This guide is designed to prepare your students for a meaningful Art Truck experience. A basic understanding of the artist(s) and the central ideas explored in the exhibit prior to the Art Truck’s visit will heighten your students’ enthusiasm and greatly enhance their appreciation of this unique opportunity.

Included in this guide is an introduction to this year’s Art Truck exhibit, WORK/TRABAJO: AN AUDIO-VISUAL EXPLORATION OF EFFORTFUL LIVES, as well as three lesson plans that will help your students understand and engage with the exhibit through hands-on activities. These lessons explore themes of perspective, storytelling, and culture, as well as generational notions of work. All three lesson plans can be easily adapted for students in grades K-12.
INTRODUCTION
ABOUT THE ART AND THE ARTIST(S)

THE PROJECT
WORK/TRABAJO: AN AUDIO–VISUAL EXPLORATION OF EFFORTFUL LIVES is a collective, participatory art project generated by the students and families of Westside neighborhoods of Salt Lake City.

The project was organized by Escalante Elementary school teacher Megan Hallett, who worked together with Framework Arts and KRCL Radio to produce the project. The real artists, though, are the elementary school students. Directed by Hallett, students investigated the concept of work in all its forms and used a broad storytelling framework to present it through sound and images. They asked their families to answer such questions as:

What do you feel appreciated for the work you do?
What kind of work do you help me do to be a good student and family member?
What kind of job do you want when you were my age?
What kind of work do you do outside our home?
What kind of work do you do to help me be a good student and family member?
What does work look like at home?

This artwork was created collectively with approximately 80 participants, each taking on different roles, who worked toward telling the story of effortful lives in a variety of ways.

- Framework Arts set the parameters for the project and invited all of the participants.
- KRCL was responsible for producing the audio piece and for teaching the students of Escalante Elementary School the basics of interviewing.
- The City Library helped with digital photo editing, printing, and display opportunities.
- Escalante Elementary School and their parents the basics of interviewing.
- Teens from Neighborhood House’s S.O.A.R. program walked their neighborhood and took photographs, and got their parents involved in the photography and audio recording of Salt Lake City.
- A number of community organizations, students, and families from the Salt Lake area worked together to make this project happen.

Even you are part of the project now, as you look, listen, and then talk about what work and an effortful life looks like for you and your family in your own community!

DISCUSSION TOPICS
PARTICIPATORY ART
What is it?
Participatory art describes a contemporary form of art that directly engages the audience in the creative process as participants. The artist or organizer invites the audience into the art in some way, allowing the viewer to feel more connected to a piece.

Some participatory art looks like a sculpture that is meant to be walked on, like those by Carl André, subverting the idea that art in a museum should not be touched.

Some participatory art is more active, asking audience members to physically add something to the installation.

COMMUNITY
A number of community organizations, students, and families from the Salt Lake area worked together to make this project happen.

What kind of community project could your class create?

- Framework Arts and KRCL Radio produced the project.
- The City Library helped with digital photo editing, printing, and display opportunities.
- Escalante Elementary School and their parents the basics of interviewing.
- Teens from Neighborhood House’s S.O.A.R. program walked their neighborhood and took photographs, and got their parents involved in the photography and audio recording of Salt Lake City.

INTENTIONS
Students are challenged to use their senses and memory to create collaborative multimedia artworks. They should try not to plan out their piece, but rather be guided by imaginative instincts. Then, students will practice art-making as a collaborative process by adding to their classmates’ pieces.

CONVERSATION
Often artists do not have a specific direction in mind for their work – the direction evolves as they are creating. It can be difficult to release inhibitions, plans, or preconceptions about what you want a project to look like. This activity helps students practice tuning into and expressing the abstract of their senses, feelings, and imagination. Before you start the activity, discuss these ideas with the students:

- Do you always plan out something you are making (drawing, painting, writing)?
- Do you think you always should?
- Why might it be good to avoid planning when creating?

ACTIVITY
1. Guide students through a creative brainstorming session.
   a. Prepare each student with paper and colored pencils.
   b. Ask students to draw 4 squares on their sheets, for 4 small thumbnail drawings.
   c. Ask students to close their eyes and listen as you guide them with sensory explorations like:

   - Think of the last time you did work. What did it feel like? What did it smell like? What color is this feeling, this smell?
   - Imagine yourself shrunken to the size of a finger, wandering around that environment. Now what does it feel like?
   d. Give students a few minutes to choose a few separate images that came to mind to draw in the thumbnails.

2. Ask students to choose one specific thumbnail to recreate in larger scale and greater detail with paint in about 10 minutes.

3. Ask students to copy this larger piece in paint one more time in 2 minutes.

4. Have students trade the copies until everyone has someone else’s. Then, give them 2 minutes to add to the work they have.

5. Continue to trade and add to others’ work for as long as you deem appropriate.

6. Finally, discuss the collaborative aspect of this project as a class.

- How did it feel to add to someone else’s creation?
- How did it feel to have someone else add to your work?
- Are you more cautious/deliberate when working on your own piece or someone else’s?

MATERIALS
Paper
Pencils/Pens/Markers
Watercolor/Acrylic Paints

LINKS
Heather Day Art Making
https://www.youtube.com/watch?v=hUXZrfPxdSY
https://youtu.be/qRcDHRJQ4IA

PRESENTED BY
Framework
90.9 KRCL
The City Library

Image courtesy of love TAZA

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LESSON 2
DIAGRAM OF SKILLS  GRADES K-12

INTENTIONS
Students create diagrams of their skills and interests that aid them in imagining future work possibilities. This activity will challenge students to think about their values and goals as related to work.

CONVERSATION
Have you ever talked with students about why we work? Why you chose your career as a teacher or why a parent does what they do? Can we talk about ambition, motivation or life-long goals? It seems ominous, and yet it is so important to talk early on about the skills and talents we have that make us unique. We can build up those talents to use in jobs that we may not have known even existed.

ACTIVITY
Have students draw a Venn diagram large enough to fill a piece of paper. For each respective section, ask them to think about things they are good at, things they love to do, and what the world might need. Then ask students to imagine jobs that combine the traits in the overlapping areas. Encourage students to be creative - the jobs they think of can be made up!

Now that we have found our talents, let's find real jobs that use these same talents. Get creative and find jobs that have a unique title or seem crazy. How has the workplace changed since your parents careers started? How is it the same?

What am I good at?
What do I love doing?
What does the world need?
Job ideas
Job ideas
Job ideas
Ultimate job idea!

LESSON 3
STORYTELLING WITH ZINES  GRADES K-12

INTENTIONS
Students work together to create small illustrated booklets (Zines) documenting interviews with one another. Have each student choose one question they would like to ask classmates. Discuss the purpose of zines and the idea of perspective in the media. Encourage students to think about what they would like to see in the media and evoke a thoughtful question of focus. By participating in these single-question interviews, students practice storytelling skills and develop connections between their peers, their artworks, and their environment.

Focusing on one question and hearing answers from each classmate will help students develop an understanding of difference and perspective. Students also learn to collaborate with others in art-making processes.

CONVERSATION
Zines are mini-magazines that people make and share as an alternative to participating in mainstream or mass media consumption. Encourage your students to think about this mode of storytelling and the different perspectives it highlights:

What makes this kind of media different than what you see in stores?
Who is telling the stories that you read (the media you consume)?
Who is the intended audience and does it make a difference?
What is the motivation behind storytelling?

After the activity, ask students what they thought about the collaborative aspect of the project. Did their expectations for their zine change as they worked with other students?

ACTIVITY
Instruct students to fold a single sheet of paper into a zine, as shown. Have each student choose a single question they would like to ask their peers. The question is then written on the front cover. Ask students to find a partner, ask them the question, and write down their answer on a page in their zine. Encourage students to take their time discussing each question and answer before they decide what to write in their zine. Have the students expand on their answers to tell a story rather than give a one-word answer.

Then, have students illustrate the answers they recorded, either with a drawing of the person who answered or something related to the answer. It may be easier for students to conduct all of the brief interviews first and leave a blank page for illustration next to each answer page. There will be enough pages for three answers and three drawings.

For younger students, fold the sheets ahead of time and allow them to tell a story using images or stickers.

MATERIALS
Assorted Paper
Pens/Markers/Pencils

LINKS
http://cooljobs.com
https://www.glassdoor.com/blog/unique-jobs-0416/
https://www.trade-schools.net/articles/unique-careers.asp
RESOURCES

UTAH STATE OFFICE OF EDUCATION
CORE CURRICULUM

Fine Arts – Visual Arts
Grades K-8 & Levels 1-3

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

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

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.

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

TAG, WE’RE IT!

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#ArtTruck
@UtahMOCA

HOW TO SCHEDULE A VISIT

The Utah Museum of Contemporary Art provides the Art Truck free-of-charge for a wide variety of educational and charitable purposes.

To schedule an Art Truck visit, please contact Erin Hartley at erin.hartley@utahmoca.org