

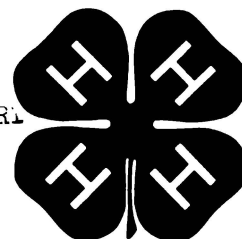
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Leader's Guide

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CRAFTS CARAVAN

TO LEADER -

I want to urge you to read this entire guide and do all project activities before starting the project.

Note this material has been drafted at The Pennsylvania State University. You will want to review Virginia's Home Environment literature and use it for reference. Each 4-H member taking this Crafts Caravan project should have a copy of our Publication 4 MK-5006, Color Design and Texture, the 4-H Home Environment Record Book, Unit I or II.

Consult your local Extension Agent for additional materials.

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CRAFTS CARAVAN

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LEADERS' GUIDE - CRAFTS CARAVAN

I. Introduction to Leaders' Guide

Especially for You

Welcome and congratulations! You are about to become the leader of a unique group of 4-H club members - the "eight-to-eleven crowd." You've met them before at home, in church and school, around the neighborhood, and during day camp. They are easy to recognize because they're noisier, messier, sillier, as well as more loving and lovable than any other age group. Each has more ideas, energy, and arguments than any ten adults. The eight to eleven-year olds are on their way to social independence; needing group cooperation, but becoming more and more aware of the individual "self."

They come in all colors, shapes and sizes (usually shorter than you, which is sometimes a blessing!). By this age, each has had a set of experiences in life and learning that makes him or her a unique person. This makes the eight-to-eleven crowd one of the most challenging age groups to lead. You must be prepared to aim at as many levels of learning as there are young people in the group.

They are open, willing, curious, and eager. At this age, they are more concerned with the working process than the final product. Most have not lost their self-confidence and sense of discovery. You'll know them when you meet them because, once upon a time, you were one of them yourself.

II. Crafts Caravan Format

Younger club members have a special need in related arts projects. Because this age group (8-11 year-olds) is in an important stage of physical and mental growth, a single concept format was designed to suit these special needs.

1. Introducing handcrafts and basic processes based on the use of design elements.
2. Introducing basic words and terms used in describing related art activities.
3. Spotlighting one characteristic of a design element per object.

The purpose of this project is (1) to provide an introduction to 4-H Related Arts and Crafts program; (2) to help younger members become aware of the basic design elements, Line, Texture, Color, Shape and Form; and (3) to apply the design elements to specific craft projects. It is recommended that this age group complete this series of lessons before taking the 4-H Design Projects.

The lessons are divided into Level I (8-10 years) and Level II (10-11 years) on the basis of age groupings. There are no rigid limitations on how you select the lessons, but keep in mind that the activities in Level II are somewhat more advanced and may take a longer period of time to complete. Some 8 year-olds are more ready for certain learning experiences than some 11 year-olds. It is a decision you and the member should make together.

The series is composed of 17 folder-type craftsheets. The first craft-sheet titled "An Adventure in Discovery-Crafts Caravan" is the introduction to the project and contains a list of the other 16 lessons. There are 4 lessons in each design element.

The craft sheet lessons are designed with the expectation that members will be able to complete one lesson in one meeting. This would include reading the material on the design element, do the write-in activities, and completing the craft activity. Depending on the individual, some may find a second meeting is needed to complete the lesson.

The craftsheets material is written for this age group. The intent is to allow the young member to work as independently as possible with a minimum of words and instructions. This leaders' guide contains more detailed instructions for each of the craftsheets. Metric equivalents are used with inches in parenthesis. The inch equivalents are approximate since metric measurements do not translate exactly into inches. In the projects this exactness is not critical.

Project requirements

- Each member is to select 4 specific lessons - one from each of the 4 design elements.
- Each member is to read and complete all write-in activities, and finish one craft item in each of the 4 design elements.

III. Leaders' role

You must be familiar with all the material you plan to present to your club. Read carefully the craftsheets and work through the requirements yourself. Read the more detailed instructions in this leaders' guide. This provides you with the information you will need to guide the experience. Always try an activity yourself before you present the material to the group.

For a more in-depth presentation, read the Introductions to the design elements in the 4-H Design Project books:

Design with Line

Design with Texture

Design with Color

Design with Shape and Form

Another valuable resource is the Leaders' Guide: Shape and Form. This contains practical information on Resources, Evaluations, and Exhibits.

For this age group, it is more important than ever to be source of support, to open doors to new experiences, and provide the environment for learning and growth. Your greatest contribution will be to help the member bring something into existence - to create - in a climate of security that will help each boy and girl become a strong, self-sufficient person.

IV. The Meaning of Design

Children have an inborn sense of design. One of the most important facets of design to a child is rhythm which is seen as repetition. When a shape, color, or line is repeated over and over in some organized way, we call it rhythm. Most of the crafts in the Crafts Caravan are based on this principle. The curving shapes in quilling, winding of rope, weaving yarns in and out are one way to achieve rhythm. Print-making involves making a pattern and using it over and over, another kind of repetition.

Another important facet of design to a child in this age group is the increasing awareness of space. Space can be closed in, or open. A flat piece of paper can be folded into a three-dimensional shape that can "hold" a certain amount of space. This is the stage where depth is discovered. Color is sometimes used in a symbolic way to represent some feeling or mood; or used to represent a real object. The child in this age group does not yet need to understand a color theory, but can understand some organization of color based on an emotional approach. Colors are viewed as happy, dark, greenish, warm, or anyway that relates to a child's reaction to color. It is not until adolescence that color is used in a purely intellectual way by some. Color remains a difficult element to "teach" because we all react emotionally and subjectively to this element. Never use formulas or dictate "right and wrong" ways to use.

V. Design and Crafts

Crafts should never be separated from design. This is the age when children experience a conscious desire for decoration through design. The logical outcome of this desire is to create things out of satisfying materials to decorate the place where they live, and enrich the clothing they wear.

Different materials demand different designs. This is where craft activities become important. There is much more to a craft activity than the making:

- Awakening a practical sense of right and wrong. What works? What doesn't? What's possible? What isn't?
- Developing abilities to enjoy success, cope with failure, and frustration.
- Foster judgment-making.
- Develop decision-making and live with the results of that decision.

VI. Crafts and materials

There has been a trend toward using inexpensive, recycled throw-aways for craft objects. The unfortunate result has been the appalling accumulation of egg-carton waste-baskets, popsicle-stick lamp shades, can flip-top jewelry, and sheet foam refrigerator decorations. The time has come for those of us who are responsible for planning craft activities to place a higher value on the time, the energy, and the creativity of children and others. Quality crafts are made of quality materials. And some throw-aways should be thrown away, or buried (deeply). Too often a craft item made from left-overs or scraps, still looks like left-overs and scraps! It takes skill and sensitivity to create worthy products from cast-offs.

Children will respect tools and materials that will allow them to express their own ideas and feelings. The question should not be "What can you make from this piece of wood?", but rather "What kind of wood will best express my idea?". Do not "squeeze" a good idea into a scrap of leather or a bag of left-over yarn; it will come out distorted.

YOUR NOTES _____

CRAFTS CARAVAN PROJECT

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Explanation of heading in each set of crafts directions

Example:

Line.Design element

Level I. Skill level

Activity No. 1 "Tape Shapes".Title of project

Line and Outline.Basic design concept

Basic Quilling.Name of craft

4-H DESIGN PROJECT CRAFTS CARAVAN

Line

Level I

Activity No. 1 "Tape Shapes"

Line and Outline

Basic Quilling

Materials:

- Strips of paper 2.5cm (1") wide such as adding machine tape, or cash register tape, or gummed shipping tape, or construction paper.
- White poster board.
- Sewing thread to match color of construction paper.

Tools:

- Scissors
- Stapler and staples
- Pencil
- Rubber cement
- White glue
- Toothpicks
- Corsage pin or large straight pin

Procedure:

- Roll strips of paper around a pencil.
- Staple or cement ends together.
- Pinch some of the coils to change the shape.
- Staple or cement the shapes together to make an animal, face, or a design.
- Cement the construction to a poster board base for a standing sculpture

or

Thread a length of fine string through a shape for a mobile.

Basic Quilling: Snowflake

- Cut tape into strips as wide as your little finger.
- Make a coil around a pin about $\frac{1}{2}$ inch in diameter when released.
- Make six larger coils about $1\frac{1}{2}$ in. diameter when released. Pinch one side to make a "teardrop."

- With a toothpick, put a dot of glue on the round end of one teardrop and fasten to the small coil. Do this with each section.
- Put a dot of glue where each section touches.
- Thread a fine string through the point of one section and hang.

Note: If you are using colored paper, be sure the bases, or strings used for hanging match the color of the sculpture.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Line
Level I
Activity No. 2 "Stuck-Up Basket"
Line and Space
Basic Rope Work

Materials:

- Rope, fairly thick about 8-10mm (1/3" - 3/8").
such as
clothesline (no plastic!), or
sisal, or
hemp
- White glue in a nozzle container.
- Plastic bowl with a base diameter of about
11cm (@ 4½").
- Large plastic container lid at least 13cm (5")
in diameter.
- Cardboard
- Waxed paper
- Large straight pins
- Newspapers
- Bucket of water
- Paper towels

Tools:

- Scissors
- Snap clothespins (plastic preferably).

Procedure:

The directions are for a small basket 13cm (5") in diameter which is 5cm (2") tall. You can make it any size you wish.

- Cover working surface with newspaper.
- Cover cardboard with waxed paper.
- Place plastic lid on cardboard.
- Pin the end of the rope to the center of the plastic lid.
- Hold the end of the rope in place with one hand and rotate the length around the center.
- Squeeze glue on the wound section of the rope and press together.
- Hold wound section together with pins pushed into the plastic lid on the outside of the coil.

- Keep winding and glueing and pinning until the desired diameter is made.
- Keep pressing coil together to work the glue into the rope.
- Pin coil to base along the outside edge and allow to "set up."
- Wash hands in bucket of water to remove glue.

It isn't necessary to wait until glue is dry to continue, but the rows should be adhering to each other.

You can begin building the sides of the basket now by squeezing glue along the length to be coiled. Press firmly to make sure glue soaks into the fiber.

- Or when glue is set enough, remove pins and place the base on the bottom of the plastic bowl.
- Build the sides to desired height.

Finishing:

- Taper end of rope before glueing by cutting at a sharp angle with scissors.
- Glue and press firmly to finish. Fasten with plastic snap clothespin. Or put a small piece of waxed paper over the end and fasten with wooden snap clothespin. This will eliminate glueing the clothespin to the basket!
- Remove plastic bowl from basket.

Additional Suggestions:

- Make a set of placemats by starting each out in the same way as you started the base. Make the size large enough to hold a dinner plate and silverware!
- Make a lid for your basket by starting out the same way as you started the base, except leave about 10cm (4") for a handle.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Line

Level II

Activity No. 3 "Roll Out the Banner"

Line and Design

Fabric Block Printing

Materials:

- Felt rectangle 22cm x 30cm (9" x 12")
- Styrofoam tray or plate
- Masking tape
- Textile printing ink
- Dowel rod 28cm (11") long, 4mm (3/8") in diameter
- Yarn
- Plain newsprint or white paper
- Newspapers for work surface

Tools:

- Scissors
- Knitting needle or other blunt tool
- Printing brayer
- Glass or other slick non-porous surface
- Metal tablespoon
- Iron
- Bucket for clean-up

Procedure:

- Trim styrofoam so it is 2.5cm (1") smaller than the felt all around.
- Draw a design on the styrofoam with a knitting needle or a blunt tool using lines.
- Place the design on the felt so the space looks balanced.
- Put strips of masking tape on the felt along edges of styrofoam to mark the space.

Printing:

- Spoon out a quantity of printing ink onto a slick even surface.
- Roll out an even layer of ink with the brayer. Ink will take on a "wet gritty" look when spread properly and will make a "crackling" sound.
- Apply ink to styrofoam from the brayer. Roll until the surface of the styrofoam block is covered with an even layer of ink.

- Hold design inked surface down, over the felt and position within masking tape guides.
- Carefully put design on felt.
- Rub with palm to join print to felt.
- Turn felt and print over and rub with bowl of spoon until ink appears through felt.
- Carefully peel felt from design.
- Let felt print dry in a safe place.
- Wash all tools and surfaces in hot soapy water, including the printing block.
- When print is dry, iron between two sheets of white paper with moderate heat to "set" ink.

Finishing:

- With a small amount of ink on a cloth, "stain" the dowel rod. Let dry.
- Punch four holes in the top of the print.
- Thread dowel rod through holes.
- Attach matching fine yarn to dowel rod for hanging.

Additional Suggestions:

The styrofoam design block can be used over and over. Since the textile ink is permanent when "set" with heat, you can make prints on placemats, tee shirts, jackets, jeans, or make greeting cards.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Line

Level II

Activity No. 4 "Stuffed Stuff"

Line in Three-Dimensions

Weaving in the Round

Materials:

- 3 skeins bulky yarn (1 oz.) yarn (such as quick-point).
- Dark yarn scraps
- Wood or cardboard strips about 15mm (3/4") wide
- Frame, at least 38cm (15") x 51cm (20")
- 2 small nails with heads

Tools:

- Scissors
- Sturdy comb or fork
- Weaving needle or darning needle with large eye

Procedure:

- Wrap yarn around frame to desired width ending with an uneven number of warp ends. Tension should be taut, not tight.
- Wrap warp around frame to form a "cross." This will create one shed that is always open. (optional method).
- Weave as many strips into the warp, over and under, to make the warp "plucky", not rigidly tight.
- Thread needle with about one meter (39") of yarn and begin to weave a "header." This is done by weaving over and under the warp. "Beat" by pushing down firmly on the weft with the fork or comb. The header is plain "tabby" weave that makes a solid section of fabric.
- Weave 13 rows in the over/under method.

Stuffed section:

- Weave a cardboard strip over and under all the warp ends on one side. Then
- Turn the frame over and weave another cardboard strip into the other set of threads.

You now have two weaving surfaces.

- Continue weaving as before, only on one layer at a time. When you finish weaving one side, turn the frame over and continue the weft into the other layer.
You are weaving in a circular fashion leaving an open space in the middle.
- Weave for about 15 rows, and then begin to stuff cut dark yarns into the opening. Push firmly down into the corners and shape.
- Continue to weave and stuff until your stuffed weaving is the size and shape you like.

Note: Allow enough warp to weave a "header" at the top.

Finishing:

It is easier to weave the header in this way:

- Turn your loom upside down and begin to weave in the same way as you did when weaving the first solid section.
- When you get close to the stuffed section, push the stuffing into the opening.
- Weave right into the stuffed section, closing the opening.
- You can hemstitch the edges of the weaving, or cut the warp from the loom and make a knotted fringe.

You now have a unique woven shape that can be used for a pin cushion, or even a pillow for your frog! Embroider a face and it could be a stuffed toy. What else can you think of?

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Texture

Level I

Activity No. 5 "Rub a Double Design"

Rough and Smooth

Transfer Fabric Printing

Materials:

- Fabric crayons
- Objects with a texture or pattern such as metal
potato masher
slotted spoon
fireplace grill
cookie press discs
stone or brick
- Strong paper such as drawing or typing paper
- White fabric such as a large man's handkerchief
or a tee shirt, at least 50% synthetic material.

Tools:

- Scissors
- Iron

Procedure:

- Make a rubbing of any interesting surface
- Fold and cut into an interesting shape
- Place on fabric
- With a moderately hot iron, press until color
transfers to fabric

Note: Slip a sheet of clean white paper under the
fabric to protect ironing board.
This fabric print should be hand laundered.

Additional suggestions:

- Decorate a placemat
- Tape a few sheets of paper together to make a long
printing pattern. Transfer to a long scarf.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Texture

Level I

Activity No. 6 "Get-It-Together Scarf"

Texture and Pattern

Fabric Block Printing

Materials:

- White cotton fabric about 40cm (16"). Hem or fringe if desired, or use a large man's handkerchief.
- Styrofoam tray or plate
- Textile printing ink

Tools:

- Scissors
- Knitting needle or blunt tool
- Printing brayer
- Glass or other slick, non-porous surface
- Metal tablespoon
- Iron

Procedures:

- Cut styrofoam shape to about 1/6 of the size of the fabric.
- Draw a design in the printing block with the tool

Printing:

- Spoon or squeeze a quantity of ink onto slick non-porous surface.
- Roll out an even layer of ink with the brayer. Ink will take on a "wet-gritty" look when spread properly, and will make a "crackling" sound.
- Apply ink to printing block from the brayer. Roll until the surface of the block is covered with an even layer of ink.
- Hold design over the center of the fabric inked surface down. Press firmly onto fabric.
- Turn over and rub with a metal spoon until ink is absorbed into fabric.
- Remove block and re-ink.

To create an all-over pattern, place block in lower right hand corner half-way down from the center block. Fill in the rest of the surface to create a "brick" or half-step drop design.

- Let scarf dry thoroughly.

Finishing:

- Wash tools and block in hot soapy water.
- Iron scarf at moderate heat between two sheets of white tissue paper for a few minutes. Color will now be "set" and the scarf may be laundered by hand when soiled.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Texture

Level II

Activity No. 7 "Customize with Design"

Pattern and Texture

Silk Screen Printing

Materials:

- Cheesecloth, several layers or organdy
- Bond paper
- Stationary and envelopes
- Finger paint
- Newspapers
- Plastic spoon

Tools:

- Scissors
- Embroidery hoop @ 15cm (6")
- Spatula or squeegee

Procedure:

- Stretch fabric in hoop. Wet and allow to dry.
- Make a small cut-out design by folding the paper several times.
- Place cut-out on the stationary as desired.
- Place screen hoop on the design.
- Spoon finger paint at top of hoop above the cut out design.
- With the spatula, pull paint down over the cut-out space, pressing paint through the fabric.
- Peel sheet away from screen hoop carefully and put aside to dry.

Note: The cut-out (stencil) will cling to the screen after the first "pull."

- Repeat the printing until you have a set of stationary with envelopes to match.

Wash all tools and materials with hot soapy water. You can make your own fingerpaint from liquid laundry starch and powdered tempera. Mix to a thick mayonnaise consistency.

Additional suggestions:

The stencil is usually an interesting design in itself, taking on the texture of the cheesecloth or organdy. This can be mounted on construction paper or matted for as a handsome print for hanging. Make your own gift wrap by printing the design over tissue paper or shelf paper in an all-over pattern.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Texture

Level II

Activity No. 8 "Twirly Angel Face"

Texture and Enrichment

Advanced Quilling

Materials:

- Narrow paper strips 4mm (1/8") wide.
The regular quilling paper saves much cutting.
- Cardboard box to hold paper strips.
- Ruler to draw straight lines if cutting own strips.
- Waxed paper
- White glue
- White sewing thread

Tools:

- Egg carton or muffin tin
- Aluminum pie plate
- Sharp scissors (manicure are best)
- Tweezers
- Straight pin, corsage pin, hatpin
- Toothpicks
- Cup of water or damp sponge

Procedures:

- Lay waxed paper on a pattern drawn on paper
- Make the quilled shapes (put in egg carton or muffin tin) from 10cm (4"0 lengths of paper.)
- Put a dot of glue where the shapes touch.
- Glue a strip around the body
- Attach head and wings
- The halo is a ringlet glued in place
- Let dry
- Attach thread to the "neck" so angel will "hover" slightly when hung.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Color

Level I

Activity No. 9 "Color, Dip, and Crumple."

Color and Contrast

Basic Batik

Materials:

- White cotton fabric hemmed or fringed about 18cm (7") x 30cm (12")
- Crayons
- Paper
- Melted candle ends (white or yellow scraps) enough to fill a large coffee can halfway.
- Dark color cold water dye
- Newspapers
- Dowel rod 22cm (9") long x 4mm (3/8") diameter

Tools and equipment. Yarn to match.

- Large metal cake pan
- Large coffee can
- Iron
- Tongs
- Bucket with cold clear water
- Bucket for dye
- Needle

Procedure:

Design:

- With light, bright crayons, draw a design on the fabric. Color in shapes pressing hard to produce intense color.

You can also draw a design on paper with fabric crayons, coloring in solid shapes. Then transfer the design to fabric.

Waxing:

- Melt white and/or yellow candle ends in the large coffee can which has been placed in a cake pan containing water. A hot plate is better than your stove. Never place can directly on heat.
- Place fabric into the melted wax pushing down to submerge. Using tongs lift fabric slowly, allowing excess wax to drain back into the can.
- Dip waxed fabric into cold water. It will solidify immediately.

- Crack waxed fabric over wastebasket.
- Brush off excess wax.

Dyeing:

- Push fabric into dye which has been mixed according to directions.
- Let soak for 10-15 minutes. Remove and rinse in cold water. Let dry.
- Iron between layers of newspaper until wax is removed.

Finishing:

- Fold over top of fabric and stitch. Leave enough space to insert dowel rod.
- Dye dowel rod or paint to match.
- Insert dowel rod and attach matching yarn for hanging.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Color

Level I

Activity No. 10 "Color In A Window"

Color Neighbors

Basic Marbling

Materials:

- Light cooking oil
- Powdered tempera, at least two colors
- Drawing paper
- Construction paper
- Newspapers (plenty!)
- Rubber cement
- Waxedpaper

Tools:

- Plastic dishpan 1/3 filled with water
- Margarine tubs to mix oil and paint to a very thin runny consistency.
- Plastic spoons for scooping and mixing
- Scissors
- Knitting needle
- Iron

Procedure:

- Cut paper slightly smaller than dishpan.
- Pour paint into water so it forms circles about 5cm (2") diameter. Make a pattern of colors.
- Do not cover surface of water with paint.
- With the knitting needle, swirl through the circles.
- Place paper on surface of water starting at one end and allowing the paper to settle gently onto the surface.
- Paint will appear to soak through the paper. Lift it off carefully. Drain off excess water and place on newspapers to drain and dry.

After the designs have drained you may want to hang on a line that has been covered with newspapers.

- When papers are dry, iron between layers of waxed paper to smooth.

Finishing:

- Pick out the most interesting designs. Mount or mat for display.

Additional Suggestion: Greeting Cards

- Fold a piece of construction paper 22cm (9") x 30cm (12") into three sections.
- Cut a shape out of the center section.
- Choose a marbled pattern that expresses the greeting you are making.
- Glue a piece of the pattern behind the cut-out section.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Color

Level II

Activity No. 11 "I Have Something to Say"

Color and Brightness

Fabric Crayon Transfer

Materials:

- Tee-shirt or apron or any fabric at least 50% synthetic. (White works best).
- Fabric crayons, favorite colors.
- Typing paper
- Pencil
- Newspaper

Tools:

- Iron, Ironing board

Procedure:

Design

- Draw a design on paper that sends a message.
- If words are used, turn the design over and work in reverse. Go over the outline with felt tip marker to make it show up on the reverse.
- Color as desired with fabric crayons.

Transfer:

- Place a piece of paper inside the tee-shirt under what ever you are decorating.
- Heat iron to the "wool" setting. Do not use steam.
- Place design face down on the material.
- Place iron directly on the design and move slowly over the entire transfer.
- Lift a corner to see how transfer is being absorbed.
- The object is washable and will survive many launderings.

Additional Suggestions:

- Make a design that pleases you. Transfer to white fabric for use as a stitchery design. Embroider around the shapes and let some of the color remain.

- Transfer a design to needlepoint canvas for your own original pattern.
- Transfer to felt. Cut out designs and applique onto other surfaces for wall hangings, purses, pillows.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Color

Level II

Activity No. 12 "Make a Good Book"

Color Opposites

Advanced Marbling

Basic Bookbinding

Materials:

- Artists oil colors in tubes
- Turpentine or paint thinner
- One box powdered wall size (available in hardware stores)
- Drawing paper
- Construction paper
- Rubber cement
- Crochet cotton in variety of colors
- Heavy yarn or cord
- Newspapers

Tools:

- Large shallow pan such as a cake pan 23cm (9") x 33cm (13") x 5cm (2").
- Bucket
- Plastic dishpan
- Wooden spoon
- Tin cans (one for each color used)
- Stirring sticks or metal spoons
- Long knitting needle (metal)
- Stitchery needle with large eye, sharp point
- Scissors

Procedure:

Preparation

- Cover working surfaces with newspapers.
- Cut drawing paper to slightly smaller than opening in container.
- Mix wall size in bucket according to package directions. Store in tightly closed container if not used immediately. Shake well if mix has settled.
- Pour size into the shallow container. The container should always be three-fourths filled at all times.
- Squeeze about 2cm (1") of oil color into a tin can. Add enough turpentine or thinner to make a runny consistency.

Marbling:

- Drop a few drops of paint onto the wall size. The spots should expand from 2cm (1") to 5cm (2") and be about 5cm (2") to 7.5cm (3") apart. If drops sink to bottom the oil color is too thick. Thin the color in the tin can and drop again.
- With the knitting needle, swirl a pattern. Do not over mix. The size will help keep the design in place.
- Place a dishpan containing a clear water bath near the marbling tray.
- Lower the paper onto the surface to collect the pattern. When stain appears on back of paper; lift carefully allowing excess size to drain back off into the container.
- Dip the paper into the clear water bath and gently rub off the excess size. Since water and oil do not mix, the wash will not disturb the pattern. Rinse under running water if desired.
- Lay design flat on layers of newspapers to dry. You may also hang the design on a line to dry.

Finishing:

- Iron between layers of newspaper lined with wax paper to flatten.
- You now have a unique pattern to use in many ways.

Suggestions:

- Mat or mount for display.
- Make a cover for a small photo album or address book.

Procedure:

- Fold a piece of marbled paper in half.
- Fold 8 sheets of construction paper, or typing paper in half also. Trim this set of pages so that it will fit inside the marbled cover with about 4cm (1½") for fold-over on each side.
- Sew the set of pages together through the fold. (This is called a "signature") using the crochet cotton in a color relating to the marbled colors.
- Fold the cover over the top sheet and cement in place.

- Repeat with the bottom sheet.

Note: Construction paper makes a good sturdy album.
The colors of the pages should be considered
when choosing photos to include.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Shape

Level I

Activity No. 13 "Chain A Shape"

Shape is Flat

Tambour Embroidery

Materials:

- Burlap fringed, at least 20cm (8") square inside the fringe.
- Knitting or tapestry yarn

Procedure:

This is a simple crochet chain stitch, made through a fabric. The size of yarn determines the size of hook chosen. The sizes are suggested sizes.

- Center fabric into frame.
- Holding one end of the yarn under the frame, push the hook through the burlap about 1cm ($\frac{1}{2}$ ") from the frame.
- Draw up a loop onto the needle.
- Push the needle back down into the burlap and pull up another loop. Draw this loop through the loop on the needle.

Note: If there is confusion about what is happening, try crocheting a chain.

- Repeat until a circle of tambour embroidery is made inside the frame.

Finishing:

- Pull up the last loop so that the needle can be removed.
- From the bottom, push the needle up in the first stitch that was made. Pick up the last loop and draw it down to the reverse side.
- Cut off the yarn, allowing a tail of about 7cm (3"). Pull this end through the loop and tighten.
- You may repeat the process by starting the next row inside the first and adding a new color.
- You may fill the whole center with rows of tambour. This looks very much like crewel embroidery, and has a long history in crafts.

Additional suggestions:

This is a decorative technique that can be used to enrich any item.

- Draw an outline of a butterfly or flower on a piece of paper. Make sure the design will fit inside the frame.
With a large darning needle, push holes through the design onto the burlap or felt. Do not use pencil, for it will show under the stitches.
- Draw an outline of a shape in the same way as described above. Tambour-embroider around the outline, and then fill in the center of the shape.
- Tambour a border around a sweater neckline, or a collar of a shirt or blouse.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Shape

Level I

Activity No. 14 "Shape and Shadow Plaque"

Shape and Shadow

Intermediate Quilling

Materials:

- Wall paper sample or construction paper.
All one color, or small texture if using wall paper.
- White glue
- Rubber cement
- Cardboard or poster board
- Cardboard box to hold shapes

Tools:

- Cover cardboard or poster board with selected paper. Use rubber cement which will not wrinkle paper.
- Cut wall paper or construction paper (one or the other, do not mix) into even strips of varying widths from 1cm ($\frac{1}{2}$ ") to 3cm ($1\frac{1}{2}$ ").
- Roll strips around pencil for loose coils; around pin for tight coils.
- Make a variety of quilled shapes.

Plaque:

- Arrange the shapes on the prepared background. Place the widest coils in the center and build the design out toward the edges. Leave a border around the design. If you want the shapes to come right to the edges make sure this happens at each edge.
- When you are satisfied with the design, dip a shape into a pan or plate of glue and press gently onto the background. This doesn't take much glue, and adheres quickly.
- Repeat until all shapes are in place. Push down on any shape that seems to be lifting away from background. Let dry.
- You may make a hanger for the back by folding and gluing a small strip of paper. Make a hole with a paper punch, and glue to the back of the plaque.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Shape

Level II

Activity No. 15 "Shape Up a Shape"

Shape and Form

Woven Paper Basket

Materials:

- 13 large grocery bags
- Wrapping twine (optional)
- 2 pieces of bamboo 10cm (4") long, 2cm (1") in diameter. (optional)
- Rubber cement

Tools:

- Scissors
- Stapler and staples
- 12 clip clothespins
- Weaving or darning needle

Procedure:

- Cut bottoms out of each grocery bag.
- Cut off seam. Open flat.
- Fold each section in half.
- Fold each folded section in half.
- Fold each folded section again with the outside edges folded into the center.
- Grasp the strip firmly by each end and pull down over the edge of a table. This will set the fold and the sections will not spring apart.
- Measure all sections to make sure they are all the same length. Trim any that are too long. If any section is noticeably wider, refold or make a new one.

Weaving:

- Place three strips lengthwise, side by side evenly with a pencil width between.
- Place three strips horizontally across the verticals in the same way.
- Weave together over and under for the basket base. Pull the ends so they are an even length on all sides.

- Fold up every other strip and secure with a clothespin.
- Take one of the remaining strips and make a circle. Fit the circle down over the upright ends on the basket. Adjust so it fits exactly.
- With rubber cement, fasten the circle together by opening the final fold on one end and slipping the excess of the other inside. You need not cut away any over-lap.
- Repeat this with the remaining six strips. Try to make each circle exactly the same size.
- Slip one ring down over the upright ends. Remove clothespin and pick up the other ends. Secure them in the same way as the first set. Slip the next ring into place. Continue until six rings are in place.

Finishing:

- Pull each end up tightly. Check for bulges or uneven spacing.
- Fold excess of each end over the last ring and clip in place with clothespins. Check again for bulges and unsightly spacing.
- Staple ends in place. Remove clothespins. Trim off excess.
- Brush a border of rubber cement along the top of the basket inside and out. Turn the last ring inside out and brush the surface with rubber cement. Let dry briefly. This is the finishing ring.
- Press the last ring into place starting with the inside, and folding over to the outside.

Handles (optional)

- Thread a length of wrapping twine into the needle. It should be long enough to go around the height of the basket two times.
- Starting in the center of the base, weave the twine in and out of the center strip on one side of the basket. At the top, thread the twine through the bamboo handle, and then weave back down through the base and up the opposite side. Repeat for the other handle.

- Weave down into the base again and tie the ends together. Work the knot into a space between two strips so it will not show.

Additional suggestions:

- Use smaller grocery bags to make desk organizers or dried flower arrangements.
- Use fewer circles to make shallow baskets.
- Paint the baskets with enamel paints.
- Instead of paper bags use full sheets of newspapers, colored sections of black and white, or both.

YOUR NOTES _____

4-H DESIGN PROJECT CRAFTS CARAVAN

Shape

Level II

Activity No. 16 "No-Rush Weaving"

Form and Shape

Weaving and Recycling

Materials:

Natural if desired and available:

- Rushes or grasses or long leaves such as iris, tulip, daffodil, day lily, or corn husks. Or
- 2 large paper grocery bags.
- Rubber cement
- Green and orange water paints.
- Acrylic medium or clear liquid wax.

Tools:

- Bucket
- Scissors
- Plant atomizer
- Soft brush
- Paper clip

Procedure:

With paper bags

- Cut out bottoms of both bags
- Cut one bag into 10 lengthwise strips 4cm (1½")
- Cut the other bag into one continuous strip 2cm-3cm (1½") wide
- Fold each of the ten strips over three times.
- Place five strips down on a surface vertically
- Place five strips horizontally over the first set. Weave the sets together for the base.
- With the paper clip, fasten two of the "arms" together to make one. This is necessary because in circular weaving you need an uneven number of ends.

Weaving:

- With the atomizer spray lightly the base and about 1m (39") of the long strip. DO NOT SOAK. The paper is biodegradable and will disintegrate.

- Weave over and under each end pushing rows together gently to make a firm fabric. If the strip tears, simply splice and continue. All splices can be fastened when the mat is dry.
- Continue until you are within 5cm (2") of the end of the shortest end.
- Cut end in a taper and fold over the last row. Fasten with paper clip.

Drying:

- Place between layers of newspaper and weight down with a tray containing a few books.
- When excess water has been absorbed place flat in a dry spot to finish drying.

Finishing:

- When dry, fasten any splices with rubber cement.
- Cement the end, and each of the arms along the last row of weaving.
- You may stain the mat with a VERY THIN WASH of green water color. A wash of orange will give the green a more natural look.
- A final coat of acrylic medium or liquid floor wax will seal the surface.

If you are using natural materials the process is the same. However you must gather and prepare the materials ahead of time.

- When using long leaves, cut when green and spread in a dark, dry place to dry.
- When ready to use, soak for 5-10 minutes in a bucket of water.
- Remove and wrap in a damp blanket or towel.
- Proceed weaving as described above. The natural materials can be kept moister since they will not disintegrate so readily.

YOUR NOTES _____

VIII. Evaluation

The children in this age group span a critical stage in development. The youngest will be concerned with the working process, and the oldest will be reaching toward a real concern for the final product. You must be sensitive to each child and where he or she is at a particular time.

Evaluation at this stage does not mean critique. Simply allowing the children to talk about what they have done - problems that cropped up, and solutions that were worked out - is evaluation enough. Remember that at this age there is a wide discrepancy between manual skills among children. Some baskets will be lumpy, some quilled objects will be irregular, and some textile prints will be off-center. Unless this seems to bother the individual, make no mention of the problem.

Remember this project is an introduction to design elements. Concentrate on the use of the color, or shape, or texture. And remember that a craft activity takes practice to develop skill. Your "banner line" should be "Next time you will be able to make a smoother shape - or more even weaving - or a sharper print." Another purpose of this project is to develop the self-confidence that will motivate a member to go on in the related arts program.

It might be useful to talk with parents and teachers if this is possible. This would enlist their support and increase their understanding of what this project is designed to do for their children.

Make contact with the art teacher in the schools where your members also are involved in classroom art experiences. Most would be happy to know that art is extended into the lives of their students in a non-classroom setting. They would be valuable resources and the exchange of ideas would be mutually beneficial. Many extra-curricular "craft" activities are little more than "kitsy" busy work that takes up time, but results in little learning. Art teachers would be supportive of quality activities that would supplement their own efforts.

Seek out crafts people in your community. There should be contact between the young people and the professionals. If you have a sincere interest in crafts, and the commitment to raise the quality of craft activities, these are a group of adults that could also lend support to your efforts.

IX. Displays

For a formal display, check the Design in Shape and Form Project Book. You might also request a packet called Ways to Displays from the 4-H State Office that contains resource materials that will be helpful.

It is probably better to have a small sharing exhibit that is low-key and informal. While this age group is not yet committed to the product, they are perceptive enough to make their own comparisons. Above all, do not insist a child display a piece unless he or she is willing.

X. Conclusion

Children in this age group are willing, enthusiastic workers. They need an introduction to the use of design so that they know how to make it work for their ideas. Provide a good working area, make sure they have the necessary tools and materials, and be available for help when asked. If you don't know the answer to the problem, admit it and be willing to work out a solution together with the young person.

Expect the members to take care of tools, use materials wisely and economically, and take responsibility for clean-up. Most crafts are messy; learn to live with it! But that doesn't mean you should be left with the mess. Assign teams with specific jobs and rotate the assignments. At this age, group cooperation works well.

Remember that this is just the beginning and what you do will influence the young 4-H member in his or her attitudes to crafts. You are not only a leader, but a model. The most important thing you can do is always remember what it felt like when you were starting something new: curious, eager, messy, noisy, enthusiastic, and having fun!

Good luck and Have Fun!