

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

Preserving Biodiverse Habitats

Middle Childhood: 3rd – 5th Grades

Big Idea

● Biodiversity

Learning Targets

- I can create an artwork that identifies how to conserve a biodiverse habitat.
 - I can make my artwork by drawing, painting, collaging, printing, and/or sculpting.
 - I can show at least two qualities that make the environment healthy in my artwork.
 - I can create a unified composition showing flora and fauna that demonstrates craftsmanship.
- I can orally explain how the environment's geosphere, biosphere, hydrosphere, and atmosphere make it a unique and healthy place.
- I can orally describe how an environment influences its coexisting species' behaviors.
- I can create a journal page using writing and art that explain how artists teach others about protecting the environment through their art.

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 biodiversity important? How do diverse habitats support different life forms?
2. What can people do to protect animals and plants in nature?
3. How 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 strategies for preserving and maintaining biodiversity across our planet. They will learn how environmental artists make artworks that focus on protecting the environment, such as utilizing recycled and repurposed products to create their art. Each student will select a particular habitat and identify how the environment's geosphere (the Earth's solid physical matter including its land, rocks, and minerals), biosphere (areas that support life), hydrosphere (water sources), and atmosphere (air mass) make it a unique place to support biodiversity. Students will integrate the ideas they have learned from the inspirational artists and their research on biodiversity to produce original artworks.

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, responding, and connecting...

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 and healthy habitats, as well as make connections to the inspirational artworks showing 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 representing biodiversity and diverse habitats in nature for students to discuss and generate ideas for their artistic creations. TTW explain the reasons why artists make environmental artworks. *TSW actively participate in the biodiversity presentation. TSW identify different types of habitats that support biodiversity (such as forests, rain forests, deserts, coasts, grasslands, polar regions, wetlands, etc.). TSW make connections to the inspiration artworks and their role in teaching society about biodiversity.*

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 and a healthy habitat. TTW describe ways to create a journal page using writing and art that explains how artists teach others about protecting the environment through their art. *TSW select the media and process they will use to create their artwork, as well as the type of habitat and its flora and fauna that they want to emphasize. TSW follow the objectives to produce their works. TSW create a journal page using writing and art that explains how artists teach others about protecting the environment through their art.* 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 artwork on a biodiverse habitat. TSW make final revisions to their artwork given teacher and class feedback. 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 by about biodiverse habitats and art production methods during a final critique of their work. TSW summarize what they learned by studying biodiversity, healthy habitats, and artists' environmentally inspired artworks. TSW complete the checklist.*

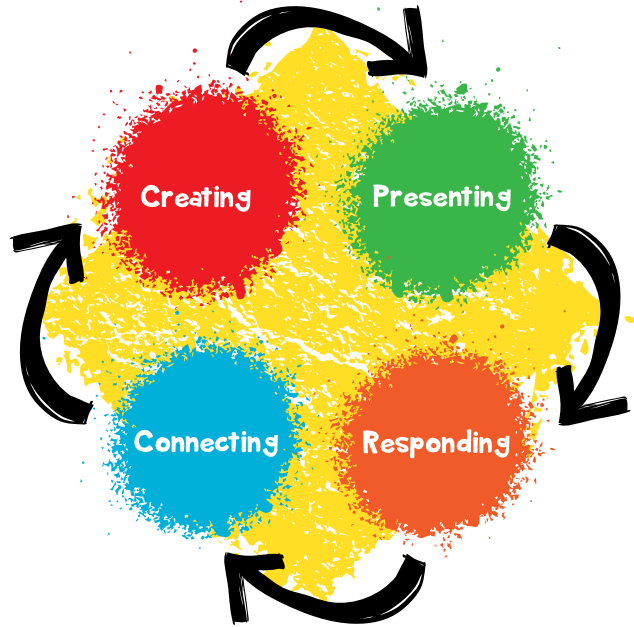
Accommodations

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

- Thea Alvin
- Andy Goldsworthy
- 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) Honourable mention: McCrea - Weller Dana (8 years), Dundas Valley School of Art, Dundas, Canada, ICEFA Lidice 38th Exhibition
- (Right) Honourable mention: Namreen Sanjana (9 years), Cider International School, Chittagong, Bangladesh. ICEFA Lidice, 38th Exhibition



Assessment: Checklist

The student will meet all six criteria.

- I created an artwork focusing on conserving a biodiverse habitat.
- I made my artwork by drawing, painting, collaging, printing, and/or sculpting.
- My artwork shows at least two qualities that make the environment healthy.
- I created a unified composition showing flora and fauna that demonstrates craftsmanship.
- I orally described how conservation benefits plant and animal life.
- I created a journal page using writing and art that explain how artists teach others about protecting the environment through their art.

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 conserving a biodiverse habitat. 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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