

SAINTS GLOBAL
LEADER GUIDE

ART

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



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: _____

Emergency: _____



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

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

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

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

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

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

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

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

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

- [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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Thank you for leading Saints Global!

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