

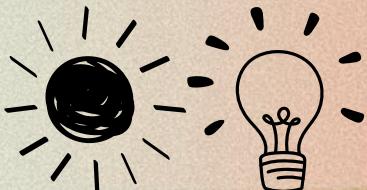


Camp Fire

# NATIONAL ART EXPERIENCE

2024-2025

*light*

LEADER  GUIDE 

# WHAT IS *light*?

**LIGHT IS A FORM OF ELECTROMAGNETIC RADIATION THAT IS VISIBLE TO THE HUMAN EYE. IT IS ALSO ESSENTIAL TO ART.**

There are seven physical properties of light: fraction, reflection, diffraction, interference, dispersion, polarization, and scattering.

There are multiple emotional responses to light, which may include feeling energized and awake when the sun is shining, and lethargic and sleepy when it's cloudy.

There are a number of common phrases that include light. "To shed light" describes gathering information. "A light at the end of the tunnel" refers to a positive outcome after a negative experience. And "trip the light fantastic" means dancing in a wonderful way!

Depending on where you live on the planet, you may have seasons with extended daylight, and seasons with very little daylight at all. In the northern hemispheres, the summer solstice usually falls on June 21, and the winter solstice on December 21. These are the days with the most and least amount of daylight, respectively. In the southern hemisphere, the seasons are opposite. The summer solstice falls in December and the winter solstice in June.

Light is essential to nearly all life on earth. Light from the sun warms the planet and provides food for plants in the form of photosynthesis. Light helps guide global weather patterns. In fact, light's interaction with matter helped shape the structure of the universe!

When we look up at the stars, what we are really seeing is their light, and even then, we are only seeing a tiny fraction of light. Furthermore, we are seeing the light that these stars gave off 4,000 years ago. Looking at starlight is like looking into the past.



# LIGHT AND art



When light enters the retina of our eyes, our brain interprets its reflection off objects as specific colors. How we perceive certain colors may change based on the light around us.



Light can be used in art to create moods, tones, and atmospheres, making a scene look joyful, solemn, or bleak.



Often in artwork, colors are used to represent ideas. In religious art and architecture, gold leaf often symbolizes the divine, in part because the shimmering of light is associated with sacred and holy beings.



**Chiaroscuro**, (from Italian chiaro, “light,” and scuro, “dark”), is a technique used in the visual arts to represent light and shadow as they define three-dimensional objects. While it was used by artists in ancient Greece and Rome, Leonardo da Vinci brought this technique to prominence in the late 15th century.



Leonardo da Vinci was one of the earliest artists to study the science of light. He looked at the effects of distance and the time of day on the way light amplifies or diffuses color, casts shadows, and can even blur the edges of objects.

Camp Fire is challenging young people to think about the role that light plays in their lives. Do they live in an area where there is very little light, especially in certain seasons? Do they live where the light is bright, and where the light affects temperature, flora, and fauna? How does sunlight make them feel compared to a rainy or cloudy day? Do they get excited when they see a rainbow?

Part of the purpose of this year's National Art Experience is for young people to think about the significance of light in their lives, and to translate these ideas into art. Several of the activities listed here can be offered in a group setting. Young people are also welcome to modify the art projects to suit their goals. We encourage youth to complete 4 out of the 10 projects over several months as part of the Art Experience.



# shadows

A shadow is light interrupted. More specifically, a shadow is the darkness we see when light has been blocked by something solid or opaque. Because light travels in a straight line, anything that blocks the path of the light will cast a shadow. The shape and size of the shadow will depend on the distance and angle of the object in relation to the light.

In this year's National Art Experience, we are offering 2 art activities using shadows, designed for different age groups.

## SHADOW TRACING

*Good for younger ages*

People have been tracing shadows for centuries. Some art theorists believe that tracing shadows is the origin of painting. While it may seem simple, shadow tracing can be a very intricate, beautiful form of art. It also shows us how much we interpret and recognize the world through shape. In this activity, the ideal setting is outdoors on a sunny day. That is because we're going to make, and trace, our own shadows. Natural sunlight will make this easy. If going outside isn't possible, you can set an area up indoors using strong lights to cast shadows. Work with what you have!

Shadows can be traced onto large sheets of paper using ink or pencil, or with chalk onto concrete or asphalt.

If space is an issue, you may opt to trace hands, feet, or face profiles (these are often called silhouettes), which require less room.

Artists should work in pairs. One person stands so that they cast a shadow on the sidewalk or concrete, or onto the full-sized sheet of paper. The other person will carefully trace their shadow.

If you're using paper, label the back of the drawing with the name of the person who cast the shadow, along with the date, location, and time of day.



"The Shadow" by Edmund Leighton

## MATERIALS NEEDED:



- Large sheets of butcher paper
- Scissors if you would like to cut out your paper shadows
- Thick pencils and erasers
- Paint
- Chalk (if tracing shadows onto a hard surface such as a sidewalk)

## NEXT STEPS:

- Shadows created on paper can be painted and cut out (keep the shadows abstract, painting them solid colors; we want to see how recognizable they are without features).
- Shadow cut-outs can be adhered to walls or windows.
- Have guessing games to see if participants can guess each other's shadows.
- Create additional shadow scenes by tracing the shadows of leaves, trees, flowers, stuffed animals, toy trucks, toy houses, and placing them around the main shadow portraits.
- Read stories about shadows (be careful, as some can be frightening) or write your own.

## FOLLOW UP:

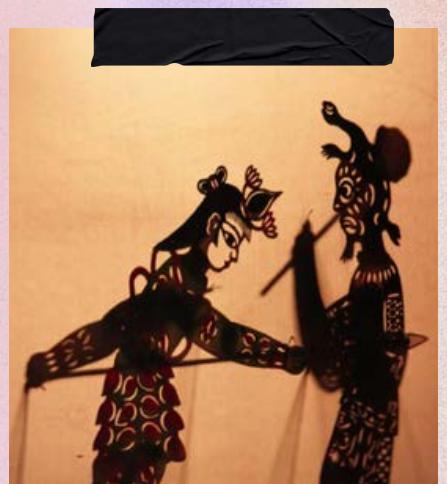
Repeat the shadow tracing on different days and at different times. You can then refer to your earlier shadows to see if the size and length of the shadow has changed and make deductions as to why.

## MINIATURE SHADOW PUPPETS

*Best for upper elementary, middle, and high school*

Note: this activity is not about the shadows we create with our hands, as fun as that is. It is about the creation of paper figures mounted on sticks, which are turned into shadow puppets.

Shadow puppets date back centuries, possibly beginning in China 2,000 years ago. Shadow puppetry is considered an art form in China, India, Iran, and Nepal and is imbedded into the cultural heritage of Syria, Indonesia, Malaysia, Thailand, and Cambodia. It is also popular in parts of Europe, the Mediterranean, and North America, making it one of the most widespread ancient art forms in the world!



## MATERIALS NEEDED:



- Empty medium-sized shipping box to make a small theater
- Thin paper (such as tracing paper or tissue paper)
- Thick paper (linen, cotton, or construction)
- Popsicle sticks, wooden skewers, or similar
- Pencils for drawing puppet outlines
- Scissors
- Tape
- Box cutters (older youth or adults only)
- A lamp that will allow you to direct and focus light (desk lamps or portable camping lamps work well)

## NEXT STEPS:

- Artists may work alone or in groups of 2-4.
- They should begin by developing a 3-5-minute play (fairy tales and children's books are good places to get inspiration)
- Next, they will need to create paper puppets that will match the narrative.

- I Because the audience will only see the shadows of the puppets, artists should focus on the shapes of their puppets, not the colors or other details that won't be visible in shadow-form.
- I Keep the puppets roughly 3-7 inches tall. (You can always adjust the distance between the light and the puppets to make the shadows appear bigger).

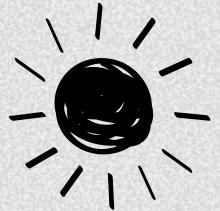


- Cut the puppets out of paper. Use opaque paper, such as black, heavy construction paper. To make the puppets more movable, use hole punchers and brass fasteners to attach arms and legs. This allows the puppet's appendages to swing.
- Attach the puppets to sticks using tape. You can use popsicle sticks, bamboo skewers, or similar.
- To make a shadow puppet theater, you will need a cardboard box, thin white paper (e.g. wax paper, tracing paper, tissue paper, or computer paper), box cutters, tape, and a lamp. Click [here](#) to watch a how-to video.
- Shine a light on the back of the box, place the puppets behind the white screen, and begin your shadow puppet play!



## EXPANSION:

- Invite youth to research the different stories, art forms, and histories of shadow puppets from around the world.
- If you have access to guest speakers who are knowledgeable about shadow puppets, connect with them and invite them to come in and share their knowledge (and their puppets).
- Visit local museums, exhibits, or events that feature shadow puppets or performances.
- Make a video recording of your shadow puppet play and share it with others.



# sun prints

*All ages, some adult help required*

## MATERIALS NEEDED:

- Sun print paper
- Objects from nature
- Tub of water
- Drying area
- Sunshine

Sun prints have a long history. They are sometimes called cyanotypes, or blue photographs. They originated in the 1800s and involved the placement of objects onto a special kind of paper that had been washed with a solution of iron salt and water. The paper and objects were then exposed to sunlight. Once removed, the objects left a blue image. (This is the origin of the term “blueprints.”)



The science behind sun prints is simple. The selected objects shield areas of the paper from sunlight. Meanwhile, the ultraviolet light of the sun has enough energy to break the bonds of the paper's chemical dye, changing the paper's color except where the objects block the light.

Today, you can buy [kits to make sun prints](#). Or you can try making your own using dyed construction paper. However, results in the DIY version can be disappointing. The commercial kits yield much more successful results, provided you do not accidentally open and expose the paper before you are ready to use it!

Tips: Use new sun print paper. Older paper is often no longer effective. Consider using objects from nature, such as unique leaves, flower petals, and shells to make your prints. Select objects based on shape! Try not to overlap your objects. And be sure to make your sun prints on a sunny day!

## EXPANSION:

→ [Activities | Sunprint Kits \(sunprints.org\)](#)



# rainbows

## LIGHT AN INDOOR RAINBOW

*Good for younger elementary ages*

First, a little science: Water is denser than air. Light passing through air filled with raindrops will collide with the raindrops, then slow and change direction. This process is called refraction.

A rainbow is formed when sunlight becomes scattered with raindrops. For us to see a rainbow, the position of the sun and the raindrops in the air, in relation to our own position, needs to be just right.

- The sun needs to be behind us and low in the sky.
- The sun needs to be at an angle of less than  $42^{\circ}$  above the horizon. The lower the sun in the sky the more of an arc of a rainbow we'll see. (Have you ever noticed that most rainbows appear in the late afternoon?)
- Rain, fog or some other source of water droplets must be in front of us.



There are many ways to make a rainbow. To create an indoor rainbow, we suggest starting with this one-minute [video from the Dad Lab](#).

### MATERIALS NEEDED:

- Clear packing tape
- Colored markers
- Cardboard tubes
- Flashlight.



## NEXT STEPS:

- Take 1-2 large pieces of clear packing tape and cover one end of an open-ended paper or cardboard tube. (Or just cover one side of the circle of tape with 1-2 strips of clear tape.)
- Color the tape in rainbow stripes using permanent markers.
- Shine a light through the tube. A flashlight (or cell phone light) works well.
- A rainbow will shine through the taped end!

## CATCH AN OUTDOOR RAINBOW

*Good for upper elementary and middle school ages*

There are hundreds of rainbow art projects on the internet. But because the National Art Experience is about the artist's relationship with light, we encourage artists to use light by going outside and "catching" a rainbow. Try one of the following techniques!

- Tie string to old CDs (look for them in thrift stores) and secure them to tree branches, fences, or clotheslines. The light reflecting off them should create tiny rainbows.
- Dip small hand-held mirrors into bowls of water on sunny days. Can you cast a rainbow?
- Take prisms outdoors and shine them near windows, pools, and sunlight. Did you create a rainbow?
- Cast your rainbows onto paper or concrete, then use colored chalk, paint, or pastels to trace your rainbows on a solid surface. Document how you caught your rainbow.

## EXPANSION:

- What other ways can you use light to catch a rainbow? Research, experiment, and find out!



# OIL & PAPER *Lanterns*

*All ages with some adult supervision*

## MATERIALS NEEDED:

- Heavy cotton paper
- Oil (baby oil or cooking oil)
- Watercolor paints
- Wide painting brushes
- Water
- Battery-operated tea candles
- Scissors
- Stapler or tape
- Glass jars (jam jars, baby food jars and narrow glass flower vases work well)
- Smocks
- Protective table or floor covers (such as newsprint or tarps)
- Oil-dissolving soap (such as Dawn) and water for washing oily hands and surfaces

This is a great activity to do in conjunction with the winter solstice. It is all about creating translucent paper, which allows some but not all light to pass through it. The result is a lantern that looks luminous in the dark!

## NEXT STEPS:

- Apply a light wash of watercolor paint to thick, cottony paper (watercolor paper works well). If you want your lantern to glow and look vivid in the darkness, we recommend lots of yellow and orange.
- Once the paint dries, coat the paper with several layers of oil. You can use cooking oil or baby oil. (Hint: wear smocks and cover the area where you'll be working with newsprint, as the oil can be very messy. If possible, do this outside!)





→ If the paper does not appear translucent at first, you can reapply the oil over a couple of days. Allow it to dry between applications.

→ You can easily assess for translucency by holding the paper up to a light. Does the light shine through the paper? If so, you are ready for the next step.

→ Cut the paper into long, wide strips and fashion it around glass jars.

The paper should form a loose-fitting sleeve around the jar (see photo). You can tape or staple the paper in place.

→ Place a small candle (battery operated candles are safest) in the jar.

→ For the most dramatic effect, place the oiled paper lanterns outside on a dark evening in honor of the winter solstice, or perhaps when there is a new or crescent moon.

## EXPANSION:

→ Create your own lantern walk! Line a sidewalk, trail, or yard with multiple lanterns and invite your friends and family on a night hike.

→ Or take a twilight or nighttime hike with friends and carry your lanterns with you. (Hint: do not carry a real candle inside your glass lanterns. The glass will get too hot to hold.)

→ Make a circle of lanterns at twilight and sit around them, telling stories or singing songs.

→ Read books about the shortest day and longest night of the year and see how light has been used as a part of cultural celebrations and seasonal observances for centuries.

Book suggestions include:

*Solstice: Around the World on the Longest, Shortest Day* by Jen Breach

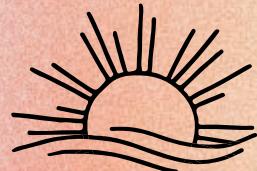
*The Shortest Day: Celebrating the Winter Solstice* by Wendy Pfeffer

*Winter: A Solstice Story* by Kelsey Gross

*Lights of Winter: Winter Celebrations Around the World* by Heather Conrad

*The Return of the Light: 12 Tales from Around the World for the Winter Solstice* by Carolyn Edwards

# LIGHT IN THE *landscape*



*All ages with some adult supervision*

## MATERIALS NEEDED:

- Cardboard easel (this is basically a sturdy piece of cardboard with a paperclip). Other options include clipboards, notebooks, or professional, portable easels.
- Paints and paint supplies (watercolor, acrylic, or other) pastels, or colored pencils
- Clips or weights for securing the painting outside while it dries

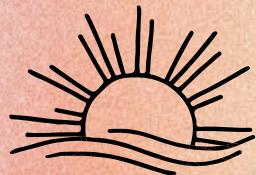
*En Plein Air* is an art style that translates to “in the open air.” For this activity, artists are going to head outside with cardboard easels and the paints of their choice, to paint outside in the open air. Watercolors, acrylics, pastels, and colored pencils all work for this art activity. Artists will be painting from life, but in this case, they should be less concerned about the overall landscape and focus instead on the light.

## PAINTING EXAMPLES:

- Clouds in the sky
- A single flower in shadow and light
- Shadows on the ground
- The haziness of the light from a distance
- Horizon line
- Twilight streetlamps
- Sparkle of light off tree leaves
- Or any other version of light they wish
- Reflection of light off puddles, ponds, windows, or sunglasses

## FOR TIPS ON HOW TO PAINT LIGHT, WE RECOMMEND THESE VIDEOS

- [Artist Eye Training: Seeing Light and Shadows in daily life \(youtube.com\)](#)
- [Light & Shadow | Art Basics \(youtube.com\)](#)
- [Plein Air Painting Barneys Rock Kaikoura \(youtube.com\)](#)



- Once the paintings are complete, invite each artist to include a short statement about the experience and how it felt trying to capture the light through painting.
- Attach the statement to their artwork.
- Host a gallery walk-through or give each artist time to present their piece to others.

## **EXPANSION:**

- It takes time and patience to learn how to paint light. If artists would like to improve their technique, consider visiting an art museum and looking at landscape paintings; inviting professional artists in to talk about painting light; watching video tutorials; and providing opportunities to practice painting outdoors!

# constellations



For centuries, people have looked at the night sky and seen pictures. In most cases, the pictures require us to mentally connect the stars with imaginary lines, creating outlines of figures. We call these figures constellations.

Most of the constellations we are taught in mainstream North American culture have their roots in ancient Greek, Roman, and Middle Eastern cultures. However, Native, Indigenous, and Metis people from across the continent, as well as other cultures from across the globe have always had their own way of reading the stars and have their own stories about them.

For the following two activities, we recommend that you begin by reading some different constellation stories. Ask youth to share any star stories they know. And if circumstances allow, take time to go outside and identify one or two constellations. (You may also wish to organize a trip to a local planetarium!)

## CONSTELLATION STORIES AND STAR MAPS FROM VARIOUS CULTURES

- [13 Legendary Constellations & Their Stories From Greek Mythology \(mymodernmet.com\)](#)
- [Star Stories: The Girl and Her Seven Brothers \(youtube.com\)](#)
- [Native Skywatchers - Resources](#)
- [Aboriginal astronomy the star of Dreamtime stories - ABC News](#)
- [Interpreting 5 Ancient Constellations Across Cultures | Discover Magazine](#)

## MAKE YOUR OWN CONSTELLATIONS

*Good for all ages*

This is an art-and-story activity. Young artists are going to make their own constellations and create a story around them. This is a good activity for anyone who may prefer storytelling to visual art. However, young people who enjoy visual art should feel free to elaborate on their drawings if they wish.



## MATERIALS NEEDED:

- Black or dark blue construction paper
- Small plastic gems or rhinestones to mark the location of stars on the paper (these are available at most craft stores)
- White chalk, white pencil, or white oil pastel or crayon
- Optional: additional drawing supplies in a variety of colors; glue for adhering the gemstones to the paper

## NEXT STEPS:

- Sprinkle the plastic gems across the paper. These represent the stars in the night sky.
- Move them around until interesting shapes begin to appear.
- Identify which stars could form the outline of a picture.
- Use your white drawing utensil to circle those stars. Then connect the dots with straight lines to form a picture.
- You have created a constellation!
  - | Optional: glue down the gemstones that highlight your constellation, saving the ones you didn't use for future art projects.
- Next, write a short narrative about your constellation.
- Share the story with others!
- If you wish, you can enhance your illustration by adding multiple constellations, or by filling in your constellation with colors and details.

## EXPANSION:

- Go outside and look at the night sky. What constellations can you recognize? These are the very same stars and constellations that our ancestors knew and recognized as well.
- For older youth, research actual constellations and then recreate them on paper using the art media of their choice.

→ Invite them to write a reflection piece about their personal connection to the constellations. For example, if their ancestors migrated from one place to another, they may have used the stars to help guide them. If they planted and harvested food, they would have used the sky to help dictate their calendars.

→ How does star gazing make them feel? Create a playlist that captures the feeling of the sky at night.



## FLASHLIGHT CONSTELLATIONS

*Good for all ages with some adult help*

For this art activity, we are going to link to the flashlight constellation project developed by PBS KIDS.

### MATERIALS NEEDED:

- A standard flashlight with a round opening at the light end
- [Glue](#)
- Thin cardboard (e.g. cracker or cereal boxes)
- [Instructions to create flashlight constellations](#)
- Thumbtack (or similar)
- [This printable PDF from PBS Kids](#)

The result will be a small template of different constellations that you can place over the flashlight end and project onto a wall. It is a fun, quick way to make common constellations indoors.



# ART IN THE

# moonlight

*Good for upper elementary, middle, and high school ages*

## A FEW FACTS ABOUT MOONLIGHT:

- The moon does not make its own light. What we call moonlight is reflected sunlight.
- Half the moon is always cast in sunlight, while the other half is always dark.
- The moon rotates as it orbits the earth, causing the sunlit and dark sides to move around on different parts of the moon's surface. This is why we see the moon in different phases.
- It takes a full month for the light of the sun to make its way across the full surface of the moon.

## NEXT STEPS:

- For this art project, artists should head outside when the moon is visible, ideally at night.
- Working with any visual art form, artists should try to capture an image of the moon, or an image that incorporates moonlight, such as the glow of the moon over water or the glow of the moon in their yard or neighborhood.
- They may wish to take a photograph of the moon, and then use filters and effects to play with the image.
- They may create a nighttime painting of the moon.
- They may use pencils or charcoal to make a sketch of the moon.
- They may use fabric or paper to make a nighttime collage that features the moon.
- Or, if they'd prefer, they could create a song, a dance, a piece of music, or a poem about the moon.



Artists should try to capture the mood and feeling of the moonlight and darkness and consider the message they want their piece to convey. Do they want it to feel magical? Spooky? Dramatic? Or perhaps quiet and peaceful? Artists should think about how looking at the moon makes them feel.

## EXPANSION:

- There are many poems and songs about the moon! Create a mixed media piece about the moon by combining music, visual art, and written words together! This could be a team project.

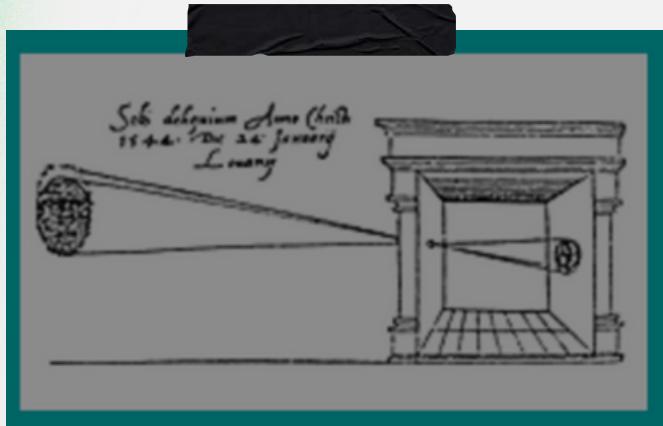


# PINHOLE camera

*Good for middle and high school ages*

A pinhole camera is also known as a camera obscura (Latin for dark room). It is essentially a closed box with a small hole in one side. Light passes through the hole and creates an image of something outside the box on the inside of the box.

The first photograph taken with a pinhole camera is attributed to the Scottish scientist Sir David Brewster in 1850. However, thousands of years prior, people were aware that light from the sun could transfer a reflection of nearby objects into an enclosed space as it passed through tiny holes. The earliest known documentation of this dates from the 5th century BC, in China.



*According to the website [Pinhole.cz](http://Pinhole.cz), the first detailed description of the pinhole camera was written by Italian artist and inventor Leonardo da Vinci, who used it to study perspective.*

**For a clear, concise description of how a camera obscura works, we recommend this video:  
[Camera obscura - YouTube](https://www.youtube.com/watch?v=JyfjwvXWzqU)**



**THERE ARE MANY WAYS TO MAKE A PINHOLE CAMERA. WE INVITE YOU TO USE THE LINKS BELOW TO FIND THE VERSION YOU LIKE BEST!**

- [How to Make a Pinhole Camera: 7 Steps \(with Pictures\) - Instructables](#)
- [Pinhole Camera | ThinkTac | Science Experiment \(youtube.com\)](#)
- [How to Make a Pinhole Camera \(with Pictures\) - wikiHow](#)
- [How To Build a Cardboard Camera Obscura \(youtube.com\)](#)

Each of the sites linked above will detail what materials are necessary for the project. In general, you can assume that you will need a shoebox or small shipping box; dark paper; dark tape, a box cutter; a ruler, a nail, a pencil, and in many cases a thin strip of metal (this could be cut from an aluminum can).

Once you have finished your pinhole camera, consider presenting it to others, or perhaps developing a step-by-step video tutorial that could be shared with other Camp Fire programs!



# STILL LIFE BY *candlelight*

*Good for upper elementary, middle, and high school ages*

In this classic art experience, we invite artists to create their own still life scenes either alone or as a group, putting together an arrangement of common household items such as:

- A bowl of fruit
- A vase of flowers
- A piece of fabric
- A small box (any shape)
- A window, mirror, or other reflective object
- Anything else of your choosing

**Your aim is to illustrate the still life by candlelight.**

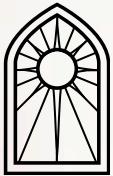
Once the still life scene is arranged, have artists sit where they can see it. They may need to sit close to see details, as you're going to be turning out the lights. (Note: if you opt to do this in a room with lots of windows, this activity will be more successful late in the day, when there is less natural light.)

## NEXT STEPS:

- Make sure artists have paper and a good surface on which to sketch.
- Light a few candles and place them in a secure space where they cannot be disturbed (or use a flickering electric candle).
- Turn out the lights!
- Put on music if you wish and let the drawing process begin.

Hints: this activity is similar to #5, Light in the Landscape, except in reverse. Rather than looking at natural light in an outdoor space, we're taking common indoor objects and casting them in candlelight.

Pay attention to how the candlelight looks against the objects. The light may shimmer against certain surfaces, such as glass or the shiny skin of an apple. However, it may be absorbed by the fabric. Focus on the relationships between the candlelight and the objects rather than worrying too much about how realistic the objects appear on paper. This is more about observing light than it is about the final product.



# stained glass

The earliest known example of colored glass came in the form of Egyptian beads around 2750 BC. These glass beads were opaque and came in a range of smoky colors including blueish white, green, and purple. (Source: the [History of Stained Glass](#) | [The Stained Glass Association of America](#)).

Several centuries later, stained glass was appearing in windows in churches and monasteries in parts of England. By the Middle Ages, stained glass windows were a common feature, as not only could the images be used to tell religious stories, but the shifting of light through the glass was suggestive to churchgoers of a divine presence. By the time of the Renaissance (the 14th-17th centuries), stained glass became a much-revered art form.

By the 18th century, however, the making of stained glass had gone out of style. For awhile, it looked as though it might vanish as an art form, as people lost not only interest in making it but also many of the techniques.

Luckily, its popularity has again returned, and today, making colored glass – not just as beads or windows but as sculptures, vases, dishes, and more – is a highly valued and admired skill.

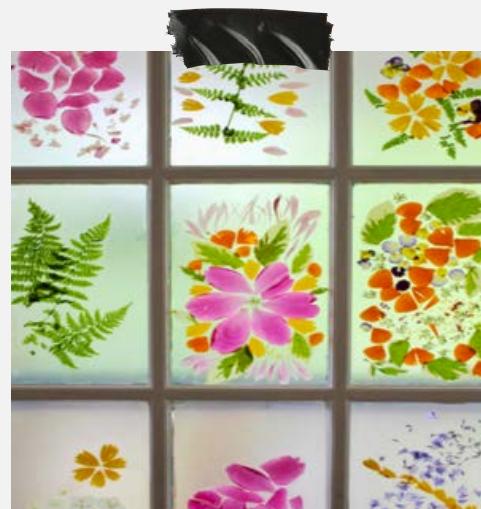
**For this activity, we will not be making actual stained glass, which requires glass cutting, foiling, grinding, and soldering tools. Rather, we will be making two proximities of stained glass, aimed at different age groups.**

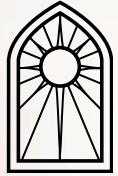
## FLOWER PETAL WINDOW

*Good for all ages*

### MATERIALS NEEDED:

- Transparent contact paper
- Fresh flower petals and leaves
- Window or glass picture frame
- Tape (any kind that is easy to remove)





## NEXT STEPS:

- Cut the contact paper so that it fits the space of either your window or picture frame.
- Peel off the backing.
- Keep the sticky side up. Use tape to secure the ends to a flat surface so they don't curl.
- Add flowers and leaves in artistic arrangements.
- Adhere the sticky side to the glass and let the sunlight shine through.

## FAUX STAINED GLASS

*Good for upper elementary, middle and high school*

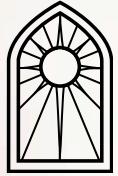
This stained art project is somewhat complicated, but the results can look very much like real stained glass! For a full tutorial with video, check out: [Faux Stained Glass \(suzyssitcom.com\)](http://suzyssitcom.com).

## MATERIALS NEEDED:

- One picture frame covered with glass
- One bottle of black glue (or white glue that we will dye black)
- One bottle of clear glue
- Acrylic paints
- Craft blade or box cutter
- Wooden dowels or popsicle sticks
- An image from a coloring book, the internet, or draw your own
- Small containers for mixing glue and paint (baby food jars, or a thrifted muffin tin work well)
- Clear acrylic spray sealant

## NEXT STEPS:

- Make sure your chosen drawing fits the dimensions of the glass picture frame. (You can use a photocopier to enlarge or reduce the image.)
- Remove the glass from the frame and spray the glass with the clear acrylic spray.
- Lay the glass over the drawing with the sprayed side up!



- Using your black glue, carefully trace the lines of the drawing onto the glass. The spray will help hold the glue in place, so it doesn't run.
  - If you would prefer to make your own black glue, add a small amount of black acrylic paint to the bottle of white glue and stir it with a dowel or popsicle stick.
  - Keep going until the glue has turned black. (If it's a new bottle, you may need to squeeze a little glue out first to create enough space to add the black paint).
  - Some artists prefer this technique because pre-made black glue has been known to be difficult to work with.
- The black lines will give the appearance of the lead outlines seen on real stained glass.
- Allow 24 hours to dry. Use the craft blade to clean up any mistakes.
- Once dry, it's time to add other colors. Use small containers or a muffin tin to mix small amounts of glue with acrylic paint (about 2 drops of paint to one tablespoon of clear glue).
- Mix the glue and paint together using wooden dowels or popsicle sticks.
- Use a brush to paint the colors onto the glass. Don't be afraid to apply thickly! Fill the entire illustration with different paint colors until the glass is completely covered.
- Once dry, spray again with the sealant.
- Return the glass to the frame (which you may also paint to match the colors of the picture).
- Place the finished faux stained-glass artwork in the window and let the light shine through!



# reflection

One of the purposes of the National Art Experience is to help young people express their ideas and emotions through art. This year, we are also encouraging them to think about their relationship with light. We want artists to think about the role that light plays in their life, their culture, their activities, and their overall wellbeing.

## GUIDING REFLECTION QUESTIONS INCLUDE:

- How often do you think about light?
- How does natural sunlight make you feel?
- How does indoor light make you feel?
- How does darkness make you feel?
- Do you have traditions that include light (Christmas, Hanukkah, Chinese Lantern Festival, Diwali, Kwanzaa, Ramadan, Saint Lucia Day, Visakha Puja Day, Winter Solstice, etc.)?
- What did you think about light before this experience? What do you think about light now?
- What is something you learned from your participation in the National Art Experience?

PLEASE TAKE [OUR SURVEY](#)  
OR SHARE THE QR CODE TO  
PROVIDE FEEDBACK.



## HOW TO CONDUCT THE NATIONAL ART EXPERIENCE

Each affiliate may determine how to conduct its own National Art Experience. However, it will work best if at least some of the art projects are offered on site, and if leaders work to promote the experience among youth and families. We offer the following suggestions to help guide you:

- Hold an end-of-year art competition.
- Invite participants to enter one piece of art per category into an art show.
- This can be further divided by age or grade level.
- Invite audience members to vote on their favorite art per category as well as Best in Show.

- Or remove the competitive aspect and showcase all the at an art gallery exhibition.
- You can include music and food and invite families.
- Club leaders can provide beads, program leaders can create certificates, or you can contact Camp Fire National Headquarters for National Art Experience emblems.
- All Camp Fire programs are encouraged share the art pieces on their affiliate's social media sites, using the hashtag "#CampFireNAE."



NATIONAL ART  
EXPERIENCE

2024-2025

*light*