



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 that I have chose are blue and orange. In my portrait, I chose the two emotions happy and sad. To show sadness, dull colours were added to my portrait. To show happy, bright and happy colours were also added. For the sad part of my portrait, I mostly used shades of black which was added to my complementary colour blue. For the other side of my portrait I used shades of white to create a bright contrast with orange. Warm shades of orange and cool shades of blue were both added to show the differences of each of the emotions I chose.

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 tints and shades I used to show my emotions were light orange which was mixed with white and dark blue which was mixed with black. For the sad part of my portrait dark blue was added and parts of light blue. To show how sad my portrait was I had to paint the background to match it. So swirls of orange were also added as well as patches of orange. Orange was my other complementary colour. White was mostly mixed than black. To show happiness, bright colours of orange were added.

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 emotions that I have chose has happend before to me. I have felt very sad before and was feeling the "blues." Whenever I'm sad I usually like going somewhere quiet, and the colour that pops up in my head is the colour blue!!! Whenever I'm happy bright and happy and bright colours pop up in my head. Orange can be a very happy colour! Sometimes I can feel both emotions at the same time! Whenever I have a choice of picking from two things I can feel happy and sad at the same time!

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the intensity, value, and temperature of one pair of complementary colours. He or she uses the complementary colours orange and blue in the portrait and describes their intensity, value, and temperature. The student effectively explains why he or she used bright and dull colours and light and dark colours (e.g., “To show sadness, dull colours were added to my portrait. To show happy, bright and happy colours were also added.”), and demonstrates a clear understanding that warm and cool colours can be used to create contrasting moods (e.g., “Warm shades of orange and cool shades of blue were both added to show the differences of each of the emotions I chose.”).
- The student demonstrates considerable understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she clearly understands how tints and shades can be contrasted to highlight facial features and create two distinct emotions in the portrait. The student also demonstrates a good understanding of the effect of colour qualities such as intensity and value (e.g., “To show happiness, bright colours of orange were added.”).

Critical Analysis and Appreciation

- The student explains with considerable effectiveness the connection between the colours used in the portrait and emotions related to personal experiences. He or she clearly identifies blue as a sad colour and orange as a happy colour, and draws on memories of personal experiences to illustrate the emotions connected with these two colours (e.g., “I had felt very sad before and was feeling the ‘blues’. Whenever I’m sad I usually like going somewhere quiet, and the colour that pops up in my head is the colour blue!!!!”).

Performance and Creative Work

- The student mixes and applies a range of tints and shades of a pair of complementary colours with considerable effectiveness. He or she appropriately places a wide range of tints and shades to highlight key facial features such as the nose, eyes, and mouth. The eye on the right side of the face is effectively accentuated by a dark blue-black area to show sadness.

- The student shows contrasting emotions through an expressive portrait with considerable effectiveness. The two emotions (i.e., “happy and sad”) are clearly defined. The warm colours and fluid lines of the happy side of the face contrast strongly with the cool, dull colours and more static design of the sad side of the face. Differences in the use of colour for the eyes and mouth add to this contrast.

Communication

- The student makes considerable use of appropriate vocabulary and art terminology. He or she uses a range of art-related terms in an appropriate manner in describing how the effects of the portrait were created (e.g., “To show how sad my portrait was I had to paint the background to match it. So swirls of orange were also added as well as patches of orange.”). The qualities of the colours used are also clearly described (e.g., “Warm shades of orange and cool shades of blue”; “light orange which was mixed with white and dark blue which was mixed with black”).

Comments

The student has created an expressive portrait displaying two contrasting emotions. He or she has successfully mixed a range of tints and shades using two complementary colours, blue and orange. The placement of colour enhances the overall effectiveness of the portrait. In the written response, the student communicates his or her understanding of concepts with considerable accuracy and detail.

Next Steps

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

- create a stronger representation of contrasting emotions through greater use of expressive characteristics;
- proofread his or her written work carefully to correct errors in grammar and spelling.