

Art Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Art sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- Art team tasks (9 pages)
- Art games (10 pages)
- Answer keys (12 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one art set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and a game for the last 15 minutes.
3. The sub needs no subject knowledge. Every answer is in the key.
4. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the art set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 68 pages.





This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	Meet Your Sub p. 10 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	Art 1 Elements and Principles of Art p. 13	Art 2 Value and Form p. 21	Art 3 Two-Point Perspective p. 30	Art 4 Design Brief p. 39	Art 5 Art Movements p. 48
Early finishers or a loud moment	Word Search and Reset Sheet p. 16	Sudoku and Grounding Sheet p. 24	Secret Codes and Control Sheet p. 33	Maze and Brain Dump p. 42	Word Ladders and Three Good Things p. 51
Block period or extra time	Cave Wall to Soup Can p. 18	The Hallway Gallery p. 26	The Two-Sheet Sculpture p. 35	The Marsh Question p. 44	Restore or Repaint p. 53
Last 15 minutes, if earned	Whiteboard Jeopardy p. 19	Paper Password p. 28	Class Feud p. 37	Classroom Millionaire p. 46	Mystery Box p. 55

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is the reward. Skip it on a day the class has not earned it.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Art 1** is Monday's set, **Art 2** is Tuesday's, and so on to **Art 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is the reward slot: fifteen minutes, from the script, when a class has earned it.

Each day has

- One Art set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.



Art Set 1: Elements and Principles of Art

Sub: read the box at the top aloud, then let them work. Students need a pencil and nothing else. About twenty minutes on this page.

Art • Day 1

The vocabulary (read this aloud)

Artists talk about a work in two layers. The **elements** are the ingredients, the things actually on the page: line, shape, form, value, texture, space, color. The **principles** are what an artist does with those ingredients, the decisions that organize them: balance, contrast, emphasis, movement, pattern, rhythm, unity, proportion.

One quick test tells them apart. If you can point at it, it is probably an element. If you have to describe a relationship between parts, it is a principle. Texture is on the paper, so it is an element. Balance is not a mark you can point at, it is how the marks are spread, so it is a principle.

ELEMENTS

Line

Shape

Form

Value

Texture

Space

Color

PRINCIPLES

Balance

Contrast

Emphasis

Movement

Pattern

Rhythm

Unity

Proportion

Task A: match the term to the definition

Write one term from the bank on each line. Use every term exactly once. The bank is not in the answer order.

- | | | | |
|---------|--|---------|--|
| ① _____ | Strong difference set side by side: dark against light, rough against smooth, large against small. | ② _____ | How light or dark an area is, from untouched white paper to the darkest mark the pencil can make. |
| ③ _____ | The sense that every part of the work belongs to the same work and was made by the same hand. | ④ _____ | A mark with length and direction. It can describe an edge, carry a movement, or set a mood on its own. |
| ⑤ _____ | How visual weight is spread across the work. It can be symmetrical, asymmetrical or radial. | ⑥ _____ | The surface quality of a thing: how it feels, or how it looks like it would feel if you touched it. |
| ⑦ _____ | Repeated parts with intervals between them, so the eye moves through the work at a steady beat. | ⑧ _____ | The part the eye goes to first, made to dominate everything around it. |
| ⑨ _____ | A shape that reads as solid, with volume and a light side and a shadow side: a cube, a cylinder, a figure. | ⑩ _____ | The area around, between and inside things, including the illusion of depth on a flat page. |

Balance

Contrast

Emphasis

Form

Line

Rhythm

Space

Texture

Unity

Value



Art Set 1: Find It in the Description

Task B. Nobody needs to see the drawing. Read the description, then name the element or principle each quoted line shows.

Art • Day 1

Written description: Kitchen Window, Late Afternoon (graphite on paper, 18 by 24 inches)

A tall rectangle of window light fills the upper left of the paper. Everything to the right of it sinks into deep gray, and the brightest white paper sits directly against the darkest band of shadow along the sill. A kettle stands on the counter below the window. Its handle is drawn as one long unbroken curve that rises off the body and falls back to it.

Behind the counter, nine small tiles repeat the same diamond motif across the back wall, each one the same size and the same distance from the next. A striped towel hangs from the oven rail; short scratchy marks make the towel look rough and looped, while the tiles beside it stay smooth. On the counter, a mug is drawn twice as tall as the jar beside it, so the mug reads as the larger object even though both are close to the viewer.

The counter narrows as it moves back toward the wall, and the floor tiles get shorter and closer together near the bottom edge. In the middle of the darkest area, a small white cup sits alone, untouched by pencil, and the eye lands on it before anything else. Underneath all of it, the same soft gray runs through the wall, the cloth and the floor, so the whole page holds together.

Task B: name what each line shows

Each quoted line comes from the description above. Write the element or principle it demonstrates. Use each word in the bank once.

- | | |
|---|--|
| ① "one long unbroken curve" | ② "the brightest white paper sits directly against the darkest band of shadow" |
| ③ "nine small tiles repeat the same diamond motif" | ④ "a mug is drawn twice as tall as the jar beside it" |
| ⑤ "short scratchy marks make the towel look rough and looped" | ⑥ "a small white cup sits alone, untouched by pencil" |
| ⑦ "the same soft gray runs through the wall, the cloth and the floor" | ⑧ "The counter narrows as it moves back toward the wall" |

Contrast

Emphasis

Line

Pattern

Proportion

Space

Texture

Unity

Task C: write two answers

1. The tiles on the back wall are a pattern. What would the artist have to change to turn that pattern into rhythm?

.....

.....

2. Name one change that would move the emphasis off the white cup and onto the kettle, without erasing the cup.

.....

.....



Art Set 1: Six Quick Studies

Task D. Two or three minutes per frame. These are studies, not finished drawings, so work fast and keep going.

Art • Day 1

Task D: one idea per frame

Fill each frame. Pencil only. If a frame is not working, leave it and come back to it at the end.

1. LINE

Five lines, each a different mood: calm, nervous, heavy, fast, delicate. Label each one.

2. SHAPE AND FORM

Draw one object twice: flat as a shape on the left, solid as a form on the right.

3. CONTRAST

Two values only. Place one small light area inside a large dark one.

4. RHYTHM

One simple motif repeated six times, with the gaps shrinking each time.

5. EMPHASIS

Nine marks that match and one that breaks the rule. The eye must land on it first.

6. BALANCE

Make the left and right halves feel equally heavy without repeating the same thing.

Challenge

Go back to study 5. Redraw it here so the emphasis lands somewhere completely different, and do it without adding or removing a single mark. You may only change value: darken, lighten, or press harder. Underneath, write one sentence naming the principle you used to move the eye.

THE PRINCIPLE I USED



Calm Block, Day 1: Word Search

Find all 12 art words. Any direction, including backward and diagonal. Pencils only, voices at 0.

Calm • Day 1

H	V	A	S	I	E	T	T	E	L	A	P	N	R
Y	W	H	S	Z	C	O	S	Q	T	I	X	K	X
Z	N	S	C	U	L	P	T	U	R	E	F	K	L
K	U	F	T	S	A	V	N	A	C	C	P	N	S
I	L	M	N	M	T	Y	T	F	Y	R	V	O	L
Y	L	O	E	O	O	P	R	M	J	D	M	Z	M
E	Y	S	M	Q	D	T	X	T	Y	B	B	I	O
A	H	A	G	S	D	S	F	Z	E	P	A	R	N
S	J	I	I	R	N	P	S	E	C	M	Y	O	I
E	W	C	P	N	J	Q	J	K	Z	M	M	H	F
L	H	U	Z	T	E	X	T	U	R	E	F	Y	N
A	J	T	S	A	R	T	N	O	C	P	V	O	S
H	C	T	E	K	S	B	P	G	D	L	S	H	C
N	R	P	M	P	O	R	T	R	A	I	T	H	T

SCULPTURE

CONTRAST

PORTRAIT

SYMMETRY

PALETTE

TEXTURE

HORIZON

PIGMENT

SKETCH

CANVAS

MOSAIC

EASEL

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a Z in it, so every Z in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.



Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm • Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Tick a box for each round so you are not counting in your head.

□ □ □ □ □ □

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

.....

.....

What is actually true right now, in this room, that I could check in ten seconds

.....

.....

The next five minutes: what I will do the moment I put this sheet down

.....

.....

What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

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Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.



Team Task, Day 1: Cave Wall to Soup Can

Groups of four. Voice level 2. No notes, no phones. One sheet per group, one person writes, and no rank goes down until all four agree.

Team • Day 1

The challenge

The twelve works below are landmarks of art history, from a painted cave to a gallery wall of soup cans. They span about seventeen thousand years, and a few were made within a decade or two of each other. **Your job:** rank them from **1 (oldest)** to **12 (newest)**. Work alone for five minutes and fill in "My rank". Then argue it out and agree on one set of group ranks. Every rank from 1 to 12 is used exactly once, so no ties.

Clues you already have: the materials, the place, and the style. Where is the art made: a cave, a temple, a chapel ceiling, a Paris exhibition? When every group is done, the sub reads out the years. The rule for the true order has no judgment calls: **the year the work was made, oldest first.**

WORK OF ART	MY RANK	GROUP RANK	YEAR	TRUE RANK	DIFFERENCE
A Vincent van Gogh paints <i>The Starry Night</i>					
B The Parthenon temple is finished in Athens					
C Hokusai prints <i>The Great Wave off Kanagawa</i>					
D Giotto paints the frescoes of the Scrovegni Chapel in Padua					
E Andy Warhol first shows his <i>Campbell's Soup Cans</i>					
F Cave painters at Lascaux paint horses, bulls and deer					
G The first Impressionist exhibition opens in Paris					
H Thutmose's workshop makes the bust of Queen Nefertiti					
I Michelangelo finishes the Sistine Chapel ceiling in Rome					
J Pablo Picasso paints <i>Les Femmes d'Alger</i>					
K Leonardo da Vinci begins painting the Mona Lisa in Florence					
L Rembrandt paints <i>The Night Watch</i> in Amsterdam					
Total (lower is better)					

Scoring

For each row: group rank minus true rank, and drop the minus sign. Add the twelve numbers.

- **0 to 8:** excellent: a room of art historians
- **9 to 18:** good
- **19 to 30:** fair
- **Over 30:** look again at the ancient works and the Renaissance pair.

Reminder: BCE years count down toward year 1, so 900 BCE is older than 300 BCE.

Defend one call

Pick two works your group placed next to each other. What told you which came first? A style that grew out of another, or an artist who learned from an older work, is a strong argument.

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Game, Day 1: Whiteboard Jeopardy

Game • Day 1

Sub script and questions. 15 minutes at the end of the period, or whenever the class has earned it.

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Picasso for Pablo Picasso, Kahlo for Frida Kahlo).

Elements

- 100 Which element of art is a mark between two points?
Line
- 200 Which element is the lightness or darkness of a color?
Value
- 300 Which element is a flat, enclosed two-dimensional area?
Shape
- 400 Which element is how a surface feels or looks like it feels?
Texture
- 500 What is the empty area around and between objects?
Negative space

Media

- 100 What drawing medium is made from burned wood?
Charcoal
- 200 Which paint is thinned with water for see-through layers?
Watercolor
- 300 What technique uses crossing lines to shade?
Crosshatching
- 400 What is a sculpture raised from a flat background?
A relief
- 500 What is a painting on wet plaster called?
A fresco

Principles

- 100 Which principle is an even spread of visual weight?
Balance
- 200 Which principle creates a focal point?
Emphasis
- 300 What balance has two halves that mirror each other?
Symmetrical
- 400 Which principle is the size of parts compared to each other?
Proportion
- 500 Which principle is the path the eye takes through a work?
Movement

Artists

- 100 Who painted the Mona Lisa?
Leonardo da Vinci
- 200 Which Dutch artist painted The Starry Night?
Vincent van Gogh
- 300 Who painted the Sistine Chapel ceiling?
Michelangelo
- 400 Which Spanish artist was a founder of Cubism?
Pablo Picasso
- 500 Which Mexican painter is famous for her self-portraits?
Frida Kahlo

Color

- 100 What color do blue and yellow make?
Green
- 200 What are the three traditional primary colors?
Red, yellow and blue
- 300 What are colors opposite on the color wheel called?
Complementary
- 400 What is a color mixed with white called?
A tint
- 500 What are colors side by side on the color wheel called?
Analogous

Final Wager: Art Movements

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

Which art movement took its name from a Claude Monet painting of a harbor at sunrise and tried to capture light and passing moments?
Impressionism

Right: add the wager. Wrong: subtract it. That is the final score.



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

ELEMENTS	PRINCIPLES	COLOR	MEDIA	ARTISTS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Final Wager: Art Movements

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Answer Keys (1 of 12)

Teacher copy. Keep these pages out of the student sets.

Art Set 1: Elements and Principles of Art

Task A: 1. Contrast; 2. Value; 3. Unity; 4. Line; 5. Balance; 6. Texture; 7. Rhythm; 8. Emphasis; 9. Form; 10. Space.

Task B: 1. Line; 2. Contrast; 3. Pattern; 4. Proportion; 5. Texture; 6. Emphasis; 7. Unity; 8. Space.

Task C1: Change the intervals or the sizes so the motif repeats unevenly, for example tiles that crowd closer together as they move back, so the eye moves at a beat instead of reading one flat texture.

Task C2: Accept any single change that gives the kettle the strongest contrast or the most detail, for example darkening the wall directly behind the kettle, or raising the value of the shadow around the cup so the cup is no longer the lightest area.

Task D (drawing), rubric: answers vary. Score one point per frame, 6 points: 1 five clearly different line qualities, labeled; 2 the same object flat on one side and shaded with a light and shadow side on the other; 3 only two values, with the small light area inside the dark one; 4 the motif repeated six times with the gaps clearly shrinking; 5 one mark that differs from the other nine in value, size or direction; 6 both halves filled, with different content on each side. A frame filled edge to edge earns the point even if the drawing is rough.

Challenge, rubric: accept any redrawing of study 5 with the same number of marks in which a different mark is now the darkest or the lightest, plus a named principle (emphasis, contrast or value is all correct here).



Art Set 1: Find It in the Description

Task B. Nobody needs to see the drawing. Read the description, then name the element or principle each quoted line shows.

Art • Day 1

Written description: Kitchen Window, Late Afternoon (graphite on paper, 18 by 24 inches)

A tall rectangle of window light fills the upper left of the paper. Everything to the right of it sinks into deep gray, and the brightest white paper sits directly against the darkest band of shadow along the sill. A kettle stands on the counter below the window. Its handle is drawn as one long unbroken curve that rises off the body and falls back to it.

Behind the counter, nine small tiles repeat the same diamond motif across the back wall, each one the same size and the same distance from the next. A striped towel hangs from the oven rail; short scratchy marks make the towel look rough and looped, while the tiles beside it stay smooth. On the counter, a mug is drawn twice as tall as the jar beside it, so the mug reads as the larger object even though both are close to the viewer.

The counter narrows as it moves back toward the wall, and the floor tiles get shorter and closer together near the bottom edge. In the middle of the darkest area, a small white cup sits alone, untouched by pencil, and the eye lands on it before anything else. Underneath all of it, the same soft gray runs through the wall, the cloth and the floor, so the whole page holds together.

Task B: name what each line shows

Each quoted line comes from the description above. Write the element or principle it demonstrates. Use each word in the bank once.

- | | |
|---|--|
| 1 "one long unbroken curve" | 2 "the brightest white paper sits directly against the darkest band of shadow" |
| 3 "nine small tiles repeat the same diamond motif" | 4 "a mug is drawn twice as tall as the jar beside it" |
| 5 "short scratchy marks make the towel look rough and looped" | 6 "a small white cup sits alone, untouched by pencil" |
| 7 "the same soft gray runs through the wall, the cloth and the floor" | 8 "The counter narrows as it moves back toward the wall" |

Contrast

Emphasis

Line

Pattern

Proportion

Space

Texture

Unity

Task C: write two answers

1. The tiles on the back wall are a pattern. What would the artist have to change to turn that pattern into rhythm?

.....

.....

2. Name one change that would move the emphasis off the white cup and onto the kettle, without erasing the cup.

.....

.....

In the full kit

Five days, planned and ready to print.

68 pages in color and ink-saver
B&W, US Letter and A4

5 days, each with its own sets, calm
puzzle, team task and game

15 pages of art sets with worked
examples

12 answer-key pages, every answer
checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

