UNIT: HABITATS & ANIMAL ADAPTATIONS
CREEPY CREATIVE CREATURE HABITATS (Lesson 5 of 5)
Grade Band: 3
Content Focus: Visual Arts & Science



LEARNING DESCRIPTION

In this lesson, students will build on prior knowledge of animal adaptations by creating a habitat for an imaginary creature using found objects from nature.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What traits do organisms inherit from their parents? How have animals adapted to survive and thrive in their habitats?	I can identify the inherited traits of my creature and explain how it adapted to survive and thrive in its habitat. I can use found objects as my materials to make art.

What environmental factors might affect an animal's survival?	I can use elements of art to construct an artwork.

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. VA3.CR.2 Create works of art based on selected themes. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

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
• Habitat - A specialized ecological niche or environment in which a particular species or community of	• Assemblage - A three-dimensional art form that involves creating a piece of art by assembling and arranging a variety

organisms resides • Organism - A living thing, like an animal, plant, fungus, bacterium, or protist • Adaptation - How organisms change or adjust to new conditions • Terrestrial - Related to land • Aquatic - Related to water • Offspring - The young of a living thing • Traits - The specific features that make each living thing unique • Environment - All external conditions, influences, and factors that affect and interact with living organisms	of objects and materials, often nontraditional or found items, into one piece • Texture - One of the elements of art; how something feels or looks like it feels • Line - One of the elements of art; the path of a moving point • Shape - One of the elements of art; a two-dimensional object • Form - One of the elements of art; a three-dimensional object • Color - One of the elements of art; color is reflected or absorbed light; color can be organized into different categories such as primary, secondary, and neutral

MATERIALS

- Liquid glue
- Small and large paint brushes
- Found objects from nature (can be collected on the nature walk) **and/or** various collage materials, such as yarn, paper, foil, cardboard, etc.
- Cardstock or cardboard for the artwork
- Rubric/checklist
- Planning sheet
- Examples of artwork by Andy Goldsworthy

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- The teacher will share images of found art and nature art. Example artist is Andy Goldsworthy.
    - As a group, students will identify things that they recognize in the artwork and try to infer how the artist made the artwork.
    - Help students identify the Elements of Art such as lines, textures, shapes, and forms in the artwork.
    - Help students see how the artist used things from nature to create something new.
    - Explain to students that they are looking at examples of an “Assemblage”. An assemblage is a three-dimensional art form that involves creating a piece of art by

assembling and arranging a variety of objects and materials, often nontraditional or found items, into one piece.

Work Session

Teacher note: Prior to this lesson, students should have completed their creatures using the planning sheet for their habitat.

- In small groups, students will share their creature's physical traits and will explain how these allow the creature to adapt within an environment.
    - Students should brainstorm ideas for habitats of their "creatures".
- Explain to students that they will be going on a nature walk to collect materials to make their creatures and their habitats.
- Have students create a planning sketch of their creature in its habitat in their STEAM journals or on blank paper.
- Take students on a nature walk to collect items for their habitat assemblage artwork (alternative: use collage materials).
- After the nature walk, students will review their planning sheet to help with their habitat assemblages. They will use the rubric/checklist as a guide.
- Show students techniques with applying liquid glue using a paint brush or sponge and assembling their found items together.
- Allow students time to create their creatures and habitats using their materials.
- Finally, students should write an informational paragraph to display with their artwork. Their paragraphs should include:
    - How they made their creature and habitat art
    - How their creature would thrive in their habitat art
    - At least two science content terms and explanation of how they showed them in their artwork
    - At least two art terms and explanation of how they showed them in their artwork
- Once completed, students will take a "gallery walk" to see the habitat assemblages.

Closing/Reflection

- In small groups, students will share their assemblages. They will explain how they depicted their creature's needs, such as water, shelter, and food, in their habitat. Further, they will share why their creature would thrive in this habitat.
- Have a whole-class discussion asking the following question:
    - Where did you see evidence of the elements of art during your gallery walk (line, shape, form, color, and texture)? Relate this to science content. For example, "Genesis used small pebbles in a curved line to show a stream in her habitat".
- Finally, have students reflect on how their creatures and habitats changed from the planning phase to the creation phase of the project.

ASSESSMENTS

Formative
The teacher will assess students' understanding through: students' planning sheets and conferring with students as they work on the project. For example, the teacher will provide feedback on the understanding shown on the planning sheet prior to students moving to the next step (creating habitats, for example).
Summative
The rubric/checklist will be used by the student and teacher to assess each portion of the project.

DIFFERENTIATION

Acceleration:

- Students can create a three-dimensional sculpture of their creatures and habitats instead of a two-dimensional assemblage.
- Students can create a soundscape for their habitat using body percussion, found sound, or technology.

Remediation: Allow students to use differentiated planning sheet - page 2.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
Ideas contributed by: Angela Stringer

**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.*

Revised and copyright: June 2025 @ ArtsNOW