

An Acrylic Painting Depicting an Environmental Issue LOW LEVEL 2



Artistic Statement Title: Bad Taste

In my painting, I've chosen to deal with Surrealism.

The message my painting relates to are the effects pollution of the great lakes which led to an increase of the population of blue-green algae, which in turn led to the increase of the population of zebra mussels. Zebra mussels are contributing to the recurring bad taste and odor problems of tap water.

The elements and principles of design and acrylic painting techniques I have used in my work and how they supported my message:

Movement and Rhythm can be seen in the downward line movement of the water flowing out of the tap, and the spreading of the zebra mussels across the great lakes, the use of the color beige creates movement around the painting.

Harmony and Unity can be seen in the repeating of the mussel shapes and the use of the same colors throughout the painting.

Dominance and Emphasis are placed on the tap and the water running from the tap, it's the lightest object and the water and the zebra mussels coming out of the water tap, is the focal point of the painting.

Variety and Contrast, there is a variety of different shades of greens and blues used, no contrasting colors were used.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some understanding of the elements and principles of design in the painting. The student's choice of colours (e.g., blue-greens and earth tones) suit the theme of the painting. He or she uses value to create an interesting visual effect in the painting's background. However, the student does not use shape accurately (e.g., the Great Lakes are drawn incorrectly), positive space (i.e., the area of the painting that contains the tap, the water coming out of it, the lakes, and the zebra mussels) is weakened by too much negative space, and the vertical format does not suit the subject matter (i.e., the lakes have had to be distorted in order to fit).

Thinking/Inquiry

- The student depicts an environmental issue in the painting with some effectiveness. The choice of a regional environmental issue is effective. However, the student's approach to this issue is based on the mistaken ideas that zebra mussels are caused by pollution and come out of a tap. His or her lack of compositional knowledge (e.g., in the weakly executed subject matter) detracts from the environmental message. It is difficult to understand what is happening in this painting.

Communication

- The student discusses artistic influences with limited clarity. He or she mentions an art style (surrealism), but makes no reference to an artist, offers no details about this style, and does not include any reasons for mentioning it.
- The student explains his or her use of painting techniques with limited clarity. He or she discusses his or her use of design elements and principles of design, but gives no examples of any painting techniques used.

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work that is somewhat effective. The student

attempts to develop layered colour, but does not blend the paint well (e.g., in the blue-green of the lakes). He or she has difficulty drawing shapes accurately. The focal point is unclear, and the size and placement of the subject matter are weak. The student tries to blend paint (e.g., in the background), but his or her applications are inconsistent (e.g., areas of canvas are bare).

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates only a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

Next Steps

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

- strive to reproduce geographical features (e.g., the Great Lakes) and natural forms (e.g., zebra mussels) accurately when including them in his or her art work;
- review and read what has been written about the art of artists he or she intends to use as influences, and practise clearly describing the connections between his or her work and that of the artists being cited as influences.