

DRAPER MATTHEWS

2023 Marshall Dulaney Pitcher Award Winner

The Wonsook Kim School of Art is pleased to present the 2023 Marshall Dulaney Pitcher Award to MFA student Draper Matthews. This award honors outstanding students in the visual arts who demonstrate exceptional artistic talent, dedicated studio practice, and academic excellence.

ABOUT THE ARTIST

[Draper Matthews](#) was born in Central Illinois in 1995. In 2017, he began studying at Heartland Community College in Normal, Illinois, before attending Illinois State University. After taking an introductory glass course with faculty member John Miller, he switched his focus from printmaking to glass. Matthews plans to continue his education at Illinois State University; he will join the MFA program in the fall.

ABOUT THE ARTWORK

Matthews discovers connections between concepts, mediums, processes, and visual aesthetics through experimentation. Originally a printmaker, Matthews's work is influenced by the sculptural potential of paper, which is evident in his [Planar Constructions](#) series. These works reflect Matthews's research into geometric models of space and investigate how flat, two-dimensional planes can be transformed into complex forms. Tools that are traditionally used to reinforce architectural structures—such as bolts and brackets—are included in many of these works. However, Matthews has intentionally utilized these functional tools in a way that they add little to no structural integrity to the work. He has also purposefully mislabeled the **mediums** of the artworks, prompting the viewer to question their perception of what is real or true.



Draper Matthews, *Planar Construct III*, 2023. Brass and iron. Photo credit: Jade Nguyen.

VOCABULARY

- **Forms:** three-dimensional enclosed areas that have height, length, and depth—such as cubes or spheres
- **Mediums:** artmaking materials—such as paper, glass, or clay
- **Shapes:** two-dimensional enclosed areas that have height and length, but no depth—such as squares or circles
- **Texture:** the way a surface feels (*real texture*) or appears to feel (*implied texture*)
- **Volume:** refers to the amount of space that something takes up or contains

RESPONDING: Use the following prompts to analyze Matthews's [work](#) as a class, in small groups, or individually:

- What **shapes**, **textures**, and colors do you see in these works? What do they remind you of?
- Select an artwork to focus on. Read the label information. Compare the materials listed on the label with what you see in the artwork.
 - Knowing that Matthews has inaccurately labeled the **mediums**, can you identify the actual materials used to create the artwork?
- Find an artwork that conveys a sense of joining or attachment of separate parts. Look for elements that appear to have been rearranged or rebuilt. What do you see that suggests this?

CREATING: Prompt students to construct sculptural **forms** using only construction paper, tissue paper, and glue. Consider exploring the following methods:

- Crumple the construction or tissue paper to form peaks and folds. Then reinforce areas so the form can stand on its own without additional supports.
- Cut the construction paper into different **shapes**. Explore connecting the shapes with strips of paper or glue to form a standing structure.
 - Add **texture** and **volume** by gluing folded or crumpled tissue paper to the surface of the structure.
 - Use marker to add patterns or **implied textures** to the surface of the form.
 - Paint the surface of the form to alter the appearance of the materials.

PRESENTING: Assist students in presenting their artwork in a way that it can be viewed from all angles.

Guide students in lighting their work with different brightnesses, angles, and colors of light. Discuss how these differences affect the cast shadows, mood, and transparency of their artwork.