



WINTER/SPRING 2024 2ND GRADE TOUR CURRICULUM

Andy Warhol: Hand-Colored Flowers

Feb 1- April 20, 2024 | East Gallery

Best known for spearheading the Pop Art Movement in America, Andy Warhol (1928-1987) is one of the foremost artists who brought screen printing into fine art spaces.

Hand-colored Flowers (1974) is a series of 10 prints in which Warhol free-handed several flower drawings inspired by those photographed in the catalog *Interpretive Flower Designs* by Mrs. Raymond Russ Stoltz (A. S. Barnes & Co., Inc., 1972). Warhol had his drawings transferred onto silk screens to produce multiples, printed by Alexander Heinrici. After the screen-printing process, the artist hand-painted each of the prints with Dr. Martin's aniline watercolor dyes.

Though the series *Hand-Colored Flowers* has multiple editions in numerous museums and institutions around the world, each set of 10 has the artist's personal touch. The AMA has editions 40/250. Donated to the Albany Museum of Art in 1984, Warhol's Flowers present part of the range of the artist's work, as these prints in particular stray from the typical subject matter in pop culture for which he is known for. Each of these works on display has an individualized nature and an alternative point of reference for the artist who usually exhibits pop culture and commercial forms in his work.



Old Master Drawings from the Shaffer Collection

Feb 1, 2024 – January 5, 2025 | Hodges Galley

This year-long exhibition will focus on the extensive collection of Old Master Drawings donated in 1988 to the Albany Museum of Art by Randolph Shaffer, Jr. The drawings in this collection include many sophisticated preliminary studies required to perform a masterwork of a painting.

These drawings are a body of casual field notes, a glimpse into the artist's thoughts, observations, and impressions. Drawings, on purpose, are smaller samples of a larger instance of work, meant to be viewed in close range. Furthermore, these drawings are, by their nature, a more intimate experience in which viewers can see the little imperfections of the figures and last-minute decisions scrawled in with pencil or ink pen.

Shaffer was born in Albany in 1914. He became an avid collector of prints during his service in World War II when he was stationed in Paris and London. The drawings in this collection are sourced from various European artists, many of whom are lesser-known or unknown, and were collected during Shaffer's time abroad. The drawings included in this exhibition represent a selection of the approximately 150 drawings that Shaffer donated.

The selections include some of his personal notes on the works, which he painstakingly examined for higher artistic quality. Shaffer believed the quality of the drawings was more important than acquiring the name of a well-known artist.



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

The relationship of these exhibitions to Social Studies, English/Language Arts, and Visual Arts, are presented in Georgia's Standards of Excellence.

Old Master Drawings from the Shaffer Collection:

- **Educational Value:** The exhibition focuses on Old Master Drawings, providing students with an opportunity to learn about art history. They can observe the preliminary studies required for creating masterpieces, gaining insights into the artistic process.
- **Connection to Local History:** Randolph Shaffer, Jr., the donor of the collection, was born in Albany. This adds a local connection, allowing students to learn about individuals from their community who have contributed to the arts.
- **Intimate Art Experience:** The nature of drawings being smaller samples of larger works allows for a more intimate viewing experience. Students can closely examine the details, imperfections, and last-minute decisions made by the artists, fostering a deeper appreciation for the artistic process.
- **Cultural Exposure:** The drawings are sourced from various European artists, providing students with exposure to different cultures and artistic styles. This can broaden their understanding of art beyond their immediate surroundings.
- **Collector's Perspective:** Shaffer's personal notes on the works and his emphasis on artistic quality over the fame of the artist offer a unique perspective. This can lead to discussions about art appreciation and subjective judgments.

Andy Warhol: Hand-Colored Flowers:

- **Introduction to Art History:** The exhibition provides an opportunity for elementary students to learn about the Pop Art Movement and its key figure, Andy Warhol. It introduces them to the concept of screen printing in fine art and the artistic techniques used by Warhol.
- **Artistic Process:** The description of the Hand-Colored Flowers series explains Warhol's creative process, from free-hand drawing to screen printing and hand-painting. This can help students understand the steps involved in creating art and appreciate the craftsmanship behind each piece.
- **Connection to Literature:** Mention of the source of inspiration, "Interpretive Flower Designs by Mrs. Raymond Russ Stoltz," connects the exhibition to literature. Teachers could integrate this into cross-curricular activities, combining art and literature studies.
- **Individualized Nature of Art:** The description emphasizes that each set of prints has the artist's personal touch, highlighting the individualized nature of the works. This can prompt discussions about artistic expression and how artists infuse their unique perspectives into their creations.
- **Contrast with Typical Subject Matter:** The fact that these prints stray from Warhol's typical pop culture subject matter opens up discussions about artistic diversity and the ability of artists to explore different themes and styles.
- **Understanding Donations and Museum Collections:** The information about the prints being donated to the Albany Museum of Art in 1988 introduces the concept of art donations and the role of museums in preserving and displaying art for public education.

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.

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- 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
