

4-H Training Topics - Visual Arts

Background:

The 4-H *Visual Arts* project offers experiences and opportunities for children and youth to learn various art techniques and enhance their creativity. Project activities also provide connections to careers, community, science, culture and more.

Resource:

A Palette of Fun with Arts & Crafts, Pass the Sculpture, Please, pages 60-61; Elements & Principles of Design, pages 4-5

Materials Needed:

Modeling clay, softened, (or other similar material) and cardstock for each person; pre-moistened wipes for cleanup afterwards; and fixative spray if people want to keep their sculptures. If possible, have extra small clay balls of various colors for each group to use.

Preparation Time:

Cut card stock into 5"x8" pieces; soften clay and form into 2"-3" balls; each participant should receive a ball of clay and a piece of card stock to use as a base.

Allow 30 for preparation and set-up.

1 Opening Activity

| What to Do | What to Say | Minutes |
|--|--|---------|
| Welcome. (Include brief introduction of yourself. Participants will introduce themselves later.) | Welcome to the 4-H <i>Visual Arts</i> training session. Today we're going to explore the 4-H <i>Visual Arts</i> curriculum and discuss how to use these materials. | 2 |

2 Curriculum

| What to Do | What to Say | Minutes |
|--|--|---------|
| Show the curriculum and indicate that as a resource for today's activity the group will use the Elements & Principles of Design, pp 4-5, A Palette of Fun with Arts & Crafts. | <p>A Palette of Fun with Arts & Crafts is the curriculum we will be exploring today. It includes a Helper's Guide and information on using new or different techniques. There are also lots of activities that are structured around:</p> <ul style="list-style-type: none"> • The elements or tools of design such as line, texture, color, shape, space, and form. • The principles of design such as how to organize the tools, and being aware of balance, proportion, unity, and pattern. | 2 |

3 Staff Introductions

| What to Do | What to Say | Minutes |
|---|--|---------|
| Ask everyone to introduce themselves and respond to the question. | <p>It's important everyone know who is participating today. Please introduce yourself and where you work then answer this question. When thinking of participating in an art class or creating "art", what technique first comes to mind? Who would like to start?</p> <p>While drawing or painting are the techniques many people think of first, art incorporates many other methods such as sculpting and printing, using a wide variety of media, including paint, fiber, paper, and clay.</p> | 10 |

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4 Doing an Activity

| What to Do | What to Say | Minutes |
|---|--|-----------|
| <p>Divide into groups of three people. Give each person a ball of softened clay and cardstock to use as a sculpture base.</p> <p>Allow people to work on the sculptures. While people are working, talk about the elements of form and texture and the principles of balance, proportion and unity.</p> <p>After about 5 minutes ask everyone to pass their sculpture to the left so that each person has a new piece.</p> <p>As people work on their new sculptures, continue talking about or asking questions related to the different elements and principles of design.</p> <p>After a few minutes of working have everyone pass the sculpture to the left again, and follow the same instructions.</p> <p>With groups of three, the next rotation will return a sculpture to its original creator. Larger groups can continue rotating to each person; or, have sculptures returned to their original creators.</p> | <p>Remember playing with molding modeling clay, play dough, or even bread dough as a child? Create something with the ball of clay. Use the card stock as the base of the creation.</p> <p>As you're creating, think about the texture of the clay – how can it be changed to better fit what is being created?</p> <ul style="list-style-type: none"> • What's the form of the piece – the three dimensions of length, width and depth? • How do they balance each other? • How do all the parts fit together? <p>Stop work on the sculpture and pass it to the person on your left (on its base of card stock.) Everyone should have a different piece. Look at the new sculpture. Without asking the original artist about it, try to get a sense of what the piece is about. Now, continue working on this new sculpture.</p> <p>What might be added to enhance it? Or change it? How can new touches be added without destroying what someone else has started?</p> <p>Stop work on this sculpture and pass it to the left once again (on its base of card stock).</p> | <p>16</p> |

5 Sharing Ideas

| What to Do | What to Say | Minutes |
|--|---|----------|
| <p>Ask participants to discuss their sculpting experience.</p> | <p>How does the sculpture look now? Is it good? Why or why not? How did it feel to pass it to someone else?</p> <p>How did it feel to add to something started by someone else? How was the sculpture changed? Why?</p> <p>Which of the elements or principles of design were considered while working on any of the creations?</p> | <p>5</p> |

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6 Applying the Experience

| What to Do | What to Say | Minutes |
|--|--|---------|
| Ask participants how they think they can apply this experience to other activities and programs. | Are there things learned from this activity that can be applied to other projects the children are working on? How might this be adapted for use with older youth? What would be the similarities and differences if participants had worked on sculptures in teams? | 3 |

7 Making a Plan

| What to Do | What to Say | Minutes |
|---|---|---------|
| Have staff start making a plan for using A Palette of Fun with Arts & Crafts in their 4-H <i>Visual Arts</i> project group. Have at least one copy of the book for staff to look at. If the group includes staff from multiple locations, have them work together in teams from each site. | Now take a few minutes and set some dates for planning and implementing this project. What ideas has this given for a series of activities that would make up a new unit or program in visual arts? What art interests have the children shared? What's the timeline? | 3 |

8 Closing

| What to Do | What to Say | Minutes |
|----------------------|---|---------|
| Summarize and close. | <p>Today we've experienced just one activity from A Palette of Fun with Arts & Crafts which can not only be used with the 4-H <i>Visual Arts</i> project, but also can support programming in the arts, recreation, and leisure service area. This resource lays out a wide range of art activities and also links the art focus of each unit to technology, community, science, culture and more. With this resource and the ideas generated plus those gathered from the children at least eight to ten activities can be planned for 4-H <i>Visual Arts</i>.</p> <p>Are there questions?</p> <p>Thank you for your interest and enthusiasm.</p> | 1 |

