

FOCUS ON THE ARTS



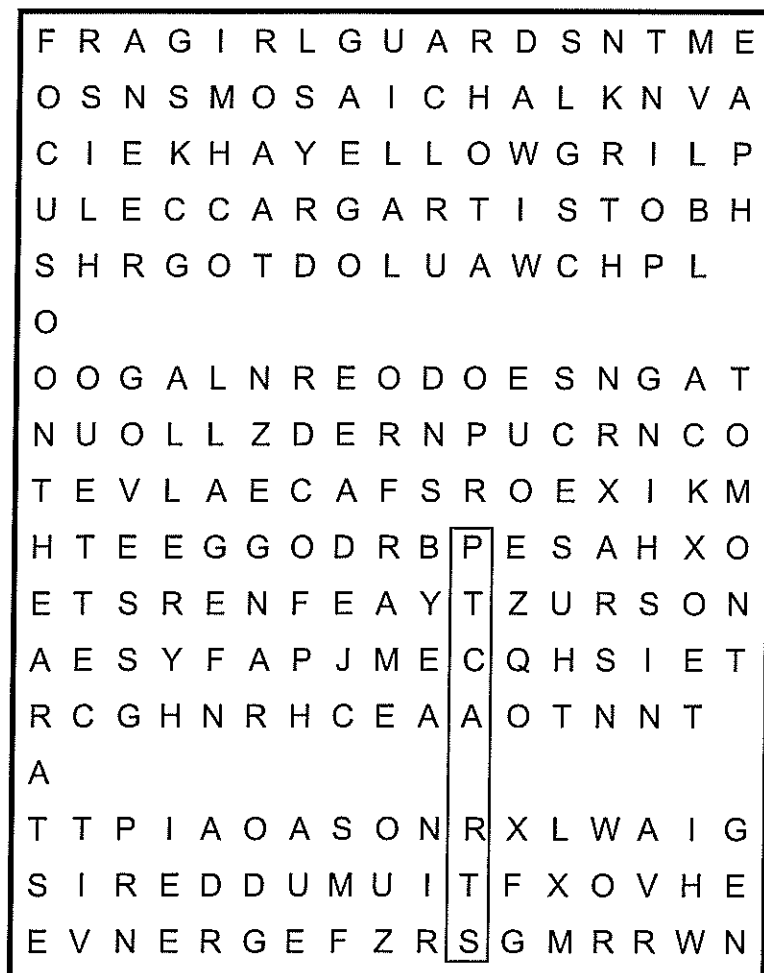
The word art is used in many ways. It can refer to a skill such as the art of conversation, sailing or cooking. Dance is an art. Painting, drawing and sculpture are also arts. In this activity you will explore some of the visual arts. You will have the opportunity to experiment with different techniques and materials and learn to develop your artistic talents. Remember that the purpose of this activity is to improve the skills you already have and to learn some new ones. So don't worry about becoming the next Michelangelo, but relax, do your best and have some fun.

THINGS TO KNOW AND DO

To complete this activity, do the starred (*) tasks.

- *1** Artists have special terms they use when talking about their work. The Word Search below has the listed terms hidden in it. After finding the words, look up their definitions and complete the sentences that follow. These terms are used throughout the activity.

The terms can be found by reading up, down, across and diagonally.



- ABSTRACT
- ARTIST
- COLLAGE
- HORIZON
- LINEAR PERSPECTIVE
- MAT
- SECONDARY COLOR
- STONE
- VANISHING POINT
- PHOTOMONTAGE
- MOSAIC
- SHADE
- SILHOUETTE
- FRAME



GIRL GUARDS

- a. A person who paints, draws, sculpts or practices other fine arts is called an ARTIST.
- b. A _____ is a piece of cardboard or heavy paper put over or under a picture to serve as a frame, or to be the border between the picture and frame.
- c. A _____ may be made by pasting a variety of materials such as newspapers, feathers and pictures on a background.
- d. A _____ can mean the following things: a color mixed with black, so that it is darker, the portion of a picture that is in a shadow, or the mixture of several colors.
- e. The imaginary line where the earth and sky meet is called the _____.
- f. A _____ is the outline of an object, usually filled in with black.
- g. A system of drawing to give objects the illusion of depth and distance is called _____.
- h. In linear perspective, the point where parallel lines appear to meet and vanish is the _____.
- i. _____ is a shade of color or the intensity of color.
- j. A _____ is made from small pieces of inlaid stone, glass, paper, etc.
- k. An open border or case for enclosing or displaying a picture or other art work is called a _____.
- l. A _____ is the technique of combining parts of different photographs together on one background.
- m. A color produced by mixing two primary colors is a _____.
- n. A painting or sculpture that cannot be recognized as a specific object is called _____.

***2** Visit an art gallery. Take a guided tour, if possible. Locate an example of each of the listed types of art work and record the requested information about each work:

Type of art work	Name of work	Artist's name	Date of work
Landscape	_____	_____	_____
Seascape	_____	_____	_____
Portrait	_____	_____	_____
Abstract	_____	_____	_____
Pencil or charcoal sketch	_____	_____	_____
An original work	_____	_____	_____
A copy or reproduction of an original work	_____	_____	_____

Share your findings with your leader or make the gallery visit a troop outing.



*3

Have you ever felt that you just cannot draw? Not everyone can draw like DaVinci, but everyone can improve their skills. The key is to learn and practice the basic techniques and to relax. Once the basic skills are mastered, your drawings will become better and better.

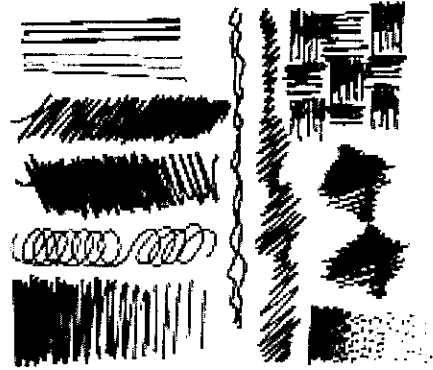
Gather These Materials

pencils, heavy paper, drawing board (or a smooth, flat surface large enough to hold your paper)

Note: Always keep your hand loose and fingers relaxed. Gripping the pencil too tightly will make your hand tire quickly.

Try the following exercises to get used to the feeling of the pencil and paper and to experience the variety of lines that can be made.

- Draw all sorts of lines. Make them thick, thin, dark, light, long, short, smooth, jerky. See how many types of lines you can draw with one pencil.



- Experiment with tone gradations. Tone gradations are simply the variation of intensity of the line, from dark to light. Try scribbling tone gradations. Start with dark scribbles and, without lifting the pencil, decrease the pressure on the paper and make the scribbles lighter.

also, do 1 of the following:

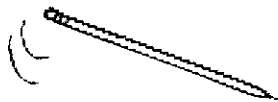
- a. Set up a simple still life. A still life group is usually composed of a few objects such as jugs, bottles, fruit, flowers, etc. Shine a light on the arrangement from above, the side, the front and back. Notice how changing the direction of the light affects the shadows and the appearance of the still life grouping.

Draw this still life group using pencil, crayon, chalk, charcoal, or cray-pas. Change the direction of the light and draw it again. Try to make the shading show where the shadows are and where the light is coming from. Show your drawings to your group or leader.

- b. Have you ever noticed that as you move away from an object, it seems to get smaller? When drawing, this optical illusion is achieved by using linear perspective. When drawing a set of railroad tracks, a point is set where the tracks seem to disappear into the page. This point, where all lines come together is called the viewpoint or vanishing point. The vanishing point is on the horizon. The horizon is an imaginary line where the sky appears to touch the ground.

Experiment with linear perspective. Look at a long hallway. Draw it in perspective. Remember that the walls and floor should be drawn smaller as they approach the vanishing point. Show your drawing to your group or leader.

- c. Try a self portrait using a mirror.



- d. Using the edge of a pencil lead, cover a piece of paper evenly with graphite (pencil lead). Use the eraser to "draw" a picture by highlighting instead of drawing lines. See illustration.

- *4** Make a poster advertising a service or event at your corps, church, or school. Show the finished poster to your troop or leader. Use the guidelines described below to help you design an effective poster.

We see many types of posters every day. They come in all sizes and colors. They are used by all kinds of groups for many reasons. But they generally do one of four things: announce an event, promote a service, sell a product, or develop an attitude (such as anti-smoking posters, etc.).

Posters are different from other media because they are designed for a moving, active audience. Billboards, signs on buses or in store windows are seen by people on the move. So they must be attention-getting, convincing, and simple in design.



Posters can be made without a lot of equipment and materials. Tagboard or poster board, felt tip markers or paints and brushes, colored paper and glue are all you need to make interesting and attractive posters.

When making a poster, be sure to include the following information:

- The name of the event, product or service
- Place, date, time and price
- A slogan or catchy phrase
- A picture or illustration

Generally, you should try to use as few words as possible but still include the important information. A poster communicates its message quickly and must be simple in design.

The lettering on a poster should always be clear, large, and easy to read. There are many types of lettering from which to choose. Lettering books, patterns, and stencils are available at stationery and art supply stores.

When lettering directly onto the poster, pencil in guidelines to help keep the letters straight and even. Use a ruler to keep guidelines straight and draw lightly so the lines are easy to erase.

or

Plan a theme then get approval from your corps officer to decorate a corps bulletin board. Be creative and use a variety of medium.



*5

The term collage can be defined as making pictures by attaching objects to a background. A collage can be anything from a poster or wall hanging to a greeting card. Lightweight objects are easy to work with, but many kinds of objects may be used to make a collage.

Make two collages. Use a different technique and theme for each collage. Explain the meaning of your collage to your troop. Five techniques for collage designs are described below.

a. Found objects

Use materials with different textures and shapes to create a collage. Some suggestions for materials are pictures, cards, bottle caps, labels, tickets, feathers, etc.

b. Paper mosaic

Make a picture or design out of small pieces of colored paper. Use pieces about $\frac{1}{2}$ " square. Start from the middle of your picture and work your way out to the edges. Look up pictures of mosaics in art books for ideas.

c. Photomontage

Paste photographs from various sources together on a background. Magazines and newspapers are good sources for pictures. Photographs you have taken yourself would also make a good photomontage. A combination of cut pieces and torn shapes makes an interesting effect.

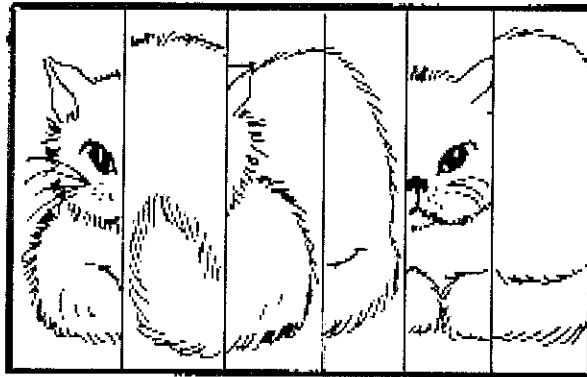
d. Dividing

Take a shape such as a rectangle and cut it into several smaller rectangles. Place the pieces with space between them on the background, keeping the rectangular shape overall. Try this with several different shapes.



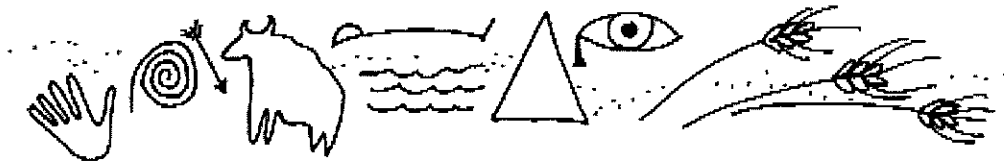
e. Cutting and rebuilding

This can be done with pictures or printed designs. Cut a picture into several strips. Rearrange the strips to form a new picture or design. Try using two pictures and alternate the strips.



*6

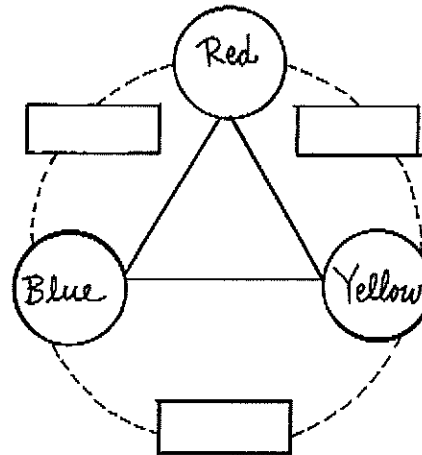
Painting is one of the oldest art forms in existence. Cavemen painted on the walls of their homes and the Egyptians painted on everything from pottery to pyramids. In this task you will experiment with paint, mixing colors, and watercolor techniques.



There are two basic types of colors: primary and secondary. Red, yellow, and blue are the primary colors. Secondary colors are made by mixing the primary colors together.

Experiment with mixing the primary colors. You will need tempera paints, paint brushes, paper cups, and white paper.

Mix the paints in the paper cups. What color do you get when you mix red and blue? Red and yellow? Yellow and blue? Write the secondary colors in the rectangles.



To lighten a color, add a little white paint to it. To make a color a darker shade, add a little black.

Paint a still life using tempera paints and the primary and secondary colors.

or

Paint a picture of your choice using watercolor paints. You will need a watercolor paint set, paint brushes, white paper, and clean water.

Watercolor paints are thinner and more transparent or see-through than tempera paints. When painting with watercolors, put a drop of clean water on each cake of paint to soften it before you paint. Keep a container of water handy in which to rinse your brush when you want to change colors.

Dip paper in water. Remove it and apply watercolor paints and allow them to run together or "bleed." How does the paint react on crumpled paper? On textured paper? Experiment to see what different effects you can create.

Note: So you won't become frustrated, you should know that watercolors are a little harder to control than tempera paints. Don't let that discourage you from trying them—they are fun to use!

I have satisfactorily completed all of the requirements for the FOCUS ON THE ARTS activity.

My signature _____

Date _____

Leader's signature _____

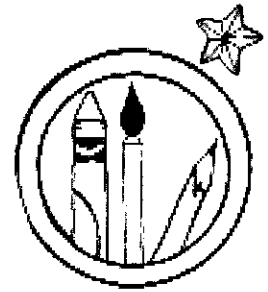
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Resource Person's signature (if there was one) _____

Date _____



FOCUS ON THE ARTS **S-T-R-E-T-C-H** PROJECTS
Complete one of the following projects.



1 Complete two of the following:

- Drawing or line study
- Still life
- Linear perspective drawing
- Poster
- Collage
- Tempera painting
- Watercolor painting
- Oil painting

These should be planned projects that advance the skills you have learned in this activity. They should involve a total of at least eight hours of work and the finished projects should be framed or displayed in a professional manner. Consult a knowledgeable person, such as an art teacher, before beginning the projects. Consult with this person as the projects progress and have him/her sign below when the projects are complete.

Save your projects or take photos of them to share with the Review Committee (if you are working on the Catherine Booth Award).

2 Write a paper (or prepare a presentation) comparing the life and work of two well-known artists. Include the impact that their art has had on the history of art and society in general. Show your finished paper or presentation to your leader.

I have satisfactorily completed all of the requirements for the FOCUS ON THE ARTS S-T-R-E-T-C-H PROJECT # _____.	
My signature _____	Date _____
Leader's signature _____	Date _____
Resource Person's signature (if there was one) _____	Date _____