Have you ever heard the phrase, "My six year-old kid could draw that?" Well, the eastern-European artist Riley takes this to the next level, with his groundbreaking piece, "A seizure with 8 pencil crayons." Riley uses a plethora of different colors in his masterpiece to express individuality and expressionism. It is simply exquisite. The colors rapidly diffuse across the canvas, like the black plague spreading through Europe. His unique style shows his affection for post-contemporary work, and allows the viewer to interpret his work in several different ways. This gives the impression of a multi-personal piece. Riley also excels in the high level of contrast his work displays. He achieves this by having the brighter reds and yellows popping out, and having the soothing hues of purple and blue melting into the backdrop. To an ignorant observer, the drawing may seem convoluted and disorganized, but given a more thorough gaze the viewer can see the hidden meaning imbedded between the lines. Like silky webs being strung by a tenacious spider, the lines on the page are not random in the least. They dance across the crisp paper in preordained algorithms, finding their destined locations on the paper. Riley has done an extraordinary job of relating his piece to modern society. The seemingly careless lines scrawled on the page represent our hectic lives. But one also notices that these ines all originated in one mutual location. This connects our society's busyness with one common denominator; technology. His work subtly displays how technology is controlling our lives, thus distracting our society from things that are truly important, like friendship, and family. Overall Riley has excelled in his work and done a phenomenal job on his piece. The meaning is subtle enough to be neglected by a careless glance of an onlooker, but under close examination is an intricate piece of art. "A seizure with 8 pencil crayons" undoubtedly tugs at the viewers proverbial heart strings in a masterful effort to convey emotion. Riley resides in Penticton, where he lives with his younger brother, and his two loving parents.

Criterion A: Analyzing

Level	Level Descriptor
	The student does not reach a standard described by any of the descriptors below.
0	
	The student:
1-2	i. provides limited analysis of the content, context, language, structure, technique and
1-2	style of text(s) and the relationship among texts,
	ii. provides limited analysis of the effects of the creator's choices on an audience,
	iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology,
	iv. evaluates few similarities and differences by making minimal connections in features
	across and within genres and texts.
	The student:
	i. provides adequate analysis of the content, context, language, structure, technique and
3-4	style of text(s) and the relationship among texts,
	ii. provides adequate analysis of the effects of the creator's choices on an audience
	111. Justifies opinions and ideas with some examples and explanations, though this may
	not be consistent; uses some terminology,
	iv. evaluates some similarities and differences by making adequate connections in
	features across and within genres and texts.
· · · · · · · · · · · · · · · · · · ·	The student:
	i. competently analyses the content, context, language, structure, technique, style of
5-6	text(s) and the relationship among texts,
	ii. competently analyses the effects of the creator's choices on an audience,
	iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate
	terminology,
	iv. evaluates similarities and differences by making substantial connections in features
	across and within genres and texts.
	The student:
	i. provides perceptive analysis of the content, context, language, structure, technique,
7-8	style of text(s) and the relationship among texts,
	ii. perceptively analyses the effects of the creator's choices on an audience,
	iii. gives detailed justification of opinions and ideas with a range of examples, and
	thorough explanations; uses accurate terminology,
	iv. perceptively compares and contrasts by making extensive connections in features
	across and within genres and texts.

MAY 2, 2019

"Underlining Chaos" is an articulate, tangled piece of work grasping for attention. Although the artist, Riley, used pencil crayons and crayons to create this immaculate piece of work, there is a certain maturity to this artpiece that one just con't replicate with a paintbrush. At first glance, one might only see a spectrum of colors scribbled on a piece of paper, however It truly shows layers of frustration, pain, and love all idented together in one complex piece of art. Using a range of colors from light to dark support the artists efforts to convey his array of emotions that he faces in a day. Choosing to create an abstract art piece allows the artist to express his views, but also leaves it open ended so observers can create questions and leave wanting to see more. What is alamous though is the amount of frustration emitting off of it. The color pallete and linedesigns unmistakingly scream for attention, wanting to shore how difficult it is to be a child in this generation. It is dark, but light, and is scrambled throughout the page to represent all of the expectations set upon him at such a young age. The hoops around the outer edges show the obstacles a child must over come and go through, which gives insight as to why the artist is so loud, yet so stonewalled with his artwork. The contrast that the artist uses is unique and complex. Straighter lines in the piece are a lighter color than the especially curved lines, perhaps subliminally showing the observers that he wants to detour away from all expectations. If the observer is an experienced art critic, they might be able to notice the use of red within the art. It is specially placed underneath every other color, directly in the middle of the piece to subtly show that underneath the chaos and pressure, there is love rooted deep within. Since this has such an important meaning behind it, the artist hid it in such a way that only people who truly care about his art can see it. The way Riley portrayed such emotion and maturity in "Underlining Chaos" restores my faith in younger generation

May, 2019 Cancer to the eye Pain, disgust, and body sickness, you recieve when you look at alled art piece. The so called named Riley, was born in 2001 in a called Nakusp. Eighteen make colours that make you at his disaster of work. From all the bold lines and violent scribbes, I can the anger in Riley's very easily see the anger your first glance normal picture, but H focus on it you can see talent that comes off of Ri Navas. All in all Rileys so is what you you look at. ess, the more sick you feel. It you ever want of art in your house, Riley should cross your mind to be in while fifther.

R

Criterion A: Analyzing

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	 i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides limited analysis of the effects of the creator's choices on an audience, rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	 The student: provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, provides adequate analysis of the effects of the creator's choices on an audience, justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
	 The student: competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, competently analyses the effects of the creator's choices on an audience, sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, evaluates similarities and differences by making substantial connections in features across and within genres and texts.
	 i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ii. perceptively analyses the effects of the creator's choices on an audience, iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

3

Student: 5

Criterion A: Analyzing

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	 The student: i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides limited analysis of the effects of the creator's choices on an audience, iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology,
	iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	 i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides adequate analysis of the effects of the creator's choices on an audience, iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	 The student: competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, competently analyses the effects of the creator's choices on an audience, sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	 i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ii. perceptively analyses the effects of the creator's choices on an audience, iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

5-6

Artwork critique

S

Passion flows off the page like a glimmering waterfall in Rileys most recent piece "Depression". His wide variety of colours truly showcase the deep, powerful meaning behind this seemingly simple piece. Small strokes of yellow, almost hidden, signify happiness. Though the chaotic blur of other emotions almost conceal it entirely. Strong, jagged lines of blue represent security and the inconsistency of it. All the colours represent emotions Riley faces everyday. Black however, is the dominant colour conveyed. Screaming pain and sadness leap off the page in the harsh black lines, deterring from all the other colours. Expression is flowing off the page, for the single piece of paper can not contain it. Black lines run along the page conveying his emotion in a way that is both obvious and ominous. Riley has struggled with depression his entire life with depression and has always found a way to successfully incorporate it into his artwork. This piece exhibits true passion in the way he expanded his medium to use markers and opposed to paint. Expanding, showing vulnerability in a way that is different than is the work itself. Vulnerability is not an easy thing to share with the world, through artwork or in any sense, though to Riley this ability seems to come naturally. Truly a phenomenal piece by this young artist.

Student: N

Criterion A: Analyzing

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	 The student: provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, provides limited analysis of the effects of the creator's choices on an audience, rarely justifies opinions and ideas with examples or explanations; uses little or no terminology,
	iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	 The student: i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides adequate analysis of the effects of the creator's choices on an audience,
	 iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	 i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, ii. competently analyses the effects of the creator's choices on an audience, iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. evaluates similarities and differences by making substantial connections in features
•	across and within genres and texts.
7-8	 i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ii. perceptively analyses the effects of the creator's choices on an audience, iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.



In the art piece "Chaos on the Wind" by Riley, chaos is expressed through clashing colours and intricately arced lines. This art piece is a visual representation of the chaos that is blowing through the mind of young Riley. The different colours clash in a magnificent flurry of artistic flair. It shows a vibrancy, and a freshness, that is only achievable by a young artist such as Riley. He uses a variety of different colours and strokes to show how different chaos can be for each and every one of us, and how each line represents the tiny pieces that come together to form chaos on a large scale. In the middle of the chaos, the heart of the storm as it were, is where everything is at it's most frantic. We see the lines of colours criss crossing over each other, like colourful daggers sinking into the white paper. In "Chaos on the Wind, the middle of the page has the most to look at, but if we study it further, we can see individual slashes of colour that on their own, stand out immensely against the white background. Energy abounds in this piece. Every bit of colour has it's own niche, it's own job to accomplish, within the chaos. The singular arcs protrude from the main storm, like splendid lightning bolts. Riley uses these outlying bits of colour to show just how far chaos can reach into the calm. Chaos is complicated. It is made up of the every moment, every memory, every event, and every choice that we make. It acts like a strong wind that blows through society, often knocking over everything in it's path. It erodes at the foundation of humanity. Riley's colours swirl around the page, making a clear statement; that chaos is all around us. Overall, this piece is drawn by Riley to show how chaos can act like a great storm within us, and that it is only a matter of time before it will be unleashed.

Criterion A: Analyzing

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	 i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides limited analysis of the effects of the creator's choices on an audience, iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, iv. evaluates few similarities and differences be a little or in the content.
	iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	 i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, ii. provides adequate analysis of the effects of the creator's choices on an audience, iii. justifies opinions and ideas with
	 iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
	 The student: competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, competently analyses the effects of the creator's choices on an audience, sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, evaluates similarities and differences by making substantial connections in features across and within genres and texts.
1	 i. provides perceptive analysis of the content context language, structure, technique, style of text(s) and the relationship among texts, ii. perceptively analyses the effects of the creator's choices on an audience, iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, iv. perceptively compares and contracts have been appropriated.
	iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.