

An Acrylic Painting Depicting an Environmental Issue LEVEL 2



T.O. Overflow

For my painting, I was influenced by Roy Lichtenstein's Pop Art style. I used black outlines around objects, bright colours, simple shapes, and diagonal lines.

The garbage problem is a popular environment issue. This is why I chose the Pop Art style because it is also a very popular style.

Black lines, bright colours and simple shapes give my work a comic book style like pop art.

To emphasize the garbage problem, I painted the Toronto skyline inside an overflowing garbage can. The garbage at the top balances the skyline at the bottom.

I used blending of the sky and I used a dry brush technique for the clouds.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some understanding of the elements and principles of design in the painting. He or she competently turns shapes into forms (e.g., in the ellipses used for the top and bottom of the garbage can) and shows an awareness of proportion (e.g., items in the garbage can are proportional to one another). The bold use of line (e.g., black outlines around forms) and colour supports the pop art style of the painting. However, the student needs to be more creative when using lines (e.g., he or she should vary the size of the yellow lines in the background). While the yellow lines give rhythm and movement to the painting, this background detracts from the composition's overall unity.

Thinking/Inquiry

- The student depicts an environmental issue in the painting with some effectiveness. His or her use of the pop art idea of exaggerating the size of objects is effective because the oversized items of garbage get the viewer's attention and suggest that garbage is a big problem. However, the cheerful pop art style in which the student presents this message contradicts its seriousness and, therefore, weakens it.

Communication

- The student discusses artistic influences with some clarity. He or she mentions one artist (Lichtenstein) and lists elements of the pop art style (e.g., black outlines and bright colours). However, the student neither discusses these influences in any depth nor indicates where he or she applied pop art techniques in the painting. The reason given for using the pop art style – that it, like the issue of garbage, is popular – is weak.
- The student explains his or her use of painting techniques with some clarity. He or she mentions two painting techniques (i.e., blending and dry brush), but fails to say anything about colour blocking, the most obvious of the painting techniques he or she uses.

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work that is somewhat effective. The work is visually pleasing and in places demonstrates strong painting skills (e.g., the paint is evenly applied) and a good sense of colour placement, rendering of forms, and proportion. However, the student's painting skills are less apparent in the background, where the work seems rushed and incomplete (e.g., the diagonal black lines are poorly painted).

Comments

This work is representative of a solid level-2 performance. The student demonstrates some 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:

- learn to be more creative in his or her use of lines and choice of background;
- choose art styles that are appropriate to the intended message of his or her painting;
- be more thoughtful and thorough when producing an art work.