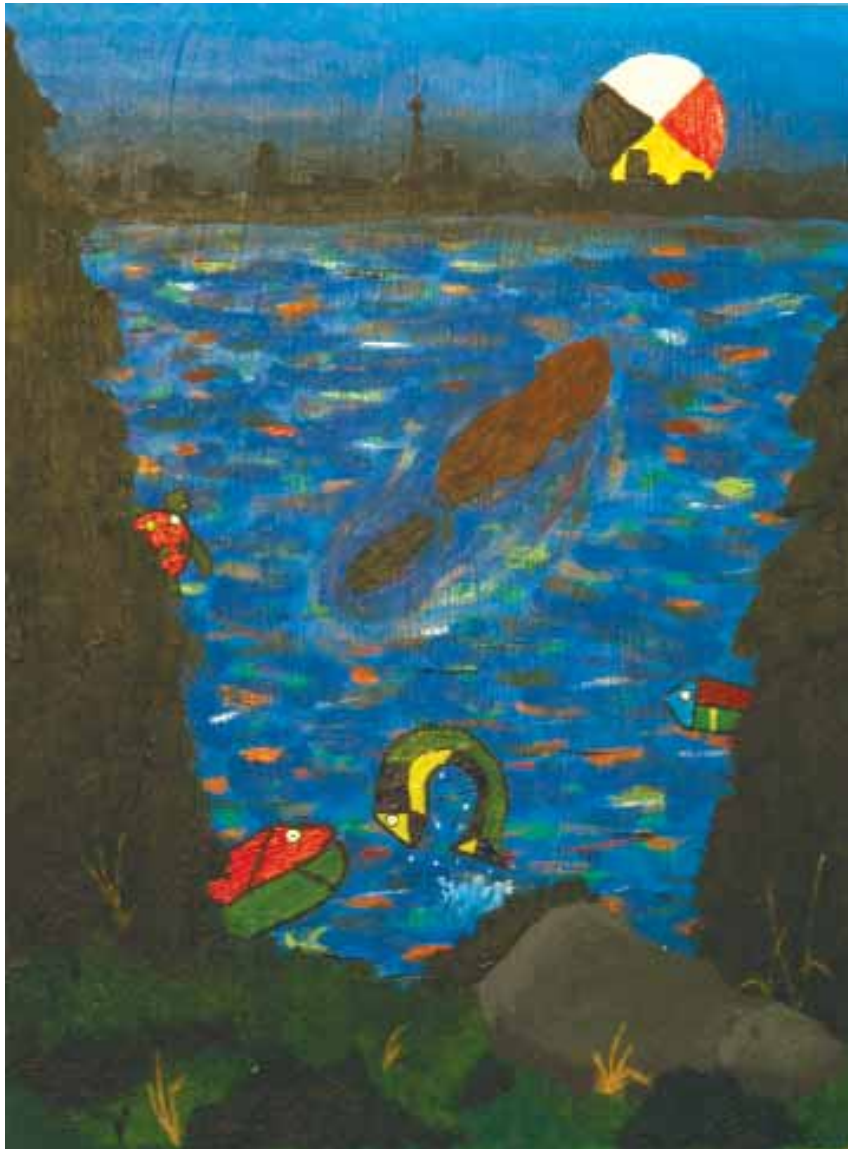


An Acrylic Painting Depicting an Environmental Issue HIGH LEVEL 1



Canadian Waters

I was inspired by the native artist Arthur Shilling. I visited his studio with my art class. When I painted the water I tried to mix the ideas of the impressionistic styles of Claude Monet and Maurice de Vlaminck.

I tried to blend both native and Impressionist styles. Many cities pollute our fresh water and in turn ruin the homes of earth's children.

I want my painting to express hope and that is why I have included the turtle and the medicine wheel.

Teacher's Notes**Knowledge/Understanding**

- The student shows limited understanding of the elements and principles of design in the painting. He or she does not represent distance effectively in his or her attempt to give the painting atmospheric perspective through the gradation of colour. The placement of the focal point (i.e., the medicine wheel) off in a corner reduces the visual appeal of the composition. However, the student creates unity and balance in his or her repetition and placement of red throughout the painting.

Thinking/Inquiry

- The student depicts an environmental issue in the painting with some effectiveness. While the student's use of images of the city and nature works to suggest conflict, the nature of that conflict is unclear. On the other hand, the bright, cheerful colours and living creatures at the centre of the painting and the dark palette used for its sides, top, and bottom successfully suggest life being closed in on by deadly air and water pollution.

Communication

- The student discusses artistic influences with limited clarity. He or she refers to a local artist as an inspiration, but does not provide details.
- The student explains his or her use of painting techniques with limited clarity. References are made to two painting styles (impressionism and native art) that are recognizable influences in his or her painting, but no techniques are mentioned.

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work of limited effectiveness. Proportion is weak (e.g., in the representation of the beaver). The two trees that frame the water at the centre lack detail and texture. The student's inconsistent style (e.g., the realism of the beaver versus the stylized fish) is distracting and, therefore, lessens the impact of the visual statement he or she is trying to make.

Comments

This work is representative of a high 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 some degree of achievement – i.e., achievement that is more characteristic of level 2.

Next Steps

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

- study the painting techniques used in a selection of contemporary or past works of art, concentrating on proportion and perspective, to increase his or her understanding of them;
- explain his or her ideas (e.g., about painting techniques and artistic influences) more thoroughly when discussing them in writing.