



FALL 2023 2ND GRADE SCHOOL TOUR CURRICULUM

Familias

Ramiro Davaro-Comas

September 7 2023 – January 6 2024

The exhibition *Familias* is deeply personal for the artist who created the work, Ramiro Davaro-Comas. The series, which is on view in the East and Hodges Galleries of the Albany Museum of Art from Sept 7, 2023-Jan 6, 2024, depicts families that maintain physical closeness even as they are caught in moments of immense transition, migrating through surreal landscapes.

Davaro-Comas, who immigrated from Argentina and now resides in New York State, said the *Familias* series enabled him to process some of his childhood experiences, when he felt he was caught between two different worlds. Young immigrants, he said, are often cast into the critical role of translating signs, grocery store labels, customs and event jokes for their non-English-speaking parents because children can absorb new languages faster.

“Presented in an approachable style of cool and youthful graffiti art, with tattooed characters styled in trendy streetwear, the messages in Ramiro’s work lie much deeper than the spray-painted surfaces,” AMA Director of Curatorial Affairs Katie Dillard said. “This is a narrative of a lifetime of human experiences the artist is sharing with us.

“Landscapes of unknown, often-blurred environments embody Ramiro’s message of immigrants coming into unfamiliar places, and contain vulnerable characters trying to fit in with the rest of us, but still stand out so uniquely. After viewing these characters and the different journeys they embark on, audiences can’t help but grow fond of them, and their Felix the Cat-esque masked faces start to appear normal.”

The figures in his work, all painted in three-quarter or profile view, “are focused on what lies ahead, needing that forward momentum to journey into new lives in foreign lands,” Davaro-Comas said. “The families in the series are painted as happy and hopeful, as my childhood immigrant experience to this country was generally pleasant. Yet there was always an underlying sense of loss, a feeling that connects many immigrants regardless of our specific experiences.

“My characters contain visual cues to represent some of this inner conflict. As migrants, especially as children, we know our difference can be used against us, so we don masks in order to fit into our new worlds. We must learn a new language and culture, with the expectation that the process be seamless.”

Davaro-Comas currently co-directs Super-Stories, a non-profit arts education organization in upstate New York with his partner, Grace Lang, and consults on public art projects, collaborates with skate shops, paints murals, and creates work for gallery exhibitions.



**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 observing migration of people through map skills, and the introduction of the Spanish language. 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

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.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/principles of art.
 - d. Use a variety of strategies to discuss and reflect on personal works of art and the work of peers
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VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.

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

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.

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.

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
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PRE AND POST-VISIT ACTIVITIES

Pre-Visit: Students are encouraged to write two sentences about how they will feel coming to a new place. One sentence will describe what they are excited about and the other will describe what they are nervous about. Ask them to share these with their classmates and explain that we often have the same fears coming to a new place. (See attached template). 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.

Post-Visit: Students will be asked to create their own artwork using any medium they have to depict how they feel when they are in a new place where they might not know anyone, or might not understand what is being said (i.e. if they do not understand the language or if the experience is new or foreign.) Have students think back to the art works they saw and recall how the artist showed us how he feels. Students are encouraged to share these works with their classmates.

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 this exhibition in the East Gallery. While examining these works, we will discuss concepts of migration, multiculturalism, fears and hopes of coming to a new place, and family. Students will be encouraged to speak as a group and individually, 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.
 - Using a map, students will understand the concept of migration and discuss reasons why people migrate from South America to North America. Students will identify and describe the challenges faced by migrants during their journey.
 - In the classroom, students will create drawings that depict a migrant's journey from South America to North America. They can choose to illustrate the reasons for migration or the challenges faced.
 - After completing their drawings, students will share their work with the class. They will be encouraged to explain their artwork and what they've learned about migrations.
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