



# Get Started in



Name \_\_\_\_\_

Club Name \_\_\_\_\_

Age \_\_\_\_\_

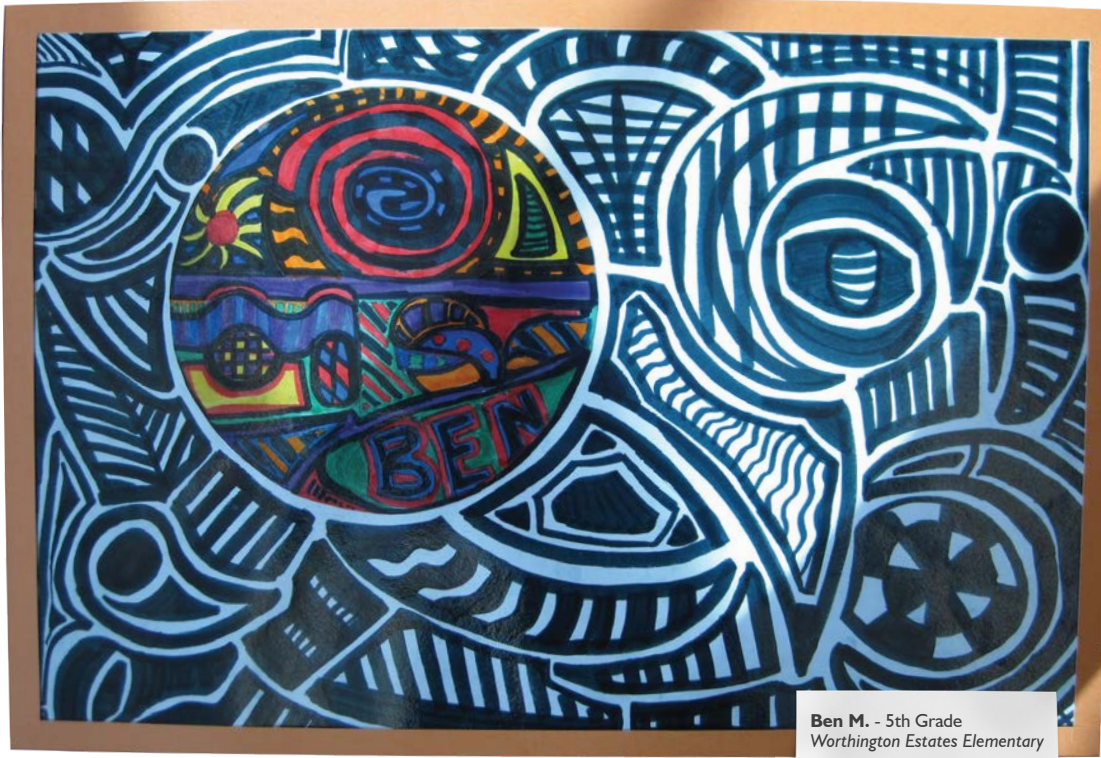
Club Advisor \_\_\_\_\_

*(As of January 1 of the current program year)*

County \_\_\_\_\_



## GET STARTED IN ART



Ben M. - 5th Grade  
Worthington Estates Elementary

*Get Started in Art* is made possible by the generous support of Worthington Industries, in partnership with the Peggy R. McConnell Arts Center of Worthington and 4-H. Worthington Industries is proud to have contributed to communities and organizations throughout the state for more than 55 years.



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## NOTES TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

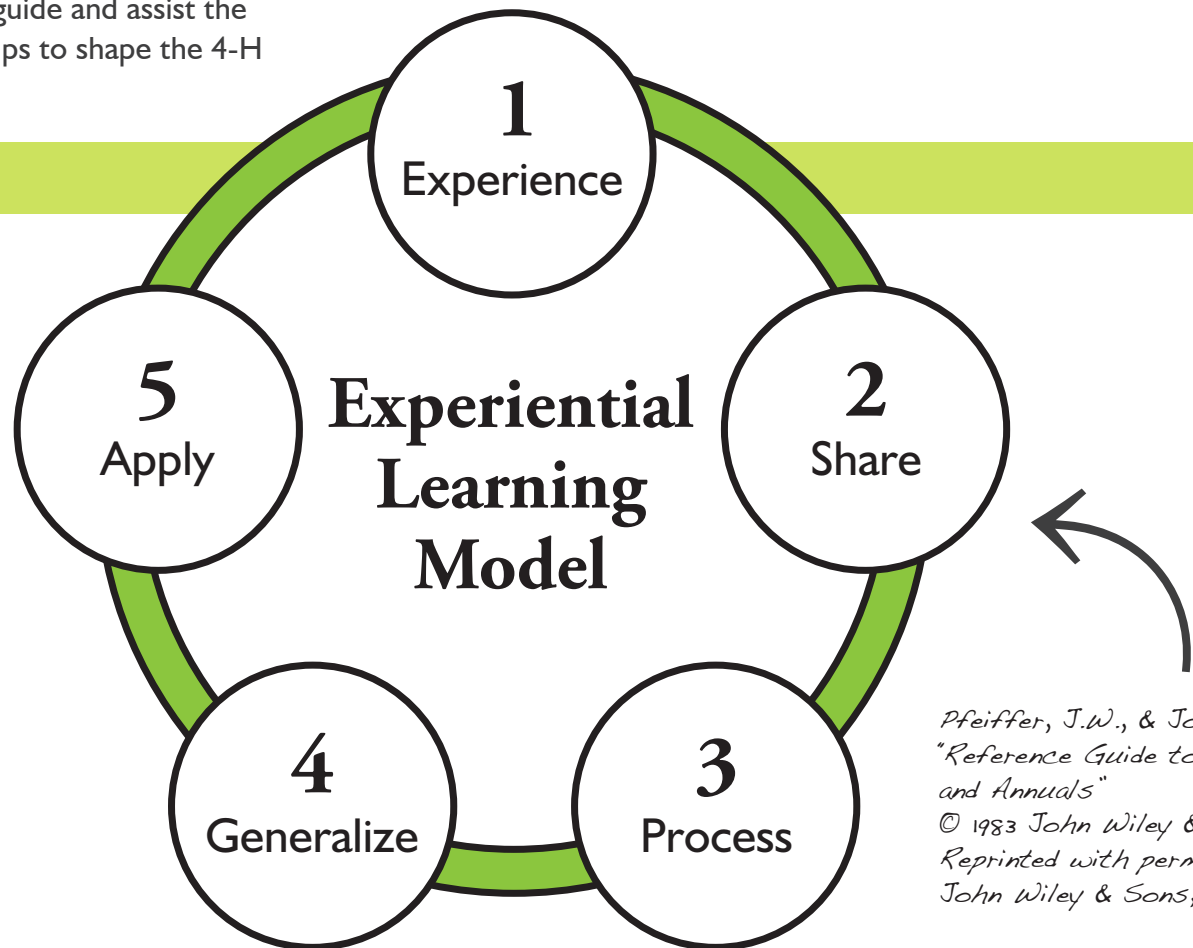
As a project helper, it is up to you to encourage, guide and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of visual art.

## Your Role as a Project Helper

- Guide the youth and provide support in setting goals and completing the project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about visual art.

## What you should know about Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see diagram). In this way, youth are introduced to a particular practice, idea or piece of information through an opening **experience** (1). The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to **share** (2) what they did with their project helper, **process** (3) the experience through a series of questions that allow the learner to **generalize** (4) and **apply** (5) the new knowledge and skill.



*Pfeiffer, J.W., & Jones, J.E.,  
"Reference Guide to Handbooks  
and Annuals"  
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# NOTES TO THE PROJECT HELPER

## What you can do

- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand. Check the Resources section (page 40) for additional information.
- Begin the project by helping the learner establish a plan (outlined in the Member Project Guide)



- After each activity, briefly talk with the learner so that she or he has an opportunity to share results and answers to the review questions. This important step improves understanding from an experiential learning perspective. Help the learner focus on the project and the life skills being addressed. A summary of learning outcomes is included on the inside back cover of this book.

- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

*Introduction*

**WHAT TO DO**

Make two simple drawings in the spaces below. In the first one, draw a natural, outdoor setting that is **IN** proportion to the duck's size. It could be near a pond, by some trees, etc.

In the second one, draw a cityscape that is **OUT** of proportion to the duck's size. Draw buildings, cars, and other items smaller than they should be compared to the duck. Because the duck is out of proportion to its surroundings, you should end up with Duckzilla!

**Activity 9: In or Out?**

**INTRODUCTION**

Proportion is often refers to the sizes of different elements in the piece. This could be the relationship of one shape to another, or one area to another, or the amount of space between two or more elements.

*Background*

**TALKING IT OVER**

**SHARE** Use your own words to explain why the duck seems smaller in the first drawing and larger in the second.

**REFLECT** How do you respond when you see things that are out of proportion? Are they difficult or easy to see?

**GENERALIZE** Sometimes things are shown out of proportion deliberately. Think of an example you've seen in the last year. Why did the artist do this?

**APPLY** The concept of proportion relates to more than just visual arts. When anything "doesn't fit," we notice it. Large reactions to events—if something stands out as too large or too small, it gets our attention. Think of the last year and give one example of some other out-of-proportion item in your life.

**LEARNING OUTCOMES**

Project skill: Demonstrating understanding of proportion by drawing

Life skills: Practicing creativity

Educational standard: NA.1A.1-8.2 Using knowledge of structures and functions

Success Indicator: Demonstrates understanding of proportion by drawing

*Did You Know?*

**DID YOU KNOW!**

Grffiti in the ruins of Pompeii include the caricature of an ancient politician who looks a lot like Mr. Magoo!

**MORE CHALLENGES**

Caricature is a technique of creating portraits that exaggerates a particular feature, such as large ears or small eyes. This technique can be used to express a positive feeling about someone, such as making a pleasant smile the biggest part of the face. Caricature can also be used to express a negative point of view, such as making a person's frowning eyebrows larger than anything else.

*Talking It Over*

*What To Do*

*Did You Know?*

*More Challenges*

25

## MEMBER PROJECT GUIDE

Welcome to **Get Started in Art!** This book is designed for 4-H members of all ages with an interest in exploring creativity and learning more about **visual art**. You may repeat this project as long as new learning, new skills, and a new art project are developed each time.



Make sure you check your county's project and recordkeeping guidelines (if any) for additional requirements if you want to participate in county project judging or prepare the project as an exhibit for competition.

Many of the images in these pages were produced by students your age, working from the same kind of directions you have here.

Enjoy exploring your creativity and finding expression through the visual arts!

Throughout this book, you'll be asked to save or record the works you create. In most cases, your work can be attached to the designated pages in this book. You also can take photos of your work and attach those, or create a separate **portfolio**. You also may need a camera from time to time to take pictures of examples and ideas. If you repeat this project, use a new project book so the activities can be completed with new responses.



Project Guidelines

## MEMBER PROJECT GUIDE

### STEP 1

## Project Areas and Activities

Complete all eleven activities. The “More Challenges” activities are optional.

When you begin an activity, fill in the date you start it. When you finish an activity, fill in the date of completion. Review your work with your project helper. Ask your project helper to initial and date your accomplishment.

How many years have you taken this project? \_\_\_\_\_



Janae T. - 4th Grade  
Slate Hill Elementary

Project Areas and Activities	Date Started	Date Completed	Helper Initials
<b>ART IS EXPRESSION</b>			
Activity 1: Seeing Emotion (page 8)			
<b>COLOR/VALUE/HUE</b>			
Activity 2: Make A Color Wheel (page 10)			
<b>LINE/FORM/TEXTURE</b>			
Activity 3: Object Breakdown (page 12)			
Activity 4: Two-Dimensional Texture (page 14)			
<b>SPACE/MOVEMENT</b>			
Activity 5: Love Me, Love Me Not (page 16)			
Activity 6: Movement on a Page (page 18)			
<b>BALANCE/RHYTHM/HARMONY/UNITY</b>			
Activity 7: On Balance (page 20)			
Activity 8: You've Got Rhythm (page 22)			
<b>PROPORTION /EMPHASIS/VARIETY</b>			
Activity 9: In or Out (page 24)			
Activity 10: Contrast + Variety = Emphasis (page 26)			
<b>PROJECT RECORDS</b>			
Activity 11: Make Your Own Project (page 28)			

# MEMBER PROJECT GUIDE

## STEP 2

### Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about art? Here are some ideas:

- attend an art class or workshop
- go to an art show or visit a museum
- watch an artist at work
- help organize a club meeting about visual arts
- participate in county judging
- create your own project experience

Once you have a few ideas, record them here. Complete at least two learning experiences. Then, describe what you did in more detail. You may add to or change these activities at any time. Ask your project helper to date and initial in the appropriate spaces below.

Plan To Do	What I Did	Date Completed	Helper Initials
<i>visit an art museum</i>	<i>went to the museum in Columbus</i>	<i>8/12/YR</i>	<i>MKG</i>

## STEP 3

### Leadership/Citizenship Activities

Choose at least two leadership/citizenship activities from the list below (or create your own) and write them in the chart. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- help an art teacher in your area with a class or after-school project
- help another member prepare for project judging
- demonstrate one of the project areas at a club meeting
- invite an artist to make a demonstration at a club meeting
- create something to donate to a senior citizens home, hospital, library, or a similar group
- create your own opportunities

Leadership/Citizenship Activities	Date Completed	Helper Initials



# MEMBER PROJECT GUIDE

## STEP 4

### Final Project

In addition to completing the activities, complete a final project. This project should focus on one or more of the art concepts, elements, and principles discussed in this book. You may extend one of the activities, choose from among the projects listed at the back of this book, or develop your own project. (Resources for project ideas include your art teacher, other art professionals and the Resources section on page 40.) Your final project must be created especially for 4-H and not as part of a school assignment.



Milkyka B. - 6th Grade  
Worthington Estates Elementary

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## STEP 5

### Project Summary/ Review

Before your project review, use the space to the left to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.

Arrange for a project review with your project helper, club advisor or another knowledgeable adult. Completing a project review helps you evaluate what you have learned and assess your personal growth. Your evaluation can be part of a club evaluation or it can be part of your county's project judging.

Words in **bold** throughout this book are defined in the glossary (page 38).

## PROJECT AREA: ART IS EXPRESSION

### Activity 1: Seeing Emotion

#### INTRODUCTION

This book will help you get started with art. But what is art? **Art** can be big, small, flat, three-dimensional, stationary, or moving. Art can be made of many different materials, even stuff others might think is junk. Art can be beautiful or ugly; it can reflect an aspect of real life, such as an historical event, or it can simply be a product of the artist's imagination. Something that's functional, like a chair or cup, can be a piece of art as well.

Whatever its form, look, or usefulness, art is **expression**. Let's get started by seeing and understanding how art communicates ideas and feelings; then you'll explore how to share your own thoughts and feelings through your own artistic creations.

#### WHAT TO DO

Find an example of artwork that expresses lots of feeling. Look for artwork displayed in public spaces, or in books, magazines, or online. Take a photo, make a copy, or print out the work and include it in the space below. If you repeat this project, use a new image each time.

*Attach example here!*



## TALKING IT OVER

**SHARE** How does the artwork express the **mood**, feeling, or point of view?

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**REFLECT** How does the saying “A picture is worth a thousand words” relate to the artwork you’ve selected?

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**GENERALIZE** Is all artwork expressive? Are all artists trying to communicate a mood, feeling, or point of view? Explain.

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**APPLY** When you look at an artistic photo, drawing, or painting, do you find it helpful to know what the artist is trying to say? Or do you prefer to come to your own conclusions? Explain.

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## LEARNING OUTCOMES

**Project skill:** Recognizing art with expressive qualities

**Life skill:** Visualizing information

**Educational standard:** NA-VA 5-8.2: Using knowledge of structures and functions

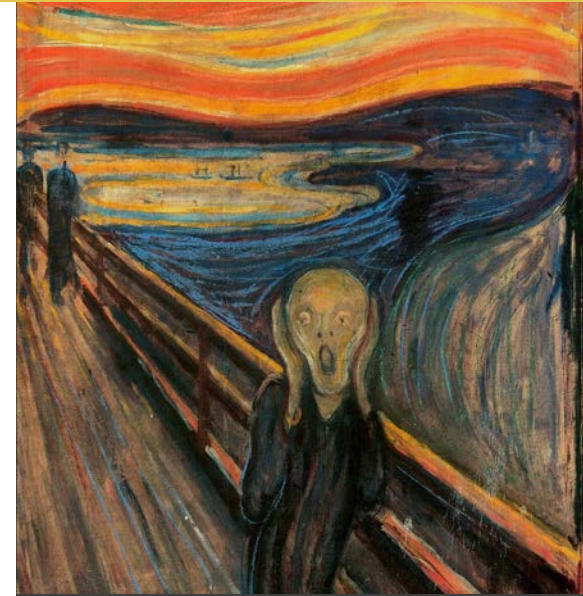
**Success indicator:** Identifies artwork that expresses feeling

## BACKGROUND

For as long as there have been humans, there has been **visual art**. Sculptures and cave paintings from as far as 40,000 years ago have been found, and the oldest art objects in the world—drilled snail shells discovered in Israel—are about 100,000 years old!

Since so little is known about the people and cultures that produced the earliest examples of art, the precise meaning of these objects cannot be determined. Art has been used to record historical events, commemorate important people, serve in religious ceremonies, and beautify the places people live and work. Artistic works can also serve practical functions.

Most of all, art tries to influence and affect the viewer’s senses, emotions, and intellect by expressing a particular feeling. Throughout this book, you’ll learn some fundamental



*The Scream, by Edvard Munch, is one of the most-copied paintings in the world. What does it make you feel?*

**concepts, elements, and principles** to create works of visual art that express your point of view and create reaction in the people who look at your pieces.

## MORE CHALLENGES

Greeting cards are all about feelings. Some cards can be very expressive. Create a collection of greeting cards for members of your family and for friends.

## DID YOU KNOW?

Ancient drilled shells are the first known examples of jewelry—something humans use to adorn themselves and express their personal style.

## SUMMARY OF LEARNING OUTCOMES

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
1. Seeing Emotions	Recognizing art with expressive qualities	Visualizing information	NA-VA.5-8.2: Using knowledge of structures and functions	Identifies artwork that expresses feeling
2. Make A Color Wheel	Identifying, creating, and applying secondary and tertiary colors by selecting and/or mixing colors to create a color wheel	Visualizing information	NA-VA.5-8.1: Understanding and applying media, techniques, and processes	Creates a color wheel
3. Object Breakdown	Perceiving shapes in objects	Processing information, visualizing information	NA-VA.5-8.2: Using knowledge of structures and functions	Identifies multiple shapes within a single object
4. Two-Dimensional Texture	Communicating texture	Practicing creativity	NA-VA.5-8.1: Understanding and applying media, techniques, and processes	Creates two dimensional texture by making a rubbing
5. Love Me, Love Me Not	Create a composition featuring positive and negative space	Practicing creativity	NA-VA.5-8.1: Understanding and applying media, techniques, and processes	Creates a composition featuring positive and negative space
6. Movement on a Page	Recognizing or creating an image that illustrates movement	Practicing creativity	NA-VA.5-8.2: Using knowledge of structures and functions	Recognizes or creates an image that illustrates movement
7. On Balance	Creating images that feature formal and informal balance	Practicing creativity	NA-VA.5-8.2: Using knowledge of structures and functions	Creates images that feature formal and informal balance
8. Lines on the Move	Creating artwork that exhibits rhythm	Practicing creativity	NA-VA.5-8.2: Using knowledge of structures and functions	Creates artwork that exhibits rhythm
9. In or Out?	Demonstrating understanding of proportion by drawing	Practicing creativity	NA-VA.5-8.2: Using knowledge of structures and functions	Demonstrates understanding of proportion by drawing
10. Contrast + Variety = Emphasis	Creating an arrangement of objects to emphasize one	Practicing creativity	NA-VA.5-8.2: Using knowledge of structures and functions	Creates an arrangement of objects to emphasize one

\*The visual arts standards cited here are part of the *National Standards for Art Education* developed by the Consortium of National Arts Education Associations. They are available in their entirety at [www.educationworld.com](http://www.educationworld.com).