

An Acrylic Painting Depicting an Environmental Issue HIGH LEVEL 2**THINK AGAIN**

In my painting I have tried to use the same style as Davood Roostaei, which is called cryptorealism. Basically it means that there is always a much deeper meaning to the artwork than what is on the surface. Therefore in my painting I have used the idea of smoke in the background and a globe being cradled by two hands in the foreground. This is supposed to emphasize the main idea; literally an image of what we are doing to our environment. The use of warm colors in the background and the cool colors of water in the foreground are there to develop the idea of Utopia and Dystopia. Furthermore this painting is going to emphasize the importance of nature and the importance of the role that it plays in our lives and it is also supposed to make the viewers ask themselves why are we destroying this priceless treasure?

In order to get this message across I have also used different elements and principles of design such as movement that is visible in the smoke and the dolphins that are swimming in the water. The reason why I have done that is to get across the idea that there really is life on this planet, and that's why we need to be aware of our actions and the consequences. There is repetition used in order to show that even though there are many dolphins living in the oceans, some day there will be none left since we are polluting their lives with our factory effluents. There is also strong use of texture, color, shape, and space which all contribute to the development of the central message, for instance, the fact that the perfectly shaped planet earth is now in need of being protected by the hands of humans. This is ironic, since humans are the ones destroying the world by their own hands. In conclusion what I would like to accomplish by this painting is to make the viewer think deeply and examine what they are doing to help the environment. I have dry brushed white over the globe to create a sense of roundness.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some understanding of the elements and principles of design in the painting. He or she shows a grasp of colour theory (e.g., in the warm and cool colours), shape and form (e.g., in the organic hands and the geometric globe), and space (e.g., in the use of larger and smaller dolphins to indicate depth). There is also evidence of some understanding of the principles of balance (e.g., in his or her use of approximate symmetry) and unity (e.g., in the repetition of warm colours). However, the student has not developed colour and value effectively (e.g., in the too-intense colour and lack of value in the hands).

Thinking/Inquiry

- The student depicts an environmental issue in the painting with some effectiveness. Although the image of two hands gently holding the globe conveys a sense of the fragility of our environment, it is a somewhat hackneyed symbol, as are the dolphins and the silhouettes. The reliance on clichéd images tends to trivialize the intended message.

Communication

- The student discusses artistic influences with some clarity. He or she mentions a particular artist and style (i.e., Davood Roostaei and cryptorealism), but offers only an unconvincing explanation for the influence of the style on his or her work (i.e., that the “smoke in the background and a globe being cradled by two hands in the foreground” reflect cryptorealism, according to which, “there is always a much deeper meaning to the artwork than what is on the surface”).
- The student explains his or her use of painting techniques with some clarity. He or she mentions one technique (dry brush) and its intended effect, but does not refer to the other techniques used.

Application

- The student uses elements and principles of design and acrylic painting techniques to produce an art work of considerable effectiveness. He or she uses a range of painting techniques and shows obvious painting skill (e.g., in the depiction of the globe and the dolphins). However, these skills are not applied consistently throughout the painting (e.g., areas of the canvas are bare and the hands are overpainted).

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories. However, in the Application category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

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

- think about how the use of overly common iconography (e.g., dolphins and hands holding a globe) can detract from the effectiveness of an environmental message;
- study the techniques used in art works by recognized artists that include representations of hands to increase his or her skill in this area.