

4-H

Arts & Crafts Proficiency Program

A Member's Guide

OVERVIEW

The 4-H Arts and Crafts Proficiency program helps you learn what you need to know about your 4-H project.

Your project leader will assist you in setting and achieving your goals. Through your project you will acquire an understanding of the principals of artistic design; color, space, line, design, texture and space. You will also learn how to make good use of your leisure time in constructive activities as well as learning to make useful, artistic items.

There are many resources to help you learn more about your project:

- The 4-H Publications Catalog lists a variety of project materials and resources recommended for use in your project.
- The 4-H Educational Resources Lending Library at your county 4-H office includes other books, videos and reference materials that can be checked out by members and leaders.
- Check to see if there are any local artisan groups or organizations in your community. These groups often conduct educational activities and sponsor craft shows.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- Level I - “Explorer”, you begin to learn about many different aspects of your craft.
- Level II - “Producer”, you practice and refine the many skills involved in your craft area.
- Level III - “Consumer”, you become an experienced producer in your arts or craft area.
- Level IV - “Leader”, allows you to show your own leadership potential.
- Level V - “Researcher”, you carry out a demonstration or experiment on some aspect of arts and crafts, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement and notify the 4-H office. You will be awarded your Proficiency Medal at the Annual 4-H Achievement and Awards Night.

Arts & Crafts Proficiency

Level I - Explorer

Date _____
Completed _____

- _____ 1. Name some safety precautions to observe when using:
A glue gun - Iron - Hammer - Saw - Scissors/other sharp tools
- _____ 2. Explain how and why to protect work areas when you are working on a project.
- _____ 3. Plan a craft project: Discuss all the steps to making the project. Make the project.
- _____ 4. Identify 5 pieces of equipment needed to produce craft products.
- _____ 5. Demonstrate how to follow instructions, step by step, and in correct order.
- _____ 6. Write down a list of items needed for a project, and figure out how much it will cost to make the finished product.
- _____ 7. Explain how to clean 2 pieces of equipment you have used on your project.
- _____ 8. Explain why neatness is important when doing an art or craft project.
- _____ 9. Explain why cleanup is important when working in arts and crafts.
- _____ 10. Explain the following terms: Color Texture Contrast Pattern Workmanship
- _____ 11. Explain how to gather ideas/ items for your art or craft project.
- _____ 12. Demonstrate how to replicate shapes, forms and patterns.
- _____ 13. Make two different craft projects and one art project.
- _____ 14. Display or enter one of your projects in a fair, community event or 4-H event.
- _____ 15. Alone or as a group make a product and give it to someone.

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Approved by Lake County 4-H Council, January 1999

Arts & Crafts Proficiency

Level II - Producer

Date _____
Completed _____

- _____ 1. Explain the color wheel. How do you use the color wheel in planning an art or craft project?
- _____ 2. Explain three ways of obtaining art and craft supplies in your area.
- _____ 3. Visit a craft store, look for ways and items to help on your next project.
- _____ 4. Describe the steps or process necessary to complete your project.
- _____ 5. Make three different craft projects and two art projects.
- _____ 6. Keep a record of cash expenses and at the end of the year compare your product/s value to your expenses. Compare with similar or same items that could have been purchased.
- _____ 7. Experiment with two different techniques, materials or methods then tell which you prefer and why.
- _____ 8. Describe one mistake/error that you made in producing a product and what you did or could have done to correct or prevent it.
- _____ 9. Explain the terms: Hue; Form; Shading; Compatible Colors; Contrasting Colors
- _____ 10. Explain how texture, form, shape and color effect your project.
- _____ 11. Select and design a project using items purchased at a craft store.
- _____ 12. Select and design a project using items collected outdoors.
- _____ 13. Select and design a project using recycled items.
- _____ 14. Create a special project to give to someone for a special occasion.
- _____ 15. Show and explain one of your projects at a club meeting.
- _____ 16. Visit a local art gallery or art show event. Discuss what you liked and disliked.
- _____ 17. Exhibit a project/s at a show, fair or 4-H event.

Member's Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

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Level III - Consumer

Date _____
Completed _____

- _____ 1. Report on the history of one aspect of your project.(origin, equipment, technique, etc.
- _____ 2. Visit one craftsman in your area, either as a group or on your own. Discuss what you saw and learned.
- _____ 3. Describe four ways to save money and be economical in obtaining materials.
- _____ 4. Invite a guest speaker to one of your meetings. Be ready to introduce them by telling who the person is, what kind of work they do, their accomplishments and education or training.
- _____ 5. Make a project that uses three different techniques and three different materials or types of equipment.
- _____ 6. Keep a record of costs, cash expenses, time and labor charges for each product made. At the completion of the specific item, compare your product's value to the total expense.
- _____ 7. Explain a chemical or physical reaction or interaction that will occur if you use the wrong materials together.
- _____ 8. Keep a personal reference library of literature that will be helpful in you project. Share some ideas you found with your project.
- _____ 9. Alone or with your project, plan and complete a community service activity related to your project.
- _____ 10. Use two different techniques to create a greeting card.
- _____ 11. Visit an art museum, show or gallery, either alone or with your project. Discuss what you liked and disliked that was exhibited.
- _____ 12. Make at least two advanced craft or art projects. Share them with your club.
- _____ 13. Give a demonstration about your project at Presentation day or other 4-H event.
- _____ 14. Show your project/s at a fair, art show or 4-H event.
- _____ 15. Teach your club a craft project either alone or as a group.

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

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Level IV - Leader

Date
Completed

- ____ 1. Complete one year as Junior or Teen leader in this project.
- ____ 2. Assist younger members in making, selecting and constructing a project.
- ____ 3. Prepare teaching materials for use at project meetings.
- ____ 4. Develop and put on a demonstration or judging event or train a junior team for such an event.
- ____ 5. Speak on a project-based subject before an organization other than your 4-H group.
- ____ 6. Assist at a local crafts fair or show.
- ____ 7. Assist younger members in learning a specific technique in the project.
- ____ 8. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on findings.

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

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Level V - Researcher

Date _____
Completed _____

- _____ 1. Report on the results of a demonstration comparing measurable differences in management procedure. (experiment)

- _____ 2. Prepare a paper of 300 words or more on one of the following subjects. Orally summarize report at project meeting or other educational event.
 - Evolution of techniques
 - History of specific craft
 - Markets and methods of marketing crafts products
 - Resource utilization and/or conservation
 - Development of a craft process.
 - Effect/use of color, shape, form, pattern, etc.
 - Other

- _____ 3. Prepare a speech or illustrated talk to orally summarize your findings and present at a club or project meeting or other educational event.

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

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Leader Tips for Utilizing the 4-H Project Proficiency Program

The goal of the Lake County 4-H Proficiency program is to give members recognition and rewards in a timely manner and in a variety of ways to meet the diverse needs of today's youth.

It is also designed to assist youth in measuring themselves against 'standards of excellence' Each proficiency is comprised of five skill levels and should be designed to increase in scope and difficulty. The levels are:

- ❖ Level I – Explorer
- ❖ Level II – Producer
- ❖ Level III – Consumer
- ❖ Level IV – Leader
- ❖ Level V – Researcher

The proficiencies are three-fold in purpose:

To provide youth opportunities to sample a broad array of experiences, measure personal progress, and become self-directed learners.

To provide a standard of excellence where members are recognized for knowledge and skills they have mastered.

To provide guidelines for leaders to enhance and expand project content and experiences.

The Proficiency program is **not** designed to be an award, or a prize for the best in competition. Instead, members are **rewarded** for their personal progress. The intent of the proficiency program is to increase performance, while allowing members to be motivated, to be creative and to take risks.

The proficiencies are not a test. Youth should not be quizzed at the end of each 4-H year to determine how much they have learned. The proficiencies should be given to each youth member as a set of goals that they, as individuals, can work toward over one or more years. Completion of all five levels of a proficiency indicates "mastery of a subject."

The proficiency program is voluntary. Not all youth will find this type of activity rewarding. Many youth enter projects with their own goals. They join to learn a specific skill or group of skills, but not to achieve mastery of a subject. Additionally, not all project leaders will choose to go into such depth for each subject area. Completion of Level I – **Explorer**, may be all that is offered by a particular project leader.

We encourage leaders to give proficiency guides to members sometime during the first or second year in a project. At this point, the leader allows the member to determine which skills and/or knowledge areas he or she wants to master. Youth members can work on skills in several levels at the same time. The leader's job is to check each item in a level when the member has completed it.

For the skill areas which require demonstration, youth members may demonstrate individually to the leader (project or teen), the group, or the club at a local meeting. Members are not required to demonstrate in front of a group as we are measuring mastery of a subject, not public speaking ability. Some leaders leave time at the end of each project meeting for members to work on their proficiencies.

Leaders are cautioned not to accept a questionable answer. This indicates an incomplete mastery of the particular skill or body of knowledge. If the youth member is unsure of the correct method or term, use this time to teach the individual and allow member a month to think about it and review. The youth member will return with the knowledge learned and present it with confidence.

Allow a significant amount of time (one month) to lapse between the time a skill is taught and a member demonstrates mastery. This allows time to practice and achieve mastery, not merely reflect on a newly learned skill.

Reward immediately! Recognition is most meaningful when it is presented immediately following a learning experience. Initial and date each item as the member completes the skill. When all items in a level are completed, sign the Certificate of Achievement and notify your County 4-H Office.

A Proficiency medal, will be sponsored by the Lake County Council and awarded at the county achievement program when a skill level is completed. Youth may receive more than one medal per year. They may do this by completing two or more consecutive levels in one project area, or by completing one level in two or more projects.

For members to qualify for proficiency awards they must complete all the requirements below and give a 4-H presentation during the 4-H year.

- ❖ Have up-to-date and complete enrollment packet and enrollment fees on file at the 4-H office.
- ❖ Attend 80% of club and project meetings.
- ❖ Members must provide 4-H Records to the club leader for project completion verification. Records must include **Personal Development Report** and **Annual Project Report** form for each project a member is applying for a Proficiency Award, and the completed Proficiency Form.