



WINTER/SPRING 2024 2ND GRADE TOUR CURRICULUM

Gold Soundz

Rob Matre

Feb 1- April 20, 2024 | Haley Gallery

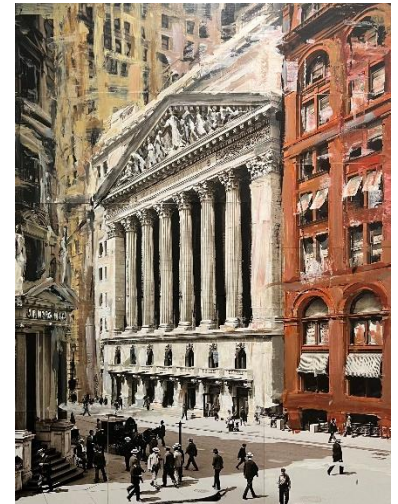
Albany native Rob Matre returns to the Albany Museum of Art with *Gold Soundz*, an exhibition of mixed-media paintings and photographs. The exhibition will serve as a retrospective covering the last 10 years of his *Plaid Columns* series, paintings often made in collaboration with artist Evan Jones, whose work was featured at the museum in a solo exhibition in 2014.

A selection of photographs made over the last 20 years will be on view, along with some new paintings made for this exhibition. Matre’s photography exhibition *Recent History* was on view at the AMA in 2013, and his painting *Third Avenue Oaks* is on long-term loan at the museum. He also has worked with the Albany Area Chamber of Commerce on various art projects to enhance that organization’s promotion of the city.

In his paintings and photographs, themes of place and memory run through Matre’s work. Scenes of Albany and South Georgia are recurring subjects, along with other images from the State of Georgia and beyond. Matre’s love of sports also informs his work, with a focus on the game of golf. Since 2003, he has documented professional golf tournaments and golf courses around the world, including many of the great links courses of Scotland and Ireland.

Albany serves as a launching point for Matre’s creativity. His lifelong interest in art started with his passion for music, specifically with the album art that was his first source of inspiration. The title of this exhibition comes from the opening line of a song by Pavement, one of his favorite bands, which beckons to the listener: “Go back to those gold soundz.” That line kept returning to him in preparation for this exhibition. The words played upon the notion of “going home,” as this exhibition can certainly be considered a homecoming of sorts.

Embarking on a journey through Rob Matre’s *Gold Soundz* exhibition at the Albany Museum of Art holds immense value for school children, not only as a captivating artistic experience but also as a catalyst for intellectual and cultural growth. Delving into Matre’s mixed-media paintings and photographs offers a unique lens through which students can enhance their critical thinking skills. The retrospective nature of the exhibition becomes a rich tapestry that weaves together themes of place and memory, providing a tangible link to Georgia’s history, geography, and culture. This immersive encounter serves as an educational bridge, fostering a deeper understanding of the local and regional context within which the artist draws inspiration. By connecting with Matre’s portrayal of scenes from Albany, South Georgia, and the broader State of Georgia, students will not only appreciate artistic expression, but also gain insights into the cultural fabric that shapes their own surroundings. This holistic experience lays the foundation for a well-rounded education, nurturing critical thinking while fostering an appreciation for the interconnectedness of art, history, and culture.



**GADOE
SECOND GRADE STANDARDS
TO BE MET THROUGH THIS
EXHIBITIONS**

The relationship of this exhibitions to Social Studies, English/Language Arts, and Visual Arts, are presented in Georgia's Standards of Excellence. Particularly in Georgia map skills, history, and culture. This exhibition also gives students the opportunity to grow an appreciation and understanding of various painting and drawing styles, explore how art, human connection and language merge together, gain critical thinking skills, and visual critique and literacy.

- **Visual Arts Education:** The exhibition features mixed-media paintings and photographs, providing students with a diverse range of artistic expressions. Students can learn about different art forms, techniques, and the creative process behind Matre's work.
- **Critical Thinking Skills:** Matre's artwork, particularly the retrospective nature of the Plaid Columns series, encourages students to think critically about themes of place and memory. Analyzing the artworks can stimulate discussions and prompt students to interpret and articulate their thoughts on the meaning and significance of the pieces.
- **Cultural and Historical Connection:** The exhibition serves as a visual narrative of Albany, South Georgia, and the State of Georgia. Exploring Matre's portrayal of scenes from these regions provides students with a tangible link to their local history, geography, and culture. This connection fosters a sense of pride and understanding of their community.
- **Interdisciplinary Learning:** This exhibition provides an opportunity for interdisciplinary learning, where students can explore connections between art and other subjects such as sports, geography, social studies, and music.
- **Art as Inspiration:** Matre's journey into art began with his passion for music, specifically album art. The exhibition's title, inspired by a Pavement song, highlights the interconnectedness of different forms of artistic expression. This can inspire students to explore their own creativity and recognize the various influences that contribute to artistic endeavors.
- **Homecoming Theme:** The concept of "going home" associated with the exhibition can resonate with students, prompting discussions about their own sense of home and belonging. It provides an opportunity for personal reflection and expression.
- **Collaborative Artwork:** Matre's collaboration with artist Evan Jones is mentioned in the description. This aspect of the exhibition introduces students to the concept of collaborative art, emphasizing teamwork and shared creative processes.

In summary, a field trip to *Gold Soundz* not only exposes students to the world of art but also promotes critical thinking, cultural awareness, and interdisciplinary connections. It serves as a dynamic educational experience that goes beyond the traditional classroom setting.

VISUAL ARTS

VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

-
- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
 - b. Explore the influences of artists and their work in a variety of cultures.
 - c. Make inferences to identify time and place in works of art.
 - d. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Generate individual and group ideas in response to visual images and personal experiences.

VA2.CR.2 Create works of art based on selected themes.

- a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
Create works of art emphasizing multiple elements of art and/or principles of design.

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.
Create art using basic spatial concepts (e.g. overlapping, horizon line, size).
Explore basic color theory (e.g. tertiary colors, values, color scheme).

VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop the identity of self as an artist.

- a. Sign a finished work of art.

VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

- a. Use a variety of strategies for art criticism.
- b. Demonstrate an appreciation for art and art-making processes by communicating thoughts and feelings.
- c. Use art terminology with emphasis on selected elements and principles of art.
- d. Use a variety of strategies to discuss and reflect on works of art

Explore universal concepts (e.g., self, family, community, world) inspired by other subject areas.

SOCIAL STUDIES

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

- a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

- a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.
-

-
- b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
 - c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

ENGLISH/LANGUAGE ARTS

ELAGSE2RL1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3

Describe how characters in a story respond to major events and challenges.

ELAGSE2RL7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2RI2

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

ELAGSE2RI5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELAGSE2RI6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELAGSE2W2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELAGSE2W3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ELAGSE2SL1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others'

talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2

Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELAGSE2RI7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ELAGSE2RI8 Describe how reasons support specific points the author makes in a text

ELAGSE2W8

Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2L6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3. Identify issues and/or problems and alternative solutions

4. Distinguish between fact and opinion

11. Draw conclusions and make generalizations

PRE-VISIT ACTIVITY

- Students are encouraged to review our pre-visit Guide before arrival to the Albany Museum of Art. They will learn about themes of place, memory, and nostalgia. Together, we will discuss the factors that go into creating community, such as different cultures, geography, landmarks, community helpers, and more. This guide will be shared with you along with this document, or you may request printed copies from the AMA to be picked up at our front desk. We also ask that you discuss basic museum etiquette with your students ahead of arrival, i.e., looking with our eyes (not our hands), walking (not running), and using a low speaking voice in the galleries.

FIELD TRIP ACTIVITIES

- Students will be introduced to the role of museums in our community and why they are so important to us.
- They will then be shown a few key works from *Gold Soundz* in the Haley Gallery, as well as works in additional galleries. While examining these works, we will discuss concepts of self-identity, cultural identity, Georgia cultures, and Georgia geography. Students will be encouraged to speak as a group, read wall labels aloud, and engage in analytical conversation with educators and peers.

-
- The guide will help the students with visual thinking strategies so that they may understand what the works are and why they were created.
 - Students will create a multi-media work of art in the AMA classroom in response to the works in the galleries.

POST VISIT ACTIVITIES

- Post-Visit: Students will be asked to create their own artwork using any medium they have to depict landmarks that they see every day. It could be the grocery store they go to, their school, a gas station, a restaurant, a park/playground, the AMA, a laundromat, etc. Have students think back to the art works they saw and recall how the artist showed us how he sees his community. Students are encouraged to share these works with their classmates.