

# Rainforest

**Grade Level: 5 th**

## Lessons

1. Rainforest Discussion and Investigation
2. Rainforest Animal Sculptures
3. Habitat Diorama for Rainforest Animal
4. Rainforest Diorama Gallery Walk & Share

## Central focus of the Unit/Big Ideas:

- Document, describe, and represent constructed environments of regional or historical significance.
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- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.

## New York State Learning Standards for the Arts:

Creating	Presenting	Responding	Connecting
VA:Cr1.2.5a VA:Cr2.3.5a	VA:Pr6.1.5 a. VA:Pr4.1.5 a.	VA:Re7.1.5a VA:Re8.1.5a	VA:Cn10.1.5a

## CCR Literacy/Math Standards

- Living Environment, Key Idea 6 and 7  
Social Studies, Two Key Ideas
- Living Environment, Key Idea 6 and 7  
Social Studies, Two Key Ideas

## Lesson #1: Rainforest Habitats

Unit Title: Rainforest

Lesson Plan #	Grade	Length of each period	Number of days
1 / 4	5 th	45 min	1

### Essential Questions:

1. How can we use art to explore the animals and plant life found in rainforests across the world?
2. How do animals and habitats benefit each other? Why is it important to learn about the rainforest?

### Lesson Objectives:

- Students will gain knowledge of rainforests by researching the species that inhabit them.
- Students will develop vocabulary which describes the four layers of the rainforest such as, emergent layer, canopy layer, understory, and the forest floor.
- Students will be able to identify rainforest animals and their habitat including species of plant life that coexists.
- Students will be able to describe characteristics of the rainforest and its inhabitants such as wildlife and plantlife.

### Assessments:

- Pre-assessment: Lead discussions to assess a student's prior knowledge of the rainforest.
- Formative assessment: Check in with each student to make sure they are able to successfully research and choose an animal to study. Handout (Appendix A)

### Overview:

Day 1: Introducing Rainforest and its habitats.

### Materials –Artist/ Visual Text /Technology/ Resources:

Books about rainforests, sketchbooks, ebony pencils, colored pencils, rubbing plates, handout (Appendix A, Image 1), links :title them. hyperlinks,

### Academic Vocabulary:

Emergent Layer, Canopy Layer, Understory, Forest Floor, Ebony Pencil, Sketch, Rubbing Plates, Texture, Contemporary Art, Documentary, Habitat, Rainforest

### Student Support and Differentiation:

- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will have the opportunity to create sketches of their animal inside of its habitat. Students that work slower have the opportunity to work on it at home or the next class period.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can learn and discuss their research with each other. If needed, students will receive additional instruction.
- Individual students: Students who work quickly will have the opportunity to create a detailed drawing of their animal and its habitat. Students who work slower will be given the opportunity to create sketches with fewer details.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

### NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.2.5a VA:Cr2.3.5a		VA:Re7.1.5a VA:Re8.1.5a	VA:Cn10.1.5a

## Art References

### Lesson # 1



*Up the Xingu, Cynara Mori, c.a. 2017*



*Rainforests 101 by National Geographic*  
<https://www.youtube.com/watch?v=3vijLre760w>

## Teaching Procedure/Task Analysis - Lesson #1/Day 1

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Play the rainforest sound.</li> <li>● Review of students' prior knowledge of the rainforest from their science classes.</li> <li>● Turn and Talk- What kind of animal from the rainforest will you research or sketch?</li> </ul> <p><b>*Key Questions:</b>What animals live in the rainforest?</p>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Show video from National Geographic.</li> <li>● Discuss some topics mentioned in the video.</li> <li>● Present artwork by Cynara Mori.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Students will be given multiple choices to conduct research.</li> <li>● Students will be asked to identify the shape, form, and characteristics of the animal.</li> <li>● Demonstration on drawing animals roughly by using simple shapes and lines.</li> <li>● Students will be asked to look at the details of the animals. (e.g. feathers, colors, size, skin type, etc.)</li> <li>● Demonstration on adding details and colors.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will start working by collecting and researching references.</li> <li>● Students will start a rough sketch by drawing simple shapes and forms of the animals they have chosen.</li> <li>● Students will use ebony pencils and colored pencils to draw and color in the animals they sketched.</li> </ul>
7 min	<p><b>E. Closure</b></p> <p><b>** Closing Question:</b> What have you learned about the animal you chose?</p> <ul style="list-style-type: none"> <li>● Students will clean up and come back to their rug spots.</li> <li>● Students will share and discuss what animals they have chosen for the project.</li> </ul>

## Lesson # 2 - Rainforest Animal Sculptures

Unit Title: Rainforest

Lesson Plan #	Grade	Length of each period	Number of days
2 / 4	5 th	45 min	1

### Essential Questions:

1. What kind of animals live in the rainforest?
2. How can we break down shapes and forms to create rainforest animal sculptures?
3. How can we make armature for rainforest animals?

### Lesson Objectives:

- Students will apply their knowledge from lesson 1 about the rainforest and its animals to create a 3D sculpture of their animal of choice.
- Students will transform 2D drawings of an animal they chose to sketch last class into a 3D sculpture using an aluminum foil armature and model magic.
- Students will create 3D form sculpture from the 2D resource they have chosen.
- Students will explore building armature and think of forms and shapes in proportions.

### Assessments:

- Formative assessment: check in with each student to make sure they are able to successfully create an armature and cover it with model magic to accurately convey the proportions of the animal they have chosen.

### Overview:

**Day 1** : Students will be creating animal sculptures using tin foil armature and model magics.

**Day 2** : Students will paint and decorate their all dried animal sculptures.

### Materials –Artist/ Visual Text /Technology/ Resources:

Aluminum foil, model magic, acrylic paint, water cups, various sized brushes, pallets, sponges, smocks, butcher paper, feathers, googly eyes, fabric, and yarn.

### Academic Vocabulary:

Armature, Form, Shape, Model Magic, Molding, Connecting, Covering

### Student Support and Differentiation:

- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will have the opportunity to add additional 3D details to their sculpture such as feathers and fabric. Students that work slower have the opportunity to work on their sculpture during the next class period.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can learn and discuss their sculptures with each other. If needed, students will receive additional demos.
- Individual students: Students who work quickly will have the opportunity to add additional details or create multiple sculptures of their animal. Students who work slower will be given the opportunity for additional class time.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

### NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.5a VA:Cr2.2.5a		VA:Re8.1.5a	

Art References  
Lesson # 2



*Bjørn Okholm Skaarup- City Mouse and Country Mouse*



*Bjørn Okholm Skaarup- Commedia dell'arte characters - Capitano, Colombina, Arlecchino*



## Teaching Procedure/Task Analysis - Lesson #2/ Day 1

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Review what they have done in class last time.</li> <li>● Introduce the project and share expectations.</li> <li>● Turn and Talk: What animals will you be making today?</li> </ul> <p><b>*Key Questions:</b></p> <p>What is an armature? How do we create 3D sculptures from a 2D drawing and reference image? How do we understand and create the correct proportions?</p>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Enlarged images of Bjørn Okholm Skaarup's sculptures will be shown on the smartboard.</li> <li>● Discuss the format, forms, and shapes of animals' body figures.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Introduce aluminum foil and explain armature.</li> <li>● Armature made with aluminum foil will form into animal shape.</li> <li>● Demonstration on how to cover the aluminum foil armature with a model magic.</li> <li>● Demonstration on some techniques that can be done to make the sculpture more realistic such as; pinching, connecting, rolling, making long lines for details, etc.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will examine their reference image and drawing from the worksheet completed in the previous class to construct a 3D animal sculpture using aluminum foil.</li> <li>● Students will experiment with building and manipulating aluminum foil to create an armature.</li> <li>● Students will cover and add details with model magic.</li> <li>● If done early, students will use googly eyes, feathers and other extra materials to add more details if necessary.</li> </ul>
7 min	<p><b>E. Closure</b></p> <p><b>** Closing Question:</b>What was your experience transforming 2D images to 3D sculptures?</p> <ul style="list-style-type: none"> <li>● Students will discuss and share their experiences on building an armature using aluminum foil.</li> <li>● Students will be informed of the expectations for the next class: coloring/painting/adding details.</li> </ul>

## Teaching Procedure/Task Analysis -Lesson #2/ Day 2

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Review of the last lesson and what they learned, should be working on or have completed.</li> <li>● Turn and Talk: Discuss what stage you have left off on since the last lesson.</li> </ul> <p><b>*Key Questions:</b></p> <ul style="list-style-type: none"> <li>-How do we use acrylic paint?</li> <li>-How do we mix colors to get the colors I want?</li> </ul>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Show examples of finished artwork done by peers.</li> <li>● Students will have a clear visual example of the expected finished project.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Introduce acrylic paint.</li> <li>● Discuss and share how to use the materials</li> <li>● Demonstration of painting a 3D sculpture developed during the previous class.</li> <li>● Demonstration on how to mix colors and create textures using different types of brushstrokes.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will start by collecting colors they need on their palettes.</li> <li>● Students will mix colors to create the colors they will use to paint their sculpture.</li> </ul>
7 min	<p><b>E. Closure</b></p> <ul style="list-style-type: none"> <li>● Clean up materials and store wet sculptures separately.</li> <li>● Quick gallery walk to compare and contrast what their peers have made.</li> <li>● Discuss and share experiences and challenges throughout the lesson.</li> </ul>

## Lesson # 3 - Habitat Diorama for Rainforest Animal

Unit Title: Rainforest

Lesson Plan #	Grade	Length of each period	Number of days
3 / 4	5 th	45 min	1

### Essential Questions:

1. How can we create scenery for the animals we made in the previous lessons?
2. What is a diorama?
3. What things can we add using different materials to create some objects to make the rainforest scene more believable?
4. What can we make the backgrounds out of?

### Lesson Objectives:

- Students will construct the background of a diorama using collages to depict the habitat of the animal they researched.
- Students will paint the diorama box using their choice of colors.  
Students will build a habitat for the animal sculptures they have created based on their research.
- Students will experiment with curating their dioramas.
- Students will explore using different materials to decorate the scenery of the rainforest.

### Assessments:

- Formative assessment: assessment will be a handout (Appendix A), completed by the individual student during their class time research.

### Overview:

**Day 1:** Students will do a collage work for the background of their dioramas.

**Day 2:** Students will use different materials to create the scenery of rainforest habitat.

**Day 3:** Students will finish up making the scenery and place the animal sculpture made in the previous lesson.

### Materials –Artist/ Visual Text /Technology/ Resources:

Shoe box/small cardboard box, construction paper, liquid glue, brushes, glue stick, pencils, scissors, reference images, tissue paper, string/yarn, crayons and markers.

Academic Vocabulary:

Collage, habitat, foreground, background, middleground, assemble, organic shapes, cut outs, ripping

Student Support and Differentiation:

- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will have the opportunity to create sketches of their animal inside of its habitat. Students that work slower have the opportunity to work on it at home or the next class period.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can learn and discuss their research with each other. If needed, students will receive additional instruction.
- Individual students: Students who work quickly will have the opportunity to create a detailed drawing of their animal and its habitat. Students who work slower will be given the opportunity to create sketches with fewer details.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.5a VA:Cr2.2.5a VA:Cr2.3.5a			

Art References  
Lesson # 3



*Nawê - Spirits of the Amazon Rainforest, John Dyer*



*Rainforest, Katia Bellini, 2018*

## Teaching Procedure/Task Analysis - Lesson #3 /Day 1

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Students will share what they remember about the scenery and habitat of rainforest from</li> <li>● Review on what they have made last class.</li> <li>● Turn and Talk on what collage work they will make to create the habitat for the 3D animal sculpture they have made.</li> </ul> <p><b>*Key Questions:</b> What are some characteristics about the habitat that your chosen rainforest animals live in?</p>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Presentation of enlarged images of 2 different artists who painted rainforest.</li> <li>● Students will look at the scenery and discuss the characteristics of the habitat of rainforest.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Students will share characteristics of the habitat of rainforest.</li> <li>● Explanation on composition, foreground, midground and background.</li> <li>● Demonstration on planning and constructing the collage sketch.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will research the habitat of the rainforest using references.</li> <li>● Students will sketch out unique plants and flowers on the worksheet.</li> <li>● Students will work on a blank paper fit to the size of the bottom of their boxes.</li> <li>● Students will do a line sketch for the composition of the background collage.</li> </ul>
7 min	<p><b>E. Closure</b></p> <ul style="list-style-type: none"> <li>● Few volunteered students will gather on the rug spots to discuss what they have sketched.</li> <li>● Students will give each other feedback and critiques on what can be more added, what they like the most, what they have learned by observing their peers' sketches.</li> </ul>

## Teaching Procedure/Task Analysis - Lesson # 3 /Day 2

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>Students will discuss and share what stages they are on with the collage sketches.</li> </ul> <p><b>*Key Questions:</b> What are some interesting facts about the habitat your animals live in?</p>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>3 or 4 artworks created by students will be shared as examples.</li> <li>Students will share and give feedback to their peers on what they can add on to their collages.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to materials that they can use on the collages. (tissue papers, magazines, construction papers.)</li> <li>Students will discuss and share their prior knowledge on collage techniques. (cut out shapes directly on the paper, draw shapes and cut out, ripping, curling, crumbling, etc.)</li> <li>Students will suggest voluntarily on techniques to use on the collages for the demonstration.</li> <li>Students will suggest detailed subjects to put in the collage, such as plants, flowers, waterfalls, and etc.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>Students will be informally assessed while they work on their projects.</li> <li>Students will be encouraged to use multiple techniques with various materials.</li> </ul>
7 min	<p><b>E. Closure</b></p> <ul style="list-style-type: none"> <li>Students will clean up and come back to their rug spots to discuss and share techniques and materials they have used for their collages.</li> </ul> <p><b>** Closing Question:</b></p>

## Teaching Procedure/Task Analysis - Lesson #3 /Day 3

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Students will review and share what they have been doing for the last lesson.</li> <li>● Share some of students' artworks from last class and discuss what their peers' can add more to finalize.</li> </ul>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Share 3,4 students' finished collage work.</li> <li>● Introduce assembling and curating diorama.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Demonstration on displaying finished collage page on the bottom of the diorama box.</li> <li>● Students will discuss and give opinions on how to assemble the 3D animal sculpture in the diorama box.</li> <li>● Students will give volunteered opinions on details to decorate the diorama box.</li> <li>● Students will share techniques they know in prior to making detailed objects to decorate the diorama box.</li> <li>● Students will discuss what they will add on to the diorama box.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will display the finished collage paper on the bottom of the diorama box.</li> <li>● Students will place the 3D animal sculptures they created in lesson 2 and assemble the way they want.</li> <li>● Students will work on the last details to fill in the box and curate the scenery of the rainforest habitat.</li> </ul>
7 min	<p><b>E. Closure</b></p> <p>Students will clean up and come together to their spots to discuss what other details they have added on their diorama boxes. Share and discuss the challenges and exciting moments as a group.</p> <p>** Closing Question:</p>



## Lesson # 4 - Rainforest Diorama Gallery Walk & Share

Unit Title: Rainforest

Lesson Plan #	Grade	Length of each period	Number of days
4 / 4	5 th	45 min	1

### Essential Questions:

1. What have you learned about the rainforest?
2. What have you learned about the habitat of the rainforest?
3. What was your challenge to create the diorama?

### Lesson Objectives:

- Share their completed projects through a gallery walk and present their knowledge of a rainforest animal and its habitat.
- Students will be able to discuss how the animal and habitat provide for each other and the potential threat society has on both.
- To be able to discuss how their rainforest animal and its habitat provide for each other and the potential threat our society has on both.
- Students will also be able to discuss how we can prevent these threats.

### Assessments:

- Summative assessment: Summative assessment will be a handout (Appendix A), completed by the individual student during their class time research.

### Overview:

Day 1 : Gallery walk and discussions.

### Materials –Artist/ Visual Text /Technology/ Resources:

Pencils and worksheet.

### Academic Vocabulary:

Diorama, exhibition, habitat, scenery, proportion, gesture, composition, gallery walk

### Student Support and Differentiation:

- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will have the opportunity to create sketches of their animal inside of its habitat. Students that work slower have the opportunity to work on it at home or the next class period.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can learn and discuss their research with each other. If needed, students will receive additional instruction.
- Individual students: Students who work quickly will have the opportunity to create a detailed drawing of their animal and its habitat. Students who work slower will be given the opportunity to create sketches with fewer details.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

### NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr3.1.5 a.	VA:Pr6.1.5 a. VA:Pr4.1.5 a.	VA:Re8.1.5 a.	VA:Cn10.1.5 a.

## Art References

### Lesson # 4



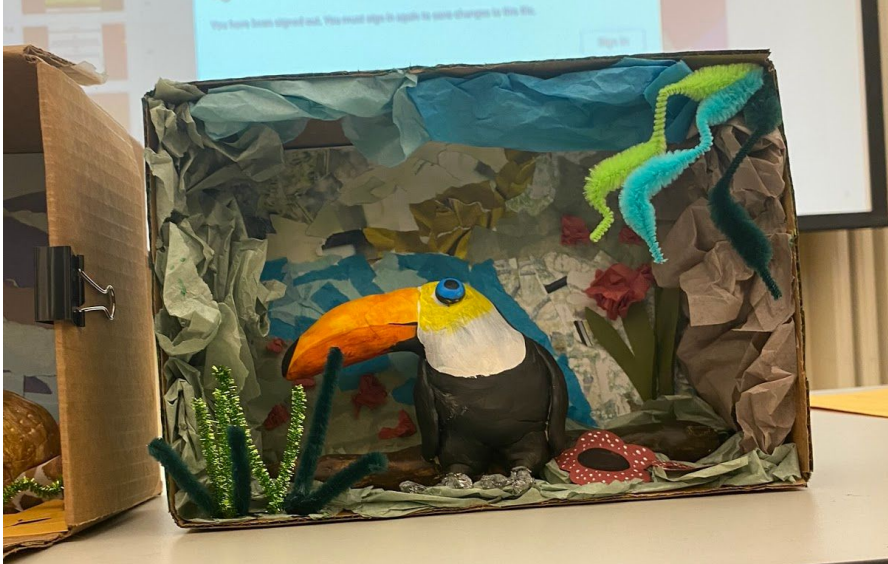
*Chronotopes & Dioramas, Dominique Gonzalez-Foerster, 2009*



*Replica of The Dzanga-Sangha rainforest - American Museum of Natural History*

Teacher's Samples

Lesson # 4



## Teaching Procedure/Task Analysis - Lesson #4 /Day 1

Time Allotment 55 min	Task
10 minutes	<p><b>A. Motivation/Spark/Launch</b></p> <ul style="list-style-type: none"> <li>● Introduce gallery walk, gallery rules and expectations.</li> <li>● Students will be asked to write down feedback on post-its for the artwork they are assigned.</li> </ul> <p><b>*Key Questions:</b></p> <ul style="list-style-type: none"> <li>● What have you noticed about your peers' artworks?</li> <li>● Tell, Ask, Give opinion</li> <li>● What have you learned about the rainforest?</li> </ul>
10 min	<p><b>B. Presentation of Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>● Enlarged photos of real life sized dioramas of a rainforest will be displayed on the smartboard.</li> <li>● Chronotopes &amp; Dioramas, Dominique Gonzalez-Foerster, 2009</li> <li>● Replica of The Dzanga-Sangha rainforest - American Museum of Natural History</li> <li>● Students will compare and contrast their artworks to the example artworks.</li> <li>● Turn and Talk about what they have noticed about the real life sized diorama.</li> </ul>
8 min	<p><b>C. Modeling/Demonstration</b></p> <ul style="list-style-type: none"> <li>● Students will be given instruction on gallery walk.</li> <li>● Students will look at the example images of what a gallery walk should look like. (hands on the side, behind, or in the pockets.)</li> <li>● Students will discuss and share Tell, Ask, Give opinion exercise with the instructor.</li> </ul>
25 min	<p><b>D. Transition and Work Period (practice and application)</b></p> <ul style="list-style-type: none"> <li>● Students will walk around while the background music is on.</li> <li>● Students will be asked to stand in front of the closest artwork when the music stops.</li> <li>● Students will write down Tell, Ask, Give opinion sections for their peers' artworks on post-its.</li> </ul>
7 min	<p><b>E. Closure</b></p> <p>Collect and read feedback.</p> <p>3-4 students will share artworks by their peers they enjoyed.</p> <p><b>** Closing Question: What have you learned about the rainforest?</b></p>