

**Expressive Portrait**

**Level 3, 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.

*I chose the complementary colours of purple and yellow. The color I used wasn't very intense. They were more dull and pastel. I tried to make sure that the yellow which was the pure color was bright to make it jump out at you. The purple side was more calm, relaxed and cool. The yellow is more warm for an excited emotion.*

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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 tried to show the emotions relaxed and easy anxious. I used lighter pastels colors in the purple side being more cool and relaxed lines. In the easy anxious and upset side I put jagged lines and more intense colors. These shapes and lines describe the feeling.*

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**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 purple reminds me of lavender in a calm garden. The light yellow reminds me of peace when it is accented like in my room. The bright yellow reminds me of bright lights.*

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## 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 purple and yellow as complementary colours in the portrait and accurately describes their intensity and temperature. The student clearly understands that variations in these two qualities can be used to create striking visual effects (e.g., “The colours ... were more dull and pastel. I tried to make sure that the outline which was the pure colour was bright to make it jump out at you.”).
- The student demonstrates considerable understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she understands that facial features can be exaggerated and rearranged to create a particular effect. The student also understands that colour intensity and temperature can convey different emotions (e.g., “The purple side was more calm, relaxed and cool. The yellow is more warm for an excited emotion.”).

### 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 provides vivid examples from personal experiences to illustrate the emotions evoked by the colours purple and yellow (i.e., “The light purple reminds me of lavender in a calm garden. The light yellow reminds me of peace when it is accented like in my room. The bright yellows remind me of bright lights.”).

### 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 uses a range of tints and shades in a monochromatic style for each side of the face. Pure colour outline is used to highlight key facial features (the mouth, eyes, and nose), and tints and shades are used for detail on both the face and the background.

- The student shows contrasting emotions through an expressive portrait with considerable effectiveness. He or she makes good use of line to display the two emotions, “relaxed” and “anxious” (e.g., “For the very anxious and upset side I put jagged lines and more intense colours.”). The student’s rearrangement of facial features and attention to detail also contribute to the creation of an expressive portrait (e.g., smooth, tame hair is used for the relaxed side, and jagged, spiky hair for the anxious side, with a similar emphasis in the background).

### Communication

- The student makes considerable use of appropriate vocabulary and art terminology. He or she uses a range of art-related terms appropriately in describing how the use of colour and line reflects the emotions conveyed (e.g., “I used lighter pastel colours in the purple side being more cool and curved lines.”). The intensity and temperature of the colours are also clearly described (e.g., “The colours I used weren’t very intense. They were more dull and pastel.”).

### Comments

The student has successfully created an expressive portrait, using a range of tints and shades to convey contrasting emotions. He or she demonstrates an understanding of the concepts, and applies required skills and techniques with considerable effectiveness. In using colour contrasts to emphasize the shape and placement of facial features, the student effectively conveys the contrasting nature of the two emotions portrayed.

### Next Steps

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

- discuss value to demonstrate an understanding of this concept;
- add greater detail about his or her own personal experiences in explaining the connection between colours and emotions;
- proofread his or her written work carefully to correct errors in spelling and punctuation.