



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 chose blue and orange as my complementary colours like intensity of my painting is the face of the happy side. I didn't tint or shade very much of the blue. On the sad side of my painting it is mostly cool colours, and on the other side the colours are mostly hot 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?

I used the emotions happy and sad. I shaded the blue to have a sad feeling on the sad face, and I tinted the orange to have a happy feeling on the happy face.

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 blue background reminds me of swimming. It makes me feel happy. The blue face makes me feel sad. Because blue is a sad and cold colour.

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the intensity, value, and temperature of one pair of complementary colours. He or she uses the complementary colours blue and orange in the portrait and describes with some accuracy their intensity and temperature (e.g., “The intensity of my painting is the face of the happy side.”; “On the sad side of my painting, it is mostly cool colours, and on the other side the colours are mostly hot colours.”). No reference, however, is made to value.
- The student demonstrates some understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she has some grasp of how different emotions can be conveyed through the use of complementary colours and simple changes to facial features (e.g., the line of the mouth curving up or down). However, the student has not exaggerated or rearranged the features to make the portrait more expressive.

Critical Analysis and Appreciation

- The student explains with some effectiveness the connection between the colours used in the portrait and emotions related to personal experiences. The student connects the background blue with his or her enjoyment of swimming (i.e., “It makes me feel happy.”) and explains with some detail the effect of the blue face (i.e., “The blue face makes me feel sad because blue is a sad and cold colour.”). However, no mention is made of the other colour, orange.

Performance and Creative Work

- The student mixes and applies a range of tints and shades of a pair of complementary colours with some effectiveness. He or she creates a contrast between the two sides of the portrait through the use of tints and shades in the face and hair. The background is appropriately shaded (e.g., the blue shade on the background of the happy side is warmer than the blue used for the sad face).

- The student shows contrasting emotions through an expressive portrait with some effectiveness. The two emotions are clearly defined, with some attention to detail on both sides (e.g., the eyes and mouth). However, the art work lacks characteristics of an expressive portrait such as exaggeration or rearrangement of features.

Communication

- The student makes some use of appropriate vocabulary and art terminology. He or she uses some art-related terms in an appropriate context (e.g., “On the sad side of my painting it is mostly cool colours, and on the other side ... mostly hot colours.”; “I shaded the blue to have a sad feeling on the sad face, and I tinted the orange to have a happy feeling on the happy face.”). However, the concept of intensity is described in somewhat vague terms (i.e., “The intensity of my painting is the face of the happy side.”).

Comments

The student makes some appropriate use of the complementary colours blue and orange to convey contrasting emotions, but does not demonstrate an understanding of how to make his or her art work expressive. The written response demonstrates some use of appropriate language to describe the colours chosen and to explain how tints and shades are used to convey emotions. The student communicates his or her understanding of concepts with some clarity.

Next Steps

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

- use a greater variety of tints and shades;
- use characteristics of an expressive portrait to achieve more striking effects;
- describe intensity, temperature, and value in more detail;
- edit and proofread his or her written work carefully to avoid repetitive wording and to improve sentence structure.