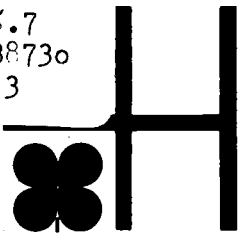


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Art Leader's Guide

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This leaders guide is designed to identify methods and philosophies useful in leading a 4-H art project. The experiences provided young people will become most meaningful if you will follow these guidelines and suggestions.

The 4-H Art Project is not designed to make artists of young people. The primary purposes are to develop young people, to enrich their lives through knowledge and activity, and to foster creative use of leisure time.

The members may stay in a phase until they are ready to proceed to the next phase. This may mean a child would stay in one phase for two or three years.

The Purposes and Aims in Art Education

1. Stimulate students' desire to experiment and be creative.
2. Offer a wide variety of opportunity for self expression.
3. Teach work habits that will carry over to everyday life.
4. Develop an appreciation of art forms in everyday life.
5. Develop love of beauty in nature; show value of conservation of natural resources.
6. Base program on students' interests.
7. Meet social needs—stress importance of cooperation in class and in life.
8. Provide occupational and vocational guidance in art.
9. Help the 4-H'er appreciate art in everyday life.

Suggestion for Leaders

1. Stress not only the importance of progress, but the value of achievement. Example: "There is value in learning through experience."
2. Share the discoveries of new ways of painting with fellow 4-H'ers.
3. Remember no two will achieve or interpret the same way. Some children have natural feelings of balance and design—sometimes they distort an object consciously in order to achieve this satisfaction for themselves.
4. Too much supervision results in formal drawing. (Remember, *freedom of expression is the key to successful leadership.*)
5. Too much freedom without stimulation ends in stagnation.
6. A sincere desire to meet a child's needs rather than over concern for his skill or finished product is most desirable.
7. Music, English, Science, Geography, and His-

tory inspire an interest in art, and this works in reverse also.

8. Evaluation can be helpful if it is done in a positive way.

Helpful types of evaluation:

"Your barn looks new and up-to-date. You may want to capture the charm of age."

"Your picture appears flat. How can we add depth?"

"Your tree is solid, like a puffball, what would happen with open spaces?"

9. Criticism about feeling or proportion, etc., is helpful and children are very good critics, so let them analyze and judge their own work.
10. Never have someone manually change another's work, unless asked.
11. Recognition for work well done, based on the individual member's ability, is important.

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Cooperative Extension work in Agriculture and Home Economics, Lee Kolmer, director. Oregon State University and the United States Department of Agriculture cooperating. Printed and distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

12. Every child that smiles appreciates something. Therefore, any inspiring person can be a 4-H art leader by:
- Making the child feel accepted in the group.
 - Promoting activities in his interest.

- Praising his best attempts.
- Giving his responsibility.
- Mixing recreation, education, and inspiration in equal portions.

How to Give an Art Lesson

The art club has had a walk in the woods; they talked of surroundings, enjoyed nature and fresh air, and brought back objects. Now they are ready, as a group, to work. As a leader, do more than arrange for your students to enjoy the trip. Help them *learn* from the trip.

Have a Purpose (s)

1. Introduce subject.
2. Convey information.
3. Demonstrate a skill.
4. Develop an attitude toward the subject.
5. Provide entertainment.
6. Motivate discussion.
7. Motivate activity.

Advance Planning

1. Does this interest children?
2. Will it require cooperation?
3. Will something else be required to make the lesson desirable?

4. How long will it take to compete?
5. Can 4-H'ers help with time schedule?

Giving the Lesson (the field trip can be part of the lesson)

1. Introducing the subject.
 - What does the child know?
 - What do you say to give him more knowledge, get him interested, refresh his memory, or focus his thinking on the subject?
 - What in particular should the child look for?
2. Giving the lesson.
 - Organize room in good work order to form good work habits and exactness.
 - Discuss what you're going to do with the 4-H'ers. Outline the work order as to procedure, time, and goal.
 - Experiment.
 - Recognize and applaud well-done work.

Speakers

1. Art shows—visit professional shows to stimulate new activity and pick out basic information.
2. Have your own show for self evaluation. Stimulate interest in what others are doing and get ideas. Children can evaluate their own work. Invite the parents to participate.
3. Tours to the ocean, river, mountain, farm, desert, city, and country are important. The time of the year has bearing here. Nature tours and field trips are important. Bring back articles, study and talk about them to stimulate imagination.
4. Demonstrations by 4-H'ers, by the leader, and by outside resource people are good learning devices.
5. Community service activities help apply oneself to a job and help develop pride in community.
6. Conserve energy by getting others interested. Conserve resources with careful thinking and planning.
7. Text books and art books can be found in the community or school library.

Materials and Work Records

1. Provide better-quality materials as the child progresses.
2. Caution for extravagant users of materials: "There is enough for need, but none to waste."
3. Plan members' responsibility in purchasing, use, and care of materials. For instance, will group share materials? Will each have his own? Can they share cost of certain materials?
4. Storage of equipment in leader's home or meeting place is convenient for all; a shoebox with child's name is adequate.
5. All samples and work completed should be kept

in a folder in the leaders home—this could be a group of folders or files with child's name, showing work completed in each phase. These may be checked out to show at home. The importance of this is to enable the 4-H'er to look back at his finished work and notice how he has progressed. The folder is a reminder of different procedures he may have forgotten or would like to improve upon.

6. The folder is convenient for the leader to use in planning which phases of art work the child is most capable of undertaking. When taking over a club a new leader could check which phases members have completed.