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### Exhibit Curriculum for El Músico y El Pintor/The Musician and the Painter: Lesson Overview

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## Curriculum

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

**Planning and Overview**

**Level:** Middle School/High School

### Overview:

The exhibit [El Músico y el Pintor/ The Musician and the Painter: An Exhibit Documenting the Lifetime, Work, and Artistic Trajectory of Two Early Twentieth Century Dominican Artists in New York](#) consists of documents, photographs, musical scores, and paintings from the Dominican Archives collections that highlight the careers of musician Rafael Petitón Guzmán (1894-1983) and painter Tito Enrique Cánepa (1916-2014). Both were enormously influential in their chosen professions, contributing to the development of new hybrid artistic forms that combine traditional and modern elements and incorporate styles from different cultures. Cánepa used his art to express political themes, chiefly his opposition to tyranny and imperialism, while Petitón Guzmán used eclecticism and formal innovation as the vehicle of his revolt. The archival collections of both artists provide a remarkable glimpse of early twentieth-century cultural history of Dominicans and Latinos in New York City.

### Essential Questions:

1. How is the art by Rafael Petitón Guzmán and Tito Enrique Cánepa different?
2. What makes these artists unique?
3. What elements 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?

### Objective:

1. Students will learn about Rafael Petitón Guzmán and Tito Enrique Cánepa, in order to understand the contributions of Dominican artists in creating a new art form.
2. Students will make connections between art and culture, in order to find the evidence of the Dominican culture within the works of Rafael Petitón Guzmán and Tito Enrique Cánepa.

Middle School	High School
<i>Final Project</i>	<i>Final Project</i>
<p>Written Work:</p> <p><b>Biography:</b> Students choose one of the artists discussed in the lessons, and write a short <a href="#">3-paragraph essay</a> describing their lives and important events.</p> <p><b>Informational Text:</b> Students choose one of the artists and describe their art form using key vocabulary in a <a href="#">3-paragraph informative essay</a>.</p>	<p><b>Presentation Topics:</b></p> <ol style="list-style-type: none"> <li>1. Music in 1920's: Rafael's contribution.</li> <li>2. Art in the 1920's: Tito's contribution</li> </ol> <p><b>Advanced Topic:</b> Cross cultural, the art and culture of both artists and what it says about Dominicans of the time.</p>
<i>Activities</i>	<i>Activities</i>
<p><b>Timeline:</b> Students will create a timeline representing the lives of these artists from their birth until their death.</p> <p><b>Gallery Walk:</b> Students will explore the work and sounds of these artists in order to understand their perspectives.</p>	<p><b>(Art Specific Content) Artistic Elements:</b> Students will look at the specific artistic elements used by Tito Enrique Cánepa (line, shade, color, etc.) Students will explore the artistic influences of Rafael Petitón Guzmán (instruments, rhythm, note, chord, etc.)</p> <p><b>Social Context:</b> Students will investigate the early twentieth century looking for the number of Dominicans in the United States, and the waves and patterns of immigration from the Dominican Republic to the United States.</p> <p><b>Circle of Questions:</b> Students create a circle of questions from their initial reactions, one leading to one another, and all directed at the discovery process of looking through the information provided by the <a href="#">CUNY Dominican Studies Institute</a>.</p>

LESSON ONE

Middle School	High School
<p><b>Aim:</b> Students will learn about the artists’ lives through speaking, reading and looking at artifacts.</p> <p><b>Objectives:</b></p> <p><b>Language:</b> Students will discuss with their classmates what they have learned using accountable talk expressions such as: “according too, I saw, and I heard”. Students will write their initial reflections.</p> <p><b>Content:</b> Students learn 3 facts about one of the artists.</p> <p><b>Agenda:</b> Do Now: How do artist represent their culture through their artistic expressions?</p> <p><b>Mini Lesson:</b> Describe <a href="#">CUNY DSI</a> and the <a href="#">Exhibit</a>, the pairing of students and the artist they will focused on.</p> <p><b>Independent Work:</b> Students walk around to learn three facts about their selected artist, and write down the information on a graphic organizer.</p> <p>Students will create a parallel timeline for both artists using the information from the <a href="#">exhibit</a>. Students will also be encourage to investigate more details about the artists’ life.</p> <p><b>Assessment: (Exit Ticket)</b> What evidence of the artist culture did you notice from the artifacts?</p> <p><b>Scaffolding:</b> ELL students could be in a Triade, walk with a partner, and discuss what they see, read and listen to.</p> <p><b>Expansion Activity:</b> Bring the artifacts to the tables and talk about what they see or hear, and how do they see or hear the artist culture being represented.</p>	<p><b>Aim:</b> Students will develop background information of the artists.</p> <p><b>Objectives:</b></p> <p><b>Language:</b> Students will be discussing and writing their reactions, reflections and questions.</p> <p><b>Content:</b> Students will identify a trend/element of the art they observe of the twentieth century.</p> <p><b>Agenda:</b> Do Now: What do you know about New York City in the early twentieth century (1900-1950)? What do you know about art of this time?</p> <p><b>Mini Lesson:</b> Brief description of Trujillo dictatorship in the Dominican Republic, 1930-1961.</p> <p><b>Independent Work:</b> With the artifacts and a computer, students work in groups to create an image of the early twentieth century through the lives of Petitón and Cánepa. Different groups will be focusing on different artists.</p> <p>Students select questions to research based on the artifact and the mini lessons. Students will explore the <a href="#">CUNY DSI site</a> and/or relevant sources to gather more information.</p> <p><b>Assessment: (Exit Ticket):</b> Reflect on how the social/political climate of a country affects the art of the time.</p> <p><b>Scaffolding:</b> Students should be provided question stems, and an overview of the 5W’s1H.</p> <p><b>Expansion Activity:</b> Students can compare/contrast Picasso’s <i>Guernica</i> with Tito’s <a href="#">The Gulf of Arrows</a>.</p>

**LESSON TWO**

**Middle School**

**High School**

**Aim:** Students will write a [3-paragraph essay](#) on one of the artists.

**Objectives:**

**Language:** Students will write a [3-paragraph essay](#).

**Content:** Students will describe the evidence of the Dominican culture in the artist work.

**Agenda:** Do Now: What makes these two artists unique or different from other artist of their times? ([Venn Diagram](#))

**Mini Lesson:** Review of a well-written [3-paragraph essay](#) including an introduction, body paragraph, and conclusion.

**Independent Work:** Using the [Venn Diagram](#) from the Do Now, and the previous classes' notes, students will be researching and writing a [3-paragraph essay](#) using information regarding the artists' work.

**Assessment:** [3-Paragraph Essay](#)

**Scaffolding:** Provide students an outline for writing an essay including sentence stems for transitional phrases and hook sentences.

**Expansion Activity:** Students could compare and contrast the Dominican artists with other artists of the time, and create a PowerPoint to present to the class. This extension can be done in groups of three.

**Aim:** Students will create a presentation based on their chosen question from the circle of questions activity from the day before.

**Objectives:**

**Language:** Students will present their investigation to their classmates.

**Content:** Students will cite credible resources as part of their research and presentation.

**Agenda:** Do Now: What elements of Rafael Petitón Guzmán and Tito Enrique Cánepa teaches the viewer about the Dominican Republic, about the connection between culture and art, or about the twentieth-century?

**Mini Lesson:** Review of a well-done presentation (images, information, resources).

**Independent Work:** Using the [Venn Diagram](#) from the Do Now, and the previous classes' notes, students will be preparing a presentation using information regarding the artists' work.

**Assessment:** Presentation

**Scaffolding:** Provide students an outline for preparing a presentation including images and resources.

**Expansion Activity:** Students could prepare a presentation that include both artists and share it with the rest of the class.