

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

Conserving Biodiversity

Early Adolescence: 6th – 8th Grades

Big Idea

Biodiversity

Learning Targets

- I can create an artwork about conserving biodiversity.
 - I can make an artwork using the media of my choice that includes recycled materials.
 - I can show variety and emphasize nature in my artwork.
 - I can create a unified composition.
- I can orally describe how humans can coexist in the environment and preserve its resources.
- I can create two completed journal pages that include written text, collage with recycled materials, and at least three examples of how conservation benefits plant and animal life.
- I can orally explain how artists display their artworks to reach and teach others about protecting the environment.

Vocabulary

Biodiversity, Habitat (terrestrial, marine, and freshwater), Flora, Fauna, Natural Resources, Geosphere, Biosphere, Hydrosphere, Atmosphere, Environmental Artist, Environmental Art, Architecture, Interior Design, Ecotourism, Finite, Conservation, Unity, Composition

(Students may need ongoing practice and teacher guidance to learn advanced terminology.)

Essential Questions

1. How is biodiversity linked to human survival?
2. How can people live in harmony with the environment?
3. How do artists create works that focus on living in harmony with nature?

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. These habitats contain finite resources necessary for species' survival. Because of this, people need to be mindful of how we use our natural resources to preserve biodiversity. Students will examine the meaning of biodiversity and conservation through participation in class discussions, research, and a choice-based studio art project using recycled materials. Students will identify how humans can acquire many of the resources they need while preserving biodiversity. They will analyze how artists have created a variety of artworks using recycled materials. Like artists, they will plan how they will display their completed artworks to teach a broad audience about biodiversity and conservation.

Materials

Invite students to select among age-appropriate materials such as markers, coloring pencils, ink, acrylic paint, watercolors, collage supplies, printmaking supplies, sculpting supplies, and recycled objects as part of a choice-based curriculum.

Procedures

Presenting, responding, and connecting...

1. The teacher will (TTW) present the big idea biodiversity, finite resources, 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, finite resources, and low-impact use of the Earth's resources, 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, finite resources, and low-impact use of the Earth's resources for students to discuss and generate ideas for their artistic creations and research. TTW explain the reasons why artists make environmental artworks. TTW brainstorm ideas with students about how and where they might display their artworks to reach a broader audience. *TSW actively participate in the biodiversity presentation. TSW make connections to the inspiration artworks and their role in teaching society about conserving biodiversity and the Earth's resources. They will contribute possible ideas for displaying their artworks.*

Creating and connecting...

3. TTW demonstrate various options for students to incorporate recycled products into their artistic designs to communicate their ideas about biodiversity and preserving the Earth's resources. TTW ask students to create two completed journal pages that include written text, collage with recycled materials, and at least three examples of how conservation benefits plant and animal life. *TSW select the media and processes they will use to create their artworks on conservation, as well as identify how they plan to integrate recycled materials into their artistic designs. TSW follow the objectives to produce their works. TSW develop four completed journal pages that include written text, collage with recycled materials, and at least three examples of how conservation benefits plant and animal life.* 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 conservation 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 biodiverse habitats and art production methods during a final critique of their work. TSW summarize concepts on biodiversity, current conservation practices, and artists' environmentally inspired artworks. TSW identify steps they can take to protect the environment and conserve natural resources during the lesson's closure. TSW complete the checklist.*

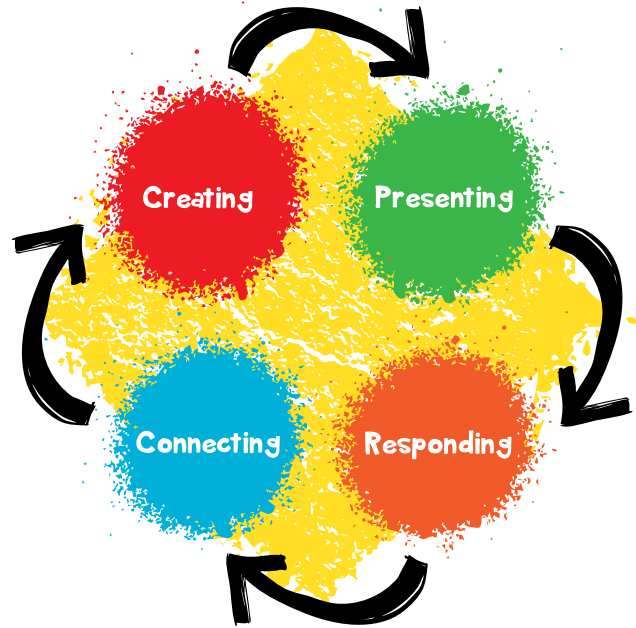
Accommodations

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



- (Top) Honourable mention: Rychtarčíková Alexandra (12 years), Súkromná ZUŠ, Poprad, Slovak Republic. ICEFA Lidice, 38th Exhibition
- (Bottom Left) Honourable mention: Swastik Jana (12 years), The Park Institution, Kolkata, India. ICEFA Lidice, 38th Exhibition
- (Bottom Right) Medal: Tvrdý Ondřej (12 years), ZUŠ Vladimíra Ambrose, Prostějov, Czech Republic. ICEFA Lidice, 42nd Exhibition

Assessment: Checklist

The student will meet all seven criteria.

- I created an artwork about conserving biodiversity using the media of my choice and recycled materials.
- I showed variety and emphasized nature in my artwork.
- I created a unified composition.
- I described how humans can coexist in the environment and preserve its resources.
- I created two completed journal pages that include written text, collage with recycled materials, and at least three examples of how conservation benefits plant and animal life.
- I selected an appropriate location to display my artwork and reach my target audience.
- I participated in a group critique to present and assess the characteristics and merits of my artwork.

Group and Self-Assessment

The students will participate in a class critique of their finished artworks at their chosen site(s) for their presentation. Students will address why the site of their display was the most appropriate for teaching others about conservation. They will also discuss the process of making their artworks and identify the most successful parts of their artworks in teaching about biodiversity and showing craftsmanship. They will identify if there were any areas 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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