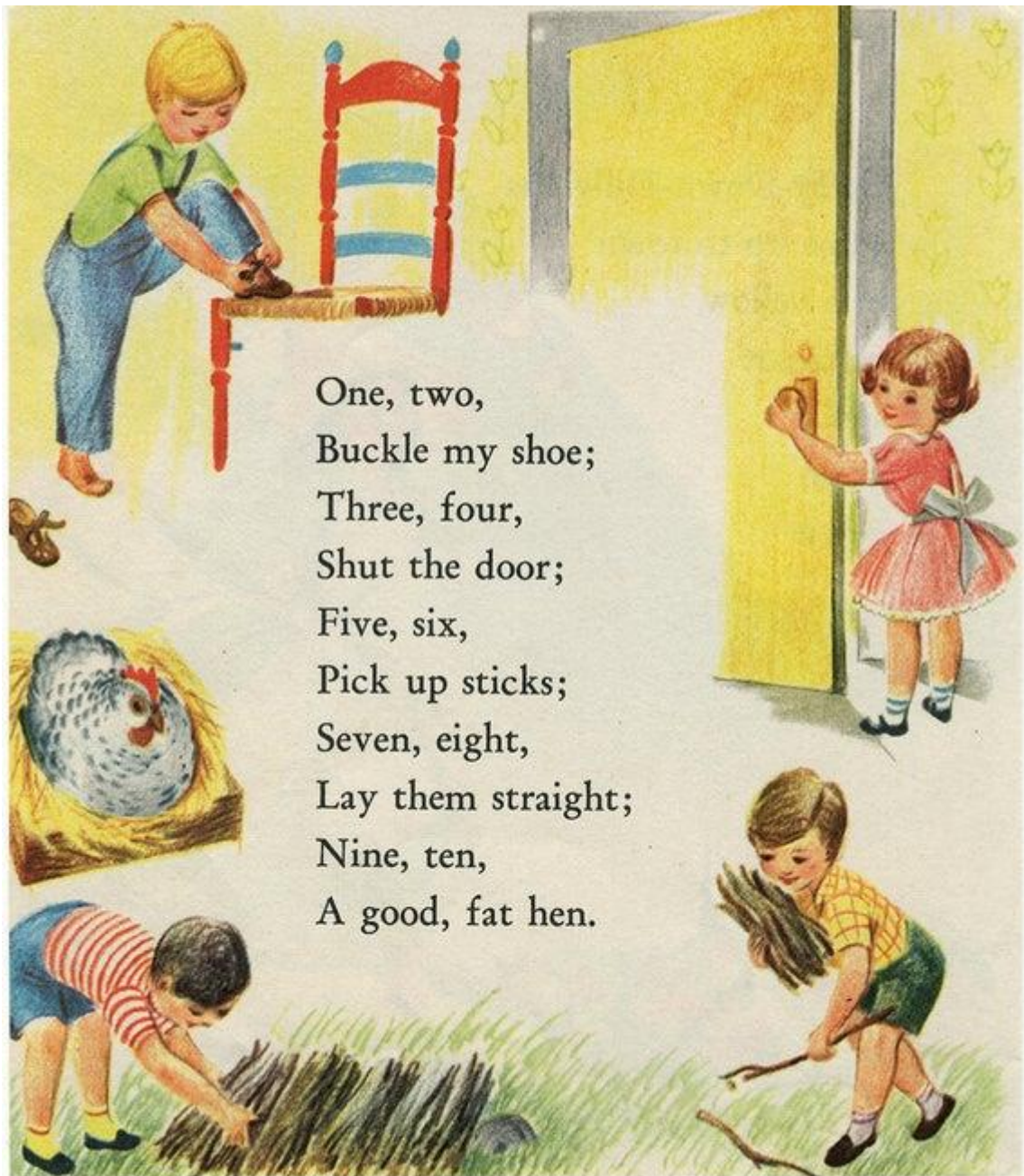
Shoes From Other Cultures

- The following two slides have shoes from other cultures? Are you able to tell which cultures they represent?
- Look at the shoes and make a list of the materials that were used to make them.
- What materials were used as decoration?
- What kinds of sounds would the shoes make?
- What would the climate or weather be like if you wore these shoes?
- Which look the most comfortable?
- How do you think the shoes were made?
- What do you think people do who wear these shoes?
- Can you think of other questions?





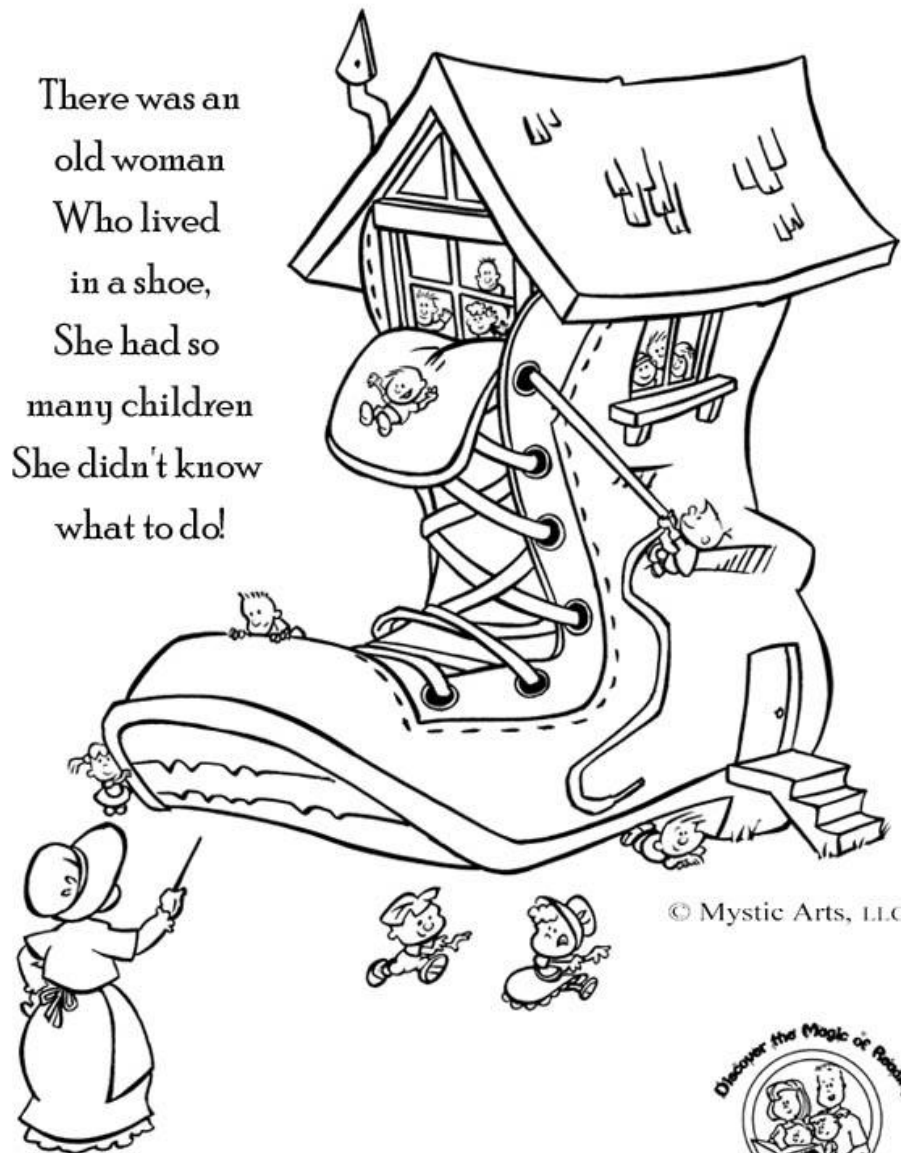
Do you remember nursery rhymes
about SHOES?



One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A good, fat hen.

The Old Woman Who Lived in a Shoe

There was an
old woman
Who lived
in a shoe,
She had so
many children
She didn't know
what to do!



© Mystic Arts, LLC

Do you remember any
SONGS about SHOES?

Diamonds In the Soles of My Shoes (Neil Simon)

These Boots are Made for Walkin' (Nancy Sinatra)

Blue Suede Shoes (Elvis Presley)

Waling On Sunshine (Katrina & the Waves)

I Walk the Line (Johnny Cash)

500 Miles

[Click Here to Hear More](#)



What kind of shoes are these?

When would you wear them?





What would the weather be like?

Why do children like these shoes?





What careers need shoes like these?

When would you wear them? Why?

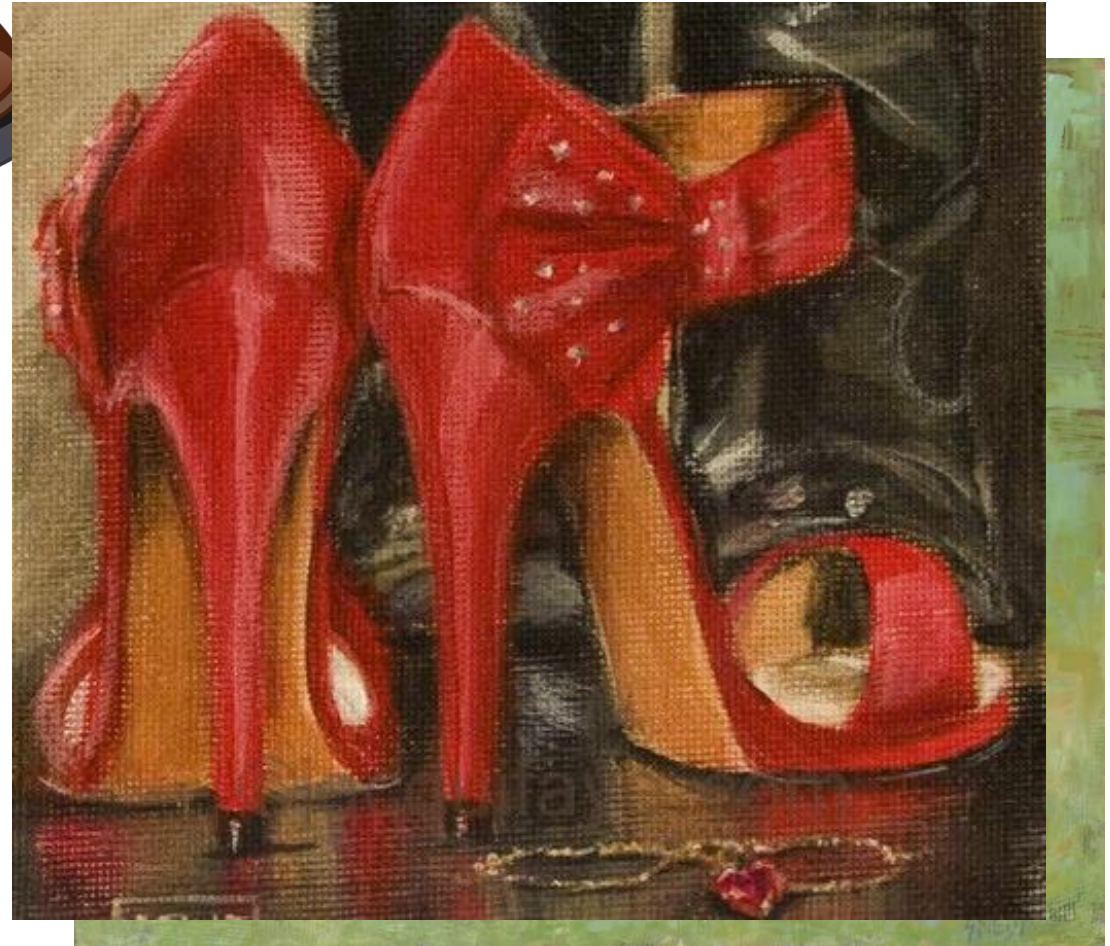




What kind of shoes are these?

When would you wear them? What occasions need them?

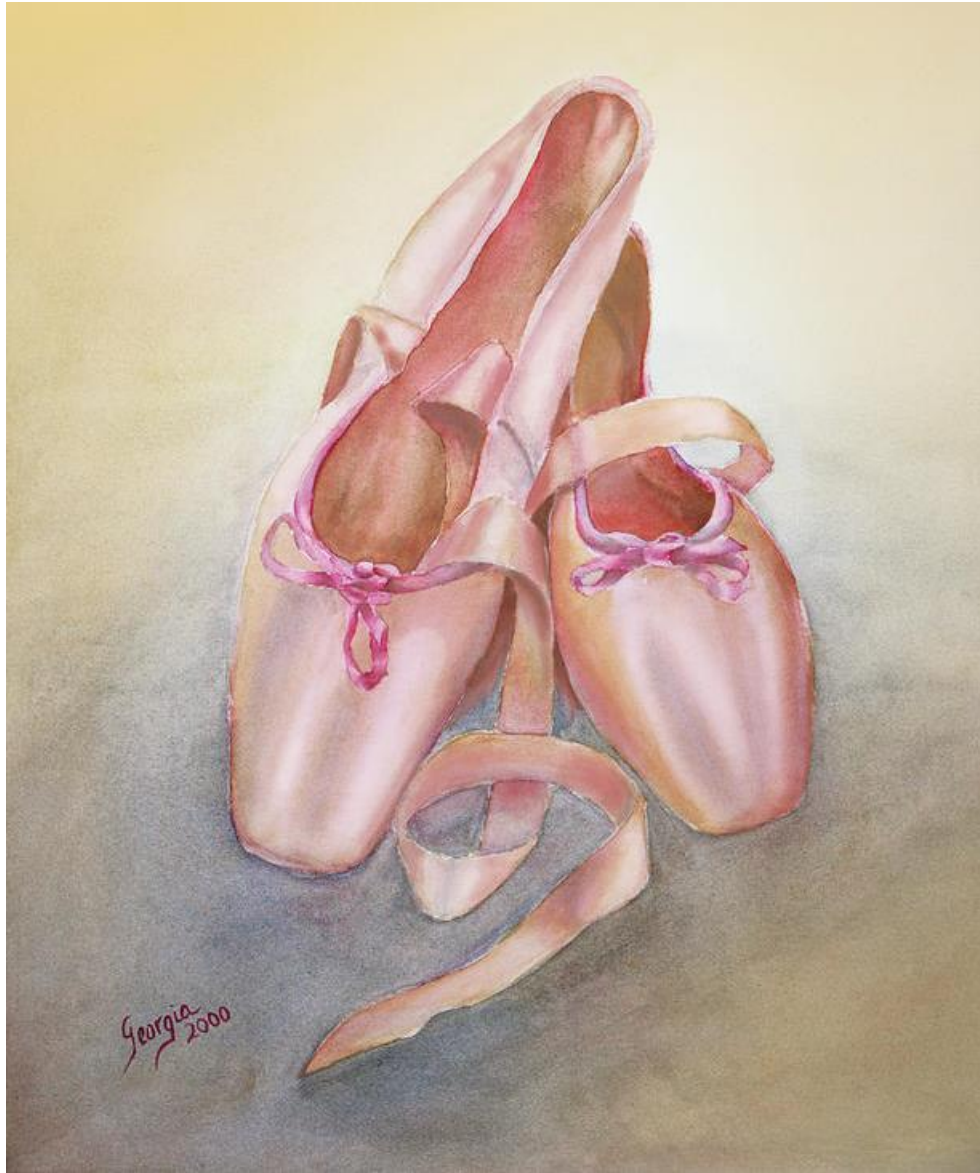
How would they feel on your feet?





What kind of shoes are these?

Where could you buy a pair?



What kind of shoes are these?

What kind of music goes with them?



What kind of shoes are these? Where would you wear them? Which one is the most comfortable?





What kind of shoes are these?

When would you wear them?

What stories would they tell?





What kind of shoes are these?

When would you wear them?





What kind of shoes are these?

How do they smell when they are new? Old?

Why do they have little spikes built into them?



What kind of shoes are these?

How are they different?



What kind of shoes are these?

Where would you wear them? What would you be doing?



What kind of shoes are these?

Where would you wear them?

How would you be careful?



What kind of shoes are these?

Why are they so useful? How are they used?





Do you know who wore these famous shoes? How did they get the movie star home?



Some people make their canvas sneakers fancy. I wonder why? Any ideas?



This girl is painting her high heels like a famous artist's painting. Do you know who that artist is?



This is a Surrealism shoe.

What is unusual about the art work?



These heels got painted right into a painting. How many patterns can you find?

Let's do something together!

A creative activity follows here!



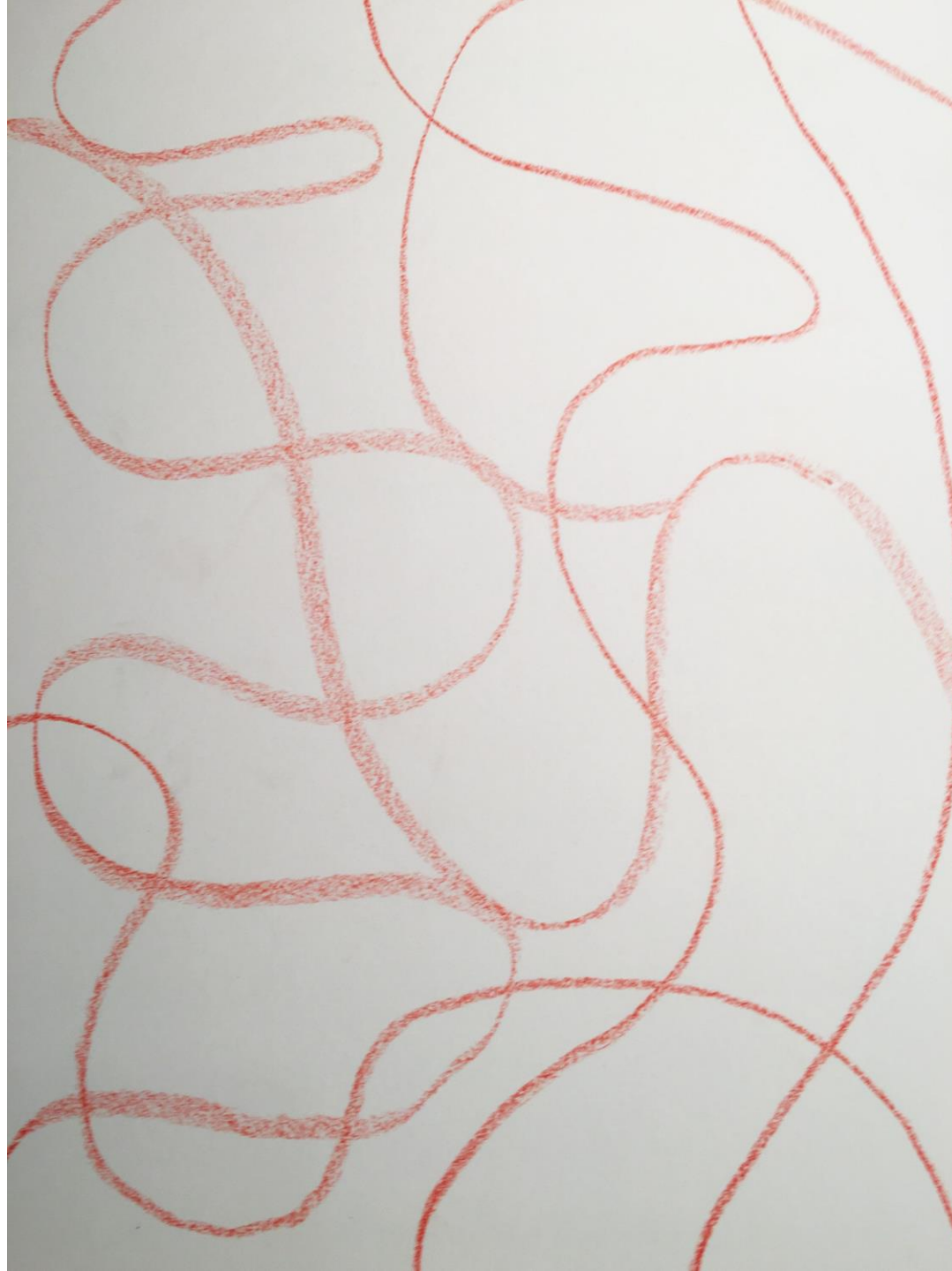
STEP ONE

1. Gather shoes with textured soles. Look for fun patterns.
2. Get a tablet of paper or use printer paper from the computer.
3. Get a box of crayons.



STEP TWO

1. Make some lines.
2. Make more than one line.
3. Make one go right to left.
4. Make one go up and down.
5. Do it again, you do not want the shapes to be so big that a shoe sole won't fill it up.
6. You may divide up some shapes if you need to.
7. Now pick out three colors you like.
8. If you want more variety, pick out a lighter tint and a darker shade of one of the main colors you picked.





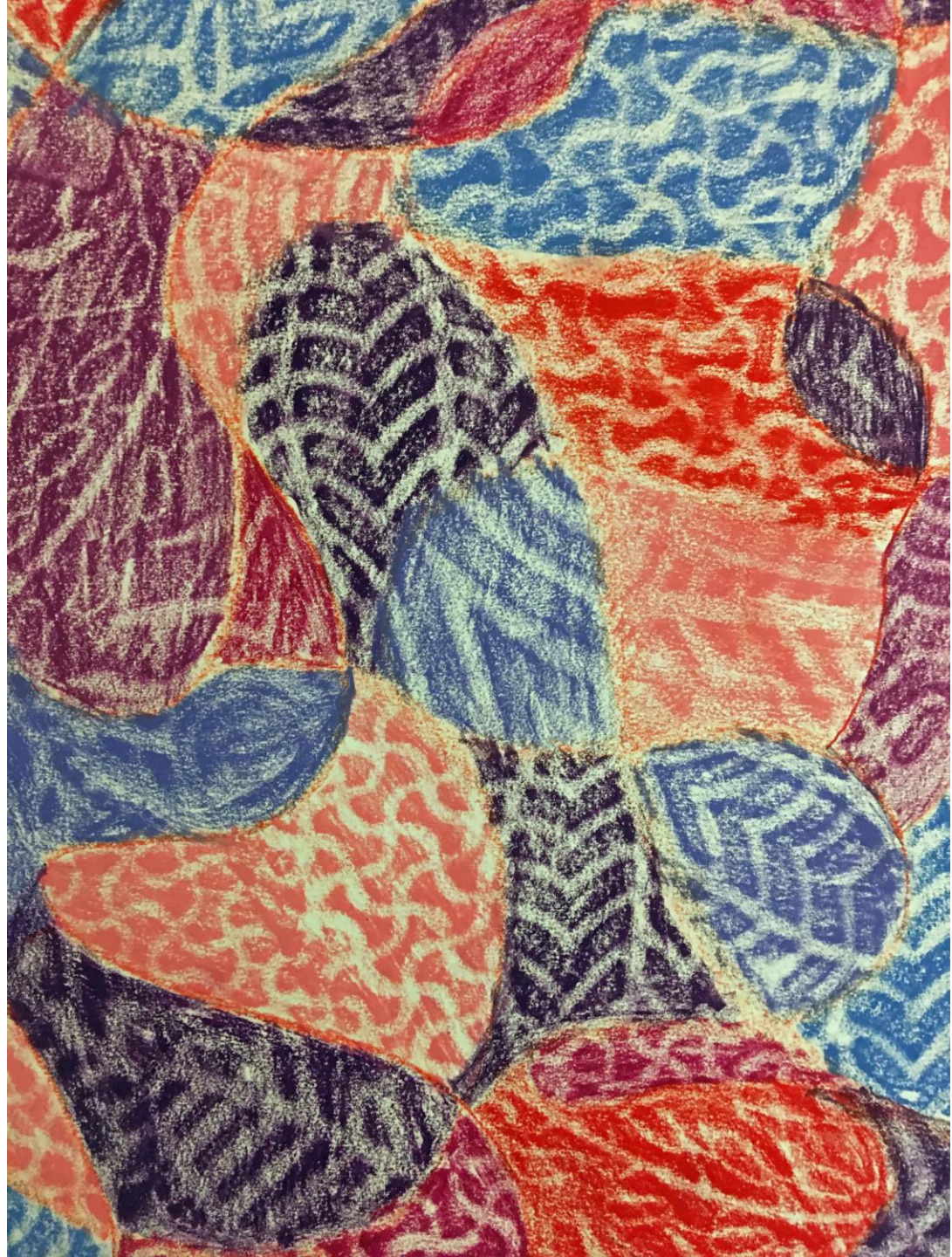
STEP THREE

- 1. Pick a shoe tread you think has a nice pattern.**
- 2. Place the paper over the tread.**
- 3. Rub with a color until the area you want to fill is full clear out to the edge lines of a shape.**
- 4. Continue working with the colors you chose.**

STEP FOUR

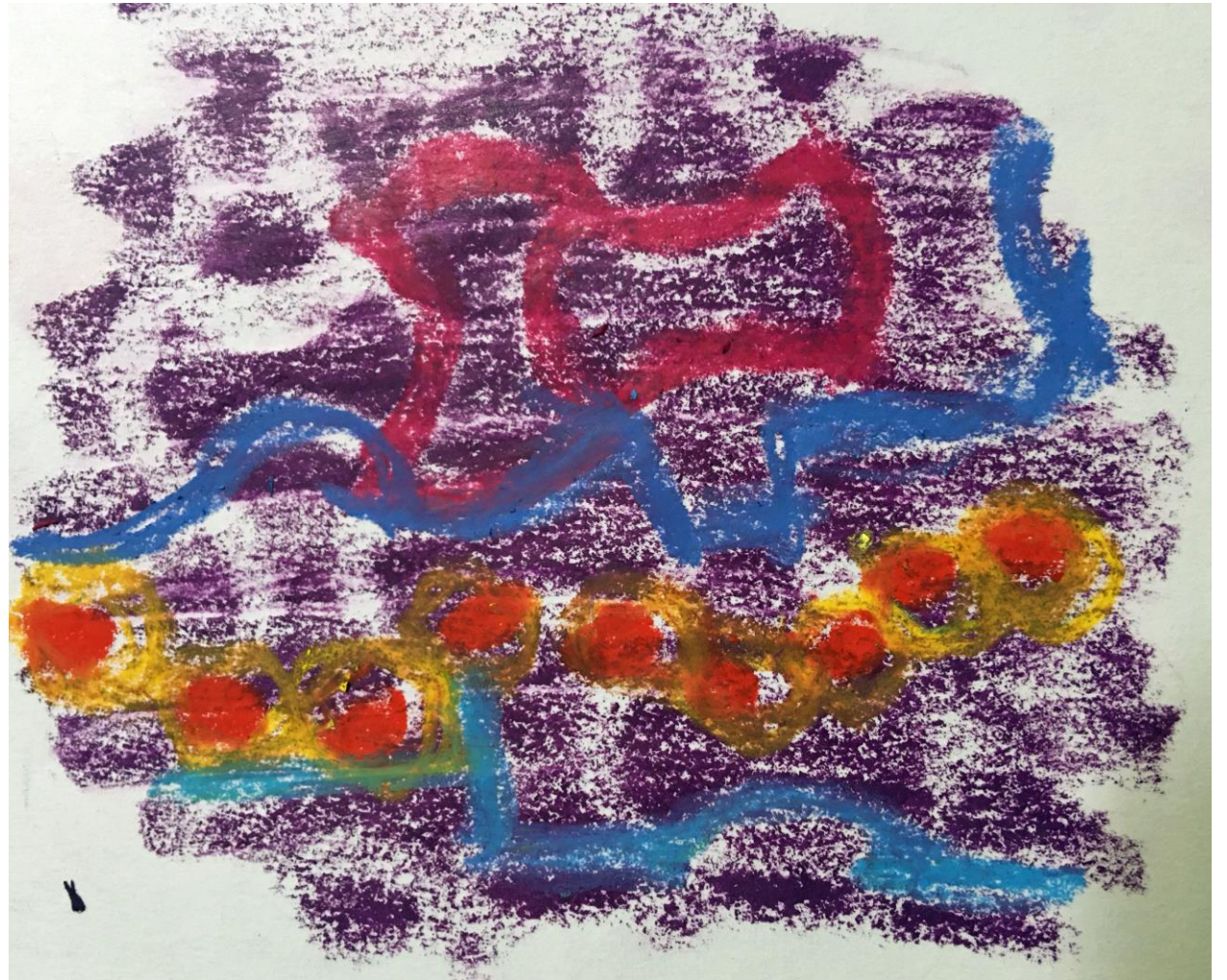
1. As you work, scatter some of the colors throughout the design.
2. As you work, change the shoe treads you are using, so you get lots of patterns.
3. Perhaps one color will be used more often.
4. Perhaps you will repeat one of the textured patterns you like.

Here's an idea...you might use the finished paper for a nice placemat, or you could use it as a book jacket for a favorite book.



If you wanted to do more:

1. You could add other colors and designs over top of your rubbing.
2. You might “follow the white lines” through the tread patterns.
3. You might glue sequins or punched paper dots into some of the space.



Looking for Textures:

- Touch is one of our senses. We feel things with our skin.
- Objects have texture, or a surface that is discovered through touch.
- A RUBBING is the impression a texture leaves when a crayon is rubbed on paper while the texture or object is under the paper.

Try collecting different textures. Let the participants feel them and describe them. Or they might sort them into piles like “soft,” “rough,” or “slippery.”

Kleenex or cloth
Sandpaper or nail file
Wood
Fur or a rabbit's foot

Lace
Fish net
Basket
Wool scarf

Seashell
Plastic vinyl
Knitted sock
Chair caining

Aluminum foil
Bath towel
Wallpaper
Ratan mat

Try an indoor “scavenger hunt.” See how many textures you can find around the house. Make a collection of rubbings using Post It Notes.



Ok, are you tired of this?
Is your “tongue” hanging out yet?

Are you ready to call me
names now?





Put your “feet down”
and make this.....***THE END***

*Thank you for trying this out. I would be grateful for
any comments. Contact me at:*

mycellarstudio@gmail.com

Paula Benfer

