

Fay Jones: Painted Fictions

Hallie Ford Museum of Art at Willamette University
November 18, 2006 – January 20, 2007

Teachers Guide

This guide is to help teachers prepare students for a field trip to the exhibition, *Fay Jones: Painted Fictions* and offer ideas for leading self-guided groups through the galleries. Teachers, however, will need to consider the level and needs of their students in adapting these materials and lessons.



- To introduce students to the work of Fay Jones.
- To explore the artist's characteristic style and her use of personal imagery and symbols.
- To explore the role of the viewer in understanding and interpreting a work of art.

Objectives

Students will be able to:

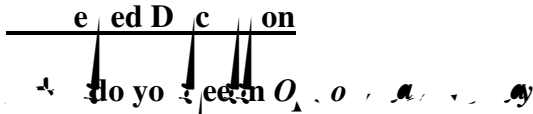
- Identify characteristics of the artist's style
- Identify recurring imagery and symbols in the artist's work
- Discuss the relationship between the figurative (figures and objects) and the narrative (storytelling) elements in the individual works.
- Discuss their own interpretations of the artist's work and how they are influenced by their individual experiences.

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Describe what you see in the painting. Where does your eye go first? Where does it go next? Why?

How has the artist used the elements of art (lines, color, shape, form, texture, space, etc.) and the principals of art (the way it is organized, i.e., pattern, contrast, balance, proportion, unity, rhythm, variety, emphasis)?



Does this scene appear realistic? Dreamlike? Both? Explain.

Is there one figure (or figures) that is the focus of the work? What makes it stand out? Size? Color? Facial expression (or lack of facial expression)? Gesture?

What is the mood of the work? How has the artist created it? (color, gestures, facial expressions, etc.)

Who are the man and the woman embracing inside the transparent architectural structure? What clues has the artist given us?

Who are the man and the woman in the upper corners? What is their relationship to each other? Do they appear to have a relationship with the embracing couple in the center? Do the two couples share the same physical space? Emotional space? Do they appear to be part of the same “story?”

Why do you think the artist chose to use the images of the donkey and the monkey in *Out of Harm's Way*? Do they relate to the other figures in the painting?

What do you think is happening in the work?

Is the work realistic or dreamlike? Or both? Explain.

Is there one figure (or figures) that is the focus of the work? What makes it stand out? Size? Color? Facial expression (or lack of facial expression)? Gesture?

What is the mood of the work? How has the artist created it?

Does there appear to be a relationship between the figures in the work? Explain.

- Do they seem to be interacting? Sharing the same space?
- Why do you think she put these figures together? Do they seem to inhabit the same “story?”

What objects has she included?

- What do you think they may mean to the artist? Have you seen them in other works in the exhibition? Does the way she has used them in other works contribute to your understanding of the objects?
- Does the setting or other figures and objects give you a clue as to their meaning?
- What do *you* think the objects could mean? What are your own associations with the object or figure? Are they personal? Cultural or historical? Do your own associations influence your interpretation of the object(s)? Of the meaning of the work as a whole? Explain.

Does the title influence your interpretation of the work? Explain

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Farr, Sheila, *Fay Jones*.

COMMON CURRICULAR GOALS

The suggested discussions and activities included in this packet can be used to support the following Common Curriculum Goals developed by the Oregon Department of Education. For specific benchmarks for your grade level check with your school district or the Oregon Public Education Network (O.P.E.N.)

Grade A

Aesthetics and Criticism

- Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.
- Respond to works of art, giving reasons for preferences.

Historical and Cultural Perspectives

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