



## 3-5<sup>th</sup> Grade- Create an Animal!

### Description

In this program students will explore how North Carolina artists are inspired by science and nature. They will investigate the differences between habitats and apply what they've learned to design their own animal and determine its best habitat. After brainstorming these ideas on a written worksheet, students will draw, paint and sculpt their animals using watercolors and model magic.

### Essential Questions

#### SCIENCE

- What is a habitat?
- What are the differences between them?
- Why do animals need different habitats?

#### ART

- How can art be inspired by science?
- How do NC artists use animals in their artwork?
- If you could create your own animal, what would it look like?

### Vocabulary

#### SCIENCE

- Habitat, Environment, Adaptation, Forest, Jungle, Desert, Arctic, Animal

#### ART

- Line, Shape, Color, Texture, Form, 2D, 3D, Watercolor, Model Magic

### Links

- [GreenHill's Virtual Art Enrichment Website](#)
- [Instructional Video](#)

### Science Resources

- [Generation Genius - Interactive Habitat Video](#)
- [PDS - Habitat Video](#)
- [National Geographic Kids- Explore Habitat Photography](#)



## 3-5<sup>th</sup> Grade Lesson Plan

### **Description:**

Students will watch the Animals in NC art video before the lesson begins to see how artists use animals in their work. They will learn about different habitats such as forests, deserts, jungles and polar regions in the instructional video. For more information on habitats, students can visit the resources links or refer to vocabulary sheet. Students will draw with pencil, paint with watercolors, and sculpt with model magic. Each student will receive their own supplies and create an imaginary animal in both 2D and 3D.

### **Materials:**

Pencil  
Watercolor Paper  
Watercolor Paint  
Paintbrush  
Model magic  
Water in a container  
Worksheet

### **Instructions:**

1. Watch instructional videos. Discuss with students by asking them to compare habitats. Recall what animals live in each habitat.
2. Complete brainstorming worksheet.
3. Draw imaginary animal and habitat on a piece of watercolor paper. Students can practice on normal paper first if desired.
4. Paint drawing with watercolors. Each student received their own watercolor pan.
5. Sculpt with model magic. Each student receives their own block of model magic. They will need to figure out how to break that piece up into body parts.
6. (Optional) Paint model magic with watercolors. This can be done when it's wet or another day when it has dried out completely.

### **Assessment:**

Students will fill out the assessment sheet after finishing their art project.

### **Extension Activities:**

Visit the web pages on each North Carolina Artist to learn more about their work.



## 3-5 NC Essential Standards Correlation

### 3<sup>RD</sup> GRADE

#### SCIENCE

**3.E.2.2** Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

#### ART

**3.V.1.4** Understand characteristics of the Elements of Art  
**3.V.2** Apply creative and critical thinking skills to artistic expression.  
**3.CX.2.2** Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other

### 4<sup>th</sup> GRADE

#### SCIENCE

**4.L.1.2** Explain how animals meet their needs by using behaviors in response to information received from the environment.

#### ART

**4.V.1.2** Apply personal choices while creating art.  
**4.CX.1.3** Classify NC artists in terms of styles, genre, and/or movements.  
**4.CX.2** Understand the interdisciplinary connections and life applications of the visual arts.

### 5<sup>th</sup> GRADE

#### SCIENCE

**5.L.2.1** Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands

#### ART

**5.V.1.2** Create art that reflects personal voice and choice.  
**5.V.2** Apply creative and critical thinking skills to artistic expression.  
**5.V.3** Create art using a variety of tools, media, and processes, safely and appropriately.



## Create an Animal!

### Requirements:

1. Complete the brainstorming sheet
2. Draw your animal in its **habitat** on a separate piece of paper.
3. Paint your drawing with watercolor paint
4. Build a **3D form** of your drawing with model magic

## Informance Questions

Why did you choose this **habitat** for your animal?

Does your drawing have the body parts you wrote down in your worksheet?

How has your 3D **form** changed from your drawing? How is it similar?

Which part of this project did you enjoy the most?



## Brainstorming Sheet – Create and Animal!

What is your animal called?

What kind of **habitat** does your animal live in?  
(example: desert, forest)

What type of animal is it?  
(example: mammal, bird, reptile)

How does your animal move around?  
(example: flying, swimming)

What does it eat?

Where does it live? What does its shelter look like?

Describe its body parts (example: long legs, pointy ears)

Describe its **color** and **texture** (example: brown fur, green scales, stripes)

### Now draw on another piece of paper!

Draw the **shapes** of your animal and where it lives with a pencil. Then **color** in your shapes with watercolor paint. Make sure to use lots of detail and draw the body parts you listed on this paper!

# #VIRTUAL GREENHILL

ARTS ENRICHMENT

## VOCABULARY

<b>Line</b>	A line is a point moving through space
<b>Shape</b>	A shape is a closed line. Shapes are <b>2D</b> which means they're flat. Squares, circles and triangles are shapes
<b>Form</b>	A form is a <b>3D</b> shape that can be held, picked up and moved. Balls, cylinders and boxes are forms.
<b>Color</b>	A color is light reflected off objects. Color has three main characteristics: hue, value, and intensity.
<b>Texture</b>	Texture is how something feels or look like it would feel if touched. Textures can be rough or smooth, soft or hard.
<b>Habitat</b>	A habitat is a place that an animal lives. It provides the animal with food, water and shelter.
<b>Environment</b>	Everything that surrounds and affects a living thing. The environment includes non-living things, such as water and air.
<b>Adaptation</b>	A body part or behavior that helps an animal survive in its environment
<b>Forest</b>	A habitat with many trees and four changing seasons.
<b>Desert</b>	A dry and hot habitat. Deserts get very little rain and are often covered in sand.
<b>Rainforest</b>	A warm habitat with lots of trees and plants. Rainforests get a lot of rain which helps many trees grow. Over half of the world's animals live here!
<b>Arctic</b>	A cold habitat where almost everything is frozen. Most of the Arctic has snow and ice on the ground.

# #VIRTUAL GREENHILL

ARTS ENRICHMENT

## HABITAT EXAMPLES

### Forest

Many trees, four seasons

**Animals:**

Squirrels, bears, chipmunks, wolves, rabbits, deer, eagles, foxes, hedgehogs, owls, racoons



### Desert

Very hot in the day, cold at night, dry

**Animals:**

Rattlesnakes, camels, meerkats, coyotes, roadrunners, jackrabbits, lizards



### Rainforest

Warm, lots of rain

**Animals:**

Monkeys, chimpanzees, gorillas, anacondas, sloths, toucans, tree frogs, tigers, leopards



### Arctic/Polar Regions

Very cold, dry, lots of snow

**Animals:**

Polar bears, penguins, seals, walruses, narwals, humpback wales, arctic foxes

