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Exhibit Curriculum for Condition: My Place Our Longing (Planning and Overview)

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Curriculum

Unit: Condition: My Place Our Longing / Condición: Mi Lugar Nuestro Anhele
Planning and Overview

Level: Middle School and High School

EXHIBIT OVERVIEW:

This exhibit highlights the work of two young Dominican immigrant artists living in New York: Julianny Ariza and Leslie Jiménez and showcases original pieces produced between 2011 and 2012 that explore the subject of living in between two worlds, and other conditions of living.

IDEAS FOR FINAL PROJECT:

Poem(s):

Exploring the ideas of longing, being born in one land and living in another; belonging to two lands, or none.

Visuals:

Collage Representation: using similar techniques the artist used (red crimson stains of shapes resembling fading skinless bodies like in the works of Leslie Jiménez and/or self-portraits like in the works of Julianny Ariza).

Paintings: that represent the reality and imagery of the artist observation and representations of their own lives.

Artist Critique:

Literary Essay analyzing and exploring the ideas of belonging in two worlds, using anecdotal evidence through interviews and/or oral histories of such communities.

Essay focusing on the social, political, geographical experience of Dominicans in the U.S.

Language Analysis focusing on the use of language as a tool or barrier when living in two cultures. Students could focus on looking at the word *Anhele* versus *Longing*, and the time it takes Dominican immigrants to switch languages entirely. How does this change affect their sense of belonging?

Essay looking at the work of Dominican artists focusing on Julianny Ariza and Leslie Jiménez.

Ideas for Essential Questions for Final Project

1. How does belonging from two places shape a person's identity? How does feeling as if one does not belong to any place shape their perspective? How does longing for a place that may not exist help artistic expression through poetry? What is longing?
2. a) How does collage best represent the artists' use of fading skinless bodies? What does this representation identify? How are self-portraits a representation of two places? How do our identities represent two places or none?

b) How does art help us represent our reality? How does painting our observations of life inform our representation as people in a new country?
3. a) What does it mean to belong to two different worlds? Who belongs to two different worlds? How do they navigate their worlds? What makes this experience of living in two different worlds, unique or challenging? Why do people, in particular Dominicans, feel they live in two different worlds?

b) Who are Dominicans? When did they arrive to the United States? How is each wave of Dominican immigrants to the United States different? What were the reasons for their migration? What do Dominicans do when they get to the United States? What are their hopes and dreams? How do they participate in the American dream when they arrive to the United States? Where do Dominicans settle once they arrive to the United States? How have the generations of Dominicans in the United States changed? How do Dominicans live in two worlds, how do their two worlds shape their experiences?

c) What language do Dominicans speak when they migrate to the United States? How many years or generations still speak their native language of Spanish? How do Dominicans experience language instruction once they arrive to the United States? How does learning a new language affect a Dominican's identity? How are both languages different in the Dominican experience, the meaning, and what they convey? What language do Dominicans dream in? How does changing language affect their sense of belonging?

d) How do Leslie Jimenez and Julianny Ariza represent the belonging in two worlds in their art? How do they use art to express their experience? What does their art tell you about their experiences? How does Leslie Jiménez and Julianny Ariza differ from other Dominican artists? How are they similar?

ACTIVITIES FOR PROJECTS

Gallery Walk: Looking at Leslie and Julianny’s work from the lenses of artist, looking critically at what their arts and art forms say. Focusing on specific guiding questions.

Art Study: Students can focus on one piece from the collection to analyze and commemorate in a way through the students own artistic representation focusing on the themes that the artist displays.

Art Making: Students can learn the specific use of fabric, paint, and paper mache to create their own artwork based on the techniques they observe from Julianny and Leslie.

Turn and Talk: Students are provided with a specific art piece from the collection and are instructed to reflect and interpret what they see.

MINI LESSONS

1. Teachers should focus on a clear definition of theme, and the way themes are represented in artwork.
2. Teachers with artistic background can teach specific art techniques such as line, color wheel, vanish point, etc.
3. Teachers could create criteria for analyzing artwork having students understand representation, color choice, interpretation, and design but not limited to these.
4. Teachers could also provide a basic general lesson on how artists represent the world around them. The importance of art as an interpretation of the human experience.
5. Teachers could also provide an overview of art in the Dominican Republic, outlining art form, media, and representation.
6. Teachers would also need to provide students a vocabulary lesson for students that do not know how to describe or interpret art.

STRATEGIES

Framer Model: Students would use the frayer model to help them learn new vocabulary.

SIOP 7 Step Vocabulary Learning: Teacher can provide students with the 7 step vocabulary building in order to help assist students build tier 2 vocabulary to use during their analysis of the art work orally or written.