

Kalamazoo County 4-H

Fine Arts Project Guidelines

Project Superintendents: N/A

Project Social Media: N/A

Project Objectives & Life Skills*

- 4-H'ers should be able to explore a variety of art forms and media while making creative decisions.
- 4-H'ers should learn about design elements and principles in art.
- 4-H'ers will explore their art decisions and be able to evaluate those decisions.
- 4-H'ers should learn about the art materials they are using and that some materials can be hazardous.
- Head
 - Resilience
 - Planning/organizing
 - Goal setting
 - Problem solving
- Heart
 - Sharing
 - Empathy
 - Communication
 - Conflict resolution
- Hands
 - Marketable skills
 - Self-motivation
 - Contributions to group effort
 - Responsible citizenship
- Health
 - Self-esteem
 - Self-responsibility
 - Self-discipline
 - Personal safety

**note these life skills are just some examples of what 4-H members will learn in this project*

MSU is an affirmative-action, equal-opportunity employer, committed to achieving excellence through a diverse workforce and inclusive culture that encourages all people to reach their full potential. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status. Issued in furtherance of MSU Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Quentin Tyler, Director, MSU Extension, East Lansing, MI 48824. This information is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by MSU Extension or bias against those not mentioned.

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities may be requested by contacting the event contact Kalamazoo County 4-H two weeks before the start of events at 269-383-8830 or msue.kalamazoo@msu.edu. Requests received after this date will be honored whenever possible.

Kalamazoo County 4-H

Fine Arts Project Guidelines

Table of Contents

Fine Arts Overall Guidelines	Page 3
Painting	Page 4
Drawing	Page 5
Digital/Computer Generated	Page 6
Design	Page 6
Sculpture	Page 8
Calligraphy	Page 9
Spinning	Page 10
Weaving	Page 10
Creative Writing	Page 11
Fine Art Educational Exhibits	Page 12
Creative Writing Prompts	Page 13
Additional Fine Arts Resource List	Page 14

Fine Arts

Guidelines:

- All art should be **original** from the artist. The emphasis in the Fine Arts project is for creativity and originality.
- Sizes refer to the artwork visible in the entry.
 - Entry categories under the term “small” means that the artist's work is 9”x12” or smaller.
 - Anything smaller than 4”x4” should be entered into miniature designs under Section D.
 - Entry categories under the term “large” means that the artist’s work is larger than 9”x12”
- **All work must be matted/framed and prepared for hanging.** Canvas art on a wooden frame is considered prepared for hanging provided that the frame has a hanger. Any art on wooden panels does not need to be matted/mounted or framed as long as it has hanging capabilities.
- The level of difficulty must increase each year in the project as skill levels advance.
- Neatness and general appearance of the project is very important and will affect judging of your exhibit.
- Be prepared to talk to the judge about your art work. where the idea came from, how it developed and what you learned.
- Practice is very important in the fine arts projects. You probably won't get it right your first try and that's ok. Keep practicing and you will become better with each practice session.
- Your piece does not need to be completed in one session. If you leave for a few hours or days and come back you might have a new perspective on your piece and find things you want to change or that you like that were frustrating you when you worked on it last.
- **Additional resources for each section are on page 14 of this document.**

Section A –Painting

- Paintings can be presented in a frame with or without a glass front, or as matted or mounted work. Matting or mounting paintings executed on a wood panel is not practical and framing of paintings executed on wood panels is often unnecessary and is therefore at the discretion of the exhibitor.
- If the painting is not framed the edges should be painted.
- Suggested learning activities
 - Experiment and be familiar with the media you are working with
 - Develop a brushstroke, feel confident about holding and using a brush.
 - Try thin, thick, straight, curved, angled and other brush possibilities
 - Learn basic color work, color wheel, value, warm and cool colors, mixing colors.
 - Practice different techniques for the media you're working on in-graded wash for watercolor, glazing or underpainting for oils and acrylics.
 - Try painting on different surfaces, canvas, canvas board, wood or flat glass for oil and acrylics. The best surface for watercolors is watercolor papers, try different types.
 - Learn the proper way to care for materials.
 - Work on good composition.
 - Try new techniques like dry-brush, superimposing colors, wet-on-wet.
 - Be familiar with different color schemes and other color vocabulary.
- **Acrylic**
 - Acrylic paint dries faster than most other paints.
 - Using acrylic paint and a variety of techniques to complete a painting.
- **Oil Painting**
 - Oil paint dries very slowly so give yourself enough time before fair to complete this as wet paint will not be judged and will be sent home with the exhibitor.
 - When setting up a space to oil paint it is highly recommended that you work in a well-ventilated area as well as being far away from any sources of ignition.
 - **Research** oil painting before starting as some materials can be toxic and highly flammable such as turpentine and solvents. The links below are a great spot to start your research.
 - [Oil painting techniques for beginners • Anna Bregman Portraits](#)
 - [Oil Painting for Beginners - A Novice's Guide on How to Use Oil Paints](#)
 - [Oil Painting Guide: 10 Tips for Beginners](#)
 - [How to Properly Clean Oil Brushes](#)
 - Oil paints and mediums are hazardous if ingested or absorbed into the skin. Keep them out of reach of your pets and talk to other members in your household about this before starting.
 - **Oil paint should NOT be disposed of in the sink. When disposing of rags, paper towels and disposable paper palettes or paper plates it is recommended to put them in a metal garbage can with a metal lid as well as wet/soak rags and paper in water before discarding them as they can become flammable when drying out.**
- **Watercolor**
 - Watercolor projects should be executed on watercolor paper.
 - Some detailing with pen and ink on watercolor paintings is not uncommon and it will be up to the exhibitor to display work under watercolor or mixed media.
 - Watercolor paintings are traditionally displayed as matted or mounted within a frame. For display purposes, the front panel of glass is optional.
- **Airbrush or Spray Paint**
 - Airbrush or spray paint projects should be done outside, or in a spray booth with well ventilation as well as using all personal protection equipment (PPE) to protect yourself.

Section B–Drawing

- All drawings should be executed on quality drawing paper. 4-H'ers can draw on other surfaces such as Masonite, tile, wood, etc. but they should have a knowledge of how the media will work on the surface
- Traditionally drawings are displayed as matted or mounted works within a frame with glass. Front glass panels are not required due to the likelihood of glare.
- The first year in drawing should be focused on basic shapes used in making a picture. Typical shapes used in drawings are cylinders, cubes, circle, triangle and cone. From these basic shapes you can make anything.
- The human figure is a more advanced shape and should be done by 4-H'ers who are more advanced in their drawing skills.
- Suggested learning activities
 - Get familiar with materials used for drawing, different kinds of pencils, media and paper.
 - Try different styles of drawing, contour, gesture, and modeling.
 - Use perspective, overlapping size, space, placement, details, texture, color and value change, converging lines.
 - Composition, place the drawing on the paper using good design
 - Light and shade – observe light and the shadows it makes. Start out adding shade and shadows from one light source.
- **Pencil**
 - Can be done with graphite or colored pencils.
- **Charcoal**
 - Should be executed on quality pastel/charcoal paper.
 - Charcoal drawings should be sprayed with a spray fixative (comes in workable and final fixative).
 - Spray fixative comes in a spray can which needs to be done outside in a well ventilated area.
 - Workable fixative is for when you are taking a break or done with a work session to set your charcoal so it doesn't smudge.
 - Final (permanent) fixative is for when you are finished with your charcoal piece and it will hold your charcoal in place
 - Video on how to use charcoal fixative (REVIEW before using fixative as it is toxic)
 - [Basics #70 - How to apply fixative to protect charcoal drawing](#)
- **Pastel Drawing**
 - Should be executed on quality pastel/charcoal paper
 - Pastel drawings should be sprayed with spray fixative to ensure the drawing doesn't smudge or smear. REVIEW the spray fixative information and video under charcoal as fixative is toxic.
- **Pen and/or Ink Drawing**
 - It can also be executed on watercolor paper.
 - Can use any color(s) of pen or ink.
- **Cartoon Drawings (small series as a cartoon strip)**
 - Suggested learning activities
 - Learn about supplies, tools and techniques.
 - Practice heads and facial proportion and expressions.
 - Do a caricature.
 - Practice whole figures and body action.
 - Give an animal human characteristic.
 - Add captions to your artwork if you desire.
 - Be original and creative in your characters.

Section C–Digital/Computer Generated

● **Computer Artwork**

- Artwork must be the 4-H'ers original artwork. No Artificial intelligence (AI) generated work.
- Computer artwork is the use of digital tools to produce an image created by the artist.
- Computer artwork can also use a photograph taken by the 4-H'er but must be predominately reworked. Original photo and computer artwork must be exhibited together if using a photograph.
- Computer artwork must be exhibited in a tangible form (such as a printout) at the appropriate resolution for judging.
- Items that have been partially or totally created through use of laser cutting programs/devices should be entered here. Project should be completely created by the 4-H'er with original designs.
- 3-D printed items should be entered into Department 63, Section L, under the 3-D printed class.

Section D–Design

● **Printmaking**

- Suggested learning activities
 - Learn what printmaking is and find out what materials are used for making prints and what can be printed on.
 - Make simple prints using different non-stamp objects like a stamp.
 - Make your own stamps out of plaster, erasers, fruits or vegetables.
 - Do Styrofoam, string or glue line prints
 - Try a mono-print on glass
 - Make a stencil and print with it
 - Create a multicolored print
- Must exhibit a minimum of 4 different matted or framed prints.

● **Mixed Media**

- Any variety or combination of media in a work of art.
- Minimum of 2 art mediums to be used in a significant part of the art piece.
- Since mixed media can be more experimental the surface and display is left to the discretion of the exhibitor but needs to be ready to hang.

● **All Other Media**

- Any media that is not listed above can be displayed under this category

● **Greeting Cards**

- All greeting card projects must include envelopes
- Folds must be crisp and straight
- If you cut windows or other shapes, have smooth, clean cuts and edges.
- Must exhibit a minimum of 5 greeting cards with envelopes displayed on a mat or some type of holder such as a basket.

● **Fashion Illustration**

- Fashion illustrations can be drawn on paper or digitally but must have a physical display to be exhibited. Illustrations can be flats, illustrations on a croquis or a combination of both.
 - Flats are working drawings that are not on a model/croquis that illustrate other views like you would find on a dressmaker's pattern envelope. The flats should depict the garment from other views and details.
 - Croquis are illustrations of how your outfit fits on a model. The croquis does not need facial details or hair as the intent is to be focused on the outfit and not the figure. The croquis does not have to be an original drawing and may be traced. Check out the additional resources for more inspiration and information for croquis.
- Exhibit should be a notebook, binder or portfolio folder containing a minimum of 4 hand drawn fashion designs using a front/side/back view of each outfit designed. No actual garments are made for this exhibit, although your fashion design can be your inspiration for a sewing project and the drawings can be exhibited in your Fashion designs project.

- When working on your illustrations different types of fabric should be considered as well as how they will silhouette the human figure. Fabric swatches can be added to your designs, but it is not a requirement.
- The farther into the fashion illustration project a 4-H'er gets they should start to consider their designs a collection and create their designs to relate to each other in one way or another. Looking at fashion shows or fashion tv is a great way to start understanding what a collection can look like.
- Different topics to consider when working in the fashion illustration project
 - Applying elements and principles of design
 - Fabric science labs
 - Consumer buying skills
 - Creating a storyboard for your designs
 - Creating one-of-a-kind items
 - Entrepreneurship
 - Upcycling items for a new purpose
- **CD/DVD covers**
 - Suggested learning topics:
 - Basics of graphic design
 - Color theory
 - Typography and how it affects the overall feeling
 - What information needs to be on your chosen cover
 - CD/DVD covers can be created physically or digitally and should be exhibited as a CD/DVD case.
 - Exhibitors can use existing CD/DVDs as inspiration only, or they can come up with something all their own. All artwork and creative directions should be the exhibitor's own work.
- **Miniature designs**
 - Any media/medium can be used by the artist for this exhibit.
 - Miniature designs are art pieces that are smaller than 4"x4"
 - The exhibition should be a collection of 4 miniature art pieces that are similar in fashion.
- **Mosaic**
 - Mosaics to be exhibited can be made of paper, tile, glass or other materials.
 - Mosaics are traditionally made with glass or tiles glued onto a surface and then grouted around to make an even surface.
 - Display of mosaics depends on what materials are used. As a paper mosaic is lighter and typically for an inside display it should be framed. While a tile or glass mosaic is going to be heavier it can also be something of use such as a decorative top to a small end table which can be displayed as such. Display of a tile, glass or other such materials mosaic will be up to the exhibitor.

Section E–Sculpture

- Sculpture entry can be one to two small sculptural pieces. Small sculptures would be considered the size of a loaf of bread or smaller.
- All sculpture projects must be hand formed and free standing. No kits used!
- Suggested materials to use: Soap, clay, paper-mâché, wire screen, hardware cloth, metal, plastic, Styrofoam, paper, found objects, plaster, etc. Any wood sculptures should be entered under Department 63, Section O.
- Beginners (1 – 2 years in project)
 - Suggested knowledge/skills to be learned:
 - Arrange grouping of articles to study and design.
 - Inflate, tie and twist toy balloons to make a variety of forms.
 - Work with “modeling clay” (Plasticine) forming objects, animals and a variety of shapes.
 - Carve forms from soap or Styrofoam.
 - Bend and twist wires to form simple, strong shapes or forms. Use paper mache to make modeled figures or objects.
 - Check out the library or online for any books on sculptures or sculpting artists
- Intermediates (3 – 4 years in project)
 - Suggested knowledge/skills to be learned:
 - Continue using skills learned in previous years.
 - Get acquainted with artwork of prominent sculptors past and present.
 - Experiment with “manufacturing” sculpting materials.
 - Try “sand casting” (modeling depressions into moist earth and filling with plaster).
 - Sculpt with some self-made materials, such as paper mache.
 - Sculpt with common materials such as wire screen, hardware cloth, etc.
 - Make plaques by chipping a design into a plaster disc you have then cast in a plate or shallow bowl.
 - Build a mobile or make a 3D collage.
 - Experiment with sawing and carving Styrofoam.
 - Visit museums, stonecutters, cemetery monument makers, etc. to get more knowledge on sculpture
- Advanced (5 years and over in project)
 - Suggested knowledge/skills to be learned:
 - Continue using skills learned in previous years.
 - Work with new materials...be creative.
 - Try to visit a college art department and observe someone in the process of sculpting.
 - Make color an integral part of your sculpture.
 - Become a teen leader.
 - Demonstrate techniques and/or develop instructional materials.
 - Show and/or sell products at art shows, craft shows, etc.
 - Explore career opportunities in sculpture.
 - Color and originality/creativity must be seen in the project for advanced sculpting.

Section F–Calligraphy

- Calligraphy is a visual art related to writing and is the design and execution of lettering with a pen, ink brush, or other writing instrument.
- Calligraphy should be done on clean, neat, quality calligraphy or drawing paper. Calligraphy should be exhibited neatly matted or in a frame, binder or portfolio folder.
- Each year the 4-H'er should show their advancement by doing a more difficult project than the previous year.
- Suggested learning activities
 - Learn about materials and equipment used.
 - Learn basic lettering styles and practice.
 - Do lettering with different equipment, pens, nibs, brushes, or calligraphy markers.
 - Experiment with your own creative lettering styles.
 - Find out about good poster design and layout.
 - Learn about greeting card layout, page layout, and cover layout.
 - Learn about grids and borders.
- Beginners (1st and 2nd year)
 - Learn the basics of calligraphy and how to write a lowercase alphabet
 - 4-H'ers should complete two short quotes or sayings of the same type of script (example italics) or an entire lower-case alphabet in one style and a short saying.
 - Quotes may be done on any size paper, using water soluble ink and any size pen nib, although C-1 is recommended. May use a calligraphy felt marker instead.
 - Quotes should be age appropriate for the 4-H'er and they may be asked why they chose that quote during judging interviews.
- Intermediate (3rd and 4th year)
 - Intermediate should learn how to
 - write the uppercase alphabet
 - Use medium and wide nibs
 - Work with water soluble ink or permanent ink
 - Increase the styles of calligraphy they know how to write in
 - 4-H'ers may choose to exhibit one of these
 - Two longer quotes or sayings using both upper and lowercase letters in formal, italic or chancery cursive types of script, on any size paper.
 - One lowercase and one uppercase alphabet using different styles in each, different from previous years and a quote using both upper and lowercase letters.
 - Large poster in their chosen style of calligraphy. (recommended for more advanced calligraphy work)
 - Must use water soluble ink or permanent ink with medium or wide nib.
- Advanced (5th year and above)
 - More advanced calligraphy should focus on their own originality and creativity in their work.
 - 4-H'ers should design their own original card and envelope or stationary letterhead for exhibition as well as one lower and one uppercase alphabet in different styles from the other and differing from previous years' work.
 - Cards can be themed around a holiday, birthday, thank you, invitation, etc.
 - These can be left up to the 4-H'er and their originality in formal italic, chancery cursive, uncial, or roman hand.
 - Must use permanent ink. Paper and nib type are left up to the 4-H'ers personal preferences but should continue to expand their knowledge in calligraphy and the different types of ink, nibs, and styles.

Section G–Spinning

- Skeins of yarn should be clean, tied evenly, and balanced.
- The twist should be even and consistent.
- Fleece should be properly carded and is appropriate for yarn type.
- Joins need to be strong and even
- Beginners (1st and 2nd year)
 - 2 samples of 1 oz skeins of yarn that are dyed with 2 natural dyes
- Intermediate (3rd and 4th year)
 - 3 samples of 1 oz skeins of yarn that are dyed with 2 natural dyes
- Advanced (5th year and above)
 - 4 samples of 1 oz skeins of yarn that are dyed with 2 natural dyes
- Spinning
 - 1 oz of skein of fiber that is home spun.

Section H–Weaving

- Traditions are important to study.
- Beginners (1-2 years into project) suggested knowledge and skills to be learned
 - Explore the various looms (Examples: card/tablet, roller, frame, box, table & floor).
 - Explore materials.
 - Work with a card/tablet loom.
 - Suggested projects for Beginners: Belt, camera strap, guitar strap or the like made on a card/table loom.
- Intermediate (3-4 years in project) suggested knowledge/skills to be learned
 - Continue using skills learned in previous years.
 - Use a more advanced loom such as roller, frame, box
 - Experiment with dyeing: traditional and manufactured.
 - Visit if possible, a weaver who uses natural fibers, one who prepares them from scratch.
 - Suggested projects for intermediates: Placements, purses, table runners, etc., made on looms suggested above.
- Advanced (5 years and over in project) suggested knowledge/skills to be learned
 - Continue using skills learned in previous years.
 - Consider constructing your own loom for the table or floor.
 - Try your own patterns.
 - Become a teen leader.
 - Demonstrate a technique and/or develop instructional materials.
 - Show and/or sell products at art shows, craft shows, etc.
 - Become a member of the 4-H Creative & Educational Committee.
 - Explore career opportunities in weaving.
 - Suggested projects for advanced:
 - A loom constructed by yourself.
 - Construct a woven article from an original design that you created.
 - A project of fibers you dyed with a card including a brief description of process and materials
- Locker Hooking
 - Locker hooking is where loops of fabric, yarn or wool are pulled through the open weave of a canvas and held in place by a hidden string that is pulled through the loops. One tool is used for both pulling loops through and pulling the locking yarn behind. It has a hook on one end to pull loops and a large needle eye on the other end to pull locking yarn through the loops.
 - Exhibit should consist of either one large (12” x 12” or larger) or two smaller articles.

Section I–Creative Writing

- Creative writing exhibits must be exhibited in a notebook, portfolio folder or binder and are cumulative so leave the previous years' work in your notebook to reflect progress.
- Exhibits should demonstrate written communication used for entertainment, including careers, everyday life, poems, and stories.
- **All the work presented must be original.**
- Exhibited writing should be typed and may be fiction, non-fiction, journals, prose, poetry (including free verse, limericks or haikus) and/or speeches.
- Exhibited writing will be judged on creativity, originality and the ability to hold the interest of the reader.
- Creative writing should not include artwork/illustrations, special paper or creative effects as those that include these things should be entered into illustrative writing.
- Exhibitors can exhibit in both creative writing and illustrative writing.
- Creative writing prompts and suggestions start on page 12 of this document.
- **Creative Writing**
 - Beginner objectives (1st and 2nd year)
 - Learn to create a basis for critical evaluation of reading materials.
 - Develop an interest in learning good techniques of communicating.
 - Learn how to exercise the originality of thought.
 - Develop a better vocabulary and feeling for words.
 - Improve the mechanics of your writing.
 - Intermediate objectives (3rd and 4th year)
 - Learn expressive use of words.
 - Learn correct use of parts of speech.
 - Learn to communicate with others interestingly and effectively.
 - Learn to express thoughts and lines of thought in rhyme.
 - Learn proper ways of preparing manuscripts.
 - Advanced objectives (5th year and beyond)
 - Relate spoken word to written word.
 - Expand vocabulary.
 - Learn how manuscripts are marketed and what makes them marketable. (Can be done through references).
 - Expand and broaden your knowledge and interpretation of current writings.
 - Work with younger members who are interested in writing.
- **Creative Writing Careers**
 - The goal of this section is to recognize the use of creative writing in life and how it can influence you. Your writing should exhibit your interest and involvement in the world around you.
 - Example list of creative writing for this section
 - School research paper
 - Work memo on new policy
 - Cover letter for a resume
 - Newspaper press release
 - Travel brochure
 - Essay for college entrance application
 - Advertising campaign
 - New!!! Movie Review,
 - Song Lyrics
 - Artwork/photographs can be included with creative writing careers exhibits as long as any persons photographed agree to their photo being exhibited along with your creative writing piece.

- **Illustrative Writing**
 - Exhibit one writing of any type, which has been illustrated in a creative fashion to enhance the impact of the writing, with the emphasis to be placed on the writing. The method of display of illustrated writing is at the exhibitor's discretion, and is open to creativity. (Cartooning to be exhibited should be entered under department 62, section B under cartoon drawings).
 - The writing should be enhanced by the illustrated art but should be understood without the artwork to be considered illustrative. The illustrated art should help the written words to describe a particular scene or what the story is about.
 - A couple examples of illustrative books are
 - *The Hobbit* by J. R. R. Tolkien and illustrated by Jemima Catlin
 - *Charlotte's Web* by E. B. White and illustrated by Garth Williams
 - *Winnie-the-Pooh* by A. A. Milne and illustrated by Ernest H. Shepard
 - *The Classic Tale of Peter Rabbit* by Beatrix Potter and illustrated by Charles Santore

Section J–Fine Arts Educational Exhibits

- Educational exhibits for fine arts can be exhibited in a poster, binder, notebook or portfolio folder.
- It is not a requirement for fine arts to do an educational exhibit, but it can help to learn about the history and science in the fine arts world to be able to create your own style.
- A list of resources used for research should be included with your exhibit. Only use reliable resources such as museum/university websites, art history publications, and scholarly journals when researching the topic you choose. The topics chosen should be age appropriate.
- **Fine Arts History**
 - A few examples of some topics of art history
 - Art movements (Fauvism, Cubism, Rococo, Renaissance, etc.)
 - Artists (Van Gogh, Andy Warhol, John Singer Sargent, Rembrandt, etc.)
 - Women in Art
 - A deep dive into a historically controversial art piece and how it affected the art world (for example Andy Warhol's *Campbell's soup cans*)
 - How the camera obscure turned into the cameras we have now
 - How different art movements influenced the next
- **Fine Arts and Science**
 - A few examples of some topics of the fine arts and science coming together
 - The chemical change in clay that happens when it is fired
 - Physics of a ballerina's dance
 - Voice portraiture that was created from a sound wave
 - The chemical reaction that happens when using resin or epoxy
 - The way different lights (warm, cool, colored, etc.) can affect/change the colors in an artwork
 - The science behind mixing colors or how mixing light and mixing paint are different
- **Fine Art Educational Exhibit**
 - Any other educational exhibit which could include
 - How to _____ (paint with watercolor/acrylic, illustrate a story, locker hook)
 - Necessary precautions/steps to ensure a safe space to oil paint.
 - What type of paper is best for what mediums?

Creative Writing Prompts List

Examples of writing projects that could be exhibited. This is not a complete list of potential writing projects.

Fiction

- Short story
- Stage or screen play
- Lyrics
- Greeting cards
- Original story about a picture/photo
- “Extended story”/” fractured fairy tale” (i.e. Cinderella’s life in the “happily ever after”)
- Mystery
- Science-fiction
- Fantasy
- Opposing point of view (i.e. “Three Little Pigs” told from the wolf’s perspective)
- “Period Piece” (historical fiction)

Nonfiction

- Commercial/advertisement
- Journalism (i.e. feature story, editorial, news article)
- Biography
- Autobiography
- Historical piece (i.e. regarding your family, community etc.)
- Text of a speech
- “How to” instructions
- Correspondence (i.e. thank you, sympathy, congratulations, request for information, etc.) Including a correctly prepared mailing envelope
- Crossword puzzle
- Script for radio/television interview
- Essay (i.e. persuasive, argumentative, informative)

Poetry

- Ballad
- Couplet
- Sonnet
- Blank verse
- Free verse
- Haiku
- Cinquain
- Tongue-twister
- Limerick
- Alphabet poem
- Diamante
- Metaphor
- Tanka
- Onomatopoeia

Additional Fine Arts Project Resources:

[CREATIVE ARTS](#)

[VISUAL ARTS](#)

[4-H ART AROUND THE WORLD](#)

[RI University of Rhode Island 4-H](#)

Painting

[Acrylic Painting Tips for Beginners](#)

[4-H Stress Free Acrylic Art](#)

[4-H Stress Free Watercolor Art](#)

[How to use watercolor: still life tutorial | IN THE STUDIO](#)

Drawing

[16 Pencil Drawing Techniques – Arteza.com](#)

[Learn How to Draw: Inspiring Basic Techniques for Beginners - YouTube](#)

[How to draw for beginners | Learn to draw | Adobe](#)

Digital/Computer Generated

[What is Digital Art? | Digital Painting & Drawing Guide | Adobe](#)

[12 Drawing Tips for Beginners - Digital Art](#)

[Visual Art - computer generated](#)

[Pixel Pioneers project book 2024.pdf](#)

Printmaking

[Intro to Printmaking](#)

[Printmaking - YouTube](#)

[What Is Printmaking? | The Metropolitan Museum of Art](#)

Mixed Media

[17 Mixed Media Techniques You'll Be Glad You Know – Arteza.com](#)

[Tips for Creating Mixed Media Art: A Guide for Beginners - Princeton Brush Company](#)

Fashion Illustration

[Fashion Sketching For Beginners - A Beautiful Mess](#)

[Fashion sketches for beginners: how to improve your drawing](#)

[A beginner's guide to fashion illustration | Adobe](#)

Mosaic

[How to Make a Mosaic—Plus 3 Pretty Project Ideas](#)

[Make a Mosaic | Crafts for Kids | PBS KIDS for Parents](#)

[Trash to Treasure DIY Mosaic Table Tutorial](#)

Sculpture

[Intro to Sculpture](#)

[Process and Product: Sculpture](#)

[Exploring the Different Types of Sculpture: A Beginner's Guide](#)

Calligraphy

[Brush Calligraphy Alphabet - A to Z \(Lowercase Letters\)](#)

[Calligraphy 101 - The ULTIMATE Guide For Beginners | Lettering Daily](#)

[A Beginner's Guide to Calligraphy : 9 Steps \(with Pictures\) - Instructables](#)

[10 BEST Calligraphy Books For Beginners \(2023\) | Lettering Daily](#)

Spinning

[4-H Fiber Arts Project Demo](#)

Page 9– [4-H Fiber Arts Project Guide](#)

[Spinning](#)

Weaving

[Weaving Basics : Weaving Techniques for Beginners - YouTube](#)

<https://www.theweavingloom.com/beginners-guide-to-weaving/>

Creative Writing

[CLOVER: Creative Writing, Abstract Art & Jewelry Making - National 4-H Council](#)

[Spark Ideas. Ignite Possibilities. Exploring 4-H Creative Writing](#)

Locker Hooking

Locker Hooking Basics: An introduction to Australian locker hooking, complete with photo instructions by Pam Dyer

[LOCKER HOOKING for BEGINNERS - How to Locker Hook to Make a Rug Pillow Hot Pad Wall Hanging and More](#)

[Reliable Online Art Supply Store:https://www.dickblick.com/](https://www.dickblick.com/) (also has physical stores in Dearborn, Detroit and Royal Oak)

Michigan State University Extension

“Crafts Around the World Series”

MSU Extension 4-H Resource web page:

https://www.canr.msu.edu/global_cultural_education/resources

- **Europe** – Norwegian Gnome - Nisse
https://www.canr.msu.edu/global_cultural_education/uploads/files/MSUECYIActivity%20TemplateNorway_AA.pdf
- **Europe** – Italian Laurel Wreath Crown -
https://www.canr.msu.edu/global_cultural_education/uploads/files/MSUECYIActivityTemplateItalianCrowns_AA.pdf
- **China** - Michigan 4-H Children’s Art Exchange with China: Visual Letters Art connected to the Grab-N-Go “Crafts Around the World” series -
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateChina_AA.pdf
- **Africa** – Uganda & Kenya, Paper Beads –
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplatePaperBeads_AA.pdf
- **North America** - Arctic Carvings: Soap Carving -
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateSoapCarving_AA.pdf
- **South America** – Chile & Argentina, Rain Sticks -
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateRainsticks_AA.pdf
- **Europe** – Poland, Polish Wycinanki Traditional Papercut -
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplatePaperCut_AA.pdf
- **Asia** – Japan, Origami: 4-H Clover -
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateOrigamiClover_AA.pdf
- **Australia/Oceania** – Indigenous Art: Aboriginal Dot Painting –
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateDotPainting2_AA.pdf
- **North America** – Mexico, Huichol Picture: Yarn Art –
https://www.canr.msu.edu/global_cultural_education/MSUECYIActivityTemplateYarnArt_AA.pdf
- **Europe** – German Kartoffeldruck: Potato Printing <https://www.canr.msu.edu/resources/crafts-around-the-world-series-europe-german-potato-printing-1>

We’re interested in hearing about participants' experience with the 4-H "Crafts Around the World"

Series Program.

Please complete this survey at the conclusion of your 4-H “Crafts Around the World” series lessons. Your feedback will complete a statistical and impact report.

The survey takes about 5 minutes to complete. All feedback—both positive and negative—is helpful for us to learn and grow the 4-H Creative Arts & Culture Resources.

Thank you for your time and feedback!

A reusable link that can be pasted into emails or onto a website and is unable to track identifying information of respondents.

The anonymous survey link:

https://msu.co1.qualtrics.com/jfe/form/SV_9Y1NZoZKT1oc30W

Or you can click here to take the survey

[4-H Crafts Around the World Series](#)