

Expressive Portrait

Level 4, 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 complementary colours I chose for my portrait were blue and orange. The intensity was higher on one half of my portrait since I was trying to show more energy. Though one side had high intensity the other half didn't. That is because on the other half of my portrait didn't exhibit very much energy and I wanted people to know what I was portraying.

Light and dark colours played a large role in the way I expressed emotions. I used light colours to also express more energy. I used darker colours to express a sort of relaxing emotion.

I used cool colours to make a calm mood. I think using warm colours (like I) made the other half look more lively.

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 contrasting emotions I used were hysterical and calm. I used white to tint the orange to give half of my face (the hysterical part) a brighter and not sad look. I only used black to shade the orange to make eyebrows. Though on my calm part I used a darker blue. That's because it reminds me of the dark blue calm flowing waters. If I had used lighter blue, the calm part would feel more happy and springy. I used more shading on the calmer part to make it look plain, just flat. For the back ground I used tints on one half (the hysterical part) to add a sudden change of moods. I used shades on the other half to blend emotions just to feel relaxed.

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 remember once I went hysterical over a small matter and I was wearing an orange shirt. I saw when I moved the shirt moved in a jittery way. So I added squiggles to my painting and painted it orange. When I was angry my mom told me to imagine dark waters flowing slowly and that calmed me down. So I used these past experiences to paint and make my painting.

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 blue and orange in the portrait, and describes clearly and with insight the variations in the use of intensity, value, and temperature (e.g., “The intensity was higher on one half of my portrait since I was trying to show more energy.”; “I used darker colours to express a sort of relaxing emotion.”; “I used cool colours to make a calm mood.”).
- The student demonstrates thorough understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions. He or she thoroughly understands the expressive effects that can be created by larger-than-life physical features and by contrasts between the complementary colours (e.g., the use of blue for the eye and mouth on the orange side of the portrait). The student also demonstrates thorough understanding of the use of tints and shades to create particular effects (e.g., “I used white to tint the orange to give half my face ... a brighter and not sad look.”; “on my calm part I used a darker blue. ... If I had used lighter blue the calm part would feel more happy and springy.”).

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 orange and blue are associated with particular emotions (e.g., “once I went hysterical ... I was wearing an orange shirt. ... when I moved the shirt moved in a jiggle way.”; “When I was angry my mom told me to imagine dark waters flowing slowly and that calmed me down.”).

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. The student’s portrait has numerous shades and tints of orange and blue that are successfully applied on both the face and the background (e.g., “For the background I used tints on one half (the hysterical part) to add a sudden change of moods. I used shades on the other half to blend emotions. Just to feel

relaxed.”). The use of white for tinting the hysterical side and of black for shading the calm side is an effective application of tonal value.

- The student shows contrasting emotions through an expressive portrait with a high degree of effectiveness. On the blue side, the student effectively uses straight, geometric lines when forming the eye, nose, and jaw to show “calm”; on the orange side, irregular shapes and curved lines are used around the mouth and eye and for the eyebrow to show “hysterical”. The student has skilfully chosen a shade of blue and a tint of orange to maximize the contrast between the two sides of the portrait.

Communication

- The student makes extensive use of appropriate vocabulary and art terminology. He or she appropriately uses art-related terms in referring to the intensity and value of colours and in explaining how these qualities were varied to reflect different emotions (e.g., “The intensity was higher on one half of my portrait since I was trying to show more energy. Though one side had high intensity the other half didn’t. That is because on the other half of my portrait didn’t exhibit very much energy and I wanted people to know what I was portraying.”).

Comments

The student skilfully represents two contrasting emotions using complementary colours that include a variety of shades and tints. He or she applies the skills and techniques required and demonstrates thorough understanding of the concepts, which are described in the written response with clarity and precision. The student’s use of colour and exaggerated features creates a vivid contrast between the two emotions portrayed.

Next Steps

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

- explain temperature of colours in greater detail;
- explain how line is used to enhance the portrayal of emotions;
- proofread his or her written work carefully to eliminate errors in grammar and spelling.