

An Acrylic Painting Depicting an Environmental Issue LEVEL 1



THE TRUTH **Artistic Statement**

Before I started painting my image I looked at Adrien Hébert painting the Place St. Henri. Here I tried to study few of his techniques, and I tried to apply it to my own painting. I used his techniques to show the movement of the clouds that I had created. I believe that's the only influence that I had from this artist.

In my painting I tried to express a sence of polluted environment through the use of some elements and principles. They are shapes, form, colour, movement, balance, and unity. I used forms and shapes to express the form of Realism. I also used colours to tie the objects together so that when we observe it, it will look like a whole image. The shapes and colours that I used in my painting, really helped me show the feeling of pollution, and the disgusting feeling that I tried to express around the bottom part. I used balance in my painting, to balance the top part with the bottom part. This helped me support my message, since I tried to express a kind of clean feeling around the top area (except the clouds), and a dirty polluted feeling at the bottom. I used movement, to show the movement of the clouds at the top, and the movement of water pollution at the bottom. Last but not least I used unity to tie all my ideas together. It helped me express air pollution, water pollution, and waste pollution.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited understanding of the elements and principles of design in the painting. There is a lack of sophistication in the use of colour and shape (e.g., in the oversimplification of the trees). He or she exhibits a shallow comprehension of the placement of value throughout the painting (e.g., in the incorrect value on the trees). The student shows limited understanding of perspective (e.g., the factory appears to be flying) and a weak grasp of composition (e.g., in the horizontal layering of smoke across the top of the painting).

Thinking/Inquiry

- The student depicts an environmental issue in the painting with limited effectiveness. Although the air pollution problem is clear, the other environmental concerns the student is trying to get at (e.g., the problem related to factory waste) are not.

Communication

- The student discusses artistic influences with limited clarity. He or she mentions an artist and a work, but the connection that is made is confusing: the student writes, “I used his techniques to show the movement of the clouds that I had created”, but there are no clouds in the painting (except for the “clouds” of smoke produced by the factory’s chimneys).
- The student explains his or her use of painting techniques with limited clarity. He or she writes vaguely about the techniques of Adrien Hébert and says where one of them is used, but does not describe or name them. At times the student writes incoherently (e.g., “I used forms and shapes to express the form of Realism.”)

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work of limited effectiveness. He or she attempts the

technique of colour layering in the smoke to create value with weak results and demonstrates limited success in painting implied texture (e.g., in the wood blocks and tires in the garbage flow). The student has great difficulty creating a sense of space due to the ineffective use of perspective techniques (e.g., value), and the overall organization of the painting is weak. The student demonstrates limited skill in the use of painting techniques through underdeveloped brushwork, obvious pencil markings, and areas of bare canvas (e.g., in the garbage flow).

Comments

This work is representative of a solid level-1 performance. The student demonstrates a limited degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

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

- study landscape painting and perspective techniques (e.g., aerial and linear perspective) and practise using them;
- learn how to use the elements of design to create a unified composition;
- edit to ensure his or her writing makes sense.