



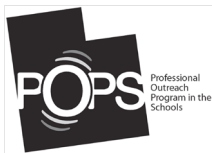
ART OF WORK

How many words can you think of to describe the idea of work?

Job, task, occupation, labor, service, project, performance, undertaking, effort, activity – these can describe the diverse day to day activities that are part of everyone’s lives. From school to the office, the home to the outdoors, what we do for a living not only highlights who we are and what is important to us, but how contributing to our communities helps us all thrive. The artwork in this hands-on exhibition celebrates how the *Art of Work* is a global practice that crosses all times and cultures and is a key element to the human experience. The first section, **Human Resources**, considers how people contribute to the workforce by focusing on the well-being of their families and communities, past, present, and future. The second section, **Production & Construction**, explores how innovation and creativity makes work easier, brings people together, and creates constant change in our world. The third, **In the Elements**, examines how place and the environment affect how we work and what we create. From a crossroads, to materials and natural resources, the landscape around us not only shapes how we work, but also how we play – which might just be the most important part of everyone’s day!

About the UMFA | The Utah Museum of Fine Arts (UMFA) is Utah’s primary cultural resource for global visual arts. Unique in its dual role as a university and state art museum, the UMFA is Utah’s only visual arts institution that collects, exhibits, interprets, and preserves a comprehensive collection of more than 5,000 years of art from around the world.

The Traveling Museum Project installs exhibitions in communities and schools throughout the state of Utah using objects from the UMFA’s Education Collection. With an object-centered, inquiry-based approach, the Traveling Museum Project explores the roles that art plays in people’s lives across the globe. The goals of the program are to assist in the development of visual literacy, foster independent learning, and cultivate critical thinking, creativity, and curiosity.



MARCIA AND JOHN PRICE
MUSEUM BUILDING



HUMAN RESOURCES

I.

American Southwest

Moccasins

Animal skin, beads, thread

Early 20th century

ED 1999.4.1 a&b

- **Do you have anything similar to these at home? How are they the same and how are they different?**
- **How do you think these objects were made?**

Moccasins are *traditional* shoes that are created by many, diverse American Indian cultures throughout the United States and today are used as part of traditional clothing or *regalia* to celebrate native cultures. They are made from a single piece of deer or animal skin sewn together and are often decorated with detailed and colorful beadwork that tell stories and are *symbols* of the family, culture, or interests of the wearer. The tradition of how to make objects like moccasins are commonly passed down in a family from generation to generation in order to keep the process and techniques alive, as well as educate on histories of family and culture.

Think about: Has anyone in your family ever taught you anything? What was it? Why is it important to pass down ideas and skills? How might those ideas help your community?

HUMAN RESOURCES

2.

Iran

Bowl

Brass

Early 20th century

ED 2006.2.222

- **If you could put anything in this bowl what would it be?**
- **Notice the designs and patterns etched into this bowl. Sketch them on a piece of paper.**

The designs on this bowl are a simplified version of an Islamic “arabesque” *pattern* that can be found on many types of art from buildings to everyday objects in the Middle East. Arabesque is a *geometric* pattern that starts at a central point and grows outward making the design bigger. It visually represents the idea of movement, never-ending, and *infinity*. Bowls like this are used every day for family meals and around the house and can range from being highly decorated to simpler depending on the artist who made it. What designs would you add to this pattern to make it grow?

Think about: What tools do you think were used to make the design on the bowl? Why do you think this design is found on many objects throughout the Middle East? Do you have a favorite object you use every day? What does it look like? Why is it important to you?

HUMAN RESOURCES

3.

Ghana

Kente cloth

Textile

21st century

ED 2016.1.4

- **What colors, patterns, and textures are on the clothes you are wearing today?**
- **Do you see any of the same colors or patterns on this artwork?**

The word “kente” means basket and refers to brightly colored cloth woven together to make *textiles* worn by the Ashanti people going back to the 1600s. Originally made for *royalty*, kente cloth today are worn by many men and women and are important objects that tell stories of the history of the Ashanti kingdoms, the slave trade, and life today in Ghana and West Africa. Both the colors and patterns have special meanings, often telling many stories in one textile. The zig-zag pattern on this artwork show that life is not a straight path; the colors - green, gold, blue, and maroon - represent good health, wealth, love, and protection; as if wishing those things for the wearer.

Think about: How do clothes tell a story about who you are, what you like to do, and what is important to you? If you could make something wearable what would it look like? What materials and tools would you use to make it? Why is it important that cultures, communities, and families pass down stories and histories? What do stories teach us?

HUMAN RESOURCES

4.

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

- **Use your body to create the same position as this figure. Is it easy or hard to recreate?**
- **What is this figure looking at? What is he thinking?**

Little is known about these ancient artworks, even the name “chacmool” was made-up by a French/American explorer who discovered one at the ruins of the Mayan city of Chichen Itza in 1875. They are mysterious objects because the *diverse* cultures that created these sculptures for hundreds of years rarely interacted and yet the form of the chacmool is almost always the same. It is believed that these male stone sculptures represent a powerful soldier, warrior, or god and is used as part of a religious *ceremony*. The bowl that he is holding would be filled with an *offering* and symbolizes a connection between this world and the afterlife.

Think about: Why do you think chacmoos all look the same despite different people and cultures making them? Can you think of any religions today that have symbols, people, and ideas that many people can recognize? Why would that be important?

PRODUCTION & CONSTRUCTION

5.

India

Fabric printer

Wood

19th century

ED1995.6.41

- **This object is a tool used to make something. Can you guess what it is used for?**
- **What material is it made out of? What tools were used to create it?**

A fabric printer is like a big stamp. Designs and patterns are carved out of wood then different colors of ink are painted over the design and pressed, or stamped, onto a piece of fabric. This object was likely used on silk. After the fabric was printed, it would be turned into clothing. Before the *invention* of a fabric printer, an artist would paint textiles by hand. How does the fabric printer make work easier? Imagine that you have just used this object to print on a large piece of fabric. What colors did you add to this design? How would it look printed over and over again on the fabric? Would you need to be careful how you stamp the printer on the fabric? On a piece of paper sketch a design that you would like to turn into a stamp.

Think about: How do you think designs for clothing and fabric are made today? Do you think the same fabric printer techniques are used today or are there new *technologies*?

PRODUCTION & CONSTRUCTION

6.

Turkey (Byzantine Empire)

Copper Follis Coin

Copper

6th century

EDI998.3.25

- **As you hold this object in your hand, notice its size. Are there any coins that we use today that are similar in size?**
- **Is it heavier or lighter than you thought it would be?**

Millions of copper follis coins like this one were made, or *minted*, each year in the Byzantine Empire (330-1453 C.E.). Because money traveled all over the empire from person to person, the images on the front of the coins were important—powerful *propaganda* pictures of news from the empire, stories about the ruler, and religious teachings. Think about the coins we use today. What is on the front and back of each coin? Look at the figure on the front of this coin. Who do you think this person is? What are they doing? Also like today, different coins were worth different amounts depending on what materials they are made of and how big they are. A gold coin would be worth more than a silver or copper coin, for example. The value of the coin is detailed on the back. “M” is the Greek numeral for 40 nummi, showing how much this coin is worth. Underneath the “M” are the letters “C.O.N.”—the capitol of the empire, Constantinople (today Istanbul), where the coin was made. The “A.N.N.O” means “year” and the roman numerals underneath tell the year the coin was made.

Think about: Look at coins that you have in your house or at school. What do they tell us about the country they are from and what is important to the people living there? How might this bring people together or split them apart? On a piece of paper, draw a picture of a coin you would design to tell something about where you are from.

PRODUCTION & CONSTRUCTION

7.

Utah
Sarah Nisoneer, Santaquin
Photograph
1894
ED2006.2.4

- **What do you think this machine is used for?**
- **How do you think the woman makes the machine work?**

Spinning is the first, and important, part of textile *manufacturing*. A spinning wheel is used to twist materials, like cotton or wool, and draw them out into thread or yarn that is made into textiles or clothing. Before the spinning wheel was invented in India between 500 and 1000 CE, the spinner would have to do this process by hand. The Great Wheel, one of the earlier types of spinning wheels, is over 5 feet tall. To use it, yarn is tied onto the base of a *spindle* and connected to the wheel. The spinner adds a handful of fiber, holding it with the left hand, and begins to slowly turn the wheel with the right hand, while walking backward and drawing the fiber in the left hand away from the wheel. Try acting this out with a partner. Do you think the woman in the photograph spins yarn to make her own clothes and that of her family or is it a *hobby*?

Think about: Imagine all the different processes and people that are involved in making your clothes! People grow or make the raw materials, spin them into yarn, weave them into textiles, design patterns for the fabric, and finally make them into clothes!

PRODUCTION & CONSTRUCTION

8.

Peru

Lake Titicaca (Titiqaqa) embroidery

Textile

Late 19th / early 20th century

ED 2006.2.184

- **Name all the types of work people are doing in this image? Pick one to act out.**
- **If these were scenes in a movie, what would the soundtrack sound like?**

Lake Titicaca is a deep lake in the Andes Mountains on the border of Peru and Bolivia and is the largest lake in South America. The Andean people who lived here thousands of years ago thought that Lake Titicaca was the birthplace of the sun. Do you see anything in this object that tells that story? The main types of work here are farming and *agriculture*. What kinds of crops do you think they are planting? What other food do they get from the lake? Notice all of the people in this image. How does work bring them together? What tools are they using? What do they do for fun?

Think about: If you were to create an image about what people do for work in your neighborhood, what would it look like? What types of work and tools would you include? Would it take place inside or outside? Would people be working together or by themselves?

IN THE ELEMENTS

9.

Konishi Hirosada (also called Gosotei Hirosada)
(c. 1819 – 1863), Japan

Untitled

Woodblock print

ca. 1850s

ED 1996.12.3

- **Who do you think this person is? What are they doing?**
- **What do you think happened right before this scene? What is going to happen next?**

The artist, Konishi Hirosada is a printmaker who is best known for his “yakausha-e” or actor prints. Hirosada created over eight hundred prints during the 1840s and 1850s where he depicts famous “kabuki” actors playing various roles and characters on stage. Kabuki is a popular type of Japanese dance-drama theatre where actors are known to have elaborate costumes and makeup. In this print, the figure fills the artwork; the colors and patterns of his costume catch the viewer’s eye as he steps out of the grass. Do you see any clues that tell you this is a set on a stage or did the artist want to make it look like a real landscape? How does the artist create a sense of mood or drama to this scene? What kind of *character* do you think this actor is playing? What do they do for work? If you could add another character to this scene, what would it be and how would they interact with this figure?

Think about: How is acting a kind of work? Why do you think Hirosada wanted to create artwork about popular actors of his time? Is that something that is important to us now? Why do you think that is?

IN THE ELEMENTS

10.

Africa (likely Morocco)

Powder flask

wood, brass, twine

Early 20th century

ED 2006.2.62

- **What do you think this is used for?**
- **Where did the materials come from to make it?**

This small container was used to carry and hold gunpowder, an important element of gun and shooting equipment used for hunting and the military. Before modern technologies, someone would have to load a gun with powder before they shot it. Powder flasks come in all shapes and sizes and are made of many different materials from leather, metal, animal horns, and wood, depending on what part of the world it is from. What do you think the landscape looks like where this flask came from? What natural materials would be found in this landscape? This flask is likely from Morocco, a country in Northern Africa that sits on both the Mediterranean Sea and Atlantic Ocean. Because of its location, Morocco is a gateway to both Europe and Africa and is known for its *trade* of goods and materials in open-air markets called “Souks.”

Think about: Where do the objects and materials you use everyday come from? Are they found in your town or were they sent to you from somewhere far away? Why might you want to buy things locally? Globally? How has the Internet affected how we buy things and where they come from?

IN THE ELEMENTS

II.

Unknown artist, Utah
Bingham Canyon Mine
 Photograph
 20th century

Lee A. Olson, Utah
Smelter Smoke, Garfield
 Photograph
 20th century

Courtesy of Utah Division of State History

- **Using the magnifying glass, look closely at both of these photographs. Notice the big details, and zoom in to see the smallest.**
- **Write down three words to describe each image. What questions do you have about these artworks?**

Utah is filled with *natural resources*. From its diverse *ecosystems*, five national parks, and rich minerals like coal and copper, our state is a source of inspiration, materials, and labor for the people that live here. These photographs detail different aspects of the mining process in Utah, from excavation to processing. If you were to put these in order, which photograph do you think would be first in the process? Look at *Bingham Canyon Mine*. Northern Utah’s Bingham Canyon Mine, is the largest man-made excavation on earth. How big do you think the mine is? Can you find any roads or houses in this photograph for reference? How do you think the mine was made? What is the same and what is different about the mine and the surrounding mountains? Now look at the photograph, *Smelter Smoke, Garfield*. What is different about this picture than the other? What does this photograph remind you of? What do you think is happening here? Why do you think the artists wanted to take pictures of these landscapes? What do you think these landscapes look like today? What will they look like in 3,000 years?

Think about: Utah’s state motto is “*industry*.” What do you think that means? What does that say about people who live in Utah? Why is the beehive a symbol of Utah?



IN THE ELEMENTS

12.

American Southwest

Bear Kachina Doll

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

21st century

ED 2016.2.1

- **Notice all of the details on this figure, which is your favorite?**
- **What is its mood?**

Kachina dolls are figures carved out of cottonwood tree roots and used to teach children about traditions and religious beliefs of the Hopi and Pueblo cultures. There are more than four hundred kachinas in these cultures, and the dolls represent many things like spirits, ancestors, ideas, weather, elements, animals, plants, times of year, and natural *phenomenon*. This is a Bear Kachina. When you think of a bear, what traits and characteristics does it have? Are bears big? Do they have large teeth, powerful claws? In Hopi and Pueblo culture, the bear is a symbol of great strength and power and is known for healing and curing the sick. How does this figure visualize strength? Why would you need strength and power to heal? Unlike many other kachina dolls, the bear doesn't hold any tools in its hands. Why do you think that is?

Think about: What is your favorite animal? What traits does it have? What might those characteristics be *symbolic* of? On a piece of paper, draw your favorite animal and write a story about what it represents.



VOCABULARY

Tradition – The handing down of ideas, information, beliefs, customs, stories from generation to generation by word of mouth or practice.

Regalia – Ceremonial clothes of a group of people. Rich, fancy or dressy clothing.

Symbol – Something that represents something else.

Pattern – A decorative design that repeats.

Geometric – The combination of points, lines, shapes, angles, and figures. Pertaining to math and geometry.

Infinite – Endless, boundless, unlimited.

Woven – To form by combining materials, elements or details together. To interlace.

Textile – Any cloth or good made by weaving, knitting, or felting.

Royalty – relating to a king, queen, or someone with power.

Diverse – Of a different kind, form, character.

Ceremony – An important activity or event for religious, public, or state reasons. A formality, wedding, funeral, holiday.

Offering – To give, make, promise. Something given for a purpose, or a gift.

Invention – To create, produce or make up something using your own ideas.

Technology – Something made to solve a problem.

Minted – A place where coins and paper money are made under government authority.

Propaganda – The deliberate spreading of information, ideas, or rumors to help or harm a person, group, movement, institution, nation, etc.

Manufacturing – The making or producing of goods by hand or machine on a large scale.

Spindle – The rod on a spinning wheel which the thread or yarn is twisted on and is wound.

Hobby – An activity or interest for pleasure or relaxation and not a job or occupation.

Character – The features, traits, or qualities of a role, person, or thing.

Trade – Involves the transfer of goods or services from one person or group to another in exchange for money, goods, or services.

Natural resources – a source of wealth consisting of land, forests, mineral deposits, and water.

Ecosystem – a system, or a group of connected elements, formed by the interaction of a community of organisms with their environment.

Industry – Any general business activity, trade or manufacture in general.

Motto – A saying or expression that guides the purpose and idea of something.

Phenomenon – Something that is impressive, extraordinary, or remarkable; a wonder.

Symbolic – Something that represents something else.