



A

Critical Analysis

The curator has asked you to respond to the following questions in order to have your portrait considered for selection for the art gallery replacement.

1. Identify the complementary colours you chose. Describe their intensity, value and temperature.

I have chosen yellow and purple for my complementary colours. If you add black and yellow you would get a dark colour and if you add white with yellow you would get a light colour the same thing with purple. I used value that means a dark colour and I used temperature that means light colours.

2. Describe the contrasting emotions you intended to show. How did you use tints and shades of your complementary colours to show these emotions?

To make tints and shades I used a lot of white and a little bit of yellow and I used a little bit of black and a little bit of yellow the same thing for purple.

B

3. Look at the colours you have used in your portrait to show contrasting emotions. Explain how these colours remind you of emotions you have experienced in your life.

The light yellow reminds me of when I went camping with my mom which we do every summer. The reason it reminds me is because I'm always happy when I go camping. The light purple reminds me of camping with my dad it's a little darker because I like camping with my mom a little more.

Teacher's Notes

Understanding of Concepts

- The student demonstrates limited understanding of the intensity, value, and temperature of one pair of complementary colours. He or she uses purple and yellow as complementary colours and describes their intensity, value, and temperature, although the first of these qualities is not mentioned by name. The student does not relate intensity to brightness/dullness, is only partially correct in describing value (i.e., “means a dark colour”), and refers to temperature incorrectly (i.e., “I used temperature that means lite colours.”).
- The student demonstrates limited understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she uses complementary colours to create contrast, but demonstrates limited understanding that contrasting emotions require different facial expressions, changing only a single feature on the two sides of the portrait (i.e., an open eye on the left side and a closed eye on the right).

Critical Analysis and Appreciation

- The student explains with limited effectiveness the connection between the colours used in the portrait and emotions related to personal experiences. He or she links the colours used with camping experiences and with school, but does not relate them clearly to specific parts of the portrait (e.g., “The lite yellow reminds me of when I went camping with my mom ... because I’m always happy when I go camping.”).

Performance and Creative Work

- The student mixes and applies a range of tints and shades of a pair of complementary colours with limited effectiveness. The student uses a limited range of tints and shades in the portrait. He or she uses pure yellow to outline the face and to colour half of the face, and one tint of yellow is used for the background and the neck. One shade of purple is used for both the other half of the face and the opposite background.

- The student shows contrasting emotions through an expressive portrait with limited effectiveness. He or she attempts to convey two emotions by painting one eye open and the other eye closed. However, without any exaggeration or rearrangement of features, the overall expression in the two sides of the portrait is very similar.

Communication

- The student makes limited use of appropriate vocabulary and art terminology. He or she uses art-related terms such as *value*, *temperature*, *tints*, and *shades*, but does not describe concepts with clarity or precision (e.g., “I used value that means a dark colour and I used temperature that means lite colours.”).

Comments

The student uses the contrasting colours purple and yellow, but makes limited use of expressive characteristics to convey contrasting emotions and does not explain how colour is used to convey such emotions. He or she demonstrates limited understanding of the concepts and limited ability to apply the skills and techniques required. The student does not communicate his or her understanding of concepts with clarity or precision.

Next Steps

In order to improve his or her performance, the student needs to:

- use a wider variety of tints and shades;
- include characteristics of an expressive portrait;
- clearly portray two contrasting emotions;
- clarify and explain in greater detail the concepts of intensity, value, and temperature;
- edit and proofread his or her written work carefully to eliminate errors in grammar and spelling.