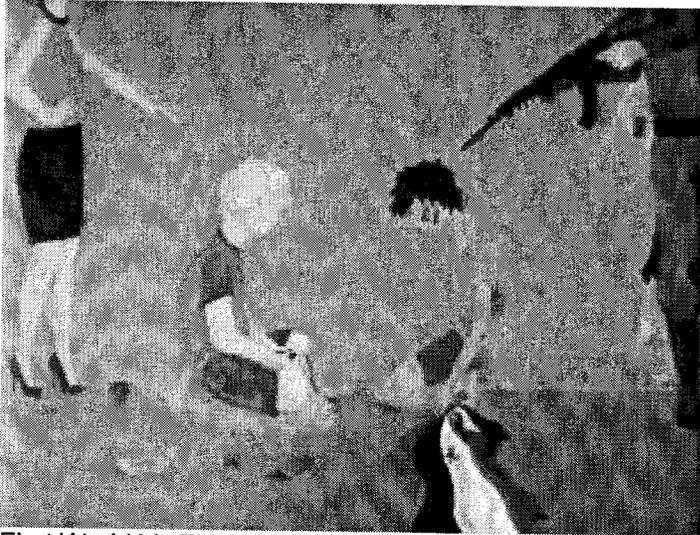


Social Consciousness Painting

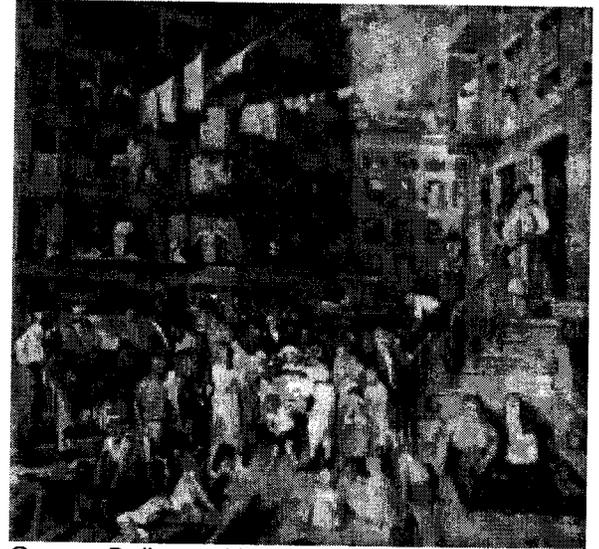
Name: _____

An art gallery has commissioned you to create an original painting for an upcoming exhibit. Your painting will make a visual statement (no text may be used) about a social justice, social consciousness or environmental issue.

You will first create **3** different conceptual sketches, which will be evaluated. You will also submit a statement outlining the artistic influences in your painting and the painting techniques you used in creating it.



First World Vs. Third World – Madaline Sanagan 2012



George Bellows, Cliff Dwellers, 1913.

STEP ONE: RESEARCH & REVIEW SOCIAL JUSTICE & SOCIAL CONSCIOUS ISSUES:

Visit the school network: [Mrs. Steadman's Art Room](#)

Compare and contrast the paintings listed there. The style and technique are different, yet there are similarities. Can you identify them? An essential question for you to consider for this project is: How can you make a visual statement about a significant social justice or social consciousness issue? Also look at the Exemplar attached: An Acrylic Painting Depicting an Environmental Issue.

STEP TWO: BRAINSTORM: List different social consciousness issues in your sketchbook: Racial Inequality, Gender Inequality, Environmental Issues, Societal Inequality, Political Inequality etc..

STEP THREE: DRAW: In your sketchbook draw **3** different conceptual sketches of a social consciousness issue you are interested in creating a visual statement of.

- Consider the elements and principles of design. (Balance, Unity, Shape, Form, Value, etc....)
- Your work **must** show clear evidence of influence from contemporary or past works of art.
- No text can be used

Have your sketches/issue approved by the teacher before starting your social conscious painting. **WRITE** your **Artistic Statement Template** to document your artistic process. **REVIEW:** the acrylic painting techniques in this handout.

Don't Plagiarize!

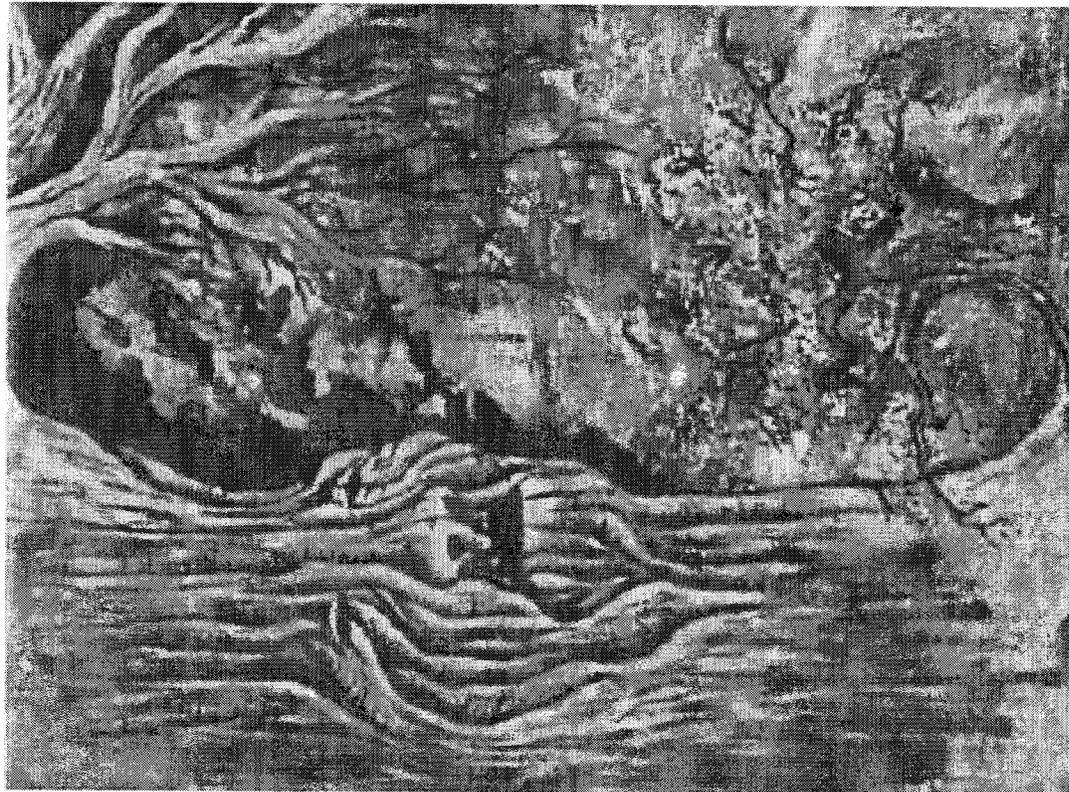
Copyright applies to text and visual materials that are taken from both the internet and print sources. Plagiarism is defined as "using the work (or part of it) of another person and claiming it as your own."

STEP FOUR: PAINT: Follow your approved conceptual sketch and begin painting your composition. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FIVE: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

An Acrylic Painting Depicting an Environmental Issue HIGH LEVEL 4



A CRY FOR HELP

I always try to pursue my artworks with a unique approach. In this exemplar project, my goal is to express my message distinctly.

The element of texture is incorporated into the bumpy form of the tree, the roughness of the bark and the dripping blood on the tree trunk by using a wet on wet opaque acrylic technique. In contrast to this style, I used the acrylic paint like a water colour by doing wet on wet, splattering and frottage.

I looked through Applied Arts: Canada's Visual Communication Magazine, for inspiration that would fulfill my goal. When I saw a painting by Jeff Barola, I was instantly attracted to his neutral colours scheme and originality. I was impressed by the abstract background and its contrast to the distinct black outlines of his subject. I was inspired to create a similar effect with the use of my own style. Another artwork which influenced me, was a photograph by Michael Graf. It was a photograph of a woman, whose white skin blended with the white background. He used drips, as if ink had spilled on her head, to outline her features. My inspirations for "A Cry for Help" are pieces that are contemporary, unique and bold.

The main message of "A Cry for Help" is that nature suffers because of mankind. I have incorporated many elements and principles of design in my piece to support my message. Unity is achieved through a monochromatic colour scheme. The different thickness of my lines have created variety and interest. The bold black lines emphasize the expression of suffering and sadness of the tree. I wanted the facial expression to project my message. My branches and lines are drawn in a way to create a cyclical rhythm promoting the line of vision to begin at the face moving through the hanging branches, onto the smaller tree and back to the face. With the use of the tree's face on one side, and a smaller tree and branches on the other, asymmetrical balance is accomplished.

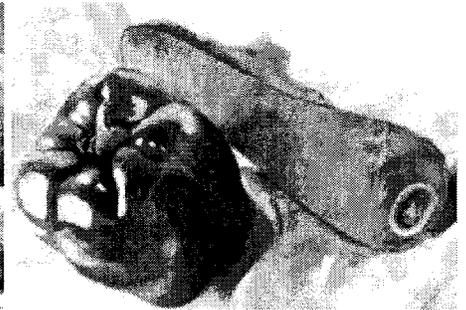
I chose a background that was chaotic and confusing to symbolize humanity. People today are too busy with their lives concerning themselves with other matters less important than Mother Nature. They are too focused on other things and therefore cannot see that the earth, trees, animals, sea, and sky are slowly dying. The layering of thinned paint with random splatters in the background suggest a busy and chaotic atmosphere.

My hope is that my painting will help develop concern for the environment.

Painting Techniques

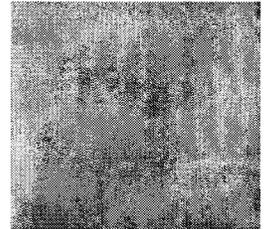
There are so many ways of painting with acrylic that no book can possibly do justice to them all. However there are certain basic techniques:

Opaque Technique: The simplest way to work with acrylic is to squeeze the color directly from the container onto the palette, brush in just enough water to produce a creamy consistency, and then apply masses of solid colour to the painting surface. And the second layer of colour will hide the first. For obvious reasons, this is called the **opaque technique**. It's a rapid, direct way to paint.



Transparent Technique: If you add much more water to the colour, you'll produce a pool of tinted water called a wash. You can see right through it to the surface of your palette, and you'll also see through the **transparent colour** when you brush it onto the painting surface. The dried paint is like a sheet of coloured glass. A second coat will modify the first coat, the two will mix in the viewer's eye but one coat won't conceal another. That's why this is called the **transparent technique**.

Scumbling: To create tonal gradations from dark to light, or shade one colour into another - its important to learn how to handle the brush. **Scumbling** is a kind of scrubbing motion that spreads a veil of colour across the surface. When **scumbling**, you want other colors to show thru each layer.



Dry Brush: is a painting technique in which a paint brush that is relatively dry but still holds a paint load is applied to a dry support such as paper or primed canvas. The resulting brush strokes have a characteristic scratchy look that lacks the smooth appearance that washes or blended paint commonly has.

Masking: can describe materials used to control the development of a work of art by *protecting* a desired area from change. Masking or painters tape can be used to cover a particular area from another paint layer. Usually used in painting to create a percise, sharp, hard or straight lines.

Combining Techniques: Naturally, there are many ways of combining these techniques. In painting a portrait head, it's common to paint the lighted areas opaquely and then paint the shadows in transparent colour. Scumbling might produce the soft transitions from light to shadow, at places such as the cheeks or the brow. As you spend more time working with acrylic you will find your own combinations.



Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influences from past and present works:

B) Painting techniques used in my work and how they support my intended visual message:

Acrylic Painting Depicting a Social Consciousness Issue

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the painting (e.g. colour, texture, proportion unity)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the painting. 0.25	Student demonstrates some understanding of the elements & principles of design in the painting. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the painting. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the painting. 1	/1
Thinking/ Inquiry Depicts a social consciousness issue in the painting.	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts a social consciousness issue in the painting with limited effectiveness. 0.25	Student depicts a social consciousness issue in the painting with some effectiveness. 0.50	Student depicts a social consciousness issue in the painting with considerable effectiveness. 0.75	Student depicts a social consciousness issue in the painting with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses artistic influences in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the artistic statement with limited clarity. 0.25	Student discusses influences in the artistic statement with some clarity. 0.50	Student discusses influences in the artistic statement with considerable clarity. 0.75	Student discusses influences in the artistic statement with a high degree of clarity. 1	/1
Explains use of painting techniques in the artistic statement	Incomplete. 0	Student explains use of painting techniques in the artistic statement with limited clarity. 0.25	Student explains use of painting techniques in the artistic statement with some clarity. 0.50	Student explains use of painting techniques in the artistic statement with considerable clarity. 0.75	Student explains use of painting techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and painting techniques to produce an effective artwork (value, shape, line, etc.)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design and painting techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design and painting techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design and painting techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design and painting techniques to produce a highly effective art work. 5	/5
						/22

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;