

Instructor Sheet
Habitat Art
Lesson 16

Grade Level(s): Elementary, Middle

Duration: 60-120 minutes

Setting: Indoors, use computer to find information, then do artwork

Skills: Reading, interpretation, media construction, web navigation

Subject Areas: Visual arts, environmental science, life science, language arts

Overview: Students work in teams to create a representation of one or more natural communities used by the Florida panther. They may choose to draw, paint, assemble a collage, or create some other visual model, depending on available art supplies.

Site location(s):

Habitat: Natural Communities (click on map for information on particular natural community types)

Sunshine State Standards:

Grades 3-5

SC.G.1.2.5 knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.

LA. A.1.2.1 uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

VA.A.1.2.1 uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.

VA.A.1.2.2 uses control in handling tools and materials in a safe and responsible manner.

VA.A.1.2.4 uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

Grades 6-8

SC.G.1.3.3 understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and interrelationships.

SC.G.1.3.4 knows that the interactions of organisms with each other and with the non-living parts of their environments result in the flow of energy and the cycling of matter throughout the system.

Lesson 16

LA.A.2.3.5 locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

VA.A.1.3.3 understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.

VA.B.1.3.2 knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

VA.B.1.3.4 knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

The Activity

Pre-planning:

1. Reserve a computer lab or set up computers in your classroom, with connection to a printer.
2. Collect posters, art materials (crayons, markers, colored pencils, paint, scissors, tape, glue, etc.), cardboard, small boxes, etc.
3. Bring in or allow students to collect leaves, branches, wood or other natural items from outside.

Procedure:

1. Assign computers and partners (if necessary).
2. Explain rubric for grading.
3. Allow students to choose a natural community type or assign them.
4. Students collect information for approximately one class period and design and construct natural communities the second class period.

Assessment:

4 = Natural community is neat, colorful, three-dimensional, and includes representative plant and animal species

3 = Natural community is neat, three-dimensional, and includes representative plant and animal species

2 = Natural community includes representative plant and animal species

1 = Natural community is incomplete, but lists or draws some representative plants or animals

0 = Little or no work on natural community artwork