



## 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*

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American Southwest

*Bear Kachina Doll*

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

21st century

ED2016.2.1



Iran

*Bowl*

Brass

Early 20th century

ED 2006.2.222



Africa (likely Morocco)  
Powder flask  
wood, brass, twine  
Early 20th century  
ED 2006.2.62



Turkey (Byzantine Empire)  
Copper Follis Coin  
Copper  
6th century  
ED 1998.3.25



India  
Fabric printer  
Wood  
19th century  
ED 1995.6.41



Lee A. Olson (dates unknown), Utah  
*Smelter Smoke, Garfield*  
 Photograph  
 20th century  
 Courtesy of Utah Division of State History



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

## ***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 7 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. make a self-portrait depicting what they want to be when they grow up.

**Intended Audiences/Grade Levels** 5th 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, 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 object(s), 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, field guide booklet, and a pencil to each student.
4. Divide the 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 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 them 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**

### **4th–6th 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*

### **5th grade**

#### **English Language Arts**

*Reading: Literature Standard 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

*Writing Standard 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*

*Writing Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

*Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

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*Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

#### **Methods for Assessment**

Assessment should be based on student participation, collaboration with other students, and creation of a self-portrait.

### **Additional Resources**

Game cards 4.25" x 5.5" are color coded:

- **Bear Kachina (brain)**
- **Fabric printer and Bingham Canyon Mine (memory)**
- **Lake Titicaca (body)**
- **Iranian Bowl (hands)**
- **Powder Flask and Copper Follis Coin (imagination)**

## Use your hands!

- o What do you think this bowl is used for? What would you put in it?
- o Notice how the designs etched into this bowl start at the center and grow outward. In your field guide, sketch your own pattern that grows.
- o Use the clay to sculpt a bowl. With the clay tools, carve your pattern into the bowl's surface.

## Use your imagination!

- o Pick one object. Write a short story about where the object has traveled. Where did the journey begin? Where did it end?
- o Draw a map to show the other object's journey. Did the objects ever meet on their journeys?
- o Using the crayon create a rubbing of the surface of both objects. What did you notice? *(Make sure to put your paper between the object and the crayon!)*

## Use your brain!

- o What is this figure's mood? What does its body language tell us?
- o Kachina dolls are used to teach children about traditions and religious beliefs in the Hopi and Pueblo cultures. Write down three words that describe a bear. What do you think this kachina symbolizes?
- o Draw your favorite animal and make some notes about what traits it has and what it might represent.

## Use your body!

- o Assign each person in your group a person in the work of art. Sketch your person and act out their body language.
- o As a group write a script including a beginning, middle and end about what the people in the artwork are doing. What are they talking about?
- o Using your script, recreate the scene by acting out what the people are doing.



# Use your memory!

- o **Spend some time looking at each object, then turn around and draw what you remember. If you need to, you can look one more time.**
- o **How are these objects different? How are they the same?**
- o **How might these objects tell stories about technology? Write down your ideas.**