

Girl Scout Council of Greater New York

ARTS PATCH PROGRAM

To earn the Arts patch, girls need to complete at least one activity from each column for their age level. Older girls should also try to visit more than one museum or gallery with their troop, on their own, or with their family.

	Discover	Connect	Take Action
Daisy Girl Scout	<p>Color Wheel: Girls can learn how to mix colors using paints or gels. Teach girls about the three primary colors: red, blue and yellow. Have them combine them to make the secondary colors: green, orange and purple. Let them experiment to try other combinations to see what happens. Have them create their own artwork to mirror something they know from nature or a person they know.</p> <p>Shapes: Have the girls cut out various shapes (e.g. squares, triangle, circle, etc.). Have them combine shapes to come up with common items (i.e. a square with a triangle on top looks like a house).</p>	<p>Nature Collage: Spend some time outside collecting small nature items: sticks, petals, leaves, feathers, etc. Glue them to a piece of paper or a paper plate to make a collage. Have the girls share their pieces with the group.</p> <p>Art in Use: Take pieces of different contact paper and cut out shapes. Apply them to a piece of plexi-glass or tray to create an artistic place mat to use at home. Share with girls how many household and everyday items may be artistic as well as useful. Discuss with them examples they know of that are utilitarian and artistic.</p>	<p>Museum Trip: Visit an art museum or gallery. Compare the work of different artists or periods of art. Discuss what the girls like about various pieces.</p>
Brownie Girl Scout	<p>Color Wheel: Girls can learn how to mix colors using paints or gels. Teach girls about the three primary colors: red, blue and yellow. Have them combine them to make the secondary colors: green, orange and purple. Let them experiment to try other combinations to see what happens. Let them create their own artwork to showcase who they are or something they would like to express.</p> <p>Texture: Yarn paintings are a beautiful way to utilize a material with texture to create art with dimension. Have the girls choose their own subject for a yarn painting. Let girls use their imagination to see what they can create. Ask them to share with the other members of the troop what they did and why they chose the colors and subject they did.</p>	<p>Art in Nature: Take a walk in the neighborhood and observe and discuss the colors, shapes and designs you see. Consider what shape a stop sign is and or the shape of a building. Have them observe the colors and hues in natural objects. Discuss what a landscape picture is and have the girls draw a landscape of their neighborhood.</p> <p>Architecture over Time: Choose a public building like a hospital, library or school. What materials were used to make the building and why does it look as it does, particularly given its function? Discuss why at different points in time different styles of architecture were created and why. Have the girls make a model, poster or sketch of what they think such a building would look like 100 years from now.</p>	<p>Museum Trip: Visit an art museum or gallery. Compare the work of different artists or periods of art. Discuss what the girls like about various pieces.</p>

<p>Junior Girl Scout</p>	<p>Graphic Design: Begin by having them share a poster or ad from a movie or about a current event that communicates an opinion or message to the viewer. Have them discuss how the color, lines and shapes are used to convey a sense of urgency or a mood. Have them bring in samples of posters or advertisements that convey a message or mood and discuss what choices the creator used to create that reaction. Have the girls create their own graphic design.</p> <p>Sculpture -- 3D Art: Using clay have the girls create a sculpture. Have them try to design a person or animal that shows movement or expression. Have them discuss how a sculpture varies from a picture, particularly in how it is three dimensional.</p>	<p>Life as an Artist: As a group or individually, read a book, article or information on a website about an artist and study his or her artwork. Discuss why he or she chose the subjects and styles he or she did. Discuss what might have influenced his or her choices including economic, social, political and cultural factors.</p> <p>Art in Motion: Create motion in an artwork. Have the girls choose to make a mobile or a series of drawings that show a progression of movement. Be creative in the use of color, shape, materials and composition to convey the impression of movement.</p>	<p>Museum Visit: Visit an art museum or gallery. Look at their calendar of special tours or lectures to learn more about an artist, a period in art or a special collection.</p>
<p>Cadette or Senior Girl Scout</p>	<p>Light and Shadow: As much as color, light and shadow define great art. Have each girl create an art work -- it could be a drawing, painting, mobile, sculpture, collage or digital work -- focusing on light and dark as a theme. Have them share their works and discuss how light and dark create space, mood, spatial relationships and balance. Then, ask each one to bring in a color photograph or advertisement and compare it to a color one. Discuss how the use of only black and white versus color creates different effects and feelings.</p> <p>Artist and Artistic Careers: Have each girl research and share what they discover about one artist including the medium the artist worked in, the style, the period they worked in, his or her influences and what has made them unique or have them research and share what they discover about different careers in the arts (e.g. graphic designer, architect, curator, photographer, illustrator, sculptor) including what formal education is required and what opportunities are available.</p>	<p>Art Over Time: Have the girls choose a work of art from a book or from home and observe it over time. Have them write their impressions of the work each week. At the end of several weeks have them discuss how their impressions might have changed over time and why that might these impressions might have changed.</p> <p>Art As Power: To recognize the power of art, have the girls identify a work of art that have been considered controversial. Have them discuss why the art work provoked such a reaction at the time it was created.</p> <p>Art Critic: Once you have visited a museum, have each girl write a review or critique of a particular art work or collection that was on exhibit. Have them share their reviews. Also have them find reviews written by art critics and discuss what an art critic focuses on in reviewing an artists' works.</p>	<p>Museum Visits: Visit an art museum or gallery as a troop. Look at their calendar of special tours or lectures to learn more about an artist, a period in art or a special collection. Encourage the girls to go on their own or with their family to at least one other museum or gallery, particularly one with different styles or periods of art.</p>

Several of the above activities were derived from the New York City Department of Education’s Office of Arts and Special Project’s “Blueprint for Teaching and Learning in the Arts.” For more ideas on art making and teaching visual arts, visit their website at: <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>. Also, visit the <http://schools.nyc.gov/projectarts/Media/ArtsCultEdGuide.pdf> for an extensive listing of visual arts and other cultural art institutions in New York City. This listing includes location, admission fees and hours of operation.