

2020-21 Emerging Visions Program Lesson Guide

Grade Level: Elementary School

| Lesson Title | Suggested Medium | Grade Level |
|--|---|-------------------|
| <i>Moira Dryer: Yours For the Asking</i> Artist: Moira Dryer | Drawing, oil pastel, paint, collage, paint | K-6 th |
| Artist Themes | FCPS Themes | |
| Places, self, abstract, color, culture, power, and dreams. | K- <i>Self</i> 1 st - <i>Family</i> 2 nd - <i>Community</i> 3 rd - <i>Culture</i> 4 th - <i>Time</i> 5 th - <i>Globalization</i> 6 th - <i>Identity</i> | |
| Lessons | | |
| <p>Students create artworks that are inspired by the themes found in Moira Dryer’s artwork.</p> <p>Lessons can be open-ended and be used with any medium. Here is a list of suggested lessons:</p> <ul style="list-style-type: none"> • Adventures in Abstract Art: Create an abstract oil pastel drawing using the elements of design and abstract techniques including morph, simplify, multiply, rearrange, magnify, fragment, explode, distort, and scale. • Class of Colors: Create a water color painting that groups a certain type of color in each section of the artwork. • What Wood You Paint: Create a wooden canvas using craft sticks and paint an abstract painting on the surface. • Wallpaper Design: Create a 2-D paper collage that explores various kinds of patterns, lines, and shapes. • Where Will You Go: Create a postcard drawing of a place you would like to travel, including the illusion of depth techniques. • Cubist Self-Portrait: Draw a self-portrait using abstract techniques to create the illusion of a 3-D portrait on a 2-D surface. | | |
| Discussion Questions and Guiding Principles | | |
| <ul style="list-style-type: none"> • What is abstract art? • Where might you have seen abstract art? • What are some abstract techniques? • Explore with the students ways in which you can make a work abstract by teaching the following terms: morph, simplify, multiply, rearrange, magnify, fragment, explode, distort, and scale. • What are the different ways we sort colors? | | |

- Teach students different kinds of colors including primary, secondary, analogous, complementary, monochromatic, warm, and cool colors.
- How can looking at an artist’s work inspire you to make art?
- How would you draw a self-portrait of yourself?
- Moira Dryer would often paint on wood or other surfaces rather than on a canvas. What are some ways students can create art on a new surface that they might not have otherwise thought could be done?
- Have you ever thought about gifting your own artwork to someone?
- What are abstract techniques Moira Dryer used in her pieces? Simplify, magnify, distort, fragment, etc.?
- What are some ways you can create an artwork of something you really desire?

FCPS Assessment Standards

Kindergarten:

COMMUNICATE 1.a. Explore concepts related to the theme of self to express ideas in artwork.

CREATE 1.b.5 Make choices and create original artworks that communicate meaning.

RESPOND 4.b.2 Recognize size and space in artworks.

CONNECT 5.a. Recognize and make connections among art, history, and culture as related to the theme of self.

1st grade:

COMMUNICATE 1.b.5 Share and discuss plans for artworks with the class or a partner.

CREATE 2.C. (FUNDAMENTALS) Practice using fundamentals to create and enhance original artworks.

RESPOND 4.b.4 Identify and describe examples of good craftsmanship in artworks.

CONNECT 5.a.3 Describe how family experiences and traditions influence artists.

2nd grade:

COMMUNICATE 1.a.3 Use personal experiences, knowledge, memories, and observations to generate ideas for artworks.

CREATE 5.a. (ART HISTORY & CULTURAL CONTEXT) Explore and make connections among art, history, and culture as related to the theme of community.

RESPOND 7.a.4 Examine artworks for clues about artists, places, and events.

CONNECT 8.b.4 Develop and describe personal reasons for valuing artworks.

3rd grade

COMMUNICATE 1.b.3 Choose from a selection of provided resources to develop ideas and plans for art making.

CREATE 4.b. (CRITICISM) Identify, describe, and categorize subject matter when interpreting meaning in artworks.

RESPOND 3.e. (COLLAGE) Examine and manipulate collage media, techniques, and processes to produce well-crafted artworks. (e.g. positive/negative; background/foreground)

CONNECT 1.b. Collaborate to identify and question ideas, experiment, and plan for artworks.

4th Grade:

COMMUNICATE 1.a.1 Apply imaginative and expressive approaches to represent and explore concepts related to time.

CREATE 2.b. (METHODS OF REPRESENTATION) Examine subject matter in representational and abstract artworks to inform artmaking.

RESPOND 1.a. (THEME) Explore concepts related to the theme of time to communicate meaning in artwork.

CONNECT 1.b. Collaborate and work independently to generate ideas, research, experiment, and refine plans for artworks.

5th Grade:

COMMUNICATE 2.a.1 Explore characteristics of expressive artworks and art forms.

CREATE 2.c. (FUNDAMENTALS) Experiment and develop approaches to art fundamentals when creating and enhancing original artworks.

RESPOND 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

CONNECT 5.a.3 Identify and examine how globalization influences artistic decisions.

6th Grade:

COMMUNICATE 1.a.2 Depict a variety of subject matter through representational and abstract methods to communicate ideas about identity.

CREATE 2.c.4 Identify and use texture to embellish a surface in an artwork.

RESPOND 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

CONNECT 5.a.1 investigate how artists have explored identity in artworks.

Images and Resources

***Moira Dryer: Yours For the Asking* exhibition at Greater Reston Arts Center (GRACE)**

<https://restonarts.org/exhibition/online-viewing-room-moira-dryer-yours-for-the-asking>

***Moira Dryer: Yours For the Asking* exhibition booklet:**

<https://indd.adobe.com/view/8ebf96c3-1746-4853-b166-273cfe75098c>

***Moira Dryer: Yours For the Asking* public program video recordings:**

https://www.youtube.com/channel/UCxTGtQgCEfZIdFZ_k-tOkag

***Moira Dryer: Back in Business* exhibition at The Phillips Collection**

phillipscollection.org/events/2020-02-08-exhibition-moira-dryer

TysonToday Art and Culture. “Moira Dryer: Yours for the Asking at Greater Reston Arts Center”

<http://tysonstoday.com/2020/moira-dryer-yours-for-the-asking-at-greater-reston-arts-center>

Barry Schwabsky, *The New York Review of Books*. “Playful & Philosophical: The Paintings of Moira Dryer”

<https://www.nybooks.com/daily/2020/04/25/playful-philosophical-moira-dryers-paintings>

Washington Post. “Moira Dryer’s art of expectancy, at the Phillips Collection and Greater Reston Arts Center”

https://www.washingtonpost.com/goingoutguide/museums/moira-dryers-art-of-expectancy-at-the-phillips-collection-and-greater-reston-arts-center/2020/02/27/5051e7ec-5417-11ea-929a-64efa7482a77_story.html

Van Doren Waxter:

vandorenwaxter.com/artists/moira-dryer/biography

“Moira Dryer’s Unusual Choice of Casein”, Patti Favero, The Phillips Collection “Experiment Station”

blog.phillipscollection.org/2020/05/27/moira-dryers-unusual-choice-casein/

“Moira Dryer’s Playful and Poetic Art”, The Phillips Collection “Experiment Station”

blog.phillipscollection.org/2020/04/06/moira-dryerbusiness

“Moira Dryer: Paintings & Works on Paper”, David Rhodes, The Brooklyn Rail

brooklynrail.org/2019/05/artseen/Moira-Dryer-Paintings-Works-on-Paper Projects 42: Moira Dryer, MoMA:
moma.org/calendar/exhibitions/406

Artists to Consider and Reference

- Hilma af Klint
- Wassily Kandinsky
- Mark Rothko
- Salvador Dali
- William de Kooning
- Jackson Pollock
- Piet Mondrian
- Pablo Picasso
- Georges Braque
- Paul Klee
- Henri Matisse

- Grant Wood
- Van Gogh
- Andre Derain
- Jacob Lawrence