
An Acrylic Painting Depicting an Environmental Issue B E L O W L E V E L 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- demonstrates little or no understanding of the elements and principles of design and how to use them to create a successful painting;
- shows little awareness of the formal qualities of painting;
- does not understand visual conventions (e.g., perspective).

Thinking/Inquiry

The student:

- is unable to effectively depict an environmental issue in the painting;
- does not follow the instruction that no text may be used in the painting;
- does not use relevant ideas and concepts.

Communication

The student:

- makes no reference to an artist or artistic movement in the statement;
- provides inaccurate information about an artist or artistic movement;
- does not refer to painting techniques used in the composition;
- does not paraphrase information (e.g., copies phrases verbatim);
- uses informal/unprofessional language (e.g., slang).

Application

The student:

- demonstrates a very weak understanding of the elements or principles of design in the painting;
- demonstrates little competence in painting;
- shows no knowledge of technical approaches;
- does not take the painting to a finished state;
- includes inappropriate subject matter (e.g., weapons, drugs);
- directly copies images from other art work;
- does not produce an original painting (e.g., too closely mimics Japanese animation style).

Comments

The student either does not understand the requirements of the task or is unable to successfully communicate his or her ideas in an acrylic painting. No influences from past or contemporary art are visible in the painting. The student makes errors in discussing influences or provides irrelevant information that detracts from the readability of the artistic statement.

Next Steps

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

- review the requirements of the task;
- review the elements and principles of design and the formal qualities of painting;
- improve understanding of past and contemporary artistic movements and the work of various artists;
- practise painting techniques;
- avoid copying the style of existing art works.