

ART

PROJECT LEADERS



What is a Project Leader?

A project leader is a **Very Important Person** in the world of 4-H. Youth typically join the 4-H Program to explore a specific project area. In your role as a project leader you will:

- Help members learn skills they will use throughout their life;
- Help members reach their goals; and
- Serve as a role model.

As a project leader, it is important for you to acquire your project area resources. Work with your local 4-H professional to see what curriculum books or other resources are available to support the project you will be leading. Your local Extension Office may have resources available for leaders to borrow or purchase. Along with acquiring the project resources, you should also request the contact information for youth enrolled (signed up) for the project you are leading.

Planning Your First Meeting

Once you have acquired and reviewed your resources, it is time to plan and hold your first project meeting, or the project planning meeting, with the members. This planning meeting is a chance to get to know the youth and their parents/guardians in the project.

At the planning meeting groups can:

- Set upcoming project meeting dates, to get them included on family calendars
- Discuss what youth would like to learn and what their goals are for the year
- Discuss project supplies or cost to be involved in the project.

Involving Parents and Guardians

Parents/Guardians should be encouraged to attend all project meetings, but especially the first meeting. Attending the first meeting helps families understand the project expectations as far as time and financial commitment. Additionally, parents/guardians being involved with the goal-setting meeting help with the follow-through to accomplish these goals at home.

Involving Youth Leaders

Youth leaders should play an important role in project meetings, helping with the planning, teaching, or presenting the Skill Session, and/or assisting other members.

Developing Project Meeting Plans

After the first meeting, use the goals youth developed and older youth in the project area to help plan the path through the project curriculum or other resources. National 4-H guidelines state that youth should have a minimum of six hours of project learning each year. These six hours of project learning can be accomplished in group project meetings or with independent learning youth do at home. As a project leader, it is recommended that you plan at least 5 project meetings.



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Parts of a Project Meeting

A typical project meeting will last from an hour to two hours. Parts of the project meeting can include:

INTEREST GETTER

15-20 MINUTES

- Ideas include identification quizzes, judging contests, relay skill games, films or slides, a tour of the host member's project, and guest speakers.

SKILL SESSION & DISCUSSION

30-50 MINUTES

- The majority of the time spent in most meetings should be spent **doing**—practicing a skill. Be sure to include the other 4 parts of the experiential learning model (after the doing), sharing, processing, generalizing, and applying in your session.

DEMONSTRATION

10 MINUTES

- Ask at least one member to give a demonstration at each meeting. Demonstrations help youth apply the project skills they have learned, teach others new skills, as well as learning more themselves.

RECORD KEEPING

10-15 MINUTES

- Allow time for members to work on their project records. Recording lessons learned, update project resources, and track their progress towards reaching their goals.

SUMMARY AND ASSIGNMENTS

5-10 MINUTES

- Have members summarize the day's meeting. Plan for the next meeting—where, when, and what to bring.

REFRESHMENTS AND RECREATION

- Recreation and refreshments are optional, but these activities help to keep the members' interest.

Connecting with the Community

- Field Trips or Guest Presenter Ideas
 - › Invite local artists to project meetings.
 - › Tour studios and facilities.
- Community Service Ideas—
 - › Volunteer at a local art museum.
 - › Make art projects for senior citizens.
 - › Teach art activities at an afterschool or summer program.
- Invite County Extension Committee members to join you for your programs.

Record Keeping

- Keep track of how and why you created art.
- Create a portfolio or journal to keep track of your accomplishments.
- Ask yourself these questions when you work on and complete your piece:
 - › What thoughts or emotions do you have when creating this piece? Is there a message you are trying to share?
 - › Describe the medium and subject matter.
 - › What would you like the viewer to know about the piece?
 - › What life skills did you work on when doing your artwork?
 - › Look objectively at your old artwork to find themes in your work.
 - › What would you do differently? What would you change about your process?
- Make a habit of signing and dating each piece to keep track of when you made it. You can see your personal growth throughout the years!
- Set goals for your work.
- Figure out what you want to accomplish and keep track of your progress!

Youth-Adult Partnerships

TIPS FOR ADULTS

- Create youth-adult partnerships. Give youth a chance to plan, teach, or assist others.
- Set clear expectations for youth.
- Learn with and alongside youth. Remember, everyone needs to feel safe and comfortable.
- Give feedback about skill development. Do not criticize the person.
- Help youth reflect on their own experiences with others. Encourage belonging.

TIPS FOR YOUTH

- Set goals. What knowledge or skills do you want to develop?
- Be a role model for all other youth.
- Talk with your leader. What is your current skill level? What are your goals? How could you share your skills with others?
- Ask your leader for feedback regularly. It can help you learn and grow..

End of the Year—Celebrating Accomplishments

At the end of the project year, it is important to celebrate members accomplishments: new skills learned; goals reached; etc. Additionally, the end of the project year is the perfect time to set project goals for the upcoming year.

Planning Your Path

A committee of staff, youth, and adult volunteers have reviewed the current curriculum for this project. The suggested activities provide a path through the curriculum. Additionally, they can help focus your project meetings. For example, if your group has goals around painting, you can choose to focus on the suggested activities under the Painting heading.

Use *Design: Exploring the Elements and Principles* (<https://store.extension.iastate.edu/Product/4h634-pdf>) to help youth think about and practice using the elements of art and principles of design.

Portfolios are a great tool if you plan to archive your work or build a collection to showcase your talents and abilities. Portfolios are similar to resumes for some art careers. Select work that supports the position you are applying for, you don't have to showcase every piece you make. Most modern portfolios are digital with high-quality pictures. Practice taking pictures of your work.

Resources

- The following resources are available at your local Extension office or shop4-H.org.
- **Get Started in Art** (4H592)
- **Sketchbook Crossroads** (O8140)
- **Portfolio Pathways** (O8141)

PAINTING

BEGINNER

- **Artistic Techniques with Acrylics: Portfolio Pathways**, Pgs. 12-13
 - › Youth create a still life with acrylic paint, fruit, and paper. They will explore shadows, contrast, and use of acrylics. Youth have the chance to draw what they see, practice patience as they paint, and work on their skills.
 - › **Life Skill:** Problem solving
 - › **Project Skills:** Color and form, proportion and unity
- **In and Out of Control with Color, Watercolors: Portfolio Pathways**, Pgs. 14-17
 - › Youth will experiment with watercolors and their properties. They will try different techniques: stop outs, loaded washes on dry paper, paint wet on wet, value study of one color, vibrant patterns, positive and negative space, spray paint watercolors, and splatter paint.
 - › **Life Skill:** Problem solving
 - › **Project skills:** Color, line and shape, emphasis

INTERMEDIATE

- **Painting a Self Portrait: Sketchbook Crossroads**, Pgs. 22- 23
 - › Youth will draw their own face to learn about and practice with facial proportions. They will get to use acrylic or watercolor paints to create a self-portrait.

- › **Life Skill:** Positive identity
- › **Project skill:** Understanding and applying media, techniques, and processing
- **Pointillist Landscape Painting: Get Started in Art**, Pg. 35
 - › Youth will use pointillism, a technique started by French artist, Georges Seurat, in 1886. Pointillism uses dots that seem to blend when seen from a distance. Youth will create a landscape with a pencil eraser and paint.
 - › **Life skill:** Self-motivation
 - › **Project skill:** Understanding and applying media, techniques, and processes

ADVANCED

- **Color and Value studies using Watercolors: Portfolio Pathways**, pg. 16, #8: Paint a value study of one color
 - › Youth will create a still life by arranging boxes. They will paint the boxes and practice skills, such as showing light and shadow, distance, and proportion
 - › **Life Skill:** Problem solving
 - › **Project skill:** Understanding and applying media, techniques, and processes

FIBER ARTS

BEGINNER

- **Felting Wool for Appliqué: Sketchbook Crossroads**, Pgs. 31-33
 - › Youth will learn about different types of fabric, such as felted wool. Youth will learn to collect wool, prepare foundations and appliqués, and do appliqué.
 - › **Life skill:** Positive identity
 - › **Project skill:** Making connections between visual arts and other disciplines

ADVANCED

- **Dyeing to Experiment: Sketchbook Crossroads**, Pgs. 48-50
 - › Youth will experiment with natural dyes by collecting plants, vegetables, and flowers to create their dye. Youth will learn how to create dyes, what they can dye, and how to keep the color from bleeding or fading. Then, youth will dye their choice of fibers!
 - › **Life Skill:** Problem solving
 - › **Project Skill:** Use thinking skills and processes to find solutions

SCUPLTURE/ASSEMBLAGE

BEGINNER

- **Creative Containers: Sketchbook Crossroads**, Pgs. 55-56
 - › Youth will design and create a container from wet clay. They choose the size, shape, and use for the container. Youth will practice form and balance to create a sense of unity in what they create.
 - › **Life Skills:** Planning/organizing, character
 - › **Project skill:** Manipulating clay to make the design you want

INTERMEDIATE

- **Connecting Boxes: Sketchbook Crossroads**, Pgs. 63-64
 - › Youth will learn about artist Louise Nevelson and assemblage art. They will choose found or discarded objects to create a sculpture. They will use the element of color to create a sense of unity and think about how the sculpture reflects the artist.
 - › **Life Skill:** Positive identity
 - › **Project Skill:** Reflecting on and assessing the elements and strengths of their own and others' work

ADVANCED

- **Clay Heads: Sketchbook Crossroads**, Pgs. 57-60
 - › Youth will use clay (Polymer, air dry, stoneware, etc.) to sculpt a head. They will work with the clay to create facial features and textures. Youth will preserve their piece using the right method for the clay they chose (baking, firing, drying etc.). After completing these steps, youth may decorate their piece (glaze or paint).
 - › **Life Skill:** Positive identity
 - › **Project Skills:** Form, proportion

Caution Corner

- Tell parents/guardians in advance about materials and tools youth will use.
- Remind youth to wear appropriate clothing for the project or task.
- Supervise when youth use risky materials or tools (e.g. glue guns, Exacto knives, wood-burning irons, fumes/ventilation, etc.). Go over safety rules before starting the project.
- Remind youth: Get permission before using someone's image, photo, art, or aspects of a culture. Help them understand the difference between cultural appreciation and appropriation. If the artwork or photo being used belongs to someone under age 18, get parent/guardian permission too. Credit and acknowledge the person and or culture when their artwork is completed. Information on cultural appreciation vs. appropriation can be found here: <https://go.wisc.edu/iv66d6>.



CREDITS

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