



## WINTER 2023 SCHOOL TOUR CURRICULUM

### HIGHLIGHTING CONTEMPORARY ART IN GEORGIA: PICTURE THIS

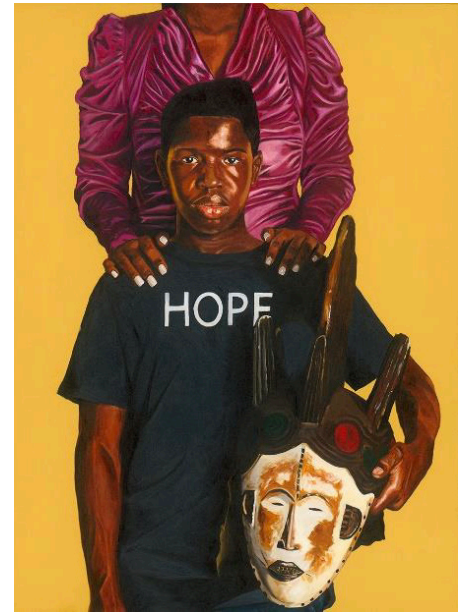
Haley Gallery | December 22 2022 – April 1 2023

“Highlighting Contemporary Art in Georgia” is one of a series of traveling exhibitions organized by the Georgia Museum of Art and the Lyndon House Arts Center that is dedicated to showcasing the talent and diversity of Georgia artists. This survey of work combines unique pieces and artists working with a variety of mediums and concepts. This program is supported in part by the W. Newton Morris Charitable Foundation, the Friends of the Georgia Museum of Art, and the Georgia Council for the Arts through the appropriations of the Georgia General Assembly.

“Picture This’ features a diverse group of artists experimenting in narrative painting. Each of their own stylistic interpretations, conceptual investigations, cultural messaging, and beauty are represented in this show...”

— Curator Didi Dunphy

There are a number of artists in this exhibition whose work centers on cultural identity and human relationships. Artists have always explored the characteristics of personal and social identity in our day-to-day lives. How does the individual influence the whole, and vice versa? Art about identity serves an important role; it asks the viewer to question the systems and ideas around us that influence our perceptions, while also serving as a cathartic expression of something we all deal with, being human.



Fahamu Pecou, *Quiet Power*  
acrylic on canvas. Collection of the Atlanta Chapter of Jack and Jill of America, Inc.

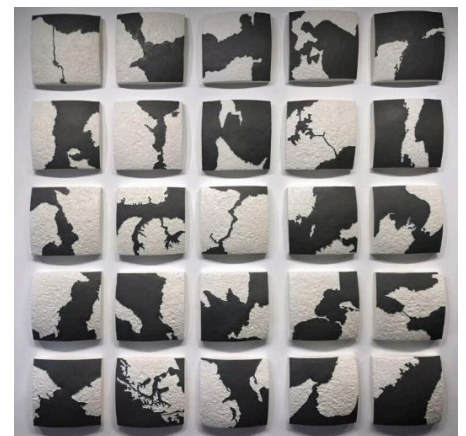
### GLOBALRAMA: WORKS BY GREGOR TURK

East Gallery | January 12 – April 1

Known for his public art installations, ceramic sculpture, photography, and mixed-media constructions, Gregor Turk often incorporates mapping imagery and cultural markings into his artwork. His response to his surroundings, whether in his hometown, Atlanta, or while traveling, serves as a major impetus for much of what he creates. Projects include producing a significant body of artwork resulting from hiking and biking the U.S./Canadian border, photographing blank billboards along Interstate 50, and making rubbings from text and imagery from the historical plaques and markers found in American cities.

“Through my art, I tend to focus on the fundamental qualities of mapping—the mysteriousness, inherent biases, cultural authoritativeness, and ability to simultaneously represent and distort reality.”

—Gregor Turk



Gregor Turk, *Choke II: Grid of 25*, ceramic,  
14 x 14 x 3 inches each

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

The relationship of these exhibitions to English/Language Arts, Visual Arts, and Social Studies are presented in Georgia's Standards of Excellence. Particularly in understanding mapping, indigenous cultures in Georgia, and the geography of Georgia. These exhibitions also give students the opportunity to grow an appreciation and understanding of various painting styles and sculptural work, explore the impact geography has on individual cultures, explore Identity of self in relation to one's surroundings, gain critical thinking skills, and visual critique and literacy.

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**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.
- b. 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.
- b. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).
- c. 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 personal works of art and the work of peers

**VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.**

- a. Explore universal concepts (e.g., self, family, community, world) inspired by other subject areas.
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**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.
  - d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
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**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).

## ENGLISH/LANGUAGE ARTS

3. Identify issues and/or problems and alternative solutions
  4. Distinguish between fact and opinion
  11. Draw conclusions and make generalizations
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## PRE-VISIT ACTIVITY

Students are encouraged to review our Children's Gallery Guide before arrival to the Albany Museum of Art. They will learn the word "identity" and how we each have our own unique self. Together, we will discuss the factors that go into creating our identity, such as our different cultures, our geography, and our external/internal influences. 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.

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## 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 *Picture This* in the Haley Gallery, as well as works by Gergor Turk in the East Gallery. While examining these works, we will discuss concepts of self-identity, cultural identity, Indigenous 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 work of art in the AMA classroom in response to the works in the galleries.