

**2020-21 Emerging Visions Program Lesson Guide**  
**Grade Level: Middle School**

**Class: Art Foundations**

Lesson Title	Suggested Medium	Grade Level
<i>Moira Dryer: Yours For the Asking</i> Artist: Moira Dryer	Mixed Media	7 <sup>th</sup> /8 <sup>th</sup> -Art Foundations
Artist Themes	FCPS Themes	
<ul style="list-style-type: none"> <li>• Abstract Art</li> <li>• Found Language</li> <li>• Playfulness</li> <li>• Titles &amp; Labels</li> </ul>	Transformation	
Lessons		
<p>Students create artwork that reflects upon Moira Dryer’s work through the playful use of language.</p> <p>Lessons can be open-ended and be used with any medium. Here is a list of suggested lessons:</p> <p><b><u>2D Mixed Media Challenge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Black Out Poetry:</b> Play with the words written on a page in order to become inspired by a found language.</li> </ul> <p><b><u>3D Relief Sculpture Challenge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Altered Book:</b> Utilize a pre-existing literary form in order to destruct and reconstruct meaning.</li> </ul>		
Discussion Questions		
<ul style="list-style-type: none"> <li>• How can a sense of play transform the artmaking process?</li> <li>• How can an artist utilize the element of language to create a unique piece of art?</li> <li>• Is there a common thread between an artist and a writer?</li> <li>• What obligations, if any, does the artist have to the written word on the page or to the writer who created them?</li> <li>• Is the use of found language a form of creativity or destruction?</li> <li>• How does the creation of the title or lack thereof play into the meaning of the piece?</li> </ul>		

**Class: Art Extensions**

Lesson Title	Suggested Medium	Grade Level
<i>Moira Dryer: Yours For the Asking</i> Artist: Moira Dryer	Painting & Sculpture	8 <sup>th</sup> -Art Extensions
Artist Themes	FCPS Themes	
<ul style="list-style-type: none"><li>• Abstract Art</li><li>• Relationships</li><li>• Human Touch</li><li>• Emotion</li><li>• Space/Physicality</li></ul>	Relationships	
Lessons		
<p>Students create artwork that reflect upon Moira Dryer’s work through the use of relationships within an abstract composition.</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"><li>• <b>Compositional Relationships:</b> Utilize the elements of art to establish compositional relationships within an abstract work.</li><li>• <b>Spatial Relationships:</b> Utilize the placement of two original pieces of work in order to develop an interdependent relationship.</li></ul>		
Discussion Questions		
<ul style="list-style-type: none"><li>• What is abstract art?</li><li>• What kind of emotions are tied to abstract art?</li><li>• What relationship does the artist build with the piece during the artmaking process?</li><li>• What relationship can form between the formal qualities within a composition?</li><li>• What relationship can be formed through the use of space.</li><li>• Can an artwork ever be neutral of any influences and relationships to other artists over time?</li></ul>		

## Class: Computer Arts

Lesson Title	Suggested Medium	Grade Level
<i>Moira Dryer: Yours For the Asking</i> Artist: Moira Dryer	Computer	7 <sup>th</sup> /8 <sup>th</sup> - Computer Arts
Artist Themes	FCPS Themes	
<ul style="list-style-type: none"><li>• Illusionism</li><li>• Artistic Styles</li><li>• Psychology</li><li>• Emotion</li><li>• Props</li></ul>	Roles	
Lessons		
<p>Students create artwork that reflect upon Moira Dryer’s work through the exploration of roles and non-traditional materials.</p> <p>Lessons can be open-ended and be used with any medium. Here is a list of suggested lessons:</p>		
<b><u>Art Exploration</u></b>		
<ul style="list-style-type: none"><li>• <b>Recreate an Existing Artwork:</b> Select a piece of artwork to explore and recreate into an original piece of work using your own style or non-traditional materials.</li><li>• Select an artist and trace their artistic style throughout history in order to find a common thread.</li></ul>		
<b><u>Career Exploration</u></b>		
<ul style="list-style-type: none"><li>• <b>Career Exploration:</b> Explore possible career paths that utilize skills learned in art.</li></ul>		
Discussion Questions		
<ul style="list-style-type: none"><li>• How do roles effect the way in which we live?</li><li>• What roles do you voluntarily take on?</li><li>• What roles are assigned to you?</li><li>• What responsibilities does the artist have to their audience when creating a piece of art?</li><li>• What roles does art play in your life?</li></ul>		

**Class: 3D Art**

Lesson Title	Suggested Medium	Grade Level
<i>Moira Dryer: Yours For the Asking</i> Artist: Moira Dryer	Mixed Media	7 <sup>th</sup> /8 <sup>th</sup> -3D Art
Artist Themes	FCPS Themes	
<ul style="list-style-type: none"><li>• Space Physicality</li><li>• Sculptural Assemblage</li><li>• Psychology</li><li>• Institutions</li><li>• Props</li></ul>	Boundaries	
Lessons		
<p>Students create artwork that reflect upon Moira Dryer’s work through the investigation and breaking down of societal boundaries.</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"><li>• <b>3D Relief Portraiture Challenge:</b> Create a portrait that documents an “unsung hero” or someone that might have been filtered out by today’s society.</li><li>• <b>A Look at History and Institutional Practices:</b> Explore what it means to successfully select and curate a show based on past and present institutional boundaries.</li><li>• <b>Exploration &amp; Discovery:</b> Repurpose a found object to give it new meaning.</li></ul>		
Discussion Questions		
<ul style="list-style-type: none"><li>• How are boundaries created and instilled over time?</li><li>• Who has the privilege of constructing boundaries?</li><li>• Who is celebrated or victimized by boundaries?</li><li>• How can boundaries be tested or broken?</li><li>• Why is it important to reflect on current practices and institutions?</li><li>• What responsibility, if any, do artists have in questioning today’s practices and institutions?</li><li>• How does Dryer’s works challenge a physical boundary?</li></ul>		

## FCPS Assessment Standards

### Art Foundations (Grade 7):

#### **COMMUNICATE**

##### **1.b. Creative Process**

The student will employ multiple strategies to research, investigate, and document ideas when planning artworks.

#### **CREATE**

##### **2.b. Methods of Representation**

The student will explore and refine representational, abstract, and nonrepresentational approaches in artworks.

#### **RESPOND**

##### **4.a.2 Aesthetic Preferences**

Describe and explain personal responses to visual qualities in artworks. (7.19)

#### **CONNECT**

##### **5.a.5 Art References**

Compile examples of contemporary and historical artists who have approached the same concept.

### Art Extensions (Grade 8)

#### **COMMUNICATE**

##### **1.b.2 Generate Ideas**

Demonstrate fluency by generating multiple solutions and explain reasons for selecting one.

#### **CREATE**

##### **2.b.5 Proportion & Size**

Vary size, scale, and proportional relationships to represent subject matter in artworks.

#### **RESPOND**

##### **4.a.2 Aesthetic Preferences**

Analyze, interpret, and evaluate works of art based on personal and contextual criteria. (8.17)

#### **CONNECT**

5.a.5 Identify and research artworks that communicate ideas about relationships.

## **Computers in Art**

### **COMMUNICATE**

#### **1.c.1 Ethics**

Recognize the implications, significance of, and difference between plagiarism and appropriation.

### **CREATE**

#### **2.a Art Works**

The student will examine and refine art forms that combine the use of traditional and digital art media to create digital artworks.

### **RESPOND**

#### **4.b.1 Subject and Formal Qualities**

Examine how the choices in subject matter and formal qualities affect the meaning in artworks. (8.15)

### **CONNECT**

#### **5.a.5 Art References**

Identify, research, and document artworks that communicate ideas about roles.

### **3D Art Exploration**

### **COMMUNICATE**

#### **1.d Presentation**

The student will understand the context in which artworks are selected for a portfolio, presentation, and exhibition.

### **CREATE**

#### **2.a. Art Forms**

The student will examine and refine the use of traditional and non-traditional three-dimensional art forms to create original artworks.

### **RESPOND**

#### **4.b. Criticism**

The student will analyze and interpret the effectiveness of an artwork to convey meaning. (8.20)

### **CONNECT**

#### **5.a Art History & Cultural Context**

The student will analyze and make connections between art, history, and culture as related to the theme of boundaries.

## 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](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](http://phillipscollection.org/events/2020-02-08-exhibition-moira-dryer)

### **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>

### **Kelsey Ables, *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](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](http://vandorenwaxter.com/artists/moira-dryer/biography)

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

[blog.phillipscollection.org/2020/05/27/moira-dryers-unusual-choice-casein/](http://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](http://blog.phillipscollection.org/2020/04/06/moira-dryerbusiness)

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

[brooklynrail.org/2019/05/artseen/Moira-Dryer-Paintings-Works-on-Paper](http://brooklynrail.org/2019/05/artseen/Moira-Dryer-Paintings-Works-on-Paper)

### **Projects 42: Moira Dryer, MoMA**

[moma.org/calendar/exhibitions/406](http://moma.org/calendar/exhibitions/406)

## Artists to Consider and Reference

### **Art Foundations:**

#### Black Out Poetry Artists

- Austin Kleon
- John Carroll

#### Altered Book Artists

- Sue Blackwell
- Brian Dettmer
- Tom Phillips

### **Art Extensions:**

#### Compositional Relationships

- Morris Louis
- Frank Stella

#### Spatial Relationships

- Donald Judd
- Anne Truitt

### **Computer Arts:**

- Kenneth Noland
- Jasper Johns
- Anne Truitt
- Austin Kleon

### **3D Art:**

#### Contemporary Relief Portraiture

- Giles Oldershaw
- Jo Smail
- Ali Golzad

#### A Reflection on Past and Present Institutions and Practices

- The Case for Museums: <https://www.youtube.com/watch?v=tcTqaCwBBcQ>
- What Does an Art Curator Do?: <https://www.thebalancecareers.com/what-do-art-curators-do-1295684>
- Reconsidering the Art Museum in the 21<sup>st</sup> Century: <https://www.youtube.com/watch?v=iTdZn78u6pl>