

Political Public Art in Northern NM

This Unit amplifies the significance of northern New Mexican artists who highlight the Chicana/o culture and social justice struggle through visual representation. Adelita Medina and Samuel Leyba were active members of the Chicana/o Movement in New Mexico, and continue to raise the importance of social justice in their art. They have painted on walls and on canvases, highlighting Chicana/o solidarity with others in their communities and across the world in shared struggles. They have both been public artists since the 1970s in Northern New Mexico and enjoy educating people through art. They continue to work with communities to integrate art into the ways we understand history and social movements.

Compelling Question

Is there a difference between political and public art? If so, what is the difference and why?

Why is political and public art important for a community and the broader world?

VISUAL ART STANDARD 7-12

Responding, understanding and evaluating how the arts convey meaning.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Presenting: Realizing, interpreting and presenting artistic ideas and work.

Anchor Standard #4. Select, analyze and interpret artistic work for Presentation

Creating, conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

HS: US History 9-12

Theme 9: Civil Rights and People Power Movements

Ethnic, Cultural, and Identity Studies 22. Community Equity Building

9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Theme 11: The United States in a Global Age (2008–Present)

9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions,

individual champions, social movements, and local community, national, and global advocacy.

- 9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21st-century U.S. society.
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7th Grade Theme 1: The Land, People, and Resources of New Mexico

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

- 7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.
- 7.22. Evaluate how society’s responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

Staging the Question

What messages do you see Samuel Leyba and Adelita Medina conveying with their art? How? Why? Think about why this message is important for you and your community.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Why is political art important? Explain what political art means to you. Your community? The world?	Why is public art important? Explain what public art means to you. Your community? The world?	What issues do you want to educate people, your peers, community about? Why? How can you create mural, mosaic art that is both political and public?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<ol style="list-style-type: none"> 1. Learn about Adelita Medina 2. Analyze her art work. What is the message behind the art she is producing? How can you tell? Why is she passionate about her art? 3. Research the meaning behind the political art she is creating. 4. Present one of her paintings and the historical significance of painting. What is the message the art piece is conveying? 	<ol style="list-style-type: none"> 1. Learn about Samuel Leyba 2. Analyze his art. What is the message behind the art he is producing? How can you tell? Why is he passionate about her art? 3. Look, think, reflect and write what you think his art is trying to convey to the public. 4. Now listen to his explanation, the meaning behind the public art he created. 5. Present one of his art pieces and discuss the historical significance of the piece. What is the message he is conveying? 	Teacher should have: <ol style="list-style-type: none"> 1. Canvas, or butcher paper, or large sheets of paper. 2. Markers/ paints or glass or ceramic tiles.
Featured Sources	Featured Sources	Featured Sources
<ol style="list-style-type: none"> 1. Article: Featuring the Art of the Chicana activist Adelita Michelle Medina for the Ethnic Studies Classroom- this article includes Instructions for students and teacher 2. 6 paintings from Adelita Medina 	<ol style="list-style-type: none"> 1. Google Maps featuring Samuel Leyba's public art. https://arcg.is/1eevqD4 2. Instructions for teachers and students 	***Teacher should have: <ol style="list-style-type: none"> a. Canvas, or butcher paper, or glass or ceramic tiles. b. Markers and paints

Summative Performance Task	Argument	When looking at political art and public art, what is the political message and/or advocacy the artist wants to convey? Why? What can we learn collectively from art that is public and political?
	Extension	What is an issue you would like to artistically represent? Why? How will you convey it?
Taking Informed Action	<p><i>Think about the message you want to convey. How will you convey the message?</i></p> <p><i>Think about a place in the community and or school you want to create this canvas or mural. How will you be able to get access to the wall or how will you get access to display your art work/painting?</i></p> <p><i>Plan a show where you can display your public political art. It can be a place in the community such as a coffee shop or community center.</i></p>	