

LESSON 3 OF 10

# Who Am I? Relief Sculptures

by Debi West

## LEARNING OBJECTIVES

### High school students will ...

- show who they are through collaged symbols, colors, shapes, text, etc., and incorporate these images on a front sheet of acetate, and a bottom piece of drawing paper (or material such as fabric, cardboard, poster board or mat board), creating a relief-like image.
- manipulate these images in a way that showcases who they are on the outside vs. the inside, thinking deeply about self.

## MATERIALS

- 9" x 12" white drawing paper
- Cardboard, transparency acetate paper
- Magazines, collage materials, glue, scissors
- Oil pastels, acrylic paint, sponges, mixed media
- Reference materials

## PROCEDURES

- 1.** Introduce the lesson by having students brainstorm via a list of personal traits and then complete several thumbnail sketches of "who they are." Ask questions such as: What do they enjoy doing? What are their religious or political views, what are their hobbies, and what activities are they involved in. This is their opportunity to truly reflect on who they are. This is also an opportunity for me to gauge where the class is in terms of technical and creative ability.
- 2.** Students will search for images, words and symbols in magazines that connect with them personally. They will cut these out

and begin to make a small pile to put into a creative composition.

- 3.** Students will use their symbols and sketches to create a composition creatively showcasing who they are, outer images showcase the obvious while hidden, inside images showcase the more private aspects of the artist.
- 4.** Students will then add blended oil pastel and dry sponged paint to create a unique piece of art inspired by the work of Robert Rauschenberg's Combines (specifically, *Overcast III*).
- 5.** Final artworks will be hung in a class display to introduce the class to the school.

## ASSESSMENT

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning *and* their final work. We also do in-process critiques using my "2 Glows and a Grow" model.