

Relief Drawing

Student's observation skills will be tested in this project as they create a three-dimensional paper sculpture out of altered white paper on a white paper base then accurately interpret it as a two-dimensional drawing.

Because the paper sculpture is abstract and monotonal, students will be focused on precisely what they see in front of them and not be distracted by preconceived ideas of how an object should look.

Grade Levels 9-12

Process

1. Create the Relief.

The altered paper relief will need to be interesting and well composed. Consider the following:

- Good use of space (large empty spaces will not make for an interesting composition).
- Interesting use of paper (forms, textures, lines).
- Interesting values and shadows according to the light source.

Some ideas for altering the paper: folding, bending, rolling, twisting, tearing, crumpling, cutting, shredding, creating fringe, puncturing, scoring, weaving, layering, slotting, mushing, etc. Glue or tape onto the tag board surface.

2. Draw the Relief. An unmoving, unchanging light source should be available during the entire time period the drawing requires. Directional table lamps are ideal. Light from windows may significantly change from one day to the next and overhead fluorescent lighting isn't strong enough.

Choose an interesting view of the relief and begin with a very, very light outline of the composition on the illustration board. Fill in the value areas of shading and shadows according to the light



Materials

[Blick White Sulphite Drawing Paper](#), 60-lb, (110209-1079) 12" x 18" sheets, need one sheet per student

[2-Ply Tag Board](#), white (13111-1007), 12" x 18", need one per student

[Armada Lollypop Scissors](#) (57057-1007), one per student

[3M Scotch® Magic™ Transparent Tape](#) 1/2", (23012-0050), share one roll between two students

[Blick Glue Sticks](#), .74-oz white (23872-1020), need one per student

[Sanford® Design® Ebony Pencil](#), package of two (20411-2022), need one pencil per student

[Blick 14-Ply Illustration Board](#) (13414-1008), 15" x 20" sheet, need one per student

Process, continued

source. Shading should define the forms of the relief and accurately depict the paper textures - smooth, crumpled, torn, folded, etc.

Create areas of contrast instead of outlines defining the edges. Contrast light against dark, rough against smooth, for example. There should be no outlines when the drawing is completed.

**Lesson Plan and Artwork submitted by
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National Standards

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

9-12 Proficient

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

9-12 Advanced

Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

Content Standard #2 – Using knowledge of structures and functions

9-12 Proficient

Students create artworks that use organizational principles and functions to solve specific visual arts problems

9-12 Advanced

Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions