

## Lesson Plan Title

Stylized Food Chain

## Grade Level

5th Grade

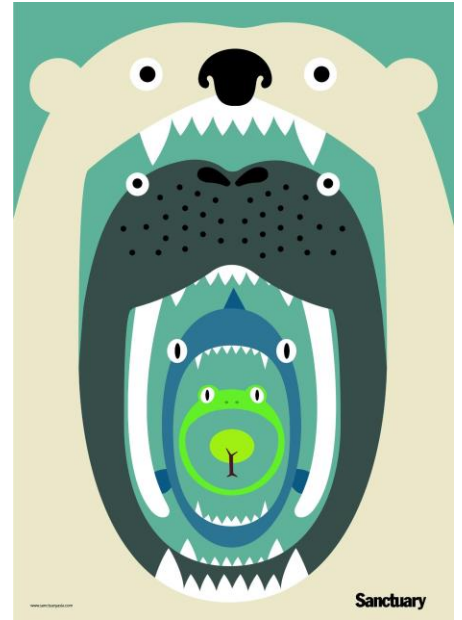
## Subject Area

Science

## MSCCRS

L.5.3B.1 - Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and freshwater, deserts, grasslands, forests, rainforests, or polar tundra lands)

L.5.3B.2 - Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace the energy flow to explain how each group of organisms obtains energy.



## Art Form

Visual Art

## MSCCR Creative Arts Standards

VA: Cr1.2.5 Generate and conceptualize artistic ideas and work.

a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA: Cr3.1.5 Refine and complete artistic work.

a. Create artist statements using art vocabulary to describe personal choices in art-making.

VA: Pr6.1.5 Convey meaning through the presentation of artistic work.

a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

VA: Re8.1.5 Interpret intent and meaning in artistic work.

a. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

## Duration

3 - 60 minute periods

## Materials

Presentation explaining art style and examples

Black Construction paper (enough for every student)

Multi-colored construction paper

Glue sticks

Scissors

Sample collages

### **Essential Ideas:**

Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. Food webs are models that demonstrate how matter and energy are transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

### **Objectives:**

The student will be able to talk about and describe **stylized art**, as well as compare and contrast it with other types of art.

The student will be able to use the Library resource A-Z Animals Encyclopedia to research and choose a **food chain** that includes 3 or more animals for their stylized art food chain.

The student will be able to name the role each plant or animal plays in the food chain they chose to display.

The student will be able to communicate that every food chain must begin with a producer and why.

The student can create a **food chain** mouth-in-mouth using **stylized** images of plants and animals.

### **Science Vocabulary**

Consumer

Decomposer

Producer

Autotroph

Heterotroph

Carnivore

Omnivore

Herbivore

Food web

food chain

Energy pyramid

Nitrogen

Carbon

Niche

### **Art Vocabulary**

Collage

Complementary colors

Color Value

Artistic Investigation

Realistic Art

Abstract Art

Stylized Art

## Symmetry

### Lesson Description

Introduce food chains and webs.

The student will demonstrate the differences between stylized and realistic art in a completed work of art.

The student will understand and demonstrate the meaning of arbitrary colors by their use in a work of art.

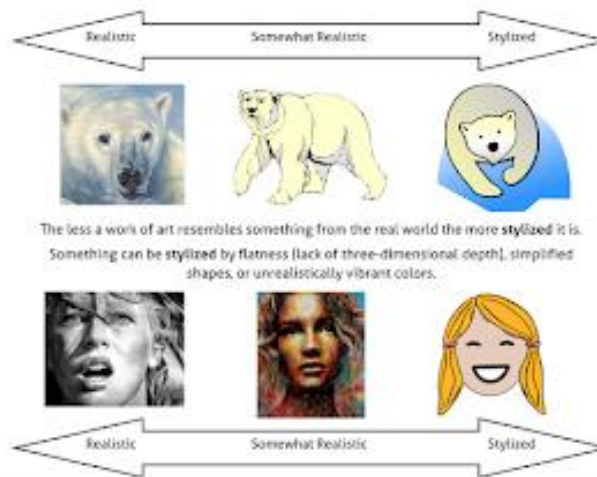
Introduce “arbitrary colors” and that they will be using colors for things they wouldn’t usually use them for (example: a red crocodile head). They will also be using this concept to bring out the layers between the animals.

The student will show how a light to dark value change in a work of art creates layering and space in an artwork.

This can be done with value change, light to dark, or dark to light.

Show and explain samples of stylized food chains.

Have students create their own representations of a stylized food chain.



Lesson Notes: \*\*The concept is stylized versus realistic art. In my experience with this lesson, the kids have been previously “boxed in” to making everything look as realistic as possible. The concept of making the animals any color, have silly features, and human-like attributes really awakens their brains to explore their creative side (which I feel has been stifled for the most part in their short little lives). The main concept after the stylized/realistic would be simplifying shapes (goes along with the stylized concept) and color value (important for the colors to “pop” in this lesson to distinguish layers of animals).

### Recommended Resources

<http://afaithfulattempt.blogspot.com/2014/12/food-chain-collage.html>

<http://theartsyfartsyartroom.blogspot.com/2015/08/stylized-food-chains-with-5th-grade.html?m=1>

### Extended Learning Activities

Expand on this lesson when moving into developing and using a model to describe the movement of matter and energy among plants, animals, decomposers, and their environment.

**Sources**

<http://theartsyfartsyartroom.blogspot.com/2015/08/stylized-food-chains-with-5th-grade.html?m=1>

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