

LEARNING OUTCOMES:

The member will:

- produce three articles using three different forms;
- demonstrate how to care for tools and equipment;
- demonstrate some knowledge of the work and influence of at least three renowned artists, including one Australian.

BADGE REQUIREMENTS:

Points 1 – 3 are compulsory; choose one other requirement.

1. Create three articles using three different art media (e.g. charcoal, oil or water colour, painting, sculpture, collage). Demonstrate knowledge of chosen art media.
2. Demonstrate the appropriate care of tools and equipment used.
3. Have some knowledge of at least three renowned artists, including one Australian.
4. Display your artwork.
5. Create a colour wheel showing primary, secondary and tertiary colours and define each of these.
6. Visit an exhibition and discuss three of the exhibits with your leader.

GUARDS
RANGERS



CATEGORY

Specialities

TIME FRAME

Minimum
three weeks

AIM

To encourage
expression and
creativity while
increasing
knowledge, skills
and abilities in
various art forms.





Teaching ideas

Guest Instructor

This practical art badge would be best presented by someone with skills and abilities in this area – so invite a special guest to come and teach this badge.

Discuss with them the ages of the members in your group and their interests and prepare what you will need in advance, e.g. canvases, paints. Don't forget to provide protective mats and/or clothing to keep your members' uniforms (and your room) clean.

Your guest could bring some of his/her own works to give your group ideas on what they can do.

Combining badge requirements

Your special guest may talk about his/her favourite artists and cover point 3 in their teaching.

If you choose to visit a local gallery, try to get a guided tour and focus on three artists displayed there.



1. CREATE THREE ARTICLES USING THREE DIFFERENT ART MEDIA (e.g. charcoal, oil or water colour, painting, sculpture, collage). DEMONSTRATE KNOWLEDGE OF CHOSEN ART MEDIA.

Hints for different media – Painting (acrylics)

Acrylics are inexpensive to use, with good colours, but they dry quickly – which may or may not be a good thing. If you're quick, paint can come out with washing – acrylics are water soluble.

If you don't want to buy pre-prepared canvas, which can be expensive, you can paint onto calico or an old sheet or paper. If you use cloth, undercoat with something like Gesso(TM) or a cheaper alternative.

When painting without an undercoat, the paint is absorbed into the cloth; so the painting looks shoddy unless you use a lot of paint. Undercoat is cheaper than acrylic, so use the undercoat and save on coloured paint.

If you don't want the colour as intense you can thin the paint by adding water.

Oils

Oil paints are expensive. There are cheaper ones, but generally not of good quality. Oil paints are not water soluble – you need turpentine to remove any stains. You can thin oil paints by using medium – available from art stores. Paint onto primed fibreboard, or pre-prepared canvas, or stretch your own calico onto a wooden frame. If you're stretching calico onto a frame don't forget to wet it down after framing – to shrink the material into place before you undercoat. Oils require lots of preparation.

Pastels

When using pastels, the drawing usually smudges easily. To substantially lessen the smudging, spray the finished work with a fixative, e.g. hair spray, and leave to dry.

Teaching ideas

Drawing tips

Make sure you have some extreme darks and some extreme lights in your picture! If your picture only has middle tones, it will be boring, and not look as good.

Try to add some depth to your picture. Give it a foreground, middle ground (middle distance – a bit further away) and a background (things way off in the distance – far away mountains, the sky, etc). As things get further away, they get both smaller and lighter in colour/hazier. If you have a mountain range in your picture, the closest mountains will be darkest, and as you go into the distance, each row of mountains will get lighter in colour.

LOOK AT WHAT YOU ARE DRAWING!!! Sometimes your drawing isn't any good because you just assume what you need to draw, and don't actually look at fine details. Like people – are heads REALLY circles? Do noses REALLY look like points sticking out? Or roads – go look at one. Are they really black? Or different shades of grey and brown with some patches where repairs have been made and maybe some tree shadows? Look at what you're drawing – when you start paying attention to what things really look like, instead of just guessing, your drawings will get better.

Some different ideas

Try something different from the usual pencils and paper. Instead of paper try blackboards, the pavement, old fence palings, enamel plates and so on. For your media use anything that will make a mark. JUST REMEMBER, if you use tomato sauce and mustard on your painting of a cheeseburger, bugs ARE going to eat it.

Here are some ideas for media:

chalk	paints – oil, acrylic, gouache,
whiteboard markers	watercolour, spray-paint
pastels	makeup
whiteout	tea/coffee staining
dirt	burns/smoke marks (be careful!)
food colouring	oilstick (sort of a solid oil paint crayon)
ink	fruit juice
crushed leaves or bark	boil a brightly coloured plant and use the coloured water (like a variation on tea leaves)
charcoal	
crayons	

Group projects

- Use interesting things to set up a still life. Use a light to create shadows. Give them paper and a crayon, a chunky marker or charcoal (not pencils – do details later). To learn basics, such as looking for shapes in the items and in their arrangement; drawing the gaps between items (this will help get the proportions and placements right); getting them to draw all the dark shadows and bright highlights without the fine details. Do each picture quickly – give them a countdown – a couple of minutes to get the essentials.





Teaching ideas

- Do a ten minute collage. Or a five minute one. Use paper (newspaper, scrap paper or magazines and glue on a large sheet of paper. Get them to make a picture of the still life QUICKLY – it doesn't have to be a perfect work of art! It can be textured e.g. scrunched newspaper. Just get the shapes of the items in! (Teaching them to look for the main shapes.)
- Draw a landscape or a cityscape or get someone who can sit for a while to pose for you.

Special effects

- Try using light pencils on black paper.
- Charcoal and chalk on neutral (grey/beige) paper.
- Use pastel gel pens to draw fireworks on black card.
- Redraw a \$5 note with your face on it.
- Paint four different coloured pop art 'heads' – get a friend to pose for you.
- Design some weird street signs.
- Get handmade paper, and use only materials that can be found in the bush to draw with.
- Paint using only your teeth or toes.
- Make a 'stained glass window' using cut-out card and cellophane.
- Draw your own cartoon strip.

Fun ideas for their three articles

- Tape a sheet to a wall. Somehow attach balloons filled with paint to the sheet. Throw darts at the balloons to make your picture.
- Make sculptures out of unwanted items – soft drink bottles, old shoes, wire coat hangers – use your imagination. Stick it together using coloured electrical tape or ANY tape, string, rope, glue, tacks, nails – whatever works.
- Spray painting – a wall, sheet or large canvas. Plan it first so it looks good, and you can use an OHP to project your pictures onto it for outlines.
- Chalk on concrete/blackboards – like restaurant menus.
- Paper Mache sculptures. Make animal piñatas! Then stick lollies in them and smash them to smithereens.
- Do a self portrait, picture of a friend, or picture of an animal in fruits and vegetables or in toppings on a pizza base or in icing on a cake.
- Recreate a famous painting e.g. Mona Lisa, The Scream, Whistler's Mother.
- Use cooked spaghetti (placed on a flat surface) to make a picture, or design, then let it dry and harden into shape. Add food colouring if you want colour.
- Make up stories about why famous paintings were done that way.

Teaching ideas



2. DEMONSTRATE THE APPROPRIATE CARE OF TOOLS AND EQUIPMENT USED.

- When you get new brushes, they will be stiff because of the glue used to keep bristles together. DON'T bend the bristles to get them moving as you'll wreck the brush and all the bristles will come loose onto your painting. Soak new brushes first to wash the glue out.
- Clean your brushes straight away – don't leave them in a glass of water for days on end. Use soap and water for acrylics or watercolours; and turpentine then soap and water for oils.
- Make sure you put the lids back on your paint tubes. Once paint has dried out, it's useless.





Teaching ideas



3. HAVE SOME KNOWLEDGE OF AT LEAST THREE RENOWNED ARTISTS, INCLUDING ONE AUSTRALIAN.

Here are some other ways to teach this.

■ Internet search

Locate information about three artists, including at least one Australian, about an A4 page worth of information. Include a picture/photo of the artist if possible and some examples of the artist's work. The internet could be very helpful to provide this: enter the artist's name in a search engine.

Distribute the information to individuals or small groups and ask them to prepare a short (3 minute) presentation about their artist. Part of the presentation could include a fun 'assessment' activity organised by the presenter/s, e.g., a quick quiz.

Pictures could be printed for display, or projected on to a screen using an LCD projector and computer or, alternatively, prints or books of the artist's work could be displayed.

■ Library research

Obtain books from the local library, or visit the library for an evening, for members to research a chosen artist or artists. Their research could be presented in a variety of ways – poster, diary, audio-visual presentation, short talk.

Here is a list of artists you may consider learning about – there are many others. Try to choose artists with different styles, or from different periods, to help members gain a broad appreciation of the development of art and various approaches to it. Be sure to focus on the artist's artwork.

Australian Artists

Albert Namatjira	(1902 – 1959)	Norman Lyndsay	(1879 – 1969)
Pro Hart	(1928 – 2006)	Rolf Harris	(1930 –)
Brett Whitely	(1939 – 1992)		

Non-Australian Artists

Edvard Munch	(1863 – 1944)	August Renoir	(1841 – 1919)
Caravaggio	(1571 – 1610)	John Constable	(1776 – 1837)
Leonardo da Vinci	(1452 – 1519)	Vincent Van Gogh	(1853 – 1890)
Michelangelo	(1475 – 1564)	Pablo Picasso	(1881 – 1973)
Frida Kahlo	(1907 – 1954)	Andy Warhol	(1928 – 1987)
Georges Surat	(1859 – 1891)		

Game

Find pictures of three artists. Cover the pictures with pieces of paper that have facts about each artist. These should be face down – pick up a piece of paper, displaying part of the picture and tell members the fact. Ask if anyone can guess who the artist is. Keep removing pieces to reveal the picture. If someone guesses who the artist is, still read the facts to inform the other members.

Think of an assessment activity or complete Handout 1.

Teaching ideas



4. DISPLAY YOUR ARTWORK.

Set up a 'gallery' and invite family, friends and corps members to attend. Display work created by the young people (offer their work for sale if you wish) and supplement it with library art books, art borrowed from members' homes and calendars of artwork. Members could also give short presentations about one of the artists they studied.

Art could be displayed according to style or media and members be assigned to speak with visitors about one style or media.

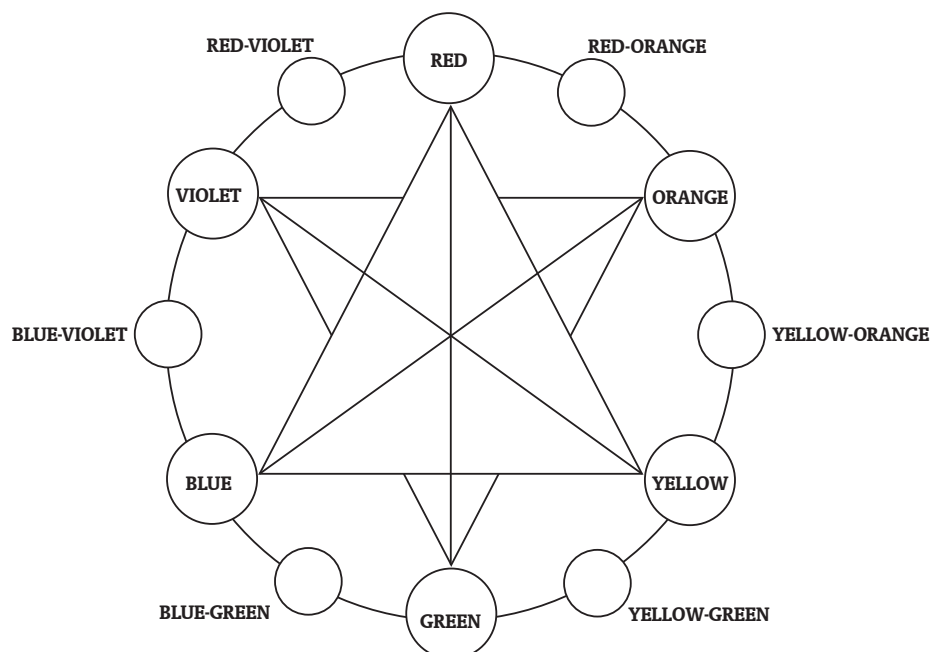




Teaching ideas



5. CREATE A COLOUR WHEEL SHOWING PRIMARY, SECONDARY AND TERTIARY COLOURS AND DEFINE EACH OF THESE.



The three primary colours are red, yellow and blue; they are the only colours that cannot be made by mixing two other colours.

The three secondary colours are green, orange and violet; they are each a mixture of two primary colours. Their hue is halfway between the two primary colours that were used to mix them. On the colour wheel, the secondary colours are located between the colours they are made from.

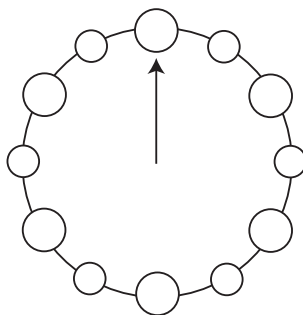
The six tertiary colours (red-orange, red-violet, yellow-green, yellow-orange, blue-green and blue-violet) are made by mixing a primary colour with an adjacent secondary colour. On the colour wheel, the tertiary colours are located between the primary and secondary colours they are made from.

Black, white and grey are not true colours (or hues). They are considered to be neutral, achromatic colours.

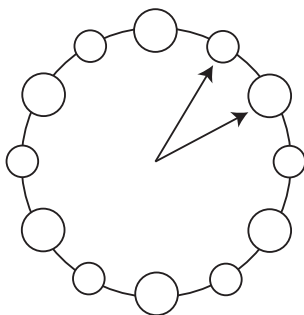
Value refers to how light or dark a colour appears. To make a colour lighter in value, white is added. A light colour is called a tint of the original hue. For example, pink is a tint of red. To make a colour darker in value, black is added. A dark colour is called a shade of the original hue. Maroon is a shade of red.

Teaching ideas

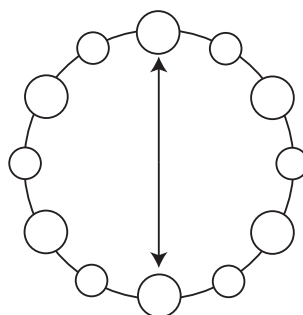
Monochrome



Adjacent = Analogous



Complementary Colours



Monochrome (meaning 'one colour') colour harmonies include only one colour in different value (the lightness and darkness of a colour) and intensity (the brightness or dullness of a colour). An example of a monochrome colour scheme could include any colour mixed with white, grey, or black. For example, red, rose and pink (red mixed with white) are monochrome.

Adjacent colours (also called analogous colours) use colours that neighbour each other on the colour wheel. An example is a colour scheme that includes various values and intensities of reds and oranges.

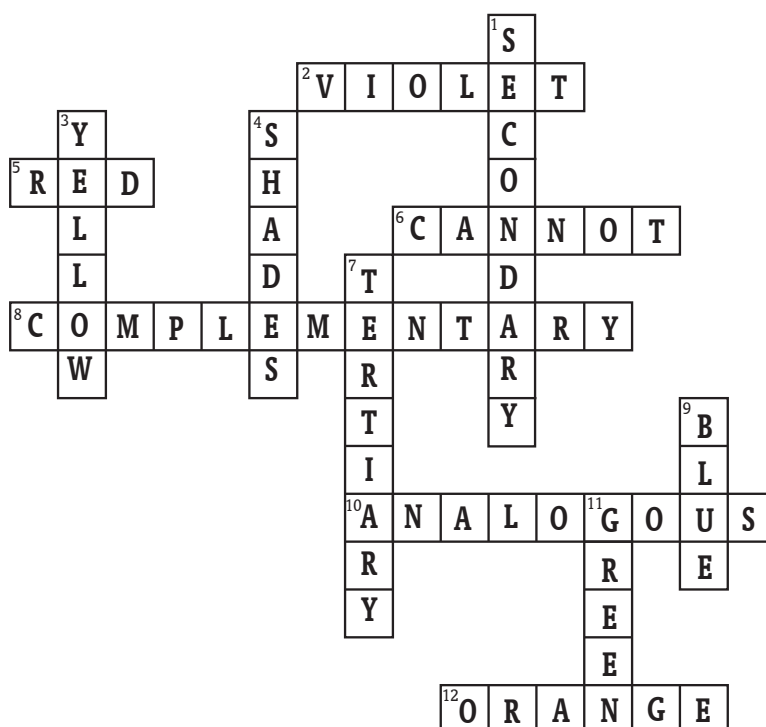
Colours opposite each other on the colour wheel are called **complementary colours**. For example, violet and yellow are complementary colours. So are red and green, and blue and orange.

Warm Colours and Cool Colours:

The warm colours include reds, oranges and yellows; the cool colours include blues, greens and violets. The neutral colours are black, white and grey.

Handouts 2 and 3 could be used to reinforce the colour wheel teaching.

Solution to crossword on Handout 3.





Teaching ideas



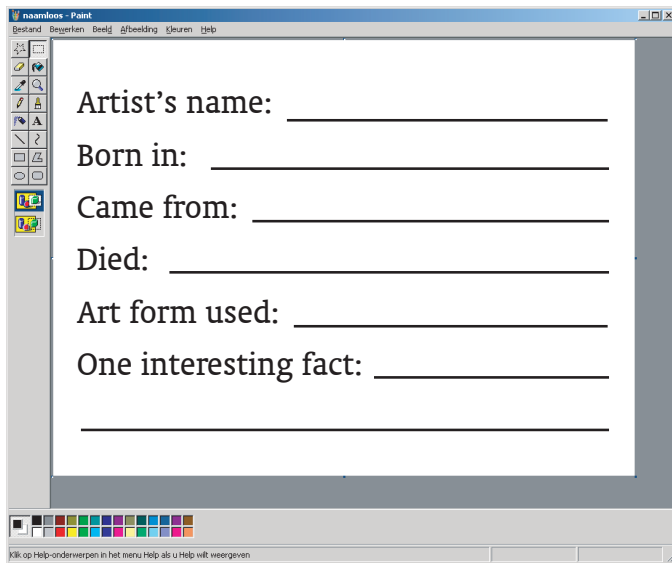
6. VISIT AN EXHIBITION AND DISCUSS THREE OF THE EXHIBITS WITH YOUR LEADER.

Consider some alternatives to an art gallery or museum.

- Art gallery or museum
- Caves with Aboriginal art
- High School art exhibition
- Community centre art display, or art class
- Cathedral – stained glass windows
- Tourist exhibit showing local artworks
- Exhibitions at state/town shows
- A garden which is sculpted or planted in designs.

Handout 1 - Guards/Rangers

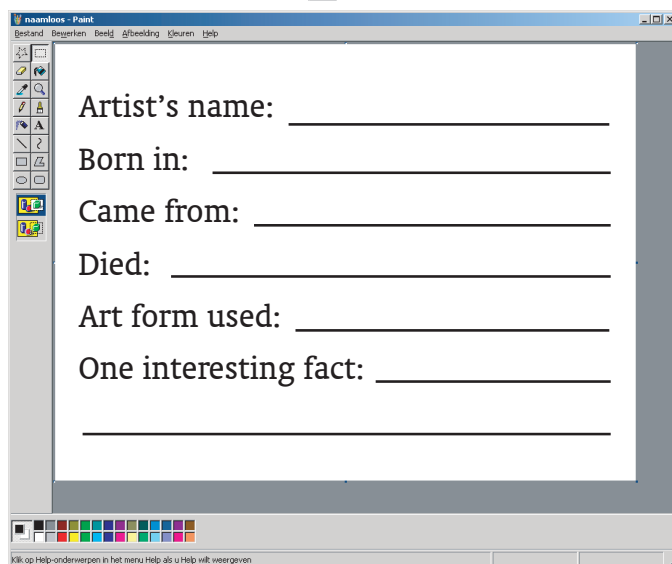
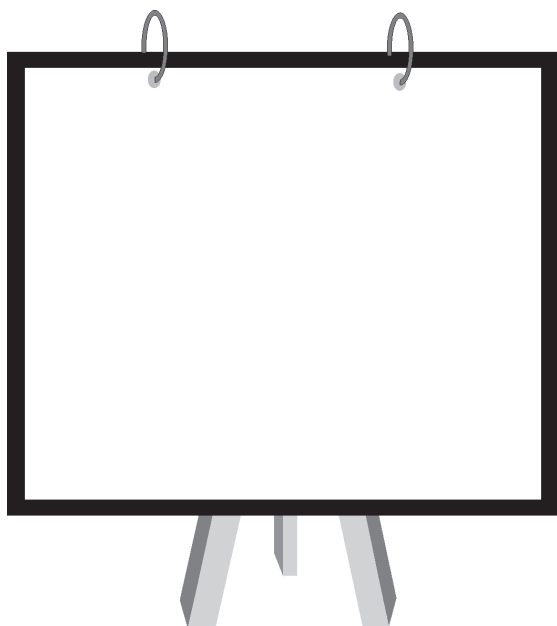
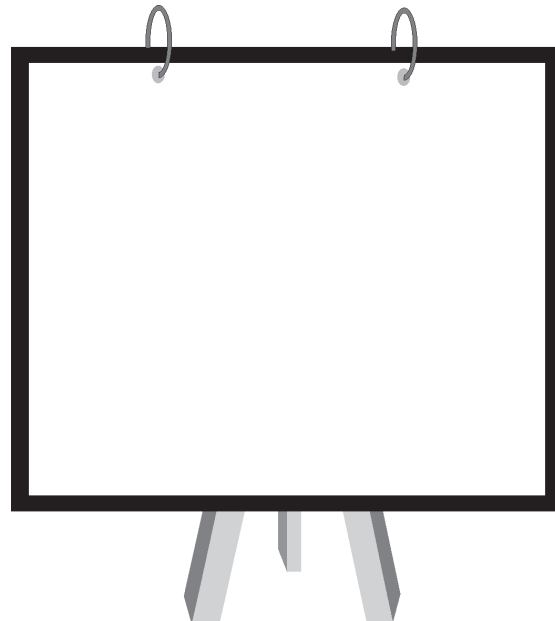
Fill in the computer screen with the facts you have found out.
On the easel re-create one painting from each artist.



naamloos - Paint
Bestand Beveiligen Beeld Afbeelding Kleuren Help

Artist's name: _____
Born in: _____
Came from: _____
Died: _____
Art form used: _____
One interesting fact: _____

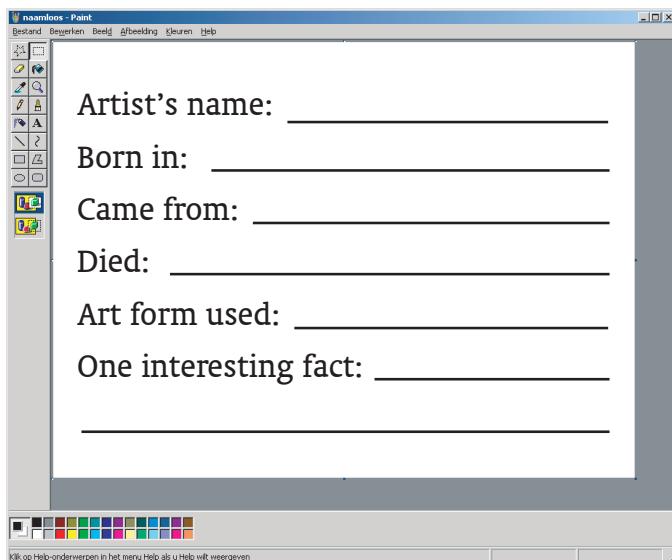
Klik op Help-onderwerpen in het menu Help als u Help wilt weergeven



naamloos - Paint
Bestand Beveiligen Beeld Afbeelding Kleuren Help

Artist's name: _____
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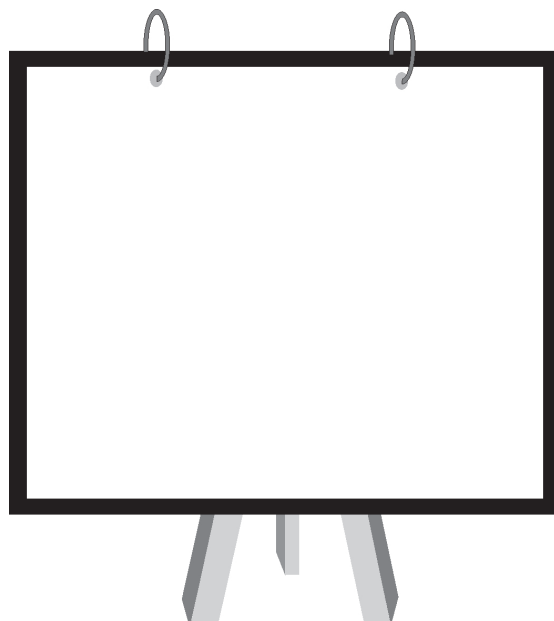
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naamloos - Paint
Bestand Beveiligen Beeld Afbeelding Kleuren Help

Artist's name: _____
Born in: _____
Came from: _____
Died: _____
Art form used: _____
One interesting fact: _____

Klik op Help-onderwerpen in het menu Help als u Help wilt weergeven

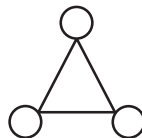


Handout 2 - Guards/Rangers

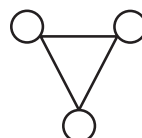
The Colour Wheel

Use the outline of the colour wheel to either write in the names of the colours or paint them in by mixing new colours.

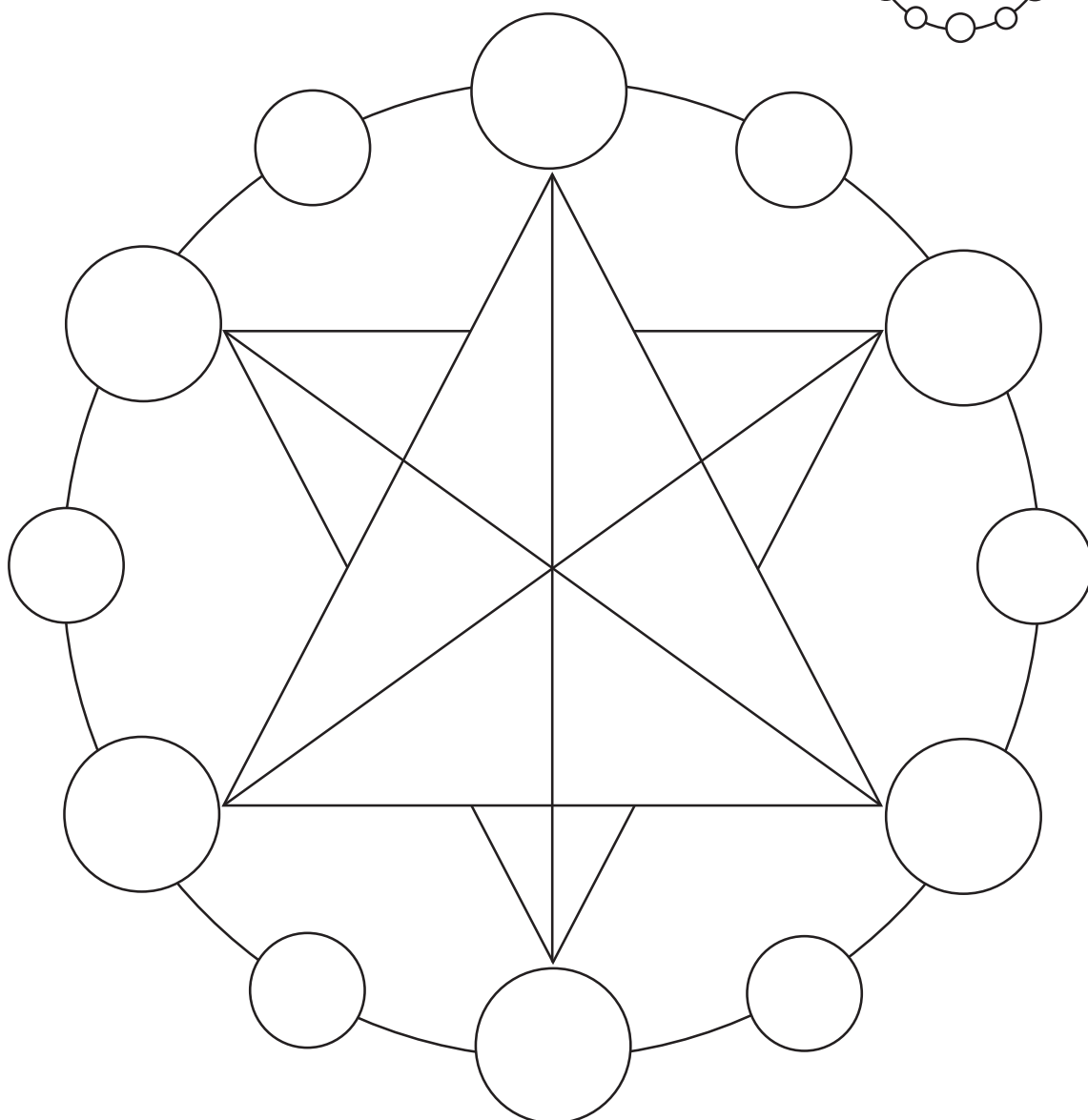
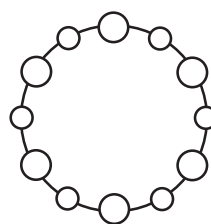
Write or paint in the three primary colours in the biggest circles.



Now mix your paints to show the secondary colours (or write in their names).

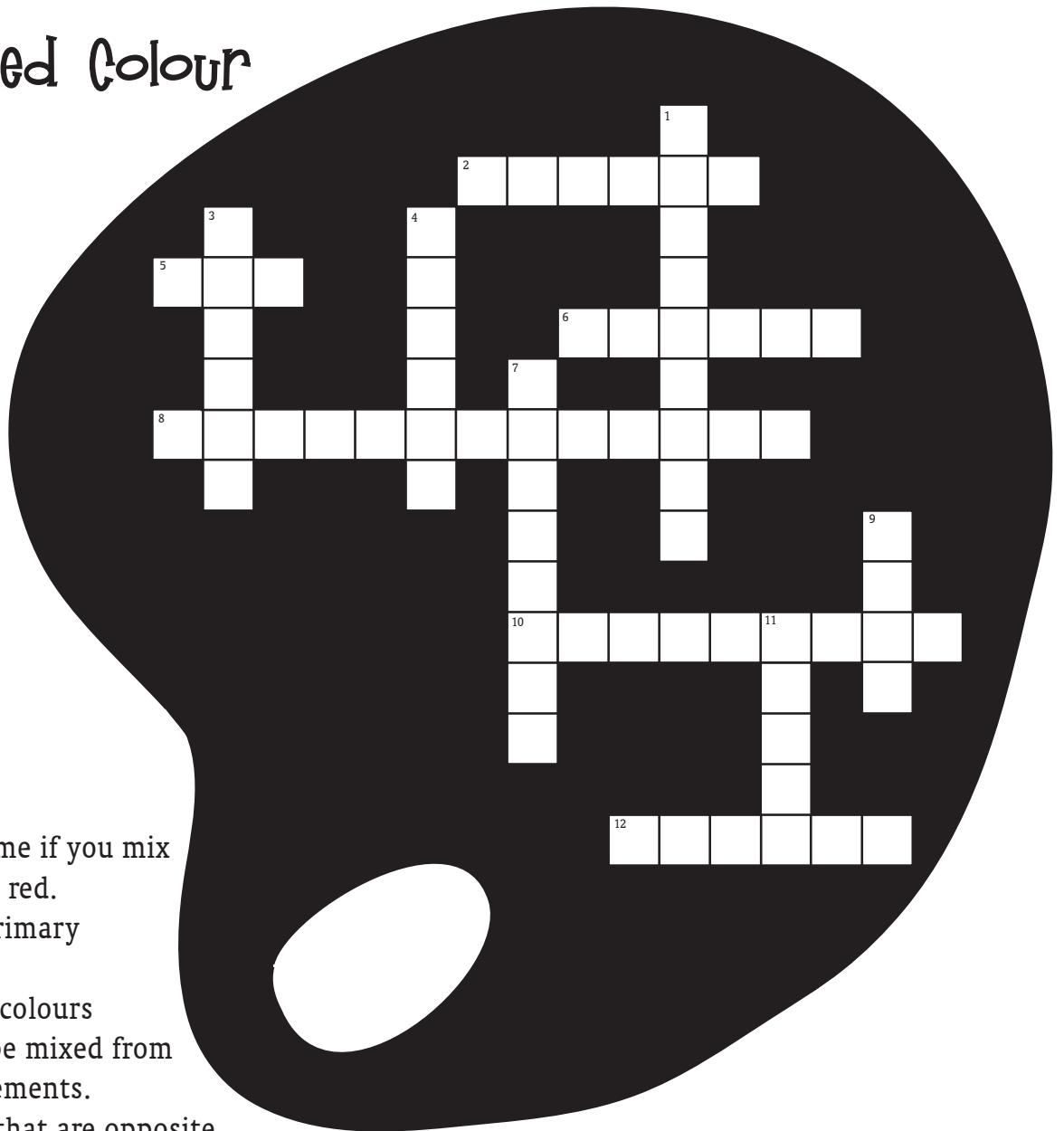


Now mix a primary colour with an adjacent secondary colour to show the six tertiary colours.



Handout 3 - Guards/Rangers

Crossed Colour



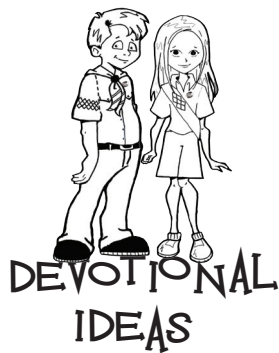
ACROSS

2. ☐ You get me if you mix
☐ blue and red.
5. ☐ I am a primary
☐ colour.
6. ☐ Primary colours
 _____ be mixed from
☐ other elements.
8. ☐ Colours that are opposite
☐ each other on the colour wheel are _____.
10. ☐ _____ colours are next to each other on the colour wheel.
12. ☐ You get me if you mix red and yellow.

DOWN

1. ☐ _____ colours are made by mixing two primary colours.
3. ☐ I am a primary colour.
4. ☐ Different intensities of the same colour.
7. ☐ _____ colours are made by mixing a primary colour and a secondary.
9. ☐ I am a primary colour.
11. ☐ You get me if you mix yellow and blue.

The seven colours of the rainbow are: _____



Devotional ideas



1. **Title:** 'I'm authentic'
Bible: Psalm 139:13 - 16a
Thought: God made each one of us unique
Supplies: Paintings, pictures

Show copies of a few paintings and ask if anyone knows who painted them. Ask the Guards/Rangers how we know who created a painting. Their answers should include the artist's signature. Most artists sign their work somewhere (front or back) or have a special mark or hidden feature that proves they were the artist.

Ask the Guards/Rangers how God is like an artist. God created the world in colour! God created many different forms of plant and animal life as well as non-living things. God also created us. He shows how valuable we are by creating us unique – no two of us in the world are exactly alike! In creating us, God has gone into intricate detail.

Did you know these facts about our bodies?

- The lens of the eye continues to grow throughout a person's life.
- Your heart beats around 30 million times a year and will beat 3,000 million times in a lifetime.
- If all the blood vessels in a single human body were stretched end to end, they would form a rope capable of going around the world.
- The hair of an adult can stretch 25% of its length without breaking.

Read Psalm 139: 13-16. We are God's unique creation.

Spend some time in prayer thanking God for creating us and making each one of us unique.

Devotional ideas



2. Title: Watercolours without the water

Bible: Hebrews 11:6 (CEV) 'Without faith no-one can please God. We must believe that God is real and that He rewards everyone who searches for him

Thought: To show that having faith in God means searching for Him

Supplies: Watercolour paints, water, paintbrushes, paper

Begin to paint a picture by using the dry paint. Probably there won't be a picture but keep going, explaining what you are doing or trying to do, painting as you go. Hopefully, the members will draw your attention to the absence of a picture. Ask them to explain what's missing to make the paint work. Demonstrate (or invite a member) to show the correct way to use water colours. (Mixing water into the dry paints.)

Explain that having the right equipment is necessary to do the job. Water – the active ingredient – is crucial when using watercolour paint.

Some may think that owning a Bible is the right equipment for being a Christian; some may think it's having Christian parents; others may think going to church regularly or living good lives, caring for other people, are 'right equipment'. All of these things are good but they don't make us a Christian. Without one important factor, all these things are a bit like trying to use the dry paints. Something else is missing.

Read (or ask a member to read) Hebrews 11:6. Faith is the important factor. The first step of faith is believing that God is real. The next step is to act on our belief by searching for God, and the following step is to trust Him to guide and help us.

Hebrews 11 suggests that the reward for searching for God is **knowing Him in a personal relationship and getting to know Him**. God wants to be found – He wants us to know Him. Devotions, church, Bible study, all help us to find and know God for ourselves.

Pray, thanking God that He is real and asking Him to help our faith grow.

