



Art of Work

Look & See: Who do you want to be?

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Educator Resources and Lesson Plans

Fall 2016

objects from the UMFA Education Collection



American Southwest

Bear Kachina Doll

Cottonwood root, clay, animal fur, leather, textile,
pigment

21st century

ED2016.2.1



Mesoamerica (Mexico, Belize, Guatemala, El Salvador,
Honduras, Nicaragua and Costa Rica)

Chacmool

Terracotta

Date unknown (art-form made c. 800–1500 C.E.)

ED 1996.10.1



unknown Utah artist
Sarah Nisoneer, Santaquin
 Photograph
 1894
 ED2006.2.4

Peru
Lake Titicaca (Titiqaqa) embroidery
 Textile
 Late 19th / early 20th century
 ED2006.2.184



Konishi Hirotsada (also called Gosotei Hirotsada)
 (c. 1819–1863), Japan
Untitled
 Woodblock print
 ca. 1850s
 ED1996.12.3

Look & See: Who do you want to be?

Laura Decker and Annie Burbidge Ream

Objectives

Using objects from the UMFA Education Collection as inspiration, students will:

1. interact with 5 objects using all of their senses through drawing, writing, movement, memory, and tactile experiences.
2. discuss various types of labor and work across cultures and time periods.
3. connect art to Core Subjects at grade appropriate levels.
4. increase dexterity through a variety of hands-on art making tools.
5. make a self-portrait depicting what they want to be when they grow up.

Intended Audiences/Grade Levels 3rd grade

State Core Links (see State Core Links at the end of this lesson plan)

Duration 60 minutes

Materials

- Objects from UMFA Education Collection or reproduction images.
- Field-guide booklets, folded in half and stapled down the middle (see Additional Resources)
- Game cards (see template in Additional Resources)
- Colored pencils
- Clay, play dough, or model magic
- Construction paper
- Scissors
- Glue sticks

Vocabulary/Key Terms

Job something someone does, often to make money

Work to have a job

Tool something you use for work or to do a job

Self-portrait a picture of you

Community a group of people

Activity

Part One: Looking and interacting with objects.

1. Divide the classroom into 5 stations. Place one object, its corresponding cards, and a sand timer at each station. (Cards are grouped by color.)
2. Discuss object handling (one person, two hands at all times; hold the object over a table; always wear gloves).
3. Pass out gloves and field guide booklets to each student.
4. Divide students into 5 groups, and assign 1 group at each station. Don't give students any background information about the art works.
5. Give students 5 minutes (one turn of the sand-timer) at each station to work from the cards and rotate them to the next object station. Have students note their observation and responses in their field-guide booklets.

Part Two: Come back together and discuss objects as a group.

- Which object was your favorite? What did you notice about it?
- What do all these objects have in common?
- They also show people working.
- What are some kinds of work you can think of?
- What kinds of work do you think these people are doing? (Go through them one-by-one?)
- What is a tool? What kinds of tools do you see in these objects? What tools might help these figures do their jobs?

Part Three: Reflection. Make your own self-portrait. Review different jobs and roles in the communities you are studying. Discuss as a group or as an individual writing prompt:

- What do you want to be when you grow up? What kinds of tools will you need to do that job?
- Spend a couple minutes drawing a sketch of yourself showing what you want to be when you grow up. What tools will you include?

Pass out supplies for students to make cut paper self-portraits depicting themselves in their chosen career, highlighting the tools required for the job.

Part Four: Wrap-up. Discuss as a group:

- What do you want to be when you grow up? (Have each student answer and write them on the board.)
- Are there any common jobs listed?
- What tools are you going to need in your job? Why?

Display students' self-portraits around the room. Consider possible groupings with the students: by profession, color, tools, etc.

State Core Links

3rd Grade Visual Arts

Strand: CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation

Strand: PRESENT—Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented

Strand: RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator

Strand: CONNECT—Students will relate artistic skills, ideas, and work with personal meaning and external context.

3rd grade

Social Studies

Standard 2: Students will understand cultural factors that shape a community.

Standard 3: Students will understand the principles of civic responsibility in classroom, community, and country.

Science

Standard 1: The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.

Objective 1 Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions)

Additional Resources

Game cards 4.25"x 5.5" are color coded:

- **Chacmool + H E R O letter cards (brain)**
- **Sarah Nisoneer, Santaquin (memory)**
- **Bear Kachina Doll (body)**
- **Lake Titicaca (hands)**
- **Konishi Hirosada woodblock print (imagination)**

Use your hands!

- o **What are these people doing? What tools are they using?**
- o **Use colored pencils to draw all the colors you can find.**
- o **If you could be one of these people, who would you be? Draw that person.**

Use your imagination!

- o **What is this person doing?**
- o **What animals do you think would live here?**
- o **Write or draw a story about what happens next?**

Use your brain!

- o **What is this person thinking about?**
- o **What do they do for a job? Draw what you think he would put in his bowl.**
- o **Use the letters here to make a word that means “someone who is brave and helps others.”**

Use your body!

- o **Use your body to act out what this animal is doing.**
- o **What does it sound like? Make the sound with your neighbor.**
- o **What story do you think this animal is telling? What would you put in its hands? Make it out of clay.**

Use your memory!

- o **What is this person doing?
What tools are they using?**
- o **Look at this picture through
the magnifying glass.**
- o **Now, turn around and draw
what you saw. If you need
to, you can look only one
more time.**



