

## An Acrylic Painting Depicting an Environmental Issue LEVEL 3



### MOTHER'S TEARS

In my artwork, I try to convey a message through emotional symbols and elegance. I want my artworks to be seen as detailed, yet meaningful. My influence was not from historical masterpieces, but from artwork that I see in comics and Japanese animation. The Cover Art on *Preview: The Comic Shop's Catalogue* (Nov. 2003) was painted by Davic Mack, known for his *Kabuki* comic series. The painting inspired me because I could see the emotion on the character's face.

In my artwork I convey that the human race is killing the Earth through toxins, technology and greed. Mother Earth protects her child and feels its fear and pain. The border created by the Mother's hair causes the viewer's eyes to focus on the child and the crying mother. The dark area is chaotic in order to imply harsh evil. The bright, cheerful colours on the mother contrast with this dark area, and express her compassionate nature. Rhythm is made by the flowing lines and detail on the woman.

The painting techniques that I used are wet on wet blending in the blue background and drybrush highlights on Mother Nature and the baby. I have applied a splatter technique with a toothbrush to create an illusion of foaming water.

If we do not change our ways, we will end up killing our precious planet, We must show that same concern for our earth that a mother does for her child.

**Teacher's Notes****Knowledge/Understanding**

- The student demonstrates considerable understanding of the elements and principles of design in the painting. The student shows a considerable understanding of line quality (e.g., in the woman's hair and clothing) and creates a sense of flowing rhythm (e.g., in the repetition of curved lines). He or she shows a good understanding of value (e.g., in the modelling of the figures) and human proportion. The student tries but does not quite succeed in integrating the painting's two opposing forces (e.g., the goodness of Mother Nature and the evil of toxic waste) to create a unified composition.

**Thinking/Inquiry**

- The student depicts an environmental issue in the painting with considerable effectiveness. Sadness and the desire to protect the innocent from harm are clearly conveyed. However, the use of a style from popular culture (e.g., Japanese animation) detracts from the seriousness of the environmental message.

**Communication**

- The student discusses artistic influences with considerable clarity. He or she succinctly explains the appeal of Japanese animation (e.g., says of one work done in this style, "The painting inspired me because I could see the emotion on the character's face."). However, the student could provide more information about the specific work that inspired his or her painting.
- The student explains his or her use of painting techniques with considerable clarity, naming a number of them and saying where they are used (e.g., "splat-ter technique with a toothbrush to create an illusion of foaming water").

**Application**

- The student uses elements and principles of design and acrylic painting techniques to produce an art work of considerable effectiveness. The student demonstrates an ability to use a rich colour palette and colour layering

(e.g., in the hair, water, and clothing). He or she paints details effectively (e.g., the woman's ear and the child's face). However, the student's composition shows deficiencies in the areas of unity and balance (e.g., in his or her placement of colour).

**Comments**

This work is representative of a solid level-3 performance. The student demonstrates a considerable 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:

- develop his or her understanding of compositional unity;
- conduct more research into how a variety of artists successfully integrate opposing sides in works that address issues (e.g., Brueghel's *The Fight Between Carnival and Lent*).