

The Toowoomba Flexi School



10 Art Semester 1

Drawing Unit – Expressionism

Due: 20/3/19

Name: _____

Task: For this unit you are required to create an A3 sized expressionist artwork by using either coloured pencil or oil pastels. This form should demonstrate the key features of Expressionism, **distortion** and the **expressive use of colour**. By completing the preliminary exercises (techniques and the apple drawing task) you should also demonstrate your technical mastery of oil pastels and/or coloured pencils. The finished work will be based on a self-portrait photograph that you have subsequently distorted using Photobooth.

Process:

Making

Expressionistic Portrait

1. View the PowerPoint on Expressionism to gain a comprehensive understanding of the features, style and subject matter of the Expressionism movement. Consider the contribution Expressionism has made to art history and the impact it has had on society and the visual arts.
2. Read and answer the questions on the Expressionism theory handout to gain a general understanding of the Expressionist art movement.
3. Take your photo and then distort your portrait using PhotoBooth. Your teacher will print this out for you to use as a reference image for this drawing task.
4. Create several sketches and select one of these sketches as the basis for your final design. Explore the use of different colour schemes and distortion effects to create the desired emotive effect you wish to capture in this work. Keep all sketches in your plastic file.
5. Create an A3 sized pastel portrait that demonstrates your understanding of Expressionism and coloured pencil/oil pastel techniques. Your finished work should have strong visual impact and expressive content.

FLEXI SCHOOL VISUAL ARTS – YEAR 10 ASSESSMENT CRITERIA

NAME: _____

TASK: Expressionistic Portrait

Purpose of assessment: To explore artists' work from the Expressionism Art movement as inspiration for a Pastel portrait and Artist Statement.

		A	B	C	D	E
KNOWLEDGE, UNDERSTANDING & SKILLS	Making	<p>development and refinement of techniques and processes to effectively represent ideas and subject matter informed by the purposeful planning, development and resolution of artworks through the discerning selection and purposeful and skilful manipulation of:</p> <ul style="list-style-type: none"> • materials • techniques • processes • visual conventions. 	<p>development and refinement of techniques and processes to represent ideas and subject matter informed by the planning, development and resolution of artworks through the selection and skilful manipulation of:</p> <ul style="list-style-type: none"> • materials • techniques • processes • visual conventions. 	<p>development and refinement of techniques and processes to represent ideas and subject matter in artworks through the manipulation of:</p> <ul style="list-style-type: none"> • materials • techniques • processes • visual conventions. 	<p>representation of ideas and subject matter in artworks through the use of aspects of:</p> <ul style="list-style-type: none"> • materials • techniques • processes • visual conventions. 	<p>sporadic use of aspects of:</p> <ul style="list-style-type: none"> • materials • techniques • processes • visual conventions.
KNOWLEDGE, UNDERSTANDING & SKILLS	Responding	<ul style="list-style-type: none"> • discerning evaluation of: <ul style="list-style-type: none"> – how representations communicate artistic intentions in artworks made and viewed – artworks and displays from different cultures, times and places • thorough analysis of connections between visual conventions, practices and viewpoints that represent own and others' ideas • thorough description of influences of other artists on own artworks 	<ul style="list-style-type: none"> • informed evaluation of: <ul style="list-style-type: none"> – how representations communicate artistic intentions in artworks made and viewed – artworks and displays from different cultures, times and places • informed analysis of connections between visual conventions, practices and viewpoints that represent own and others' ideas • description of influences of other artists on own artworks 	<ul style="list-style-type: none"> • evaluation of: <ul style="list-style-type: none"> – how representations communicate artistic intentions in artworks made and viewed – artworks and displays from different cultures, times and places – Analysis of connections between visual conventions, practices and viewpoints that represent own and others' ideas – identification of influences of other artists on own artworks 	<ul style="list-style-type: none"> • explanation of: <ul style="list-style-type: none"> – how representations communicate artistic intentions in artworks made and viewed – artworks and displays from different cultures, times and places • description of connections between visual conventions, practices and viewpoints that represent own and others' ideas • statements about influences on own artworks 	<ul style="list-style-type: none"> • statements about: <ul style="list-style-type: none"> – representations communicating artistic intentions in artworks – artworks and displays from different cultures, times and places • statements about connections between visual conventions, practices and viewpoints • statements about own artworks

Comment: