

PROGRAM

WOMEN IN THE ARTS PATCH Grades 2-12



Girl Scouts of Greater Chicago and
Northwest Indiana
Lisle Regional Service Center
2400 Ogden Ave., Suite 400
Lisle, IL 60532-3933
T 630 544 5900 F 630 544 5999
www.girlscoutsgcnwi.org

The Women in the Arts Patch Program is offered to Girl Scouts nationwide for girls in 2nd - 12th grades.

Requirements

Brownie and Junior Girl Scouts are eligible for a patch once they:

1. Complete the Discovering Art: A Museum Guide for Girl Scouts booklet.
2. Complete one or more of the suggested troop activities in the Leader Information Packet.
3. Visit a local art museum or center and try to find art similar to the pieces in Discovering Art.
4. Complete the *Woman Artist Interview Form* provided in the Leader Information Packet.
5. Complete the evaluation provided in the Leader Information Packet and send it to the Girl Scout office.

Cadette, Senior or Ambassador Girl Scouts are eligible for a patch once they:

1. Assist a younger troop in requirements 1 to 3.
2. Complete the *Woman Artist Interview* from the Leader Information Packet.
3. Complete the evaluation provided in the Leader Information Packet and send it to the Girl Scout office.

This packet contains:

- Leader Information Sheet
- Woman Artist Interview Form
- Evaluation Form

Leader Information

“The visual arts provide an outlet for many people to learn about history and cultures, to express themselves, and to communicate ideas. Visual art surrounds us in many ways and can be found in a variety of forms such as images in the media, the buildings in which we live and work, and even jewelry. Visual literacy is the ability to look at images, understand their structure, and find meaning in them. Often young people do not have the opportunity to develop their skills in looking at and interpreting the many visual images around them. The *Women in the Arts Patch Program* has been designed to help Girl Scouts develop these abilities so that they may increase their visual literacy skills and better understand their world. We encourage you to look at examples of women’s artwork and stories of women artists whenever possible to help you complete this program.” (from the [Leader’s Guide to Discovering Art: A Museum Guide for Girl Scouts](#))

TIPS FOR USING DISCOVERING ART:

- Lead the troop through the concepts presented in [Discovering Art](#).
- Listen carefully to each girl’s answers; her insights will help others in the group to learn.
- Remember that interpreting artwork is subjective, no right or wrong answers.
- Draw personal connections to the artwork if possible.
- Consider the attention span of the troop members when planning.

PLANNING A MUSEUM VISIT:

- When planning a museum visit, call in advance to schedule your visit.
- Ask to schedule with a museum educator, if possible.
- Tell the educator you have been studying women artists. Ask to see examples of portrait, still life, landscape, narrative and abstract paintings, if possible.
- Research the museum on the web, particularly if it is a large museum.

WHILE YOU ARE AT A MUSEUM:

- Consider the attention span of the girls.
- Remind the girls not to touch artwork.
- Encourage the girls to talk about what they see. Remember, there are no right or wrong answers.
- As you find women artists, record their names and have the girls decide what forms of artwork they are viewing. Is it a portrait? Landscape?, etc.
- Encourage the girls to make sketches of artwork they particularly like, it will help them remember the work.
- In addition to completing [Discovering Art](#) and visiting a museum or gallery, you need to complete one or more of the suggested troop activities listed below. You might choose the type of artwork your girls enjoyed most to guide your activity choices. You can do these activities while visiting a museum or you can do them later, at a troop meeting. If possible, try to find artwork by women artists for these activities.

- > PORTRAITS: Before cameras, portraits were a good way to record what individual people looked like at certain times in their life. Portraits could indicate the status of a person, focus on their personality, and express the emotion of the person at the time of the portrait.
 - Find a portrait from a long time ago. Have the girls find a partner and sketch each other in the time period of the portrait. Have the girls brainstorm the clothes, background, facial expressions to use, etc.
 - Look at self-portraits. Study a portrait for clues about the personality of the artist. What is her mood? Do you think she feels good about herself? What colors have been used?
 - As a group, create a list of different emotions, qualities or moods that an artist might portray in a portrait. List the words and then look through newspapers and magazines to find images of people expressing those emotions.

- > NARRATIVES: Narrative artwork tells a story. Discuss the different ways that stories are told—in books, on TV, in the theater and in artwork. Many narrative paintings tell us about faraway places, other cultures or historical events.
 - Take your troop on a time travel experience. Find narrative artwork that depicts a different time and lifestyle than ours. Have the girls imagine that they were in the painting. How would they feel? What would they be doing? What might happen “after” the action that is depicted in the artwork?

- Have the girls describe a narrative painting they would create about their troop. Who would be in the painting and what would they be doing? Where would it take place? What would the mood of the painting be?
- Let each girl create a storybook of an imaginary trip to another place. This place could be another country, another time period, or a fictional place. Ask the girls to show how their journey begins, what the place looks like, whom they meet, etc.

- > ABSTRACTS: Abstract artwork can depict a subject that has been simplified or somewhat distorted but is still recognizable. An abstract painting might also evoke emotions or suggest a subject. Artists use color, shape and line to create a composition.
 - Find an example of art that is somewhat abstract but still has a recognizable subject. How has the artist modified what she saw when she made the painting? Are the sizes of people and things correct? Has she simplified the subject?
 - Hand out squares of colored paper to the girls. Each girl or pair of girls should have a different color. Look for abstract paintings that use a variety of colors. Have the girls look for “their color” in paintings. Have the girls decide which colors were used more than others, which colors were used least, etc. Brainstorm why some colors were used more than others.

- Collect objects for the girls to paint with: sponges, rollers, popsicle sticks, string, straws, etc. Have the girls experiment with the objects to create an abstract work of art. The girls can also experiment with mixing colors. When they are done, ask them what they feel when they look at their paintings—are they happy? Sad? Full of energy?

INTERNET RESOURCES

There are a number of internet websites with a variety of work by women artists. You can try printing artwork from any of these websites.

www.nmwa.org

National Museum of Women in the Arts

www.artcyclopedia.com

Guide to art online, with a database of over 6,000 artists

www.artsnetmn.org

Arts Net Minnesota

www.nga.gov

National Gallery of Art



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Woman Artist Interview Form

Interview a woman artist in your community. If you need help finding an artist, ask a local art teacher, gallery or community center for suggestions. Questions to ask the artist:

- What kind of artist are you?
- With what tools and materials do you work?
- Where do you do your work?
- When did you become interested in art?
- Did you go to art school? If so, where?
- Was there another artist who you admired or whose work inspired you?
- What ideas do you hope to express through your art?
- Do you exhibit your work anywhere? If yes, where?
- What are you working on now?
- What is your favorite piece that you've created? Why?
- What is the hardest thing about being an artist?
- Are you part of an artists' organization or group?
- Are you able to support yourself through the sale of your artwork?
- What advice do you have for someone who wants to become an artist?

Troop Leader Name: _____

Address: _____ City/Zip: _____

Troop Number: _____ Level: _____

Artist Name: _____ Media: _____

PROGRAM

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Evaluation Form

Troop Leader Name: _____

Address: _____ City/Zip: _____

Phone: (____) _____

Troop Number: _____ Level: _____

Name of museum visited: _____

What did your troop do at the museum?

What did you and your troop enjoy most about the book Discovering Art: A Museum Guide for Girl Scouts?

What kinds of activities did you do to earn the patch?

What was the impact of using Discovering Art for your girls?

Please make any suggestions for improving the *Women in the Arts Patch*.