

Dr. Debrah C. Sickler-Voigt Presents...

Biodiversity and Animals

Early Childhood: PreK-2nd Grades

Big Idea

● Biodiversity

Learning Targets

- I can create an artwork of an animal that lives in a biodiverse environment.
 - I can make my artwork by drawing, painting, collaging, printing, or sculpting.
 - I can show where the animal lives in my art work.
 - I can emphasize the animal in my design and show at least two different textures in my artwork.
- I can state two facts that explain why the animal lives there.
- I can identify how at least one of the animal's body parts and behaviors help it survive during a class discussion.
- I can move my body and make sounds to imitate the animal I selected for my artwork.
- I can describe how artists create works that teach people about protecting the environment.

Vocabulary

Biodiversity, Habitat (terrestrial, marine, and freshwater), Conserve, Conservation, Flora, Fauna, Natural Resources, Geosphere, Biosphere, Hydrosphere, Atmosphere, Environmental Artist, Environmental Art, Unity, Composition

(Students may need ongoing practice and teacher guidance to learn advanced terminology. The focus is for students to develop exposure to new words.)

Essential Questions

1. Why is it important for animals and plants have a safe place to live?
2. What can people do to make sure that animals and plants have a safe place to live?
3. Why do artists create works that teach others about protecting the environment?

Overview

This lesson focuses on ICEFA's theme biodiversity and the value of preserving biodiverse habitats. Biodiversity is a place in nature where many different living species coexist. Biodiversity thrives in environments that contain a wide variety of plants, animals, and microorganisms. Our world contains a variety of biodiverse habitats including terrestrial (land), marine, and freshwater environments. Students will study the meaning of biodiversity through class discussions, kinesthetic learning activities, and a choice-based studio art project focusing on an animal in its natural habitat. They will collaboratively research with the teacher why the animal lives in its environment and how its behaviors and body parts help it survive. As part of their studies, students will learn how humans can protect biodiversity across our planet. For example, we can conserve fresh water and recycle goods. Students will also look to artists' creations that teach society about biodiversity, such as their selection of eco-friendly materials and how they design visual symbols to communicate their ideas.

Materials

Invite students to select among age-appropriate materials such as markers, tempera paint, crayons, collage supplies, printmaking supplies, and sculpting supplies as part of a choice-based curriculum.

Procedures

Presenting and responding...

1. The teacher will (TTW) present the big idea biodiversity and lesson's essential questions to the students. TTW identify and explain the lesson's objectives, vocabulary words, and assessment criteria and check for student understanding. *The students will (TSW) engage in the class discussions about biodiversity, as well as make connections to the inspirational artworks and the reasons why living species thrive through biodiversity. TSW repeat the lesson's objectives. TSW answer the essential questions orally as part of a class discussion. TSW ask questions if there is something they do not understand and acknowledge understanding at the appropriate time(s).*
2. TTW present artworks and photographs that contain animals and their habitats for students to discuss and generate ideas for their own creations. TTW assist students in class research on the functions of animals' different body parts for survival. *TSW actively participate in the biodiversity presentation. TSW identify different types of animals within a biodiverse environment and the resources within the animals' habitat. TSW name the animals' behaviors, as well as the functions of their different body parts for survival based on their collective class research.*

Creating and connecting...

3. TTW demonstrate various options for students to select the most appropriate art media and processes to communicate their ideas about biodiversity. *TSW select the media and process they will use to create their artworks. TSW follow the objectives to produce their works.* TTW monitor and assist the students throughout the learning process. TTW facilitate students' final edits to their artworks and provide them with feedback. TTW oversee student cleanup activities. *TSW produce their biodiversity artworks. TSW make final revisions to their artworks. TSW be responsible and follow class procedures safely throughout the lesson, including cleanup.*

Presenting and connecting...

4. TTW facilitate the class critique and closure activities. *TSW explain what they learned about biodiversity and art production methods during a final critique of their work. TSW identify steps they can take to protect the environment and our natural resources during the lesson's closure. TSW complete the checklist (either by filling it out individually or reviewing each step collaboratively with the teacher).*

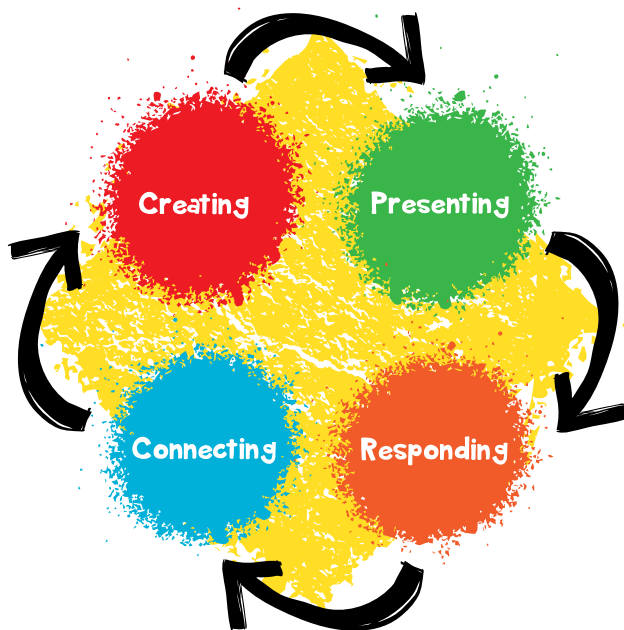
Accommodations

The teacher will:

1. Break down academic vocabulary and the steps necessary for students to participate in all class activities.
2. Provide hands-on demonstrations to show students how to participate in the choice-based studio art production activity.
3. Meet with students individually to review key information and check for understanding.
4. Brainstorm possible ways to augment class assignments with advanced learners.

National Visual Arts Standards

- Standard #2—**Creating**: Organize and develop artistic ideas and work.
- Standard #4—**Presenting**: Select, analyze, and interpret artistic work for presentation.
- Standard #7—**Responding**: Perceive and analyze artistic work.
- Standard #10—**Connecting**: Synthesize and relate knowledge and personal experiences to make art.



Inspiration Artists

- Wyland
- Mark Messersmith
- John James Audubon
- Diana Beltran Herrera
- National Geographic and Smithsonian Flora and Fauna Photographs
- ICEFA Lidice 38th Exhibition Children's Artworks



● (Left) Lau Kin Gi (4 years), Simply Art, Hong Kong, China. ICEFA Lidice 38th Exhibition. ICEFA Lidice, 40th Exhibition

● (Right) Medal: Ponomareva Yana Sergeevna (7 years), Dvorec pionerov i shkolnikov, Chelyabinsk, Russia. ICEFA Lidice, 40th Exhibition

Assessment: Checklist

The student will meet all seven criteria.

- I designed my animal in its biodiverse environment by drawing, painting, collaging, printing, or sculpting.
- I emphasized the animal in my design.
- I presented at least two different textures in my artwork.
- I stated two facts that explained why the animal lives where it does.
- I identified how at least one of the animal's body parts and behaviors help it survive during a class discussion.
- I moved my body and made sounds to imitate the animal I selected for my artwork.
- I described how artists create works that teach others about protecting the environment.

Group and Self-Assessment

The students will participate in a class critique of the finished artworks. They will discuss the process of making their artworks and identify the most successful parts of their designs in teaching about biodiversity and emphasizing their animal. They will identify if there were any aspects that they would want to work on some more or change.

References

- ICEFA Lidice. (2015). *International Children's Exhibition of Fine Arts Lidice*. Retrieved from <http://www.mdvv-lidice.cz/en/>
- National Coalition for Core Arts Standards. (2014). *National Core Arts Standards: A conceptual framework for arts learning*. Retrieved from http://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_4.pdf
- Sickler-Voigt, D. C. (2020). *Teaching and learning in art education: Cultivating students' potential from pre-k through high school*. New York, NY: Routledge.
- State Education Agency Directors of Arts Education. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education.

Acknowledgements

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