



## 4-H Heritage Arts: Ethnic Arts



# Acknowledgements



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# Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfeiffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did, and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.

## 1) Experience (Doing)

Questions: What sources of information are available?

What is possible? What do you expect to see?

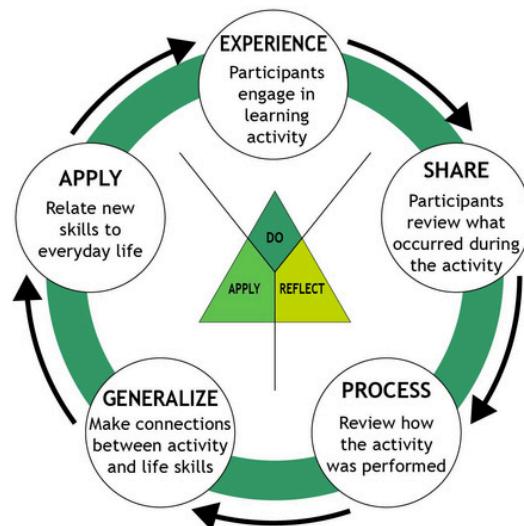
How is it working? What else might you try?

## 2) Share (Reflecting on What Occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know?

What did you learn? What surprised you?

How did you share this project/activity with others?



## 3) Process (Reflecting on What's Important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

## 4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

## 5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

## Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are two general skill levels



Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"  
<http://www.extension.iastate.edu/4H/skls.eval.htm>

The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. The graph below represents a system for targeting skills that lead to mastery of life skills competencies. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use the 4-H delivery methods.

The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

HEAD	HEART	HANDS	HEALTH
<b>Thinking</b> Learning to learn Decision-making Problem solving Critical thinking Service learning	<b>Relating</b> Communications Cooperation Social Skills Conflict Resolution Accepting Differences	<b>Giving</b> Community Service-volunteering Leadership Responsible Contribution to group	<b>Living</b> Healthy life-style choices Stress Management Disease Prevention Personal Safety
<b>Managing</b> Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency	<b>Caring</b> Concern for others Empathy Sharing Nurturing relationships	<b>Working</b> Marketable/useful skills Teamwork Self-motivation	<b>Being</b> Self Esteem Self responsibility Character Managing feelings Self Discipline



## **Introduction:**

Welcome to the 4-H Heritage Arts project. Without interested individuals, such as yourself, many historic arts and crafts would be lost with the passing of generations.

You will be given the opportunity, through the Heritage Arts project, to choose from a variety of fiber, fabric, yarn arts and crafts. The projects and activities you experience depend upon your enthusiasm and the availability of resources within your home and community.

Heritage Arts is defined as the practical skills passed down from proceeding generations that were developed to provide basic family needs, such as apparel, home furnishings, or decorations. It also is defined as a traditional craft and the methods that have been maintained throughout history and passed on to others, often by observation and example.

Classes on traditional crafts are available in many communities, taught by skilled local artisans. The techniques taught often incorporate new techniques and materials with the old, traditional methods to enhance the craft.

## **Project Objectives:**

The Heritage Arts project is designed to help you:

- Learn about a variety of historic arts and crafts.
- Create a craft that connects you to the past.
- Learn about historic influences on arts and crafts.
- Have fun learning.
- Gain skills that might lead to a home-based business.

## **Project Expectations**

Members are encouraged to learn about and try a variety of different historic crafts. Think of fun places in your community where you can learn more. Ask about interesting, creative artisans who are willing to share their skills with you. Take a field trip to local museums that feature historic fabric and yarn displays. Take a trip to the library and look up interesting facts about a craft that is of particular interest to you. Evaluate or judge fabric and yarn crafts and do a demonstration to share your skills with others. The more activities you do, the more you learn.

To complete your project, respond to all questions on the Heritage Arts Record. Check with your Cooperative Extension office for county fair requirements if you want to exhibit your project.

## Textile Crafts

What is a textile craft? It is defined as any method of creating a unique design with fiber, fabric or yarn. Patchwork and applique quilting are examples of textile crafts that use fabric as the main design ingredient. Needlepoint, embroidery, crochet and weaving are textile crafts that use yams as the design tool. All textile crafts have one thing in common-they use fibers, fabric or yarn to create a design.

With some textile crafts, it means making the fabric, such as weaving, crochet or needlepoint. With other textile crafts, an already existing fabric is changed into something quite different. Quilting and embroidery can change the appearance of a fabric to create an exciting, imaginative design.

## Creating a Design

Once you decide on a heritage craft, it's time to think about the design. Many books show how to create a pleasing design. There also are many printed patterns that can be purchased. There's no better way to enjoy and understand design than to try it! Designing, like most activities, can come naturally once you understand what you are doing.

A design is really a plan-a plan for using all materials so that the look good together. To begin planning the design, examine your materials-whether they are yams or fabrics or some other material-in a special way. For example, regardless of what materials are used, these basic ingredients are the design:

- Line
- Shape
- Space
- Texture
- Color

These ingredients are called the elements of design and they are important to your plan because they are the visible details of a design. Without a design plan, these elements may seem hap hazard or clash. Let's take a closer look at each of these elements of design.



## Line

Line is an element that's found everywhere around us. In a garment, lines are created by a seamlne, a hem, a dart, a row of trim, a plaid or stripe. A row of embroidery stitches creates a line, as does a row of crochet stitches or the pattern in a quilt square. Some lines are straight and angular, others are curved. Some are thick and sturdy, others fine and delicate. The kind of lines used in a design will affect the character of that design.



## Shape

When lines are connected and overlapped, they create shapes: squares, circles, triangles, any shape imaginable. The outline of an applique is a shape, the pieces in a patchwork quilt are shapes, the outline of a garment is a shape, and so on. Just as lines create feelings, so can shapes.

## Texture

Texture is the surface characteristic of an object; it may be smooth, fuzzy, soft, pebbly, scratchy, or one of many other textures. Sometimes we don't have to touch an object to know its texture—we can see the texture. In planning a design, texture is important to think about because each one we see has a character or feeling, just as lines and shapes do.



## Space

When we talk of space, we mean the actual space an object or a design occupies. When we design, we work within a specific space; so not only must the design itself be well thought, out but so must the space around it. That space might be an individual quilt square or entire quilt.

## Color

When we think of colors, we usually think of color names (or hues) like red, green, yellow or blue. We can create different feelings in a design on the colors we use together. For instance, a design in yellow and green will give you a different feeling from the same design in purple and blue. But there are other ways we use colors to give a design the feeling we want. The way we use color values also can affect a design (value refers to the lightness or darkness of a hue). The same hue can have lots of different values. Think about all the different kinds of blue (baby blue, light blue, sky blue, peacock blue, navy blue and royal blue). Value can affect the feeling of a design too. Try to visualize a design in all light colors (like lime green, pink, light blue, lemon yellow). Now visualize that same design in dark green, navy blue, dark red, and gold. Does it seem different? How about the same design in lime green and navy blue? Does it seem different in style? The intensity of the hues we use in a design also affect the feeling we get from it. Intensity refers to the brightness or dullness of a color. Imagine a design in all bright colors-usually a design made of bright colors is more than our eyes can take! So, use bright colors sparingly!



## Evaluate Your Plan-Pattern to Follow

Take a look at the materials you plan to work with-fibers, yarns, fabrics, or threads. What kind of feeling do you want to create with your design? Do the materials create that feeling in their textures and colors? Can you create the kinds of lines and shapes you want with your materials? Are the materials suitable for the space in which you've chosen to create? If you can say "yes" to these questions, you're on your way to a well-designed piece.

But it doesn't stop there. Because even with all the right materials together, designers still need some guidelines on how to use them together. You can think of these guidelines as a recipe for deciding just how much of each ingredient (colors, textures, lines, and other elements) to use and where to add them. These guidelines are called principles of design.

## Principles of Design

Proportion is the relationship of all the parts of a design to each other and to the whole garment or article. Each part needs to be in proportion to the rest of the design. No part should overpower the others. If a garment does not have proportion, one part of the design might be too big for the rest of the design. Or, the design may be too big or too small to look good on the garment, or, there may be too much bright, shiny color that overpowers the other colors. Or, if the design is the entire garment or article, it may lack proportion because it is too overpowering for the person wearing it, or the decor in which it will be used.

## Balance

Balance is a feeling of steadiness, of everything in the design looking like it belongs. Balance can be formal (each side of the center is identical) or informal (the sides are different, but "weigh" the same).

## Emphasis

Emphasis is the creation of a center of interest. Without the center of interest, a design may seem cluttered and busy, or boring and uninteresting. If a design is not well-planned and is missing emphasis, it may be cluttered with too many colors, different textures, different lines, shapes or sizes. Or, there may not be sufficient contrast to attract attention.

## Rhythm

When we look at a design, the eye follows a certain route around the design. It notices differences in lines, shapes, textures, colors, and spaces. The route the eye follows is known as rhythm. In a well-planned design, the eye is led from one to another to the point of emphasis. That rhythm is created in a design by repeating something throughout the design, color, texture, shape, or size. If an item misses' rhythm, it may have too many unrelated parts—too many unrelated colors or textures, shapes, lines or sizes. Or the design may be placed so that it is spotty or scattered and doesn't seem to fit together.

## Unity

When we say that a design has unity, we mean that it is complete. Unity is the all the materials fitting together in a pleasing combination. If unity is missing, the characters of colors, textures, lines, shapes and spaces are not compatible, or there may not be a central theme.

## Inspiration of Sources

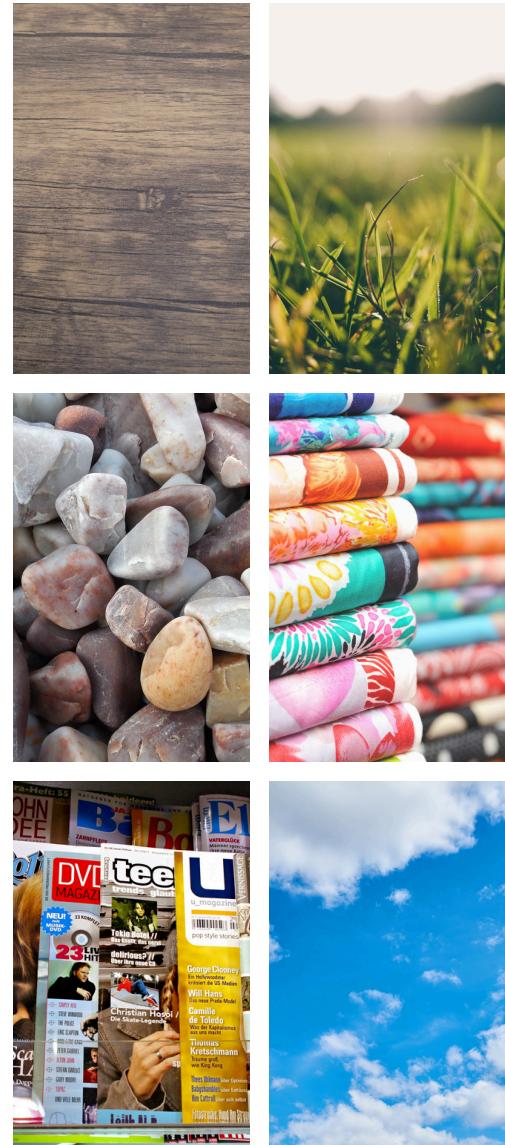
Now that you have learned something about a well-planned design, it's time to begin thinking about developing your own designs. How do you start?

Actually, there are several ways to begin. One of them is to become aware of the design of the objects around us. Take a good look; there are examples everywhere! Look at the grain of the wood on a tabletop. What kind of lines or shapes are created? How does the rhythm in the grain move your eye over the design? Can you create a similar design-perhaps with weaving or needlepoint or with embroidery?

There are many places to get ideas. Look outside at the patches of grass for ideas on shapes and colors, look at the sunsets and clouds for shapes and colors, or the cracks in sidewalks, the frost on windows, the bark on trees. Everywhere you look, there are ideas for colors and textures, shapes and lines. Design examples aren't limited to nature. Look at designs in things around the house like baskets or pictures. Perhaps there's a design on pottery that you'd like to try in embroidery, or the shape of an old bottle gives you an idea for an applique. You can find ideas in magazines, wallpaper and comic books. There are ideas everywhere if you'll just use a little imagination!

Doodle on paper to develop and crystallize a design or try arranging yarns or scraps of fabric. Try cutting out shapes from construction paper to experiment with a design. It does not matter how, but it is important to plan a design first!

The designer whose work shows fine quality, adapts and stylizes a design to suit the materials used. A designer does not attempt to imitate real objects, such as flowers using thread. Instead, if a flower idea is chosen as a theme for the design, the designer alters it to suit the shape of the article, its purpose and the limitations of materials and tools.



## Resources

There are lots of good sources to help you with the "How-to's" of the textile crafts. Your Cooperative Extension agent can help you locate commercial leaflets available for 4-H members on specific textile crafts. You may want to supplement the leaflets with films and slides. Some are available through your county Cooperative Extension office.

Your talents are an excellent resource for the club. Share your know-how and special interests to help others. Bring the tools and let everyone experiment. Bring in others from the community to share their craft knowledge. A local craft or fabric store may work with you or help you contact someone with an interesting a specific textile craft. Members may decide to make a sampler, shawl, handkerchiefs, or monograms utilizing the various techniques.

Libraries can be an excellent source of information. You can broaden your knowledge of why and how heritage crafts began by reading through historic publications. Magazines are also a terrific source of ideas. Internet web pages provide lots of interesting information as well.

Perhaps you will want to clip and file ideas to share and talk about. There also are many craft magazines and pattern books that can be good sources too. Craft Organizations and Councils often provide specific information that may be helpful. Check with your county Cooperative Extension office, library or craft store for contact information.

## Sharing What You Have Learned

Now that you have learned many new things about a heritage craft, why not share? This helps you learn more about the topic and become more comfortable teaching others. Making an exhibit to show at the county fair is another way to share with others. You also may share your know ledge by giving a demonstration and show how to do something.

## Demonstration

Select a topic that relates to something you learned about your project and plan a demonstration. Some ideas include:

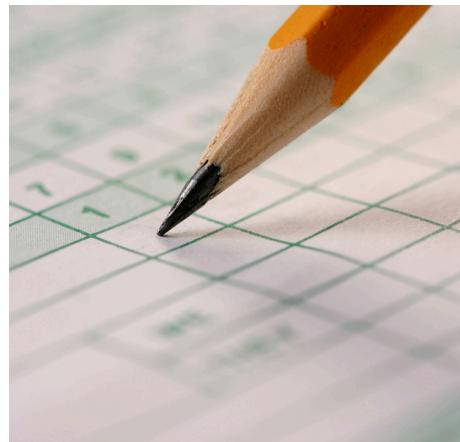
- Use of design principles and elements
- Selecting fabric or yarn for a project
- Sharing the history of a craft
- Purchasing supplies
- Steps to complete a craft item.
- Can you think of others?



## Evaluation of Judging

Learn the standards of quality for your craft. The exhibit item will be compared to these standards at a fair or during craft competitions. Standards are printed in the 4-H craft project guidelines or may be found in craft publications or fair judge's guides available through your county Cooperative Extension office. When you apply the standards to a craft item, you judge or evaluate that item against the standard of quality. Evaluating your project, yourself will enable you to see how well you applied the skills you learned.

- How well did your item compare to the standards?
- What did you do well?
- Where can you improve?
- Answers to these questions will help you do a better job next time.



## Community Service

You can learn a great deal about your community when you get involved to help others. You can:

- Make lap robes for elderly people or AIDS victims
- Make quilts for a homeless shelter
- Work on a fund raiser for a local cause
- Go to a local nursing home and visit residents.
- Help an elderly or lonely neighbor with household chores.
- Help younger members with their projects.
- Can you think of others?



## Fair Exhibit

Remember to record all of your activities during this year. It's easier to write them down as soon as you do them rather than wait until the end of the year and try to remember them. Be sure to include in your story not only the things you made, but the experiences you had, special things you learned and how you felt about them.

You must complete the History Page of the record. Plan early to begin your search for historic information. You have several options as to what you can learn about and share. You can find historic information on:

- The craft itself
- Tools used.
- New techniques developed.
- Special uses of the finished items
- Influences of wars or trade
- Interesting artisans within the community
- Any other related topic

The key is that the information you provide is directly related to the craft you are exhibiting.

Two photos of your finished product(s) are optional. However, photos of Heritage Arts exhibits enable judges to see how well the items fit your intended use.

Projects will be divided into three age categories for exhibit based on age of the exhibitor as of December 31 of the year prior to the show. Age categories are:

Junior- 8 to 10 years of age Intermediate- 11 to 13 years of age Senior- 14 to 18 years of age

All exhibit items are to be fiber-, fabric- or yarn-based arts and crafts. Crafts exhibited must be those traditional crafts which have been passed down through generations. For a complete listing of Fair Exhibit Requirements, see page 2 of your Heritage Arts Record Book, RJ0700.

# THIS SHOULD BE THE LAST PAGE

## **Colorado 4-H Mission**

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

## **Colorado 4-H Vision**

A world in which youth and adults learn, grow and work together

## **4-H Pledge**

I pledge.....

My head to clearer thinking,  
My heart to greater loyalty,  
My hands to larger service,  
    My health to better living  
for my club, my community,  
    my country and my world.

## **Promesa 4-H**

Prometo usar mi mente para pensar con más claridad,  
    mi corazón para ser más leal,  
    mis manos para ser más servicial,  
    mi salud para cuidarme más,  
por mi club, mi comunidad, mi país y mi mundo.

## **4-H Motto**

“To Make the Best Better.”

