

## What to Consider on All Home Environment Exhibits

Even though *supporting information* is not required for all Home Environment projects, if there is a special technique, a problem encountered or other pertinent information the member would like to share with the judge, that is encouraged and will be accepted.

*What makes the difference between a white - red - blue - purple exhibit??*

### Use the criteria listed on the score sheets.

For ***Workmanship and Techniques***, ask these types of questions: What is the quality of the workmanship on this exhibit? Is it durable? Were good quality materials used? Are the finishes applied neatly? Are the finishes appropriate? Are the materials used durable enough for the desired purpose? How difficult will it be to clean the item?

Things that could keep an exhibit from receiving a purple could include:

- painted finishes that show brush marks (when that isn't the intended effect), or parts are not painted at all
- parts of the exhibit are not securely fastened together
- sloppy work
- runs in paint or varnish
- rough surface when it should be smooth
- irregularities (for example, tin punch designs where the design lines are not straight or accurate or when the holes are not evenly punched -- some large and some barely breaking the surface)

For ***Design***, ask questions like these:

- Have the art principles been followed?
- Is the design balanced?
- Is it in proportion to the whole item?
- Is there a part of the design that catches your attention?
- Does the design "hang together," does it look like it all belongs on the same exhibit? Is there movement throughout the design, does your eye move from one part of the design to another?

How were the design elements used:

- Are the colors used pleasing with each other?
- Does line help move your eye through the design?
- Does shape contribute or detract from the exhibit? (Example: A clay pot exhibit had an interesting shape -- but very small on the bottom and large on the top. It could barely set by itself because the shape had literally become a detriment to balance!)
- Is there a variety of textures? Are the textures pleasing to the design?

Questions to ask to determine ***Presentation of Exhibit***:

- Is the exhibit an appropriate item for the home?

- Does it look neatly done?
- Is it durable enough for the purpose intended?
- If it should hang, is it ready to be hung?
- If it should set, is the bottom surface smooth so it won't damage a table top?

## **Most Often Asked Questions –**

### ***A 4-H'er has made or wants to make \_\_\_\_\_, where do we put it?***

Too often, members decide what they want to make first, rather than working through a project and **then** deciding what to make! The benefit of the project -- learning about and applying the art and design principles -- is lost when all they are doing is "making something."

### ***Please define "kits."***

The definition we are using for "kits" is any pre-packaged project where the design and materials are predetermined by the manufacturer. We realize that with counted cross-stitch, for example, someone else has come up with the design, but the 4-H'er would have choices about colors and would have to transfer the design by counting the stitches. They would also have choices in how it is matted and framed.

The objective in not allowing kits is to encourage youth to develop their own creativity and to learn how to apply design principles to their work.

### ***Where can we get more information to help us with Home Environment projects?***

Each extension office should have a resource notebook to support the Design Decisions projects. Offices should also have publications on refinishing furniture, care of antiques, etc. Check with your district offices for kits which were made to support home environment projects. Magazines often given excellent ideas and directions for new techniques. Libraries and bookstores would have resource books on design.

## **Celebrate Arts**

What to consider when planning your Celebrate Arts Project:

1. Fiber -- Where individual strands of a fiber are worked together to make an item.  
Examples -- weaving, needlework
2. Clay -- The item is made from some type of clay -- the clay itself is formed by the member, not a commercial clay item that is painted.
3. Textiles -- Using already-woven materials to make an item for the home.  
Examples -- quilting, wall hangings, table runners
4. Wood -- The wood needs to be cut or shaped by the 4-H member. It then may be finished with a clear or opaque finish.
5. Glass -- The glass needs to be manipulated in some way by the 4-H member.  
Examples -- etching, mosaics, stained glass
6. Ceramic -- Greenware may have been poured by someone else. Member should have cleaned the greenware and painted the glaze.

7. Paper -- Paper needs to be manipulated to form design.  
Examples -- making paper then forming it for an accessory; cutting (scherenschnitte), folding (origami), or tearing paper to make design
8. Metal -- Cut, shape, reassemble or alter metal to form an item for the home.  
Examples -- metal sculpture, tin punch
9. Chalk -- Chalk should be the media used for the design -- usually pictures.
10. Carbon/Ink -- Carbon or ink should be the media used for the design -- usually pictures.
11. Pigment/Water Color -- Pigment (as in any types of paint) should be the media used for the design.  
Examples -- oil or acrylic pictures, painting on any number of surfaces, water color paintings.
12. Nature Materials -- Design should be made by arranging, manipulating or combining nature materials.  
Examples -- grape vine accessories, seed pictures, dried weeds/flowers
13. Mixed media -- The design is made by combining two or more of the above categories.  
Examples -- Wooden accessory (cut by member) then embellished with stenciling (pigment); wall hanging combining fiber, textiles and wood.
14. Portfolio – Collection of pictures, drawings, samples, worksheets and ideas for a room or home, an exploration of career possibilities (ex. an artist), or another application of your project learning put to use. Non-competitive.