artsNOW
Integrated learning solutions

UNIT: HABITATS & ANIMAL ADAPTATIONS
GEORGIA REGIONS LANDSCAPE (Lesson 1 of 5)
Grade Band: 3
Content Focus: Visual Arts & Science



LEARNING DESCRIPTION

In this lesson, students will complete a landscape painting demonstrating their understanding of Georgia's habitats that incorporates the art techniques of the painter Vincent Van Gogh.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What is the difference between the plants, animals, and habitats found within Georgia's geographic regions? How can I create a landscape artwork inspired by the artist, Vincent Van Gogh, to demonstrate my understanding of the different habitats in Georgia?	I can differentiate between plants, animals, and habitats found within Georgia's geographic regions. I can create a landscape artwork in the style of Vincent Van Gogh that shows components of Georgia's habitats.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models). VA3.CR.2 Create works of art based on selected themes. b. Create works of art emphasizing multiple elements of art and/or principles of design. VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art. a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor). d. Develop and apply an understanding of color schemes to create works of art. VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. b. Use art terminology with emphasis on the elements of art and/or principles of design.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
3-LS4-2. Use evidence to construct an explanation for how the variations in traits among individuals of the same species may provide advantages in surviving and producing offspring. 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Anchor Standard 7:** I can relate visual arts ideas to other arts disciplines, content areas, and careers.

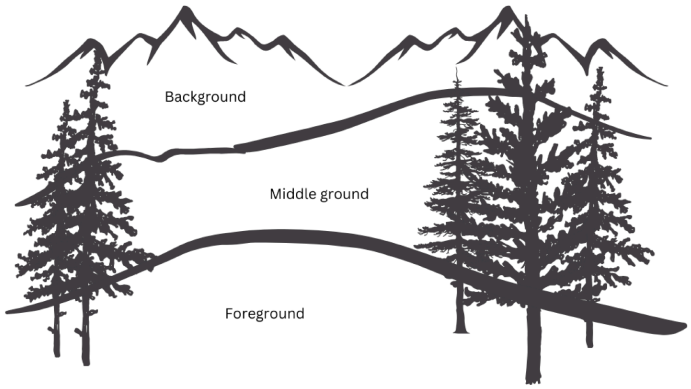
KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Region - An area of land that is defined by certain characteristics that differentiate one region from another • Habitat - A specialized ecological niche or environment in which a particular species or community of organisms resides • Organism - A living thing, like an animal, plant, fungus, bacterium, or protist • Adaptation - How organisms change or adjust to new conditions • Camouflage - An adaptation by which an organism visually blends into its surroundings by virtue of its shapes, patterns, and coloring. • Hibernation - A state of deep inactivity and metabolic slowdown that some animals enter during cold or unfavorable environmental conditions, typically in winter • Migration - The seasonal movement of animals or people from one region to another, usually in search of better living conditions, food, or a more favorable climate • Traits - The specific features that make each living thing unique • Environment - All external conditions, influences, and factors that affect and interact with living organisms	• Texture - How something feels or looks like it feels • Line - A mark connecting two points • Landscape - A type of visual art that depicts natural scenery such as mountains, forests, rivers, valleys, or oceans • Background - The area of a landscape that is farthest from the viewer • Middle ground - The area of a landscape between the background and the foreground • Foreground - The area of a landscape that is closest to the viewer

MATERIALS

- Watercolor paper
- Watercolor paints

- Oil pastels or crayons
- Water cups
- Paint brushes
- Van Gogh's painting, "Starry Night
- See, Think, Wonder Artful Thinking Routine
- Landscape diagram:



- Videos on Vincent Van Gogh:
  - Vincent Van Gogh for Kids
  - Biography of Vincent Van Gogh for Kids

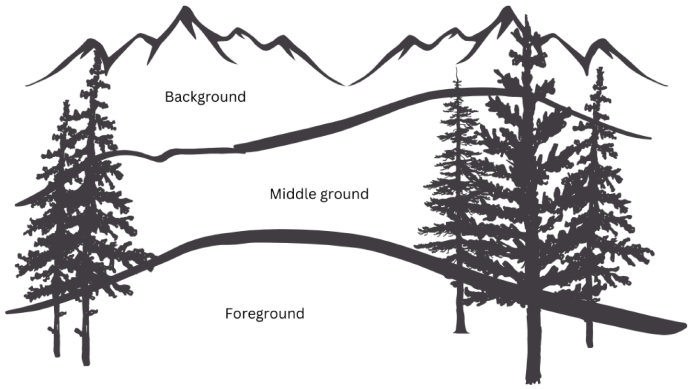
INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Teacher will show students a picture of Van Gogh's painting, "Starry Night".
- Ask students to work collaboratively to engage in the See, Think, Wonder Artful Thinking Routine.
  - First, students will identify what they see in the image. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.).
  - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image.
  - Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Ask students what types of animals and plants they think might live in the environment.

Work Session

- Show students one of the videos about Van Gogh and his painting style and techniques. Discuss with students how he used short lines in his brush strokes.
- Show students a diagram of a landscape with a foreground, middle ground, and background (see below).



    - Ask students to identify where they see the background, middle ground, and foreground in “Starry Night”.
- Tell students that they will be making landscape artwork in the style of Vincent Van Gogh to demonstrate their understanding of Georgia’s habitats.
- Review the components of the Georgia regions (plants, trees, body of water, animals, etc.) by reading a nonfiction text about the regions of Georgia.
- Students will then select one of the regions of Georgia (Appalachian Plateau, Valley and Ridge, Blue Ridge, Piedmont, and Coastal Plains) and create a sketch of the landscape for that region either on plain white paper or in their STEAM journals.
    - Students should be sure to include plants, trees, body of water, animals, etc. that they would see in that habitat.
- Once they have drawn their initial plan, students will lightly sketch out their landscape on watercolor paper or mixed media paper.
- Students will then add details and color using marks and lines in the style of Van Gogh with crayon or oil pastel.
- Finally, students will paint over their landscape using watercolors. The crayons or oil pastels will “resist” the watercolor.

Closing/Reflection

- Students will share their paintings with the class, and the students in the class will try to determine which Georgia region is being depicted in the painting based on what is shown in the painting.
- Students will also share which art techniques they used in their paintings.
- *Optional: Create a large outline of the state of Georgia to display on the wall. Display students’ artwork in the geographical region represented on the map.*

ASSESSMENTS

Formative

- Teachers will assess students' learning through:
  - Questioning and observations of students' responses to artwork analysis and the regions of Georgia.
  - Students' planning for their landscape artwork.

Summative

- Students will ensure that they included each aspect of the checklist in their painting–Checklist:
  - Artwork includes the components of a landscape (foreground, middle ground, and background)
  - Artwork contains animals, trees, and plants that would be evident in their habitat
  - Artwork incorporates techniques used by Van Gogh

DIFFERENTIATION

Accelerated:

- Students can recreate their landscape using a different art medium (tempera paint, model magic on tag board, etc.)
- Students can write an informational description of what they showed in their artwork and how they used Van Gogh's techniques in their artwork.

Remedial:

- Students can use an alternate medium such as collage or drawing.
- Students can work with a partner and/or use a smaller sized paper.
- Teachers can pre-label paper with parts of a landscape (foreground, middle ground, and background).

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
Ideas contributed by: SAIL Grant Teacher Leaders, Shannon Green

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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