



Art of Work

Look & See: Who do you want to be?

Utah Museum of Fine Arts • www.umfa.utah.edu

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

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?

Annie Burbidge Ream and Laura Decker

Objectives

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

1. explore how body language can communicate an idea, feeling, or image.
2. discuss different types of jobs that people do and the tools and equipment that they use.
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 PreK–Kindergarten

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

Duration 30–60 minutes

Materials

- Objects from UMFA Education Collection or reproduction images.
- Cards (see template in Additional Resources)
- Felt board and story pieces (included in hands-on exhibition)
- Paper doll for each student (see template in Additional Resources)
- Colored pencils, markers, or crayons
- Optional: 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
Body language	communicating something with our body through postures, gestures, facial expressions, etc.

Activity

Part One: Looking and interacting with *Bear Kachina*.

- What do you see? What is the artwork made out of?

- What is body language? Body language is communicating something with our body through postures, gestures, facial expressions, etc.
 - Have the students act out the bear's body language. What does its body language tell us about it?
 - What stories can you imagine about this figure? What do they do for a job?
- * Depending on your time, you could have the class sit together in a large circle, discuss object handling (one person, two hands at all times; always wear gloves), pass out gloves, and let each student handle the object passing it around the circle.

Part Two: Let's play a game! Divide the class into two groups. The groups will switch activities half way through.

Group 1

- Putting the cards in a hat or basket, call on a student to pick a card but not show it to the group. The student will use body language to "strike a pose" that acts out the word or idea on the card and the other students will guess what it is.
- What is the body language of the figure in Konishi Hirosada's *Untitled* print?
- Act out how he is holding his body. What happened right before this? What is going to happen next?

Group 2

- What are the figures doing in the Lake Titicaca textile? What stories might the images tell? This textile tells a story about work. What tools are they using? Why do people work? What different kinds of jobs or work can you think of?
- Lay the felt story pieces out on the floor or table. Using these story pieces and the felt board, students will develop a story about work highlighting different jobs and the tools that are used. Have one student at a time come up and add a story element to the board. Each student should build on the previous student's idea by repeating what the students ahead of them said and adding to the story.

Part Three: Reflection—Make your own self-portrait.

- What do you want to be when you grow up? What kinds of tools will you need to do that job?
- Give each student a paper doll template and pass out supplies to have them create a self-portrait of what they want to be when they grow up, highlighting the tools required for the job. They can use any medium for these, if you have a longer amount of time, cut paper is a nice option.

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

- Have each student show their self-portrait paper doll.

- How would you describe your job using body language?
- Have the students strike a pose of their job.

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

State Core Links

Kindergarten

K–2 Integrated Core

Standard 1: students will develop a sense of self.

- Objective 2 Develop and demonstrate skills in gross and fine motor movement.
- Objective 3 Develop and use skills to communicate ideas, information, and feelings.

Reading: Literature Standard

Standard 1: With prompting and support, ask and answer questions about key details in a text.

Standard 2: With prompting and support, retell familiar stories, including key details.

Standard 3: With prompting and support, identify characters, settings, and major events in a story.

Social Studies

Standard 4: (Financial Literacy): Students can explain how humans meet their needs in many ways.

- Objective 2 Explain that people have jobs and earn money to meet their needs.
 - a. Identify the jobs in the home and in the school.
 - b. Explain why people work (i.e., to earn money to buy the things that they need or want).
 - c. Describe different types of jobs that people do and the tools and equipment that they use.

Fine Arts, Visual Arts

Standard K.V.CR.1: Engage in self-directed exploration and imaginative play with art materials, and engage collaboratively in creative art-making in response to an artistic problem.

Standard K.V.CR.2: Build skills in various media and approaches to art-making; use art materials, tools, and equipment in a safe way; and create art that communicates a story about a natural or constructed environment.

Standard K.V.CR.3: Share and talk about the artwork and the process of making art while creating.

Methods for Assessment

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

Additional Resources

- Body Language Cards
- Paper Doll figure

TEACHER

SCARED

SLEEPY

JOB

WORK

HAPPY

SILLY

SAD

MAD

