

InsideART Spring 2025

X Factor: Latinx Artists and the Reconquest of the Everyday

InsideART

Title

Lucia Hierro: X Factor, Latinx People and Artists in the U.S.

Estimated Time for Completion of Lesson

1-2 class sessions

Concept/Main Idea of Lesson

People of Latin American heritage in the U.S. have a rich heritage and complex history. The exhibition, *X Factor: Latinx Artists and the Reconquest of the Everyday*, reflects this richness and complexity through the art works of U.S.-based Latinx artists featuring everyday objects and ideas that reflect their realities. This lesson focuses on the life and work of Lucia Hierro, one of the artists featured in the exhibition.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts
Social Studies

Curriculum Standards

Florida State Curriculum Standards

Visual Arts:

- VA.68.H.1 and VA.912.H.1
 - Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- V.A.68.C.1.2
 - Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.912.H.3.1
 - Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

- VA.68.C.1 and VA.912.C.1
 - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- VA.68.S.1 and VA.912.S.1
 - The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.
- VA.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
- VA.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- VA.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Social Studies:

- SS.912.H.1.1
 - Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.2
 - Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.2.3
 - Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
- SS.912.H.2.5
 - Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
- SS.912.A.1.7
 - Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.H.1.3
 - Relate works in the arts to various cultures.

National Standards for Arts Education

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies Themes

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Global Connections

Instructional Objectives

The student will:

- become familiar with the work of artist Lucia Hierro;
- consider how Hierro's artwork elevates aspects of her environment and culture;
- design a work of art that reflects the student's own environment and culture.

Learning Activities Sequence

Prior to Class: Familiarize yourself with all lesson materials, review the Notes View at the bottom of the PPT slides. Activate the PowerPoint presentation and display slide 1.

Attention-Getter: *Critical and Analytical Viewing* (5-10 minutes)

Project slide 2 from the lesson PowerPoint. Guide student viewing and facilitate discussion by asking:

- By a show of hands, does anyone recognize this object?
- Look at the writing on the object: in what language are the words written?
- For those of you who understand Spanish, what do the words mean?
- What is the red line that runs down the middle? What is it used for?
- How big do you think the object is?

Explain that Café Bustelo is a familiar product in many Latinx¹ homes. The piece is the work of artist Lucia Hierro, a Dominican American conceptual artist from New York.

Advance to Slide 3, showing a gallery view of the work. Point out the dimensions of the sculpture. Ask:

- Are you surprised by its size?
- Why do you think the artist made it so large?
- What might she be conveying with this work?

Learning Activity: *PPT-Guided Teacher Explanation, Interactive Note-Taking, and Discussion* (20 minutes)

Progress through Slides 4-14, allowing students to examine and reflect on the images, sharing the information on the slides and in the Notes View, and facilitating discussion by asking and receiving questions from the students.

¹ "Latinx" will be defined and explained in the lesson. The term is often used interchangeably with "Latino/a" and "Hispanic."

Closure: Whole-Class Discussion (10 minutes)

Advance to Slide 15.

Read aloud the quote by the artist, reflecting on her work:

“If I’m going to talk about home, or a concept of home in a neighborhood kind of setting, what’s more personal than a material that one wears, or sleeps in, or sits on? There’s an intimacy with that.”

After reading the quote by the artist, animate the slide to show the final reflection question, asking students to consider:

- *When you think about the concepts of home and neighborhood, what images come to mind?*

Artwork Design Project

To be completed as either an in-class assignment the next day or as a homework assignment, ask students to conceptualize, design, and sketch a work of art in the style of Lucia Hierro that reflects an everyday object in their life holding special significance.

Optional: allow time for students to share their designs and/or have students write a short reflection on their work.

Evaluation/Assessment

Participation in class discussion, engagement in presentation, note-taking, completion of artwork design project.

Optional Extension Lesson

Extend the lesson by presenting an overview of the Dominican Diaspora to the United States, helping students contextualize the Dominican Republic’s history, geography, and cultures.

Suggested organizations and websites:

- AFS-USA: <https://www.afsusa.org/countries/dominican-republic>
- Beyond Walls: https://beyondwalls.org/lesson_plans/discover-the-dominican-republic-and-the-merengue
- Embassy of the Dominican Republic: <https://www.dominicanembassy.org.uk/dominican-republic/facts-and-figures> and <http://www.domrep.org/kids.html>
- World Factbook: <https://www.cia.gov/the-world-factbook/countries/dominican-republic>

Materials and Resources

- PowerPoint Presentation: *X Factor: Lucia Hierro*
- Pen/Pencil and paper or student notebooks
- Computer with projector

Special Learner Accommodations

Things to consider:

- Extra time for note-taking
- Translation dictionaries/programs for English learners
- Visually-rich PPT
- Graphic organizers
- Small group discussions/cooperative learning
- Alternative assessment options

References

Hierro, L. (2024). *Lucia Hierro: About*. <https://www.luciahierro.com/about>

Read, B. (2018). *In Detroit, finding art on the shelf at your local bodega*. Vogue. <https://www.vogue.com/article/lucia-hierro-red-bull-house-of-art-detroit-mercado-interview>

Zotos, J. (2019). *Pop art and identity politics spark Lucia Hierro's Dallas show of uncommon depth*. The Dallas Morning News. <https://www.dallasnews.com/arts-entertainment/visual-arts/2019/09/23/pop-art-and-identity-politics-spark-lucia-hierro-s-dallas-show-of-uncommon-depth>