

An Acrylic Painting Depicting an Environmental Issue LOW LEVEL 1



Artistic Statement of Plastic upon the Hill

Some contemporary influences from my painting come from surrealism, prehistoric art, and modern art. An artist of surrealism that influenced my work was Giorgio de Chirico, whose Surrealistic paintings' sharp contrast of light and shadow are reflected in my painting through the contrast of the ground and the sky to that of the middle background. Another concept of art that occasionally that is shown in de Chirico's work is the lack of detail in the background and the vernal lack of bright colours. The evidence of the influence from modern art are the straight lines of the leaves and stem of the corn plant. There are few bumps in the clean lines of the leaves that were intentional to create an illusion of imperfection in the plant. This concept is from prehistoric art ideal that slight imperfections are needed so that the gods may not get angry by the creation of perfection of mortals.

There are many elements and principles of design and acrylic painting techniques that I have used in *Plastic upon the Hill*. One of the most predominate is line. This element is used to create surrealism of the corn plant. This was used to humour the idea of having a modern solution to plastic. The solution being the discovery of a biodegradable plastic created using corn. Shape was used in the creation of the corn plant in direction relation that plastic is flat and can be used as in thin two-dimensional covering. A principle that is used in this painting is contrast. There is contrast between the background of the corn and the corn plant that was used to create emphasis corn plant more predominantly in the middle of the painting. Unity exists between the sky and the ground. The reason for this is used to create the illusion that they are holding the corn plant in place. Form is used for the plastic on the corn plant in place of the cobs because plastic can now be created with corn and is biodegradable

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited understanding of the elements and principles of design in the painting. The focal point (i.e., the corn stalk) is poorly executed, and he or she shows limited knowledge of how to create a painting's background or negative space. The student attempts to introduce variety through colour and value, but is unsuccessful. However, he or she creates some visual interest by using angular shapes to represent forms that are not angular.

Thinking/Inquiry

- The student depicts an environmental issue in the painting with very limited effectiveness. No environmental issue is evident in this painting. Instead, the composition is more suggestive of life and new growth.

Communication

- The student discusses artistic influences with limited clarity. One artist and many types of art are mentioned, but what is said about them is vague (e.g., modern art is referred to with no further comment).
- The student explains his or her use of painting techniques with limited clarity. He or she writes copiously, but often unclearly (e.g., “the vernal lack of bright colours”) and ungrammatically (e.g., “Surrealistic paintings’ sharp contrast . . . are reflected . . .”).

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work of limited effectiveness. The student's use of line, shape, colour, texture, and value is weak, and too little consideration is given to design principles such as unity and balance. Attempts are made to explore various painting techniques, but with limited success (e.g., masking to create a hard-edged effect).

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates a very limited degree of achievement.

Next Steps

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

- re-examine the requirements of the task at hand (e.g., that it needs to be a painting of an environmental issue);
- increase his or her knowledge of and improve the execution of the painting techniques used;
- edit his or her writing to make it more concise and clear, and proofread it to eliminate grammatical errors.