

ESOL Choice Board for Grades 9-12

Monday	Tuesday	Wednesday	Thursday	Friday
It's art week! We'll break down and complete two assignments this week. First, read through this assignment: <i>Can you see beyond an everyday object's usual purpose? Take some inspiration from Instagram artist @cintascotch and add details to the space around a trinket, tool, food, or other everyday object to create a purposeful doodle. Try to make 8 doodles.</i> <i>Challenge: Can you connect what you choose to doodle into a larger scene?</i> Take some time to jot down the bolded vocabulary words on a piece of paper. Do you already know what they mean? If so, write down what you know, then click here to visit a dictionary where you can look up the remaining words. Jot down the meanings of any of the others you don't know. This will help you better understand the assignment directions. Last, re-read the directions and write down a plan for your work: 1) Objects I will choose: 2) What I will doodle around them: 3) Subject of my scene (if going for challenge):	Today, complete the assignment: Can you see beyond an everyday object's usual purpose? Take some inspiration from Instagram artist @cintascotch and add details to the space around a trinket, tool, food, or other everyday object to create a purposeful doodle. Try to make 8 doodles. Challenge: Can you connect what you choose to doodle into a larger scene? Take a look at these examples if you need some ideas:  Share your creations with your art teacher (or on your social media) when you're done!	Click here to learn about "<i>A counting</i>" a collaborative art project currently being run at the Contemporary Art Museum of St. Louis. <i>"A counting' creates space for all languages and accents to coexist, says Ijeoma (the artist). As more St. Louisans contribute their voices, a sound portrait of the city emerges, one that encompasses many accents, dialects, and languages. A counting serves as a meditation and speculation of what a unified city could look like."</i> Bonus: Ask your parent/guardian to help you call in and count in your home language (or English)! 	Click here to read about and see a piece of art from the Metropolitan Museum of Art in New York. After you read the page, answer these questions: The Mughal empire (1526–1858) was one of the most powerful and longest ruling in India. Mughal court artists had many opportunities to sketch animals and plants; they often accompanied leaders during royal hunts and had access to imperial zoos. What are some ways people in your community learn about plants and animals in their immediate environment and other regions? Write your answer here: _____ _____ Compare the painting of the birds with images or videos of the same species, the red-headed vulture and long-billed vulture. What do you think this artist felt was most important to show? What do	Take a nature walk, visit a zoo, or look up a YouTube video to observe an animal of your choice. Click here for a tiger video Click here for a squirrel video Click here for a parrot video Sketch the following features: the animal in action, two of its distinguishing features (for example, the beak, paws, or wings), and the environment in which it lives. Use the information you collect as a foundation to create a finished artwork that conveys one key idea about the animal, such as how it moves, its relationship to its surroundings, or how one of its features helps it survive in the wild. Take a look at this example if you need an idea: 

			you see that makes you say that? Write your answer here: _____ _____ Click here to visit a dictionary where you can look up any words you may not know in the reading and questions.	Share your drawing with your art teacher (or on your social media) when you're done!
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