

Grade 5
Visual Arts

Expressive Portrait

The Task

Part 1

Students were told that their local art gallery was loaning a Picasso portrait to another art gallery and that the curator of their local gallery had invited students to submit a portrait painting of their own to be considered as a replacement.

Each student was to paint an expressive portrait that conveys two contrasting emotions (e.g., happiness/sadness). The portrait was to be painted using a range of tints and shades of two complementary colours. The painting would be divided in half vertically. On the right side of the painting the student was to use tints and shades of one complementary colour on the face, and tints and shades of the other complementary colour on the background. On the left side of the painting the student was to reverse the placement of the tints and shades of the complementary colours. Facial features could be painted in either complementary colour.

Part 2

Students were to provide a written analysis of their work. They were to describe the intensity, value, and temperature of the complementary colours used, the contrasting emotions shown, and ways in which these emotions are conveyed by the tints and shades of the colours chosen. Students were also to explain how the colours used reminded them of similar emotions they had experienced in their lives.

Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Visual Arts strand for Grade 5 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences (5a26);
2. define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art (5a27);
3. describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience (5a28);
4. use correctly vocabulary and art terminology associated with the specific expectations for this grade (5a29);
5. identify the three pairs of complementary colours (red and green, purple and yellow, blue and orange) (5a30);

6. select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly (5a37);
7. organize their art works to create a specific effect, using the elements of design (5a38);
8. produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (5a39);
9. describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (5a43).

Prior Knowledge and Skills

To complete the task, students were expected to have some experience with, or some knowledge or skills related to, the following:

- primary and secondary colours as well as temperature (warm vs. cool), value (light vs. dark), and intensity (bright vs. dull) of colour
- warm and cool colours and their emotional impact (e.g., a warm colour scheme may make people feel warmer)
- mixing tints and shades of colours using paint
- looking at and talking about art (e.g., portraits and expressive pieces by various artists)
- analysing their own pieces of art based on set criteria

For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 73–83 of this document.

Task Rubric – Visual Arts, Grade 5: Expressive Portrait

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts				
The student:				
2, 5	<ul style="list-style-type: none"> – demonstrates limited understanding of the intensity, value, and temperature of one pair of complementary colours – demonstrates limited understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions 	<ul style="list-style-type: none"> – demonstrates some understanding of the intensity, value, and temperature of one pair of complementary colours – demonstrates some understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions 	<ul style="list-style-type: none"> – demonstrates considerable understanding of the intensity, value, and temperature of one pair of complementary colours – demonstrates considerable understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions 	<ul style="list-style-type: none"> – demonstrates thorough understanding of the intensity, value, and temperature of one pair of complementary colours – demonstrates thorough understanding of the concepts involved in producing an expressive portrait that shows contrasting emotions
Critical Analysis and Appreciation				
The student:				
3, 7, 9	<ul style="list-style-type: none"> – explains with limited effectiveness the connection between the colours used in the portrait and emotions related to personal experiences 	<ul style="list-style-type: none"> – explains with some effectiveness the connection between the colours used in the portrait and emotions related to personal experiences 	<ul style="list-style-type: none"> – explains with considerable effectiveness the connection between the colours used in the portrait and emotions related to personal experiences 	<ul style="list-style-type: none"> – explains with a high degree of effectiveness the connection between the colours used in the portrait and emotions related to personal experiences
Performance and Creative Work				
The student:				
1, 6, 7, 8	<ul style="list-style-type: none"> – mixes and applies a range of tints and shades of a pair of complementary colours with limited effectiveness – shows contrasting emotions through an expressive portrait with limited effectiveness 	<ul style="list-style-type: none"> – mixes and applies a range of tints and shades of a pair of complementary colours with some effectiveness – shows contrasting emotions through an expressive portrait with some effectiveness 	<ul style="list-style-type: none"> – mixes and applies a range of tints and shades of a pair of complementary colours with considerable effectiveness – shows contrasting emotions through an expressive portrait with considerable effectiveness 	<ul style="list-style-type: none"> – mixes and applies a range of tints and shades of a pair of complementary colours with a high degree of effectiveness – shows contrasting emotions through an expressive portrait with a high degree of effectiveness
Communication				
The student:				
4, 9	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary and art terminology 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary and art terminology 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary and art terminology 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary and art terminology

*The expectations that correspond to the numbers given in this chart are listed on pages 46–47.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.