

SAINTS GLOBAL  
**LEADER GUIDE**

**ART**

INTELLECTUAL CORE

Version 2026.1



Art



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop disciplined creative expression, visual literacy, and thoughtful communication through hands-on art-making, analysis of artistic elements and principles, and reflection on art's impact on individuals and culture.

### DEVELOPMENT CORE: INTELLECTUAL

This badge develops intellectual attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

### CORE FOCUSES

- Understanding art forms and personal expression
- Elements and principles of visual design
- Skillful rendering across multiple media
- Creative problem-solving and storytelling
- Appreciation of art, artists, and creative careers

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

12+



## SAFETY CONSIDERATIONS



### MATERIAL SAFETY

Use paints, inks, solvents, and fixatives according to instructions; work in ventilated areas and wash hands after use.



### TOOLS

Handle sharp tools, cutting implements, and equipment carefully; follow advisor guidance when using digital tools or electrical equipment.

## EMERGENCY CONTACTS

Troopmaster:

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Emergency:

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## THE DPAR METHOD

Saints Global uses the DPAR method for skill badge completion. As a leader, you should practice DPAR yourself when preparing to teach.

### D

#### DISCOVER

Learn foundational knowledge and concepts. Research, study, and explore the topic.

##### YOUR ROLE AS LEADER:

- Immerse yourself in the material before teaching
- Study each requirement—understand what AND why
- Anticipate questions saints might ask

### P

#### PLAN

Create a personal action plan with goals and timeline.

##### YOUR ROLE AS LEADER:

- Design your teaching approach for each requirement
- Gather materials and prepare discussion questions
- Consider how to adapt for different learning styles

### A

#### ACT

Execute through hands-on practice with leader guidance.

##### YOUR ROLE AS LEADER:

- Shift from teacher to guide—step back
- Create safe space for practice and mistakes
- Model the skills yourself when helpful

### R

#### REFLECT

Review what was learned and share experiences gained.

##### YOUR ROLE AS LEADER:

- Facilitate meaningful conversations
- Ask open-ended questions, listen more than speak
- Celebrate growth and help saints see their progress



## STEP 1: DISCOVER

### LEADER PREPARATION

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- ☐ Review all DISCOVER requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

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**STEP 1: DISCOVER — TEACHING GUIDE**

**Requirement 1a: Discuss what art is, identify different forms of art, explain why art is important to humankind, and describe what art means to you personally.**

**HOW TO TEACH**

- Encourage Saints to share examples from daily life and history
- Discuss emotional, cultural, and communicative roles of art
- Ask how different artworks make them feel and why
- Affirm personal perspective while encouraging clarity of thought

**Completion:** Saint explains art's meaning, importance, and personal impact clearly.

**Requirement 1b: Explain and show examples of the elements of art: line, value, shape, form, space, color, and texture.**

**HOW TO TEACH**

- Use sketches or existing artworks to point out each element
- Ask Saints to identify elements in familiar images
- Clarify differences such as shape vs form and value vs color
- Reinforce observation as a core artistic skill

**Completion:** Saint accurately explains and demonstrates all listed elements.

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**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Explain the six principles of design: rhythm, balance, proportion, variety, emphasis, and unity.**

**HOW TO TEACH**

- Use side-by-side examples of effective and ineffective designs
- Ask Saints to explain how a principle improves clarity or beauty
- Connect principles to real-world design (logos, posters, buildings)
- Encourage precise vocabulary

**Completion:** Saint correctly explains all six principles with examples.



## STEP 2: PLAN

### LEADER PREPARATION

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- ☐ Review all PLAN requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face



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**STEP 2: PLAN — TEACHING GUIDE**

**Requirement 2a: Select a subject to render and plan four different artistic methods you will use to represent it.**

**HOW TO TEACH**

- Help Saints choose a subject that can be revisited multiple times
- Discuss strengths and challenges of different media
- Encourage planning composition before starting
- Set realistic scope for each medium

**Completion:** Saint presents a clear subject and four chosen media.



## STEP 3: ACT

### LEADER PREPARATION

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- ☐ Review all ACT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

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**STEP 3: ACT — TEACHING GUIDE**

**Requirement 3a: Render the chosen subject using four different artistic methods such as pencil, ink, paint, pastel, charcoal, or digital media.**

**HOW TO TEACH**

- Encourage steady pacing and attention to detail
- Discuss how each medium affects expression
- Offer feedback focused on technique and clarity
- Require explanation of artistic choices

**Completion:** Saint completes four renderings and explains techniques used.

**Requirement 3b: Complete one creative design option: design a useful object, tell a story through images or 3-D art, or design a logo and explain its meaning.**

**HOW TO TEACH**

- Encourage clear communication of ideas
- Ask how design choices support function or message
- Discuss revision and improvement
- Affirm originality and clarity

**Completion:** Saint completes one option and clearly explains its significance.

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**STEP 3: ACT — TEACHING GUIDE (CONTINUED)**

**Requirement 3c: Visit an approved art venue (museum, gallery, exhibit, or artist workshop) and discuss the art observed and what you learned.**

**HOW TO TEACH**

- Have Saints choose one or two works to focus on
- Discuss medium, style, and message
- Ask what surprised or inspired them
- Connect observations to earlier art concepts

**Completion:** Saint discusses the visit with clear observations and insights.



## STEP 4: REFLECT

### LEADER PREPARATION

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- ☐ Review all REFLECT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

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**STEP 4: REFLECT — TEACHING GUIDE**

**Requirement 4a: Identify three careers in art and explain the education, training, and experience required for one that interests you.**

**HOW TO TEACH**

- Include a range of careers (fine art, design, illustration, digital media, education)
- Discuss practical training paths and portfolios
- Encourage realistic next steps
- Highlight discipline and perseverance

**Completion:** Saint explains three careers and one in meaningful detail.



## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

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- Saints Global Resource Library — Online materials and guides
- DPAR Method Quick Reference — Printable guide for leaders
- Child and Youth Program Guidebook — LDS Church Official Documentation for Children and Youth
- For the Strength of Youth — A Guide for Making Choices

### SAINTS GLOBAL CONTACT INFORMATION

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 [www.saintsglobal.org](http://www.saintsglobal.org)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

Your dedication makes a difference in the lives of our children and youth.