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Exhibit Curriculum for El Músico y El Pintor/The Musician and the Painter: Lesson Outline (1 of 2)

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Curriculum

Unit: El Músico y El Pintor / The Musician and The Painter

Level: Middle School/High School Lesson 1 of 2

Overview: With the use of [primary source materials](#) from the Dominican Archives collection housed at the [CUNY Dominican Studies Institute](#), students at the middle and high school level will learn about two Dominican artists who made an enormous contribution to the world of music and art in the early twentieth century.

Common Core Standards: [CCSS.ELA-LITERACY.W.8.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.9-10.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Mastery Objective: Students will learn the life events of Rafael Petitón Guzmán and Tito Enrique Cánepa in order to write a [three-paragraph essay](#) outlining their contributions to the world of music and art.

Final Assessment: Three-paragraph essay with a clear beginning (introduction), middle (with specific details about the artist life), and end.

ACTIVITIES:

Timeline (20 minutes): Using the [short introductions of the artists](#), students will read the materials in groups of four and create a timeline of their lives. Teacher should split print the small introductions and cut them to have one artist per every half page. Divide students into groups where half the class will read about one artist and the other about the other. Groups would preferably have one artist introduction or the other at their tables, not both. This way groups could share with one another the details they decided to include in their timeline.

Turn and Talk (10 minutes):

1. Students are assigned a pair from a different group reading about the opposite artist (either Rafael or Tito) and discuss what they learned about their respective artist. (Students should be paired with members of the class who have read about the other artist).

2. Students answer the following questions into a notebook or T Chart graphic organizer. Students will be using Accountable Talk stems in order to answer the following questions with relevant and profound information.
 - a. Accountable talk stems could vary depending on what teachers would like to assess during these turn and talks: In order to assess if students have understood what they have read about the artist the following stems are recommended:
 - i. I learned that Rafael Petitón Guzmán...
 - ii. I learned that Tito Enrique Cánepa...
 - iii. I was surprised to see Tito Enrique Cánepa/Rafael Petitón Guzmán had....

Students should keep their notes from their conversations in order to use them in their essay.

Guided Questions:

1. What did you learn about Rafael Petitón Guzmán and/ or Tito Enrique Cánepa?
2. What makes these artists unique?
3. What elements of the art of Rafael Petitón Guzmán and Tito Enrique Cánepa teach the viewer about the Dominican Republic, about the connection between culture and art, or about the twentieth century?

The notes students take during their turn and talk should be used into their three-paragraph essay at the end.

Reflection (Exit ticket) (10 minutes): Students will reflect on what they have learned about the two Dominican artists in today's session by outlining specific details about Rafael Petitón Guzmán and/ or Tito Enrique Cánepa and their conversation with their classmates.

Extension Activity:

1. Have students share out their reflection to the whole class.
2. If there are computers available, have students look up further information about the artists' lives.
3. As a whole class, create a circle of questions to address the next day.

Scaffolding: *For students with special needs:*

1. Provide the students a worksheet with the turn and talk questions.
2. Make the pairs responsible for one another and have them write a joint essay.
3. Provide students with an outline of sentence stems in order to help support the writing process.

