

Expressive Portrait

Level 2, 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 two hues I used were red and green. I had both of the temperatures. So both my colours I had both of the temperatures because then it makes it look more abstract. I think mine is bright and dull. I made it this way so the colours would work for both the emotions. I used both my tints and shades also. I used both my tints and shades because I wanted it to be colourful.

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 emotions I made were shy and mad. I showed those emotions by making mad red and shy like green. I also made the eye pinky and lips on the mad side and small bounds lip on the shy side. I used all sorts of different tints and shades on my painting. I used half tints and half shades to make it look mad and shy.

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.

These colours remind me of getting all my Christmas. Green and red is the two happy colours. Green and red make me feel happy because it reminds me of Christmas.

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 red and green and refers to their temperature, intensity, and value. However, the effect of using a particular colour quality is not always clearly understood (e.g., “For both my colours I had both of the temperatures because then it makes it look more abstract.”).
- The student demonstrates some understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. The student shows some understanding of the importance of colour and shape in creating an expressive portrait; however, he or she has not shown understanding that distinct differences in facial expression are required to convey contrasting emotions.

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. He or she connects the colours red and green with the happiness of Christmas (e.g., “Green and red to me are happy colours. Green and red make me happy because it reminds me of Christmas.”). However, this emotion bears no relation to the portrait, in which red was intended to convey “mad” and green “shy”.

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 uses two tints and shades of both red and green to create contrasts. Differences among tints and shades are accentuated by the use of dark lines between sections of the portrait.

- The student shows contrasting emotions through an expressive portrait with some effectiveness. He or she includes a number of characteristics that create an expressive portrait (e.g., bold use of complementary colours; the use of flowing, curved lines to divide sections of the painting; exaggerated facial features). The student also appropriately chooses red to express “mad”, but does not sufficiently vary the expression in the two parts of the portrait to distinguish clearly the two emotions it is intended to convey.

Communication

- The student makes some use of appropriate vocabulary and art terminology. He or she uses some art-related terms appropriately (e.g., “hues”, “temperatures”, “bright and dull”, “colourful”, “all sorts of different tints and shades”). However, the student does not explain concepts clearly in relation to the colours used (e.g., “I think mine is bright and dull”; “I used both my tints and shades.”).

Comments

The student has attempted to create an expressive portrait that displays two contrasting emotions. He or she has successfully mixed some tints and shades using two complementary colours, red and green. The student shows an understanding of some of the concepts and applies some of the skills and techniques required. The student communicates his or her understanding of concepts with some clarity and precision.

Next Steps

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

- portray two contrasting emotions more clearly;
- discuss intensity, value, and temperature in greater detail;
- connect the emotions conveyed by the portrait with personal experiences;
- refer to a thesaurus and dictionary to expand and enhance vocabulary.