

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

Lesson Title	Suggested Medium	Grade Level
<i>Moira Dryer: Yours for the Asking</i> Artist: Moira Dryer	Drawing, oil pastel, paint, collage, sculpture, mixed-media, digital art	9-12 th
Artist Themes	FCPS Themes	
Place, self, abstraction, humor, color, health, culture, power, and dreams.	FCPS themes in the Secondary level include sense of place, perceptions of self, social and contemporary issues, and narrative conflict.	
Lessons		
Students create artwork that are inspired by the themes found in Moira Dryer’s artwork.		
Lessons can be open-ended and be used with any medium. Here is a list of suggested lessons:		
<ul style="list-style-type: none"> • Broken Dreams Notebook: Fill a journal with clippings from newspapers, journals, magazines and doodles to visually tell a narrative of your dreams. This is a very open-ended project that allows students to be endlessly creative in the way they approach their thought process. • A Colorful Place: Create a drawing of an abstract place that is important to you. Students should choose a category of colors (monochromatic, analogous, complimentary, etc.) and use this color scheme to convey a certain mood. • Wood You Stand for This: Create a work of art relating to the theme of social and contemporary issues on a wooden canvas and take a stance in your painting. • Scale Back your Drawing: Students will mimic Moira Dryer’s <i>Untitled</i> (1991) painting inside the card drawer pull. Students can paint or draw in a subtle almost hidden spot where they will include a detailed picture of their choice. The artist will draw on a smaller scale than they are used to in order to contemplate whether or not size matters when creating a masterpiece. • Color, Space, and Illusion: Create an abstract work of art that plays with the ideas that Moira Dryer was trying to convey in <i>Green #129</i>, 1985. Students should think about who they would give this painting to and inscribe it on the back. • Installation Photo: Create an installation of an important event, memory, or dream. This could easily be either a 3D sculpture lesson or a photography lesson. 		
Discussion Questions and Guiding Principles		
<ul style="list-style-type: none"> • What is abstract art? What makes a work of art abstract and nonrepresentational? • Where might you have seen abstract art? • What are some ways we can visually represent our dreams, social issues, and narrative conflict? • What are the different ways we sort colors? 		

- Review with students the different kinds of colors (including primary, secondary, analogous, complementary, monochromatic, and warm and cool colors) and discuss how Dryer uses color in her work.
- How can looking at an artist's work inspire you to make art?
- What are the qualities that make an artwork about a social issue impactful?
- What are the benefits of learning about students' different stances on various issues and why these issues are important to them?
- How can you build a portfolio around the themes represented above (artist's themes and FCPS themes)? This should help students to start thinking about the direction they wish to go with their Dryer-inspired artworks.
- Have you ever thought about gifting your own artwork to someone?
- What is the purpose of a visual journal? This could have several answers.

FCPS Assessment Standards

Studio Art I

- 1.A. (THEME) Investigate personal ideas and relevant concepts related to a sense of place to communicate meaning in artwork.
- 1.B. (CREATIVE PROCESS) Combine multiple strategies to formulate and document ideas for solutions when planning artworks.
- 2.A. (ART FORMS) Investigate and produce original artworks in a variety of traditional and nontraditional art forms.
- 2.B. (METHODS) Analyze subject matter in representational, abstract, and nonrepresentational artworks to inform artmaking.
- 2.C. (FUNDAMENTALS) Investigate and practice approaches of art fundamentals to inform and create original artworks.
- 5.B. (INTERDISCIPLINARY CONNECTIONS) Apply knowledge from a variety of disciplines to solve challenges, investigate art, art careers, and institutions.

Studio Art II

- 1.A. (THEME) Investigate personal ideas and relevant concepts related to perceptions of self to communicate meaning in artwork.
- 1.B. (CREATIVE PROCESS) Integrate the creative process to assimilate and document ideas when planning artworks.
- 1.C. (SAFETY & ETHICS) Select, apply, and justify safe practices and ethical choices.
- 1.D. (PRESENTATION) Apply and refine the criteria for presentation of digital artwork.
- 3.A. (DRAWING) Assess and refine use of drawing media techniques and processes to produce well-crafted artworks.
- 3.B. (PAINTING) Assess and refine the use of painting media, techniques, and processes to produce well-crafted artworks.
- 4.A. (AESTHETICS) Analyze preferences and purposes of artworks.
- 4.B. (CRITICISM) Analyze and evaluate series or bodies of work by several artists.

Photography I

- 2.B. (METHODS) Analyze imagery in representational, abstract, and nonrepresentational artworks to inform artmaking.
- 2.C. (FUNDAMENTALS) Investigate and practice approaches of art fundamentals to inform and create original artworks.
- 3.I. (ANALOG PHOTOGRAPHY) Identify and approach creating imagery using analog photographic media techniques and processes to produce well-crafted artworks.
- 3.J. (PHOTO CAPTURE) Identify and use varied technical approaches to capture photographic images and communicate meaning.
- 3.K. (DIGITAL MEDIA) Identify and use varied technical approaches to capture photographic images and communicate meaning.
- 3.L. (TIME-BASED MEDIA) Explore using time-based media and techniques to produce well-crafted artworks.
- 3.M. (MIXED MEDIA) Identify and use traditional art media, techniques, and processes in combination with photography to produce well-crafted artworks.

Digital Art I

- 2.A. (ART FORMS) Investigate and produce original artworks in a variety of digital art forms.
- 2.B. (METHODS) Analyze and apply representational, abstract, and nonrepresentational approaches to subject matter in artworks.
- 2.C. (FUNDAMENTALS) Investigate and practice approaches of art fundamentals to inform and create original artworks.
- 3.K. (DIGITAL MEDIA) Select and apply 2D and 3D digital media techniques and processes to produce well-crafted artworks.
- 3.L. (TIME-BASED MEDIA) Explore and apply motion graphics techniques and processes to produce well-crafted artworks.
- 3.M. (TRADITIONAL MEDIA) Assess and refine use of traditional art media techniques and processes in combination with digital media to produce well-crafted artworks.
- 4.A. (AESTHETICS) Question different purposes, functions, and aesthetics of art and design.
- 4.B. (CRITICISM) Analyze and critique the visual and expressive qualities in art and design.
- 5.A. (ART HISTORY & CULTURAL CONTEXT) Explain how art, design, history, and culture converge in a sense of place.
- 5.B. (INTERDISCIPLINARY CONNECTIONS) Apply knowledge from a variety of disciplines to solve challenges, investigate art, art careers, and institutions.

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
- Andy Warhol

- Willem de Kooning
- Piet Mondrian
- Georges Braque
- Paul Klee
- Henri Matisse
- Grant Wood
- Gustav Klimt
- Andre Derain
- Dorothea Lange
- Sarah Ann Loreth
- Marcel Duchamp
- David Banksy
- Jeff Koons
- Veer Munshi