Nora Eccles Harrison Museum of Art at Utah State University presents:

Utah Habitats, Animals & Art
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The habitats and animals of Utah have inspired artists to create beautiful art. Carefully look at each piece of artwork and see how they help us learn about Utah’s habitats and the animals that live in them.

As we look at art from NEHMA’s collection, be inspired to explore the habitats near you and create art of your own!

5th Graders: Find special suggestions and tasks for you in the blue boxes throughout the presentation.
What is a Habitat?

- A **habitat** is a natural environment where plants, trees and different animals live and interact.
- Habitats **provide** food, water, shelter and space to survive for the animals that live in them.
- What kinds of **animals** might live in these habitats?
- What can we learn about habitats from this **art** from NEHMA?

**5th Grade** – Utah’s habitats are found within biomes. Learn about Utah’s biomes and choose **one** near where you live. What can you learn about this habitat by visiting it?
Habitats & Art

If you could pick one word to **describe** these artworks, what word would it be?

(warm, cold, wild, safe, happy, at home, adventurous, bright, dark, sunny, open, cramped etc.)

How many **different** words can you think of to describe the art?

Harry Reuben Reynolds, *Untitled*, 1950
Gelatin silver print, 15.75 x 19.625 in.
Gift of Zina and Harry Reuben Reynolds

Calvin Fletcher, *Natural Bridge, Logan Canyon*, c.1930
Oil on canvas, 19.875 x 24 in.
Museum Permanent Collection

5th Grade – Explore your chosen habitat either outside or online. Write down words to describe the habitat. Using those words, create a piece of art that **represents** that habitat.
Animals & Art

What kinds of **animals** do you see in these artworks from NEHMA’s collection?

What does the **artwork** tell you about the animals’ lives in their habitats?

**5th Grade** – Research the animals who live in your chosen habitat. Create a drawing or painting including as many of those animals as possible.

John Nieto, *Buffalo Contemplating His Own Mortality*, 1990
Wood and buffalo skull, 48 in.
Gift of the S.J. and Jessie Eccles Quinney Foundation

Casein on Fir-Tex board, 36 x 29.875 in.
Gift of Kathryn C. Wanlass in memory of Ralph Page Wanlass

Herman Palmer, *Coyotes*, c.1930
Ink and watercolor on paper, 8.75 x 11.5 in.
Gift of Keith Polk in memory of Stuart H. Palmer
Animals & Art

What kinds of habitats would be good homes for the animals in this art?

How does the artwork help us see that?

For each piece of art, think of a story about the animals and habitats you see.

5th Grade – What makes your habitat a good home for the animals you found? Add those elements to the animal artwork you created.
Art Challenge

What kind of art can you create?

Use pencils, markers, crayons or paint to create your own **habitat art** on a piece of paper. You could also use a box and make a 3D habitat inside!

**Create animals** for your habitat by cutting or tearing paper into shapes. Tape or glue your shapes together to make animals, birds, fish and even insects.

**Add** your animals to your habitat and be sure to take a picture of your art!

**5th Grade** – Using everything you have learned, create a habitat map identifying the animals, plants and elements that inspired your art.

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Tony Martin, *Teapot*, 2003
Earthenware, 18 x 18 x 2.5 in.
Gift of the Nora Eccles Treadwell Foundation

Aaron Morse, *Deerslayer #2*, 2006
Acrylic and oil on canvas, 60 x 88 in.
Gift of Kathryn C. Wanlass Foundation
Thanks for joining us!

Check out more amazing art from NEHMA’s collection online at:

collection.artmuseum.usu.edu
Common Core

Science

3rd – Standard 2: Students will understand that organisms depend on living and nonliving things within their environment.
Objective 1: Classify living and nonliving things in an environment.
Objective 2: Describe the interactions between living and nonliving things in a small environment.

4th – Standard 5: Students will understand the physical characteristics of Utah’s wetlands, forests, and deserts and identify common organisms for each environment
Objective 1: Describe the physical characteristics of Utah’s wetlands, forests, and deserts.
Objective 2: Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.

5th – Standard 5: Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.
Objective 1: Using supporting evidence, show that traits are transferred from a parent organism to its offspring.
Objective 2: Describe how some characteristics could give a species a survival advantage in a particular environment

Fine Arts

3rd – Standard 3.V.CR.1: Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.
Standard 3.V.R.1: Speculate about processes an artist uses to create a work of art, and determine messages communicated by an image.
Standard 3.V.CO.1: Develop a work of art based on observations of surroundings.

4th – Standard 4.V.CR.2: Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.
Standard 4.V.R.2: Analyze components in visual imagery that convey messages.
Standard 4.V.R.4: Apply one set of criteria to evaluate more than one work of art.
Standard 4.V.CO.2: Through observation, relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by inferring information about time, place, and culture in which a work of art was created.

5th – Standard 5.V.C.1: Combine ideas to generate an innovative idea for art-making, and identify and demonstrate diverse methods of artistic investigation to show an approach for beginning a work of art.
Standard 5.V.C.2: Experiment with and develop skills in multiple art-making techniques and approaches through practice demonstrating quality craftsmanship.
Standard 5.V.R.1: Compare one’s own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery.
Standard 5.V.R.2: Interpret art through analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Social Studies

3rd – Standard 1: Students will understand how geography influences community location and development.
Objective 2: Describe how various communities have adapted to existing environments and how other communities have modified the environment.
Describe the major world ecosystems (i.e. desert, plain, tropic, tundra, grassland, mountain, forest, wetland).
Identify important natural resources of world ecosystems.

4th – Standard 1: Students will understand the relationship between the physical geography in Utah and human life.
Objective 1: Classify major physical geographic attributes of Utah.