



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 used purple and yellow for my complementary colours. On my happy side I used yellow with mostly bright intensity for cheerfulness. The black ground on the yellow side is bright colours. On the sad side I mostly used dull intensity colours to show mostly sadness. On that side I used dull yellow to match the dull purple. The value is on the yellow side (happy side). I used light colours because it is really happy and on the purple side is dark purple. Temperature is on the purple side is mostly cold, when you are sad you are cool which is purple, and on the yellow side I chose a warm colour to show that they are happy.

2. Describe the contrasting emotions you intended to show. How did you use tints and shades of your complementary colours to show these emotions?

My two emotions are happy (yellow side) and the sad side (purple). I used tints in the happy side for excitement. In the hair I used bright (fine) colours for the hair for excitement. The eyes are a big focus so they are really bright on the yellow side. The mouth I exaggerated the mouth with a light tint. On the purple side I mostly used dull colours for gloomy because when you are sad you are a dull shade. In the hair is a brush stroke with really dull intensity. The mouth is a dark shade of purple which makes it look really sorrowful. The eye is placed low for sadness.

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.

I used a dull shade of purple, because when I am sad, I am a cool colour like a dull shade. When I am sad the eye is really low, the mouth is really low and exaggerated. The bright side is yellow, which is my favourite colour. When I am happy I am excited. I remember when I went on a boat I was really happy and excited, that is one reason why I chose yellow. Yellow is exciting which is why I chose yellow and purple is gloomy. Purple is a cold temperature which is sad. Yellow is a warm colour which goes in a fire. I love fire they are so beautiful. Yellow is a sun. I like purple so I chose yellow and purple.

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the intensity, value, and temperature of one pair of complementary colours. He or she uses the complementary colours purple and yellow in the portrait, and accurately describes his or her varied use of intensity, value, and temperature (e.g., “On my happy side I used yellow with mostly bright intensity”; “on the yellow side (happy side) I used light colours ... and on the purple side is dark purple”; “the purple side is mostly cold, when you are sad you are cool which is purple”).
- The student demonstrates thorough understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she thoroughly understands how colours of different intensity and temperature can be used to convey contrasting emotions (e.g., “On the sad side I mostly used dull intensity colours to show mostly sadness.”; “on the yellow side I chose a warm colour to show that they are happy”). The student also shows thorough understanding of the use of colour qualities (e.g., tint, shade, intensity) to highlight features so that they add to the expressiveness of the portrait (e.g., “The eyes are a big focus so they are really bright on the yellow side.”; “The mouth is a dark shade of purple which makes it look really sorrow.”).

Critical Analysis and Appreciation

- The student explains with a high degree of effectiveness the connection between the colours used in the portrait and emotions related to personal experiences. He or she provides clear and complete explanations of why the colours purple and yellow are associated with particular emotions (e.g., “I used a dull shade of purple, because when I am sad I am a cool colour like a dull shade.”; “When I am happy I am excited. I remember when I went on a boat I was really happy and excited, that is one reason why I chose yellow.”)

Performance and Creative Work

- The student mixes and applies a range of tints and shades of a pair of complementary colours with a high degree of effectiveness. He or she uses many light and dark yellows and many light and dark purples on both sides of the

face as well as in the background. These tints and shades successfully highlight facial features such as the eyes and eyebrows, nose, mouth, cheeks, and forehead.

- The student shows contrasting emotions through an expressive portrait with a high degree of effectiveness. He or she represents the two emotions (i.e., happy and sad) through a variety of tints and shades and an imaginative exaggeration of certain features. A down-turned mouth, a partially closed eye “placed low”, drooping lines around the head, and dark shading around the mouth and eye indicate sadness. Happiness is shown by an upturned mouth, a wide eye accentuated by bright colour and pale tints, and sun-like spikes around the head.

Communication

- The student makes extensive use of appropriate vocabulary and art terminology. He or she appropriately uses a wide array of art-related terms in referring to colour qualities and explaining painting techniques (e.g., “exaggerated the mouth with a light tint”; “the hair is a brush stroke with really dull intensity”; “used a dull shade of purple”).

Comments

The student has skilfully portrayed two contrasting emotions using complementary colours that include a wide range of shades and tints. He or she applies the skills and techniques required and shows a thorough understanding of the concepts, which are described in the written response with clarity and precision. The student's use of expressive characteristics creates a striking representation of the two emotions portrayed.

Next Steps

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

- discuss in more detail a personal experience that he or she remembers as being sad;
- edit and proofread his or her written work carefully to improve sentence structure and to eliminate errors in grammar and spelling.