

# Kalamazoo County 4-H

## Folk Arts Project Guidelines

Project Superintendents: N/A

Project Social Media: N/A

### Project Objectives & Life Skills\*

- To provide 4-H members with the skills, knowledge and attitudes needed to successfully collect and interpret oral and visual history materials.
- To develop and enhance the awareness and understanding of the visual world and how historical artistic representation and techniques are still used today.
- Head
  - Resiliency
  - Wise use of resources
  - Planning/organizing
  - Problem Solving
- Heart
  - Communication
  - Social skills
  - Conflict Resolution
  - Sharing
- Hands
  - Leadership
  - Marketable skills
  - Teamwork
  - Self-motivation
- Health
  - Self-esteem
  - Self-discipline
  - Personal safety
  - Stress management

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

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## Folk Arts

### Guidelines:

- 4-H'ers can exhibit one project per class with the exception being for those classes that are for beginner, intermediate and advanced.
- All projects must be original with no kits being used.
- Each project should consist of either one large article (about a bread loaf size) or a group of three to four smaller articles.
- For each year you are in a specific project the techniques learned should be more challenging than the year previous.

### Section A –Ceramics

- All ceramics pieces should be initialed and dated on the bottom of the object.
- All ceramics pieces must be well-cleaned. The seams should be smooth with no rough edges. The exhibit should be ready for use and the bottoms must be finished off.
- In under glazing all shades of color count as one color. If a light, medium and dark blue are all used it is counted as one color because they are all different shades of blue.
- Ceramic items are items made from a non-metal material that change when exposed to high heat. When that vessel is made to hold something such as a mug or bowl it would be considered a subtype of ceramics called pottery and would then be exhibited in section B of this Department.
- Suggested learning activities
  - How to glaze
  - How to shape clay by hand or on a wheel
  - How to decorate clay pieces
  - How to layer colors
  - How to handle and clean greenware
  - Learn the names of tool and equipment and how to use them
  - Once comfortable with the above techniques experiment with different ways to use the techniques, glazing and/or staining finishes to show your originality and creativity.
- Each year in the project the techniques should get more challenging as your knowledge and skills grow.
- **Beginner (1st and 2nd year)**
  - Articles should be simple and glazed using at least two colors. An example would be an animal with color in eyes or nose.
- **Intermediate (3-4th year)**
  - Articles should use the skills learned in previous years and stain/antique a fired article.
  - Intermediates should use at least three glaze colors in their ceramics as well as some detail work.
- **Advanced (5th year and beyond)**
  - Articles should use previous years skills as well as using a technique from the list below
    - Stain or glaze article using an airbrush
    - Using ceramic fired decals (should only be used on decorative pieces)
    - Sgraffito (etching designs on greenware then painting a design over it)
    - Use of translucent stains with glazes
    - Using overglazes, gold firing or mother-of-pearl (these should be used only on decorative pieces)
    - Using different glazes that leave a textured/cracked finish
  - Advanced ceramics should have at least 4 glazing colors and be more detailed than previous years.

## Section B–Pottery

- Pottery is any vessel made from clay and fired that holds something (such as a mug, bowl or plate). Pottery should be completely glazed inside and out and ready to use when it comes in for judging. This means no unglazed pottery as it is not safe to consume food from unglazed pottery.
- The correct finish should be selected for the intended purpose of your item. Finishes should be smooth and free of bubbles, texture and fingerprints unless you use a textured glaze or other textured product.
- Suggested topics to learn
  - Learn about clay preparation and what tools and equipment are needed.
  - Do projects in pinch, coil, slab techniques when hand-building.
  - Practice forming techniques on a potter's wheel.
  - Find out about the different stages clay goes through and what can be done.
  - Glaze your clay project, if possible.
  - Try other techniques such as sand casting, carving, or molded forms, or combine techniques.
  - Learn different decorating techniques.
- Wheeled pottery
  - Pieces made by using a pottery wheel.
  - If exhibiting several smaller pieces, they should all be uniform in size and wall thickness.
- Hand built pottery
  - Any pottery that was not thrown on a wheel or molded would be considered hand built.
    - Some examples are pinch pots, coiled building, and slab building.
  - All exhibited pieces should be uniform in size and wall thickness and consistent all the way through out.
- Molded ceramics
  - Pieces made by pouring slip (liquid clay) into a mold (typically made from plaster-of-Paris) and then once enough clay has settled the rest is dumped out to be reused in another mold.
  - Exhibited pieces should be uniform in size and wall thickness if displaying multiple pieces. If displaying one larger piece the size and wall thickness should be consistent throughout the piece.

## Section C– Baskets–no kits

- Baskets should be made with good shape and proportion for its intended purpose. A handle is not required but if one is selected it should fit the proportions of the basket.
- If using reeds, they may be left natural or can be stained/dyed if it enhances the overall appearance of the basket.
- Each year the 4-H'er should work on more advanced techniques in weaving, decorating or different finishings to help improve their skills in this project.
- Baskets should be exhibited without anything in them as the focus should be on the basketry skills.
- Suggested learning activities
  - Learn the basics of weaving.
  - Learn how to follow a basketry pattern.
  - Learn different tools needed for basketry and how to use these tools.
  - Learn about the different basketry terms and what they mean.
  - Learn about dyeing and staining finished work.
  - Visit a basket making studio, supply store
  - Interview someone who does basketry
- Only one basket should be entered for each class and the basket should show the 4-H'ers knowledge and skills in the project and with the chosen materials.

## Section D–Cloth Crafts-no kits

- Latch hook
  - Latch hook is using the latch hook tool to pull small strips of fabric or yarn through a mesh canvas rug. The yarn or fabric will be pulled through the mesh canvas, and the ends should hang loose on the front of the piece.
  - The Latch hook projects should be finished when brought for judging. Should be ready to use and edges should not be rough/left open. The video “*How To Finish Your Latch Hook*” in the additional resources will show you how to finish off your work.
  - If your project is intended to be a pillow, rug or wall hanging it should be finished off to be ready for use when brought in to judging.
- Braided cloth
  - Any braided cloth craft is eligible under this class. In additional resources there are a few pages to start brainstorming what you can do with this material. Be creative in your project idea, materials, color, etc.
  - Any projects that are smaller than a bread loaf are required to submit 3 pieces (example 3 braided cloth trivets/coasters) or 1 piece that is bread loaf size or larger.
  - Although the additional resources use a sewing machine you can hand sew your project together.
- String art
  - When first starting with creating string art, start with a simpler design and work up to more complex pieces as you gain the understanding and knowledge about string art.
  - String art is more than just art, it also involves shapes and geometry. Different ways to string your art will create different shapes with the string inside the original shape.
- Pillows
  - One pillow should be exhibited.
  - Any material can be used for this project.
  - The project can be a traditional square, another shape or freeform.
- Stuffed animals
  - One stuffed animal should be exhibited.
  - Any material can be used for making the stuffed animal, although crochet or knitted stuffed animals should be exhibited under department 60, section F (knitting) or section G (crochet).
  - Years in the project should reflect the difficulty and skills in the project.
- Padded Frames/Notebooks
  - One padded frame or notebook should be exhibited for this class.
  - Any material can be used for your project. Material should reflect what is going on in the frame or notebook. For example, if you are creating a notebook for the beef project the material used could have cattle or cattle print.
  - Frames/notebooks should be ready for hanging/use.
- Any other cloth craft
  - Any cloth crafts that are not listed above should be entered here.
  - One project/item to be exhibited in this class per exhibitor.

## Section E–Creative crafts-no kits

- Beading
  - Any project using beads as the main material. Jewelry making with beading as its main material is part of this class, all other jewelry projects should be exhibited under Department 60, Section H.
  - Display of beaded projects is up to the 4-H'er but should minimally be attached/displayed on a piece of foam core.
  - 4-H'ers should learn about color selection, coordination and beading techniques to create a finished product.
  - If beading jewelry, a necklace and bracelet or earrings should be exhibited.
- Miniature Rooms
  - Project must be assembled as one piece, and everything should be secured to the base. Projects should have no loose parts unless displayed in an enclosed display case to prevent pieces from getting lost or moved.
  - Display will be limited to 2' x 2' square.
  - Presentation folder or notebook should be included with your project, and should include progress photographs throughout the project, images of the finished project. A notebook should be a cumulative of your time in this project.
- Silk/Fabric Flowers
  - Suggested learning topics
    - Learn how to select materials for silk/fabric flowers.
    - Learn names and uses of materials & equipment.
    - Learn flower making skills for a leisure hobby and possibly for a vocational pursuit.
    - Learn how to make a variety of flowers and how to arrange them creatively.
    - Learn new skills each year by making flowers that were not made in the previous years of this project.
  - Suggested first and second year exhibit
    - 2-4 stems of a minimum of 2 different kinds of flowers previously unmade.
  - Suggested third- and fourth-year exhibit
    - Exhibit an easy arrangement using flowers made. Make different types of flowers than in previous years.
    - Complexity should reflect years in the project and 4-H'ers abilities.
    - Will be judged equally on construction of flowers and arrangement.
  - Suggested fifth year and above exhibits
    - Exhibit an arrangement using flowers made. Flowers and arrangement should be more complex each year, adding new or different types of flowers not made before.
    - Complexity should reflect years in the project and the 4-H'ers abilities.
    - Will be judged equally on construction of flowers and arrangement.
- Any other creative craft
  - Any creative craft that is not listed in this section or other sections of this department should be entered here.
  - One project/item to be exhibited in this class per exhibitor.

## Section F–Glass craft-no kit

- Stained/leaded glass
  - Leaded glass is the general term for glass pieces held together by lead came.
  - Stained glass is a subtype of lead glass but the pieces of glass for stained glass are colored instead of no color (clear).
  - Suggested learning topics
    - Learn how to use a glass saw and cut the glass properly.
    - Learn to use a grinder.
    - Learn to solder different types of foils to the glass.
    - Know how to safely use tools and equipment when creating stained/leaded glass and what to do in the event of injury.
  - Exhibited stained/leaded glass should be finished and ready for display when brought in for judging.
  - When working on stained/leaded glass closed toed shoes and eye protection should be worn at all times as glass shards can go any and everywhere and it is recommended when soldering your piece that you are in a well-ventilated area.
- Glass etching
  - The exhibited project must be a glass item that was etched by the 4-H'er.
  - Must be an original design that is etched into the glass item.
  - Youth may use glass etching cream or sandblasting to create your item. If using etching cream, work in a well-ventilated area and use gloves when using the etching solution.
  - It is recommended to start with a test piece to make sure you like the result first.
  - Glass etching will not work on borosilicate glass or glass that says it is very scratch and impact resistant or resistant to high temperature changes. These types of glass are harder and will not etch correctly.
  - You can create your design from a drawing or create a design on the computer and print it out and then use that cut out the contact paper and apply it to your glass. If your surface is flat, adding the contact paper and then cutting it might work better for you. Optionally, if you have access to a cricut to print and create a vinyl decal from an original design you can use that as well to create your masking area as shown in one of the videos under additional resources.
- Any other glass craft
  - Any glass craft that is not listed in this section and is more than 70% glass is allowed for this project.
  - One project/item to be exhibited in this class per exhibitor.

## Section G–Holiday/Seasonal crafts–no kits

- Any holiday/seasonal craft
  - This class allows for display of up to 4 articles to be judged. If showing multiple articles they must pertain to the same holiday/season as they are going to be displayed as one project.
    - Examples of projects that could be a holiday/seasonal themed recycled craft, door/wall decoration, table decorations, ornaments, etc.
  - Make sure to think about how each article will be displayed.
  - Wreaths should be displayed in the wreath class below.
- Wreath
  - Wreaths can be made from a variety of materials and should be ready to hang when brought in for judging.
  - Any holiday or season can be used as inspiration for the wreath.

## Section H–Metal Crafts–no kits

- Metal items that have been partially or totally created through use of laser cutting programs/devices should be entered into computer generated art under Department 62, Section C.
- Jewelry should be exhibited under Department 60, section H.
- The items exhibited should show appropriate skills for the member’s age, abilities and number of years in the project.
- Items exhibited under metal crafts can be sculptural, decorative or functional items.
- Make sure to use proper tools and safety precautions when doing metal work.
- All metal crafts must be ready for display when they come in for judging.
- Exhibits may be 2-D or 3-D and may have color.
- Any type of metal can be used for this project, harder metals need to be heated up first so they can be worked on. 4-H’er should get parent or guardian permission to use such metals for safety reasons.
- Wire Art
  - Any art that is created from wire can be sculptural, decorative or functional.
  - Wire art being submitted should be original in its form.
  - Suggested learning activities
    - Bending, looping, twisting, coiling wire
    - Cutting clean lines
    - Creating round shapes or spirals
    - Joining parts of your wire art together
    - Safety when using wire/metal
    - Correct gauge wire to use for specific projects or functionality.
- Hammered Metal
  - Any object that is created from hammering a sheet of metal can be sculptural, decorative or functional.
  - Suggested learning activities
    - Choosing a hammer/hammer tip
    - How to prepare the metal and work surface
    - How to hammer the metal to create the shape and desired effects
    - Safety when creating a hammered metal
- Tin Punch
  - Tin punch involves punching holes into a sheet of metal to create a design.
  - Tin plates, Brass or copper sheets are recommended for this project.
  - Tin punched design should be your own work and original design.
  - The tools for tin punching are sharp so keep safety in mind when working on this project.
  - Suggested learning activities
    - Different punching techniques/tools
    - What designs work best for tin punching
    - Where tin punching came from
    - Safety of yourself and others around
    - How to keep the surface of your worktable nice
- Any other metal craft
  - Any metal craft that is not listed in this section and is more than 70% metal is allowed for this project.
  - One project/item to be exhibited in this class per exhibitor.



## Section I–Natural crafts–no kits

- Natural crafts are crafts that use materials from nature to create artwork. Natural crafts should be made up of at least 70% of the chosen material.
- Work such as site specific artwork (example Andy Goldsworthy) is allowed for this project and a photograph of the whole piece printed at a minimum size of 5x7 and several detail shots in a minimum size of 4x6 should be displayed on a poster for the exhibit.
  - [Andy Goldsworthy - Earth Artist and his Process](#)
- All projects should be ready for display when presented for judging.
- Rocks
  - Any art or craft that features rocks as its main crafted material.
- Sand
  - Any art or craft that features rocks as its main crafted material.
- Shells
  - Any art or craft that features rocks as its main crafted material.
- Driftwood
  - Any art or craft that features driftwood as its main crafted material.
- Any other Natural Craft
  - Any art or craft that features other natural elements that aren't listed above.

## Section J–Paper Crafts-no kits

- A project that involves small items such as origami or that take less than 1 hour to make should consist of at least 4 different items.
- Items should be ready for display. Origami should be attached to a display, stand or hung as a mobile to keep it from being moved/blown away when on display. This is not the only way to display origami or other paper art so be creative and experiment with different display ideas.
- Paper tole
  - Paper tole is an art technique that creates a 3-D effect by layering cutouts from the same image.
  - It is best to start by visualizing the image you want to use into several layers such as the background, middle-ground and foreground. As well as having several intermediate layers between the background and foreground.
  - Paper tole projects should be mounted on a stiff backing. Acid free matboard is recommended as it is easily found at local craft stores in the photo/framing area. Acid free glues should be used as well as they are less likely to bleed through the paper and damage your art.
  - Prints should be printed on thicker paper such as cardstock, so the glue does not seep through the paper and ruin the look of your piece.
- Origami
  - Origami paper should be used.
  - Folds should be crisp and uniform.
  - The exhibit should include at least 4 different origami pieces unless it is a large and complex piece.
  - Make sure your origami pieces are attached to a display, stand, mobile or other like structure for judging and display. There are several videos in additional resources to help start your brainstorming on display ideas.

- Gift Wrapping
  - Suggested learning activities
    - Learn to wrap neat corners and folds.
    - Learn to shape curves and cylinder packages and how to wrap them.
    - Learn how to select appropriate packages for the item to be wrapped.
    - As skill level increases, learn to make boxes when they aren't available
    - How to use household supplies attractively as wrapping paper
    - Line the box properly and make bows.
    - How to creatively wrap a gift/gift using wrapping materials that are not commercial wrapping paper or gift bag.
  - The exhibit should be a single unit (no detachable parts) and should display the 4-H'ers knowledge of how to wrap a gift. Exhibit should be neat
  - If using a bow, it must be self-made. No purchased bows will be allowed. Double side tape is recommended for attaching the self-made bow.
  - The exhibited box must be empty.
  - Projects' difficulty should increase as time in the project increases.
  - Project will be judged on neatness, creativity and use of proper wrapping skills.
- Any other paper craft
  - Project should consist of more than 70% paper. Small projects should consist of at least 4 different paper crafts. Large paper crafts should be one exhibit that is larger than a loaf of bread.
- Any scrapbooking craft
  - Neatness is very important. Exhibit clean pages with clear handwriting. Your handwriting is part of your heritage. Computer created writing is also allowed but most important is meaningful journaling "why this is important to you".
  - Please spell words correctly and use a dictionary/spell check if necessary.
  - Keep in mind the proper placement of photos, etc. in your album. Your scrapbook is telling a story. Use chronology (putting things in order of occurrence) or seasonal activities to organize your scrapbook.
  - Journaling is to be used along with your photos and memorabilia. Without journaling, over time, your photos and memorabilia will become less meaningful to you and others. Meaningful journaling will improve your scrapbook.
  - Using a variety of cropping techniques and page layouts will add interest and creativity to your album. Not everything has to be cropped or 'artsy'. Use a nice balance, keeping in mind that the focus is preservation and not how many stickers or fancy papers you can use on a page!
  - The scrapbook album must demonstrate a good sense of the entire project and what it means to preserve our memories.
  - Scrapbook projects should be cumulative and should be placed chronologically in your scrapbook.
  - **All supplies should be acid/lignin free as this will keep them archival safe.**
  - **First year scrapbooking members** should exhibit a single 2-page spread that includes:
    - Title with theme.
    - Cropped pictures, (every picture does not have to be cropped).
    - At least one enhancement. Enhancement includes stickers, die cuts, decorative paper and stamping.
    - Journaling – who, what, when, where and most important "why" it's important to you.
    - Pages may be 12" x 12" or 8 ½" x 11".
    - All supplies should be acid/lignin free as this will keep them archival safe.
    - The pages must be exhibited in an album with a front and back cover with pages firmly attached between the covers.
    - All pages must have page protectors.

- **Second year scrapbooking members** should exhibit 3 completed scrapbook pages (6 completed sides) that include:
  - At least one 2-page spread that has a themed title.
  - Cropped pictures – every picture does not have to be cropped.
  - At least one enhancement per page. Enhancement includes stickers, die cuts, decorative paper and stamping.
  - At least one scrapbooking technique within 6 pages.
  - Journaling should include labeling photos with names, dates, places, etc., plus capturing your memories with captions or words recording the happenings of the photos.
  - Pages may be 12” x 12” or 8 ½” x 11”.
  - The pages should be exhibited in an album with a front and back cover with pages firmly attached between the covers.
  - All pages must have page protectors.
  - The album should contain 3 pages front and back, for a total of 6 sides.
  - All pages should have been completed since last year’s fair. Incomplete or unfinished pages will not be counted toward your 6-side total.
- **Intermediate (3rd-4th year) scrapbooking members** should exhibit 5 completed scrapbook pages (10 completed sides) that include:
  - At least two 2-page spreads that have a themed title on each double spread page.
  - Cropped pictures – every picture does not have to be cropped.
  - At least one page should contain memorabilia (postcards, brochures, program, invitation, etc.).
  - At least one enhancement per page. Enhancement includes stickers, die cuts, decorative paper, rubber stamps, drawing, using pocket pages for memorabilia and ruled pages.
  - At least two scrapbooking techniques should be used within the 10 sides. There should be different scrapbooking techniques from years prior.
  - Journaling should include labeling of photos with names, dates, places, etc., plus capturing your memories with captions or words recording the happenings of the photos.
  - Pages may be 12” x 12” or 8 1/2” x 11”.
  - The pages should be exhibited in an album with a front and back cover with pages firmly attached between the covers.
  - All pages must have page protectors.
  - The album should contain 5 pages front and back, for a total of 10 sides. All pages must have been completed since last year’s fair. Incomplete or unfinished pages will not count toward your 10-side total.

- **Advanced (5th year and beyond) scrapbook members** should exhibit 8 completed scrapbook pages (16 completed sides) that include:
  - At least three 2-page spreads that have a themed title on each double spread page.
  - Cropped pictures – every picture does not have to be cropped.
  - At least one page should contain memorabilia (postcards, brochures, program, invitation, etc.).
  - At least one enhancement per page. Enhancement includes: stickers, die cuts, decorative paper, rubber stamps, drawing, using pocket pages for memorabilia and ruled pages.
  - At least three scrapbooking techniques should be used within the 16 sides. Should be different techniques from previous years.
  - Journaling should include: labeling of photos with names, dates, places, etc., plus capturing your memories with captions or words recording the happenings of the photos.
  - Pages may be 12” x 12” or 8 ½” x 11”.
  - All supplies should be acid/lignin free to keep everything archival safe.
  - The pages should be exhibited in an album with a front and back cover with pages firmly attached between the covers.
  - All pages must have page protectors.
  - The album should contain 8 pages front and back, for a total of 16 sides. All pages must have been completed since last year’s fair. Incomplete or unfinished pages will not count toward your 16 side total.

#### Section K–Plasterware-no kits

- **Whiteware**
  - Whiteware is a molded or sculpted solid gypsum or plaster of paris that you paint.
  - Whiteware does not need to be cleaned or fired.
  - Whiteware should be painted with water-based paint and no underglaze.
  - There are three ways to paint the project:
    - Paint project all black with acrylic paint. If the paint is watered down, put two (2) coats on. When the project dries completely, apply colored wax with your fingers, then spray with a clear gloss or matte finish. If more color is desired, apply more wax and spray. Repeat until the desired color is achieved. Start with a small animal or plaque, then go on to a large, more detailed item. This is recommended for cloverbuds or beginners.
    - Project is painted with acrylic cream or ivory paint, two (2) coats. When the project is dry (at least eight (8) hours), apply an antiquing stain and wipe off with a paper towel, wait 24 hours and spray with a clear or matte finish. This technique is recommended for intermediate painters.
    - Project is painted with acrylic cream or ivory paint, two (2) coats. When the project is dry, apply a water base paint. Let dry at least eight (8) hours. Next apply an antiquing stain and wipe off with a paper towel. Let dry for 24 hours then chalk in highlights or depth, spray with a clear gloss or matte finish. It is recommended that a piece of felt be placed on the bottom of the item. This technique is recommended for advanced painters.
  - Traditional whiteware patterns include geometric, floral and linear designs as well as black and white patterns. 4-H’ers can use these traditional patterns but should also use their creativity to create their own designs as well.
  - Project should include 2 cohesive painted whiteware pieces, such as a teacup and a plate, two plates, a plate and bowl, etc.

- Stepping Stones
  - Project should include one stepping stone that the 4-H'er mixed and created by themselves.
  - Project should be at least the size of a 9" pie pan and was not created from a kit.
  - 4-H'ers can use anything to decorate their stepping stones. if using paint make sure to seal it with a clear finish.
  - Project will be judged on the creativity and neatness of their finished project.
  - Project should be completely dry when brought for judging. If the project is still wet, it will not be judged and sent home with the 4-H'er
- Plasterware Coasters
  - Plaster coasters should be made with plaster of paris.
  - Exhibited projects should include 4 cohesive coasters designed by the 4-H'er.
  - Coasters can be decorated with anything the 4-H'er chooses. After the coaster has had time to dry and set, they should be sealed with a clear varnish before use.
  - Coasters should also have felt or coaster feet to protect the surfaces the coasters are used on.
- Any other Plasterware
  - Any other project that is not listed above that is at least 70% Plasterware is eligible for display in this class.
  - Smaller projects like coaster size or smaller should show 4 cohesive pieces.
  - Medium size projects such as teacup to plate size should show 2 cohesive pieces.
  - Anything like the size of a bread loaf or larger should show 1 piece.

#### Section L—plastic crafts-no kits

- Epoxy resin
  - Suggested learning activities (safety precautions are a requirement before starting your project as resin is toxic when uncured and sanding)
    - **Safety precautions for working with epoxy.**
      - **Minimum safety requirements are nitrile gloves, well-ventilated space, goggles and a good 3M mask or respirator (especially when sanding cured epoxy and when measuring/mixing/pouring epoxy. Keep your workspace out of communal areas away from pets and others as much as possible.**
    - Tools and measurements and how to use them correctly.
    - Different types of resin and what they are best for
    - Research products, molds, extra decorative bits and bobs, etc before starting.
    - How to get air bubbles out of your piece before curing
    - How to color epoxy, add mica powder or other decorative elements to your piece.
    - Things that will ruin your resin and keep it from curing
  - Read the first two articles, in additional resources, about plastic crafts to start your research of this project.
  - Smaller projects like coaster size or smaller should show 4 cohesive pieces.
  - Medium size projects such as teacup to plate size should show 2 cohesive pieces.
  - Anything like the size of a bread loaf or larger should show 1 piece.
  - All pieces should be finished by sanding down any sharp areas or inking areas that need to be inked (for example the numbers on a dice set).
- Suncatchers
  - Suncatchers should be created by the 4-H'er. No kits allowed.
  - All suncatchers should have a way to display them/hang them.
  - Suncatchers can be made from any material that you wish. In the additional resources at the end of this document there are a few ideas but get creative with this.
  - The exhibited project should have a minimum of 2 to a maximum of 5 suncatchers.

- 3-D printing
  - Suggested learning activities
    - Learn how to clean the platform build, nozzle, and extruder
    - How to check if your build platform is level
    - Check the belts and connectors and be able to replace broken or old parts when needed
    - Update software both to your printer and the computer you use to create your prints
    - How to create a print in your software of choice. Tinkercad is a good option to start with in learning a CAD program
    - Learn online software to design products that could be 3-D printed
    - Create something uniquely your own with the CAD program of your choice and a 3-D printer
  - Options for your 3-D printed project. Project must be completely created from the 4-H'ers own design. No use of other people's prints is allowed.
    - If you have access to a 3-D printer, create and print your own design. Designs should be more complex as your use of a 3-D printer increases.
    - If you don't have access to a 3-D printer you can create your own design in your chosen program and make a poster with pictures on what tools in the software, you used to create this design and how you used them.
  - [TinkerCAD](#) is a free online CAD tool. Parent or guardian permission may be needed to create an account.
- Any other plastic craft
  - Any other project that is not listed above, that is at least 70% plastic is eligible for display in this class.
  - Smaller projects like coaster size or smaller should show 4 cohesive pieces.
  - Medium size projects such as teacup to plate size should show 2 cohesive pieces.
  - Anything like the size of a bread loaf or larger should show 1 piece.

#### Section M–Recycled crafts–no kits

- Any recycled craft
  - Any craft that is made up of recycled objects or materials that have been reshaped, reprocessed or redesigned. The 4-H recycled crafts project should revolve around the 4 R's (reduce, reuse, recycle, recover)
  - Exhibits will be based on originality, creativity and the use of recycled materials.
  - New items purchased for this exhibit defeat the purpose of recycling so work with items you already have.
  - Wearable recycled crafts should be entered into Department 60, Section H under their respective class.
  - Suggested recycling learning activities
    - Learn about environmental awareness.
    - Learn about natural resources.
    - Basic recycling techniques.
    - Learn about environmental composting and school recycling.
    - Learning about purchasing awareness.
    - Learn about community environmental awareness, regulators and hazardous waste.

## Section N–Stamp Art

- Any stamp art
  - Beginners (1st-2nd year) stamp art members should choose one of the following. It must be different from the previous year's project.
    - Set of three cards, two colors of ink minimum with envelopes to match
    - Gift bag, tag and tissue paper project requires stamping on every piece so they match. Tag should be smaller than a card and have room for the receiver's name. Bags may be bought or made.
    - A cube notepad is bought and stamped neatly around sides; individual pages can be stamped as well. A small notepad must have a stamped cover, like the one shown on the example page (for the small notepad fold twice, once on either side of the thick solid lines).
  - Intermediate (3rd-4th year) stamp art members should choose one of the following. It must be different from the previous year's project.
    - Set of three cards, three colors of ink minimum with envelopes to match
    - Gift set (box, tissue paper and card with envelope to match) Box, paper and card must be stamped neatly to match. (It is easiest to stamp the box before it is formed.) Boxes may be bought or made.
    - Magazine file is created by cutting a cereal box on a diagonal and covering it with stamped paper. A tag or identification plate may also be stamped.
    - Picture frames (2) are assembled by placing a photograph between two pieces of cardstock. The top piece should have a pre-cut "window" through which you may view your photograph. The frame should then be stamped or have a stamped figure attached to it securely.
  - Advanced (5th year and beyond) stamp art members should choose one of the following. It must be different from the previous year's project.
    - Set of three cards, made with vellum; wet embossing or raised pieces with envelopes to match.
    - Handmade books/journals can be created by covering an already made blank book in stamped paper, stamping individual pages of a blank book or by creating your own (use two sheets of heavy cardstock for the covers and thinner cardstock for the pages. Three-hole punch them and bind with metal rings or ribbon. Cover pages must be stamped).
    - Stationary with envelopes to match. Stationary may include note cards, a pad of stamped paper and envelopes to match. All components must be stamped and have room for a letter or address where applicable.
    - Or other similar projects.

## Section O–Wood crafts, woodworking and carving–no kits

- Suggested learning activities for wood projects
  - Understand the uses of different kinds of wood.
  - Learn to measure, cut, sand and finish a wood project.
  - Learn safe and proper uses of woodworking tools and related items.
  - Learn how to prepare wood for finishing and to select the proper finish for the intended use of the project created.
  - Explore wood carving, wood harvesting, tooling, refinishing and antiquing.
- Wood Burning
  - Basswood and cottonwood are choice woods for wood burning.
  - Graphite pencils or graphite paper can be used to trace a pattern onto the wood.
  - A wood burner with different tips should be used as the different tips can give different textures to the piece.
  - Projects should be sealed once wood burning is complete and ready to hang when brought in for judging. If the project is not sealed the burns will fade over time, especially if exposed to sunlight or use. Check the additional resources at the end of this document for a link to read up on a variety of sealers and which works best for different projects.
  - It is recommended to start on a 2-dimensional surface and get used to the tools and different tips before moving to 3 dimensional surfaces if the youth choses to.
  - Beginner
    - One item to be exhibited using a minimum of 2 different techniques/tips to create the item. Techniques and artwork should be more challenging each year and age appropriate.
    - 2-D artwork is required for this class.
    - No additional colors are allowed at this stage.
  - Intermediate
    - One item is to be exhibited using a minimum of 3 different techniques/tips that are different from previous years. Techniques and artwork should be more challenging each year and age appropriate.
    - Item exhibited may be 2 dimensional or 3 dimensions.
    - No additional colors are allowed at this stage.
  - Advanced
    - One item is to be exhibited using a minimum of 4 different techniques/tips that are different from previous years. Techniques and artwork should match the years in the project.
    - Item exhibited may be 2 dimensional or 3 dimensional.
    - Additional colors may be added to your item at this class.
- Wood Carving
  - Always practice safe handling of tools.
  - Learning how to sharpen a knife as a sharper knife is safer and easier to use.
  - The type of wood and finish used should match the function of the project.
  - Beginner
    - One item to be exhibited using one carving technique (whittling, chip carving, country carving or incised carving) of elementary subjects or designs with little detail is appropriate.
  - Intermediate
    - One item to be exhibited using one carving technique (whittling, chip carving, country carving or incised carving) with increased detail and difficulty required.
  - Advanced
    - One item to be exhibited using one carving technique (whittling, chip carving, country carving or incised carving) with the ability to carve in detail.



- Woodworking
  - Beginner Woodworking
    - One item to be exhibited which shows beginner skills. Second year woodworking should show an increase in skills from the previous year.
    - The items may include book racks, cutting boards etc.
    - Power tools may be used at the discretion of a parent or guardian.
    - Prints of plans should be included with the exhibit.
    - The type of wood and finish used should match the function of the project.
    - Suggested project learning activities
      - Construct an article using hand tools only
      - Learn to select wood (softwoods, such as pine, basswood, or western cedar are most appropriate for this age group)
      - Learn to lay out a project with the grain; and measure, mark and cut
      - Sand & prepare wood surfaces for finishing
      - Learn how to use glue and finishes
  - Intermediate Woodworking
    - One item to be exhibited and shows increased skill in workmanship over previous years.
    - Items in this class should have some type of jointer such as spline and miter or mortise and tenon.
    - Item may include bookrack, footstool, step stool, chair, or toys and games.
    - Use of power tools with a parent or guardian's approval is allowed and recommended as skills increase.
    - Prints of plans should be included with the exhibit.
    - The type of wood and finish used should match the function of the project.
    - Suggested project learning activities
      - Learn how warping and swelling affect the use of wood
      - Learn how to use the grid system to make irregular shaped objects.
      - Learn to make and use joints, wood fasteners, and draw working sketches.
      - Learn more advanced skills in wood selection and finishes.
      - Learn to use power tools
      - Cut, construct and finish a project using basic power tools
  - Advanced Woodworking
    - One item is to be exhibited for this class and should be more challenging than previous years. All the elements required for the above classes should be present in this class. Exhibit may include any of the items listed in Intermediate class but of a more intricate nature.
    - Prints of plans should be included with exhibit
    - The type of wood and finish used should match the function of the project.
    - Items may include furniture, boats, sports equipment, kitchen cabinets, table, desk, etc.
- Any Other Wood Craft
  - Any other crafts that the main medium is wood that do not fit in the above categories.

## Section P–Refinishing and antiquing

- Beginner
  - The first year should emphasize learning the types of products used, chemicals used in the products and basic procedures for stripping off old finishes.
  - The exhibit should be of an uncomplicated nature which demonstrates basic techniques. The finish on the exhibit should be appropriate for the level.
- Intermediate
  - The intermediate class should continue the learning process with the emphasis on techniques of both removing old finish and placing the new finish.
  - The exhibit should reflect the new techniques learned.
- Advanced
  - The advanced class consists of primarily learning the methods of working with large items which cannot be completed in a short time span.
  - Finishing should be appropriate for the piece and of very fine quality.
- Reupholster 1 piece
  - Members should learn the techniques of reupholster and exhibit one completed piece.
  - Each year should show an increase and skills and knowledge about reupholstering.
- Cane 1 piece
  - Members should learn the techniques of wood caning and exhibit one completed piece.
  - Each year in the project should show an increase in skills and knowledge about wood caning.

## Section Q–Any other craft–no kits

- This project is for any other crafts that do not fit into the above categories. Be creative with this class. It is wide open for you to explore new crafts, knowledge and skills.

## **Additional Folk Art Resources**

**Shop 4-H**—[All of the 4-H creative art curriculum](#)

### **Ceramics**

[Colorado State University Ceramics Manual](#)

[The Real Difference Between Ceramics And Pottery](#)

### **Pottery**

[Six Best Tips For Beginners Learning How To Wheel Throw](#)

[How to Center Clay and Throw Pots on the Pottery Wheel](#)

[Basics of Ceramic Handbuilding: Pinchpot, Coiling & Slab Building](#)

[4-H Cast Ceramics](#)

[How to hand-build with clay | Ceramic technique tutorial | IN THE STUDIO](#)

### **Baskets**

[Exploring Basket Weaving: A Beginner's Guide To Coiled Baskets](#)

[Beginner Basket Weaving Tutorial](#)

### **Cloth Crafts**

[How to Use A Latch Hook for Beginners?](#)

[How to Finish Your Latch Hook | Get Started in Latch Hook | Hobbycraft](#)

[Pioneer Braided Rug Craft](#)

[Braided Rag Rug - How To Sew & Recycle • Craft Passion](#)

[String Art](#)

[String Art](#)

[Easy-To-Sew Pillows | Hgtv](#)

[How to sew a Padded Fabric Notebook Cover](#)

### **Creative Crafts**

[Utah State University 4-H Craft Beading Clubs](#)

[Beading Tutorials - Youtube](#)

[The Collection: Thorne Miniature Rooms - Phoenix Art Museum](#)

[Life In Mini](#)

[How To Make Fabric Flowers With Stems From Old Bed Sheets - Pillar Box Blue](#)

[How To Make Beautiful Chrysanthemum Flowers From Fabric Or Paper - Pillar Box Blue](#)

### **Glass Crafts**

Shop 4-H Stained Glass Book: <https://Tinyurl.Com/4ckdtmzd>

[Stained Glass Beginner Project - Start to Finish #stainedglass #diy](#)

[Everything Stained Glass](#)

[Glass Etching Tutorial](#)

[How to Etch Glass with Your Cricut Machine](#)

### **Holiday Seasonal Crafts**

[Dltk-Holidays.Com](#)

[Seasonal Crafts : Projects For Spring-Winer - Crafts By Amanda](#)

## **Metal Crafts**

[Wire Sculptures For Beginners](#)

[How to make a DIY Wire Sculpture](#)

[Wire Art For Beginners - Youtube](#)

[Hammer Texture Tutorial // Metal Texturing Techniques Taught by Blacksmith Roy Adams](#)

[How To Form Copper Bowls From Sheet Metal By Hand - Hubpages](#)

[Michigan State University St. Joseph County Tin Punch Activity Guide](#)

[Tin Punch Ornament – Heirloom Ornament Activity](#)

[How To Punch Tin](#)

## **Natural Crafts**

[Visual Arts Nature | Illinois 4-H | Uiuc](#)

[10 Art Projects Using Nature](#)

[Andy Goldsworthy - Earth Artist and his Process](#)

## **Paper Crafts**

[Introducing Paper Tole! Examples Of Paper Tole Start At 0:00. Tools And Process Starts At 5 Mins](#)

[What Is Paper Tole \(3-D Decoupage\)? - Crafts Diy Jewelry](#)

Paper Tole History And A Few Tips: <https://tinyurl.com/2xekdcwp>

[Utah State University 4-H Paper Craft](#)

[Crafts Around The World Series Asia: Japanese Origami 4-H Clover - 4-H Global & Cultural Education](#)

[DIY Hanging Origami Cranes with Glue](#)

[DIY Episode 2: How to hang origami cranes \(No glue\)](#)

[4-H Gift Wrapping](#)

[12 Unexpected Materials You Can Use For Wrapping Paper](#)

[This Japanese Gift Wrapping Technique Is Brilliant](#)

[The best way to wrap a gift #giftwrapping #giftwrappingideas](#)

[Visual Arts Scrapbooking | Illinois 4-H | Uiuc](#)

[Ohio 4-H Paper Crafting Idea Starter](#)

## **Plasterware**

[Whiteware | Types, Uses & History | Britannica](#)

[Tusayan White Ware | American Southwest Virtual Museum](#)

[DIY Stepping Stones- Beautiful...Easy...& Cheap!](#)

[Diy Hand Painted Stepping Stones - Crafting Cheerfully](#)

Plasterware [Looking For A Project To Do With Your Kids? Fun DIY Stepping Stones!](#)

Plaster Of Paris Mosaic Coasters <https://tinyurl.com/mryztuxu>

[Terrazzo Style Coasters DIY | Easy and Affordable Home Decor](#)

## **Plastic Crafts**

Epoxycraft.Com Epoxy Resin Article <https://Tinyurl.Com/37xak26a>  
[Epoxy Resin Guide: The Dos And Don'ts](#)  
[How to use epoxy resin for complete beginners](#)  
[Resin Art for Beginners | Hobbycraft](#)  
[Catch the SUN! SHINY! How to make a DIY resin like Sun Catcher Tutorial!](#)  
[Easy Suncatchers With Coloring Pages And Mason Jar Lids - 100 Directions](#)  
[Snowflake Suncatchers - Perler.Com](#)  
[Ohio 4-H 3-D Printing Project Idea Starter](#)  
Illinois 4-H Stem Challenge 3-D Printing <https://Tinyurl.Com/2j865zxd>  
[TinkerCAD - Tutorial for Beginners in 9 MINUTES! \[ COMPLETE \]](#)

## **Recycled Crafts**

[Campus Recycling Guide](#)  
[Www.4-Hontario.Ca 4-H Ontario Project Trash To Treasure Leader Handbook](#)  
[50 Fun Earth Day Crafts And Activities Using Upcycled Materials](#)  
[What Is Creative Reuse](#)  
[Scrap Creative Reuse \(Scrapcreativereuse\) - Profile | Pinterest](#)  
[Arts & Scraps](#)  
[Scrap Creative Reuse](#)  
[Directory Of Creative Reuse Centers In The United States](#)

## **Wood Crafts, Woodworking And Carving**

[Visual Arts Wood | Illinois 4-H | Uiuc](#)  
[Finishes: Sealing Woodburning Projects For Long Lasting Art](#)  
[How To Create Wood-Burning Designs | Lowe's](#)  
[Wood Burning - Burn Strokes I Use - pyrography tutorial](#)  
[Wood Carving Merit Badge !\[\]\(74d4806277d7e73349d8e8c0897931e9\_img.jpg\) Requirements, Answers And Guides - Scoutles.Com](#)  
[Woodworking 101: A Beginner's Guide To Woodworking](#)  
[Every beginner needs to hear this](#)

## **Refinishing And Antiquing**

[University Of Nebraska-Lincoln-Home Design And Restoration](#)  
More resources in the tab “Youth Material” at the bottom of the page.  
[Beginner's Guide To Reupholstering Furniture](#)  
[Basic Upholstery DIY: How to Reupholster a Seat Cushion on a Chair](#)  
[How To Cane A Chair - Midcounty Journal](#)  
[How To: Add Cane To Furniture - Timeless Creations](#)