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Exhibit Curriculum for Condition: My Place Our Longing (Lesson 2 of 2)

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Curriculum

Unit: Condition: My Place Our Longing / Condición: Mi Lugar Nuestro Anhele
Representation of Longing in Leslie Jiménez and Julianny Ariza’s Art – Lesson 2 of 2
Level: Middle School

Enduring Understandings:

1. Students will understand the way artists represent their observations of their life, life experiences, and emotions into two/three dimensional works of art.
2. Students will be able to talk about what art is saying about society.
3. Students will be able to discuss how Leslie and Julianny represent their sense of longing in their art.

Standards: [CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Measurable Objectives:

1. Students will be able to use key vocabulary in order to speak about Julianny and Leslie’s art.
2. Students will write in full sentences using key vocabulary to reflect on the representation of culture and the social experience in Julianny and Leslie’s art.

Essential Questions:

1. How does feeling as if one does not belong to any place shape their perspective?
2. How does longing for a place that may not exist help artistic expression through painting or sculpting?

Guiding Questions:

1. What is longing?
2. What does it mean to belong?
3. What is perspective?
4. How do artists express their experiences through two/ three dimensional form?

Resources and Materials:

1. CUNY Dominican Studies Institute Exhibit **Condition: My Place Our Longing / Condición: Mi Lugar Nuestro Anhele**
2. Construction paper, paint, canvas, markers, crayons, magazines, glue, scissors, line paper.

Motivation (Hook):

Students will get a worksheet where they will match Leslie Jiménez and Julianny Ariza's art piece with their title. Teacher will then expose the students to the titles and ask: How do the names of the pieces help you understand what they are representing in the artwork?

ACTIVITIES/SEQUENCE:

Mini Lesson: Provide students with a glossary of words used to describe artwork, in addition to themes that are represented in Leslie and Julianny's work (longing, belonging, immigration, and community).

Bubble Brainstorm: Students will be paired up and given one piece of work from either Leslie or Julianny's collection to analyze further. Students will create a bubble brainstorm to identify the representations in their respective artist, the interpretation, and identifying elements of society.

Whole Class: Students will share out what they discussed and the teacher will be leading the conversation by asking students the guiding questions and essential questions.

Personal Bubble Brainstorm: In order to represent their own experiences visually or in writing students will create a personal bubble brainstorm considering what they want to represent, their life experiences, emotions or events.

Closure: Students will share what they have created to their partner.