

Expressive Portrait

Level 1, Sample 2



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.
 The complementary colours I chose are orange and blue. The orange colour looked warm bright and the blue colour looked cold dark and cool.

2. Describe the contrasting emotions you intended to show. How did you use tints and shades of your complementary colours to show these emotions?
 The orange colour makes the face stick out more than the blue. When I put blue with it, it got brighter with black it got darker. And some happiness with orange.

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 portrait I have made was a happy looking one. I picked the colours because I knew they would look good and they are my favorite colours out of the other colours.

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 blue and orange as complementary colours in the portrait. In the written response, the student does not distinguish between intensity and value and identifies orange as both warm and cool (i.e., “The orange colour looked warm bright cool.”).
- The student demonstrates limited understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. Although the student uses complementary colours, the portrait does not convey contrasting emotions. As well, no attempt has been made to rearrange or exaggerate features in order to distinguish the two sides of the portrait.

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 identifies the expression in the portrait with a single emotion (i.e., “The portrait I have painted was a happy looking dude.”) but does not link this emotion with the colours used. The student makes no reference to emotions related to personal experiences.

Performance and Creative Work

- The student mixes and applies a range of tints and shades of a pair of complementary colours with limited effectiveness. He or she attempts to accentuate facial features by combining the two complementary colours, but otherwise uses a limited range of tints and shades that provide little visual impact. Only one shade of each colour is provided for the background and one tint of each colour for the face.
- The student shows contrasting emotions through an expressive portrait with limited effectiveness. He or she conveys a single emotion in the portrait (i.e., happiness). A contrasting emotion was not included, as was required in the assignment.

Communication

- The student makes limited use of appropriate vocabulary and art terminology. He or she uses a few basic art-related terms, but uses them in inappropriate or incorrect ways (e.g., “The orange colour looked warm bright cool.”). In describing the colours used, the student makes no reference to the concepts of intensity, value, and temperature.

Comments

The student uses the complementary colours blue and orange, but shows only a single emotion in the portrait. He or she demonstrates limited understanding of the concepts and limited ability to apply the required techniques. The portrait and the written response do not reflect an understanding of the task requirement regarding the use of colour and expressive characteristics to convey contrasting emotions.

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;
- discuss the concepts of intensity, value, and temperature;
- connect the colours used in the portrait with emotions related to personal experiences;
- edit his or her written work carefully to achieve clearer communication;
- refer to a thesaurus and dictionary to expand his or her vocabulary.