

4-H Mini Lessons (30 minutes or less)

From Level 1 (Beginning) of Creative Arts and Design Project Module

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NOTE: When using activities, be sure to give 4-Hers the 4-H site to find more activities:

<https://4h.tennessee.edu/creative-arts-and-design/> (Click on "Project Pages for 4-Hers")



Topic and Source	Basic Information to Present	Possible Activities for 4-Her in Classroom	Possible Activities for 4-Her in Project Group
<p style="text-align: center;"><i>Elements & Principles of Design</i></p> <p>The Color Wheel – Activity 1 – Exercise 1</p> <p>(Level 1, Beginning - Creative Arts and Design)</p>	<p><u>Explain and show Primary colors</u> on chart, PowerPoint, etc. Talk about the <u>secondary colors</u> and how they are made. <u>Do demonstration of how to make secondary colors</u> by mixing to primary colors using food coloring.</p>	<ul style="list-style-type: none"> • Have 4-Hers take red, blue, yellow colored pencils to experiment making secondary colors by 'mixing' 2 primary colors. • Have them draw 2 triangles (one right side up and one upside down on top of each other). • Use pencils to put circles of primary colors at points of one triangle and mix primary colors to create secondary colors on other triangle. • If time, have 4-Hers create a drawing using only primary colors. <p><u>Supplies needed:</u> plain paper; red, blue, yellow colored pencils.</p>	<ul style="list-style-type: none"> • Have 4-Hers take red, blue, yellow paint to experiment making secondary colors by 'mixing' 2 primary colors. • Have them draw 2 triangles (one right side up and one upside down on top of each other). • Use paint to put circles of primary colors at points of one triangle and mix primary colors to create secondary colors on other triangle. <p><u>Supplies needed:</u> white card stock; red, blue, yellow paint, paint brushes, paper plates for paint.</p>
<p style="text-align: center;"><i>Elements & Principles of Design</i></p> <p>Color Hues – Activity 1 – Exercise 2</p> <p>(Level 1, Beginning- Creative Arts and Design)</p>	<p><u>Identify terms such as Hue, value and intensity</u> and</p> <p>show examples either with the actual colors or an image of a <u>bedroom or fashion</u> that exemplify the concept you are explaining.</p>	<p>Show shades and tints of a specific color.</p> <ul style="list-style-type: none"> • Have 4-Hers give the common name; Ex: red, pink, burgundy. • Have 4-Hers complete Exercise 2 in Activity - Color in Art which is <u>creating an abstract design using tints and shades of a specific color.</u> <p><u>Note:</u> if a variety of pencils in one color (shades and tints) Have 4-Hers use 2 colors with shades and tints of those colors.</p> <p><u>Supplies needed:</u> White card stock; Obtain colored pencils (Crazy Z Art 100 colored pencils give you shades and tints of 6 different colors) Depending on the grade level, the classroom may have these available or students may have colored pencils.</p>	<p>Have 4-Hers complete Exercise 2 in Activity – Color in Art which is creating an abstract design using tints and shades of a specific color.</p> <p><u>Supplies needed:</u> white card stock (or similar surface to paint; red, blue, yellow, black and white paint</p>

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<p><i>Elements & Principles of Design</i></p> <p>Element of Design – Lines – Activity 2</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce the <u>concept of lines in art</u> (paintings) and various crafts. Use examples given in activity or bring actual items to use when giving explanations of various types of lines.</p>	<ul style="list-style-type: none"> • Have 4-Hers complete <u>Exercise 2</u> in Activity (either by projecting items or having some actual items) • Have 4-Hers complete Exercise 3 with <u>pencil and paper, creating an abstract piece of art with a chosen dominant line.</u> <u>Materials Needed:</u> paper and pencils; art or craft items that have specific dominant lines. 	<ul style="list-style-type: none"> • Have 4-Hers complete Exercise 2; (either by projecting items or having some actual items) • Have 4-Hers complete Exercise 3 using yarn or string. <u>Materials Needed:</u> Art or craft items to show that have specific dominant lines Card stock, String, yarn or scraps of fabric, liquid glue, scissors.
<p><i>Elements & Principles of Design</i></p> <p>Discovering Shape and Form in Creative Arts and Design – Activity 3</p>	<p>Introduce the concepts of <u>shape vs. form</u>. Use examples such as paintings or drawings and craft items.</p>	<p>Have 4-Hers identify geometric shapes that are found in paintings or drawings and forms in various 3-D objects. <u>Select an object made up of specific geometric shapes and have 4-Hers draw the object only drawing geometric shapes.</u> Examples: Ice cream cone with ice cream scoops, Hay wagon, Train engine, stuffed bear, sliced orange.</p>	<p>Same as in classroom.</p>
<p><i>Elements & Principles of Design</i></p> <p>Discovering the Principles of Design – Activity 4 (Level 1, Beginning-Creative Arts and Design)</p>	<p><u>Select 3 of the principles of design</u> from this Activity and present using the information and examples or find your own examples</p>	<ul style="list-style-type: none"> • Have 4-Hers complete <u>exercise beginning on Page 5 of the Activity</u>, depending on what principles you presented (or ask different questions for images or objects you use). • Have 4-Hers complete Exercise 1, making a <u>‘quick’ drawing of an object</u> or group of objects you provide. • Have them answer questions related to principles you presented about what they created. <u>Materials Needed:</u> Objects to use to present concepts; items for 4-Hers to draw; Card Stock or paper, pencils 	<p>Same as in classroom. For Exercise 1, add paint or provide a variety of small items (buttons, shells, beads) for 4-Hers to create a ‘picture’. <u>Materials Needed:</u> Objects to use to present concepts; items for 4-Hers to draw; Pencils, Surface (card stock, canvas, wood...) glue, (buttons, shells, beads) or paint.</p>
<p><i>Visual Arts</i></p> <p>Exploring Art in Your Community – Activity 6</p>	<p><u>Introduce the concept of discovering different forms of Art in your Community</u> Share 2 specific examples showing images.</p>	<ul style="list-style-type: none"> • Have 4-Hers <u>brainstorm places they can go in their community</u> to find examples of art (use listing in activity as reference). • Have 4-Hers use Visual Art item Critique to analyze each image you show. (They can do this individually or in small groups). • Encourage 4-Hers to find other artwork in their community and analyze. 	<p>Same as in classroom. If possible, take project group to 2 to 3 locations in the community and critique artwork found. Depending on where you go, incorporate another aspect of Citizenship or Service Learning in your visit to specific locations.</p>

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<p style="text-align: center;"><i>Visual Arts</i></p> <p>Exploring Careers in Visual Arts – Activity 8</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce the concept that if 4-Hers have a love for <u>visual arts (painting, sketching...)</u> <u>they can turn it into a career</u>. Show short video interviews with specific artists. Review the steps to pursue a career in visual arts on page 3 of the activity.</p>	<ul style="list-style-type: none"> • Have 4-Hers complete one of the exercises <u>matching careers</u> with description and/or description with image. • Show different types of paintings (portraits, landscape, abstract...) and have each participant identify the type of painting they might like to try. <p>Example of artist interview: https://www.youtube.com/watch?v=4gwbyfERDrA Artist (Painter) Fiona Rae (or have a local visual artists come and bring their work)</p>	<p>Same as in classroom, plus have 4-Hers paint or sketch examples of portrait, landscape, abstract.</p>
<p style="text-align: center;"><i>Crafts</i></p> <p>Exploring Crafts – Activity 10</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce the definition for what a craft is and the difference between visual art and crafts. Show examples of a variety of crafts.</p>	<p>Have 4-Hers do a simple craft. <u>Examples:</u> simple origami, braided bracelet (using yarn or cord), greeting card (using wallpaper samples or scrapbook paper, plain paper, and ribbon)</p> <p>← (actual artifacts are great!)</p>	<p>Same as in classroom.</p>
<p style="text-align: center;"><i>Crafts</i></p> <p>Exploring Careers using Craft Skills – Activity 12</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce the concept that if 4-Hers like to create things, <u>they can turn it into a career</u>. Explain what craft artists do (page 1 of activity) Show short video interviews with specific craft artists or have guest craft artist talk to group.</p>	<p>Have 4-Hers complete the exercise matching careers with description and/or description with image. (possibly in small groups)</p> <p>Show 4-Hers different types of crafts (actual artifacts preferred). Have each tell the type of craft they would like to create and why.</p> <p>https://www.youtube.com/watch?v=lIZFqbsNATA The Ceramic Artist (pottery) Bill Lee, Knoxville, https://www.youtube.com/watch?v=Smzgapv8_XM Lulu Frost Jewelry Artist</p>	<p>Same as in classroom.</p>

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<p><i>Interior Design</i></p> <p>Discovering Your Personal Interior Design Style – Activity 14</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce the concept of Interior Design related to remodeling the participants’ bedrooms (From 1st paragraph of Activity 13);</p> <p>Introduce ‘finding your personal interior design style’ (page 1 of Activity) and ways they can determine their style.</p>	<ul style="list-style-type: none"> • Have 4-Hers write down their: <ul style="list-style-type: none"> -2 favorite colors (also bright or muted) -favorite type of patterns (geometric, realistic [flowers, mountains...]) -hobbies • <u>Have 4-Hers do a sample board</u> of how they would want to remodel their room. (wall color, fabric to be used for bedspread and/or curtains) <p><u>Materials needed:</u> Card stock Rubber cement or glue Paint samples of different colors (cut apart) Fabric samples (a variety of scraps) Scissors</p>	<p>If having multiple sessions – have 4-Hers do Exercise 1 in first session, doing a collage and completing chart and questions; provide appropriate magazines, newspapers with advertisements, other items to make a collage with and glue. In session 2 have them do a sample board (see classroom description).</p> <p>If one session, do same as in classroom.</p>
<p><i>Interior Design</i></p> <p>Exploring Careers in Interior Design – Activity 15</p> <p>(Level 1, Beginning-Creative Arts and Design)</p>	<p>Introduce what an interior designer is and what they do (possibly use video or guest speaker)</p> <p>Discuss the various specialty areas in interior design (from activity; show images if possible)</p>	<p>Show video of what an interior designer does: https://www.youtube.com/watch?v=dKbMFDf1ftk</p> <p>Have 4-Hers discuss the type of interior design job they might like to pursue. (in addition to residential, barrier free, universal, kitchen and bath, give them examples of specialized commercial design jobs such as restaurant design, designing doctor’s office waiting rooms, child care facilities, office spaces....)</p>	<p>Same as in classroom.</p>

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating UT Extension provides equal opportunities in programs and employment