

SUB LESSONS

This packet will help you customize and organize your sub binder with the following items:

5 Colorful title pages (or divider pages) to organize your sub binder

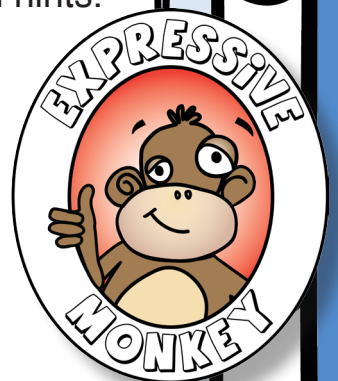
- Schedules
- Sub Lessons
- Emergency Information
- Helpful Information
- Art Room Procedures

A checklist of things to include in a Sub Binder with helpful hints.

Table of contents for lessons with thumbnail image of the artwork (to make picking a lesson easier for the sub).

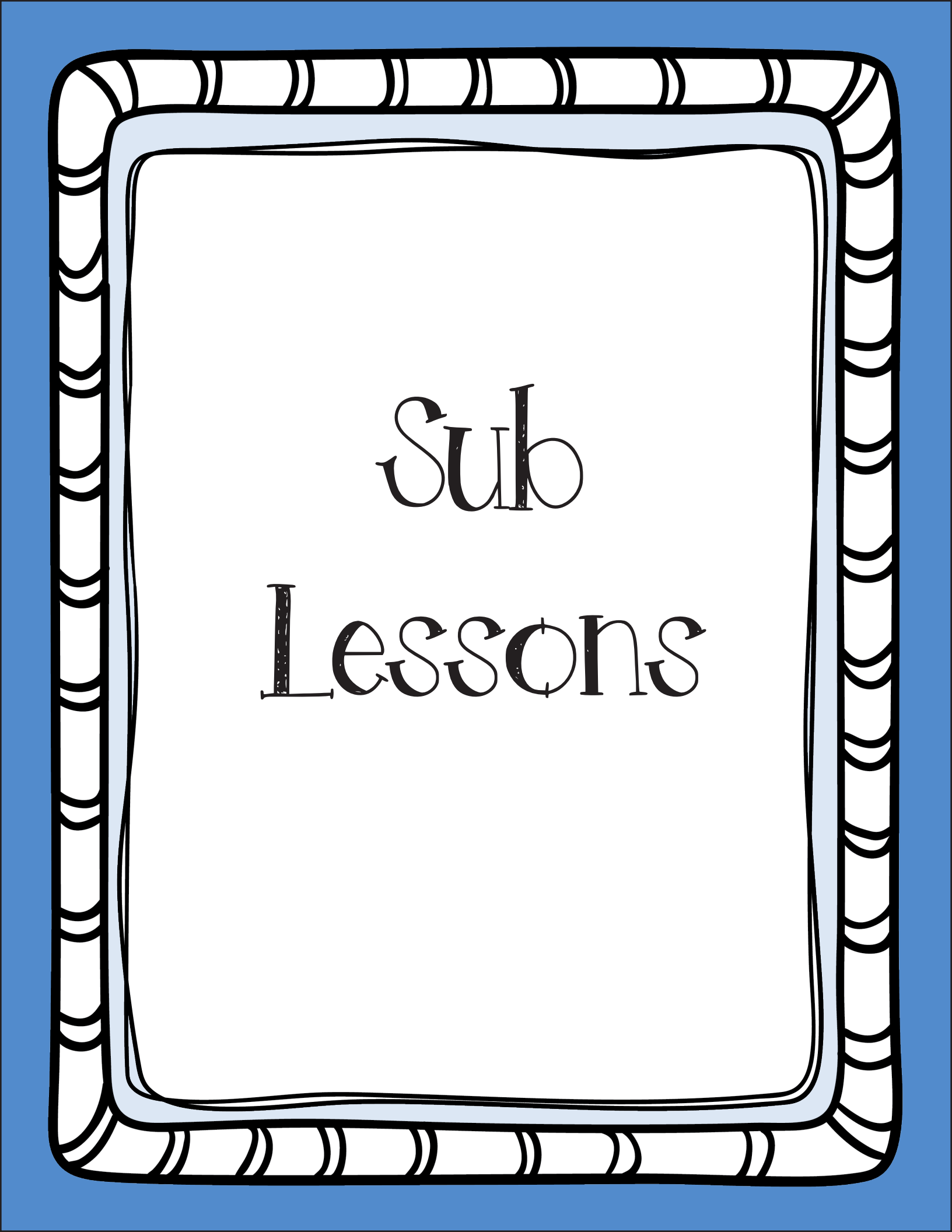
Instruction pages for 7 easy lessons including 2 “Dice Drawing Sheets” that go with 2 of the lessons.

3 editable Word documents that include your procedures, daily schedule, lesson schedule, map of room, note to sub, table of contents, and a sub report (for the sub to fill out).





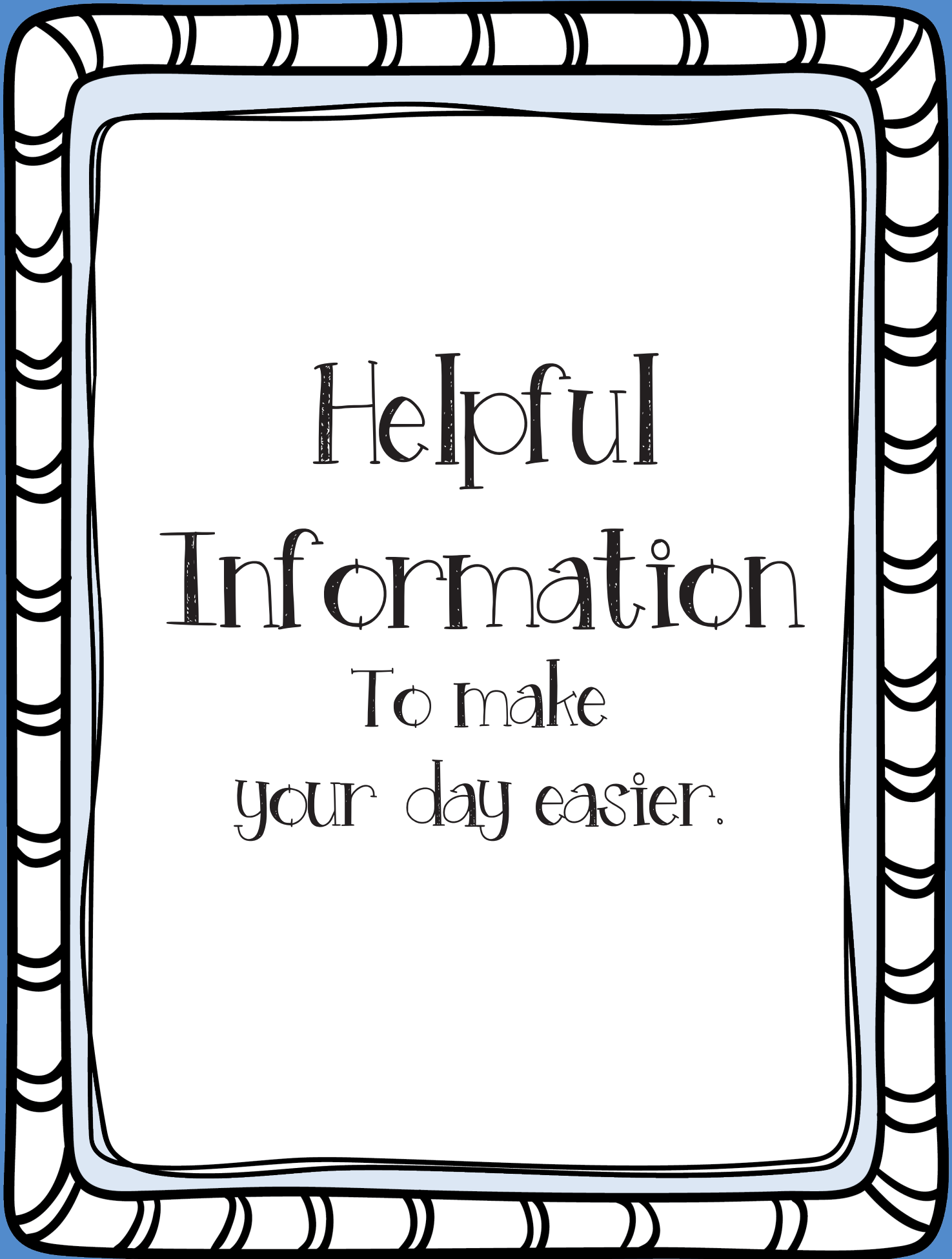
Schedules



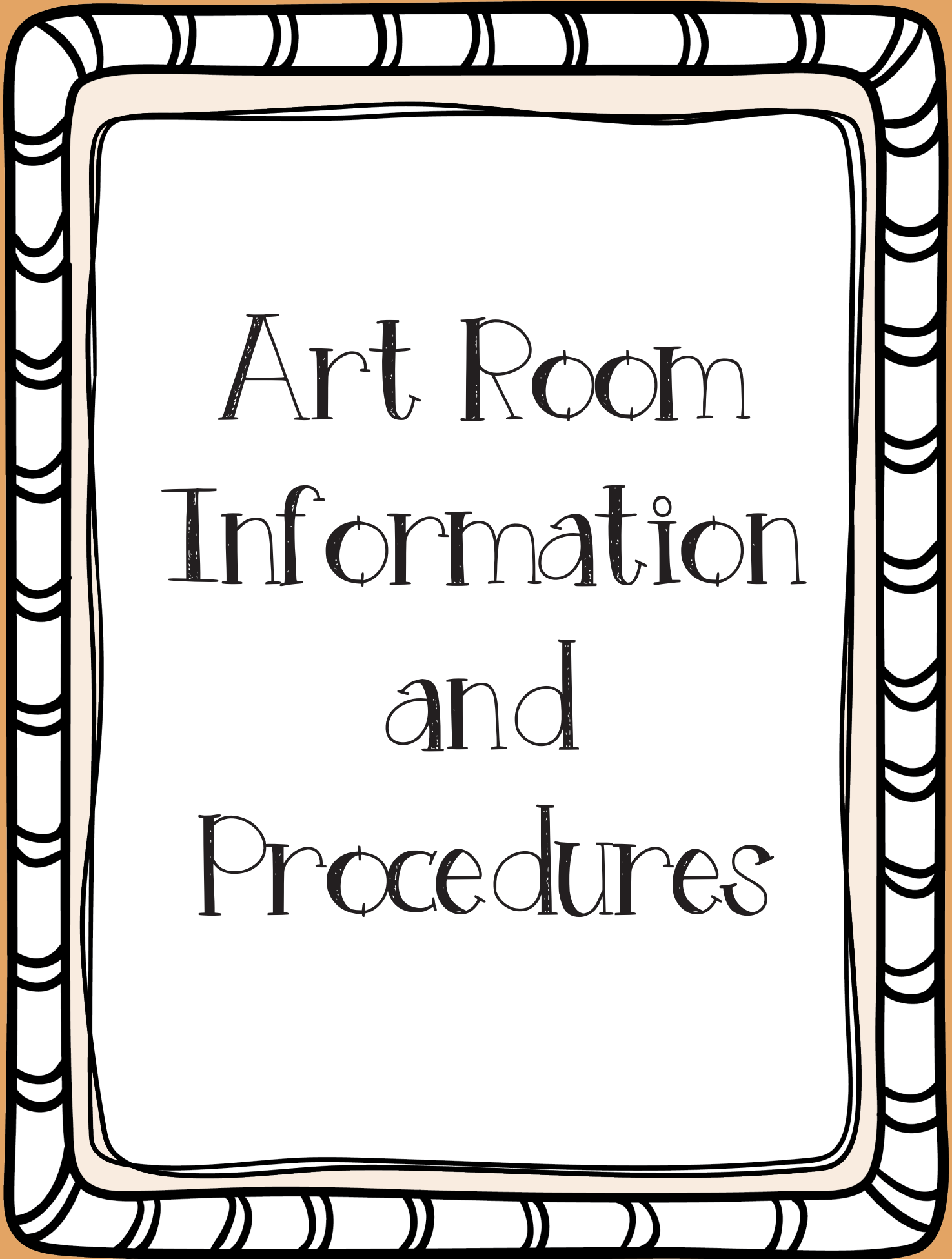
Sub
Lessons



Emergency
Information



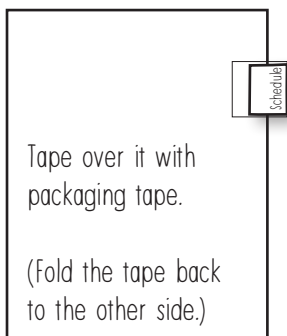
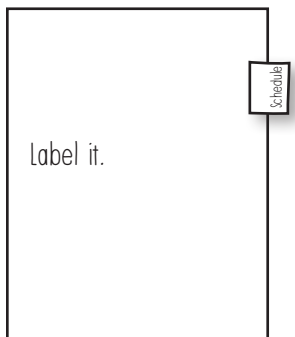
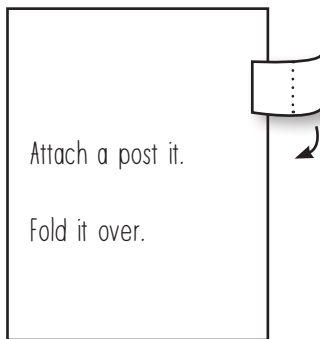
Helpful
Information
To make
your day easier.



Art Room
Information
and
Procedures

CHECKLIST FOR SUB BINDER

MAKING TABS FOR YOUR PAGES



Here is a list of things that I think would be helpful to have in a sub binder. Many of the items are not in this packet but are things that should be easily available at your school.

- Table of Contents
- Map of School
- Staff Roster
- Lunch Menu and Order Form
- School Calendar
- Duty Schedule with your Name Highlighted
- Instructions for Technology in the Room
- Emergency Procedures (building plan)
- Student Health Concerns (I indicate critical info on my seating chart and keep a separate binder with detailed info for myself and a sub.)
- Lesson Ideas (provided in this packet)
- Teaching Procedures (Word Doc in this bundle - edit as needed.)
- Daily Schedule (classes, lunch, planning, duties)
- Sub Report Sheets (I store these in the front pocket of my sub binder so the sub can find it quickly and use for letting me know how things went. This is in my packet.)
- Map of Room with Supplies Labeled (I have a map in the packet that you can edit.)

HELPFUL HINTS:

Make tabs for the pages of your sub folder. (See the diagram on the left.)

The lessons all give a choice of working in a sketchbook or on white paper. Circle the choice you would have your sub use and be sure to indicate where the paper or sketchbooks are on the map of your room.

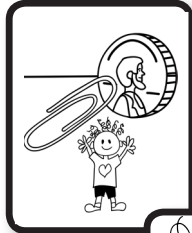
Have about 15 copies of any handouts available (for up to 30 students). They could be stored in pocket dividers in your sub folder.

Have some dice that are easy to find. Mark this on the map of your room.

Foam dice are nice a quite! For a link to buy foam dice go to:
<http://www.expressivemonkey.com/DiceDrawingSheets.html>

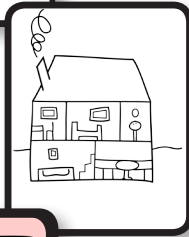
7 LESSONS TO CHOOSE FROM

1



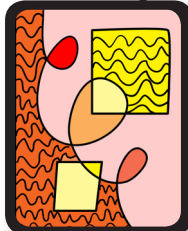
Scale Drawing

2



X-ray House

3



Elements Abstract

4

Word	Part	Word	Part
Three	Num	Bank	Noun
Five	Num	Cupcake	Noun
Four	Num	Flank	Noun
Your	Pr	Flower	Noun
Three	Num	Flair	Noun
Two	Num	Flour	Noun

Noun, Verb, Numbers, Adjectives

5



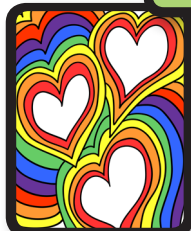
Name Design

6



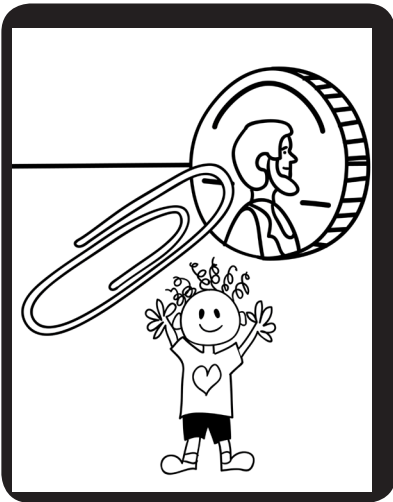
Negative Shapes

7



Rainbow Shapes

SCALE DRAWING



Essential Question:

What if you were as small as a penny or larger than a house?

DESCRIPTION:

Students will imagine that they are as small as a penny or bigger than a house. Draw a picture that shows how they would live. What would they sit on? What would they eat? Where would they play?

VOCAB

SCALE - The size of something in relation to something else. Ask students to brainstorm some ways to show scale. What else could they add in the picture to show scale?

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils, markers, crayons or other color media that is available.

1

Write the questions and the word "scale" on the board. Ask the students some of the questions in the description and have them generate some ideas of how to show scale and how they might live.

2

Students should draw with a pencil first. Before adding color, they should ask someone if they were successful in showing scale.

3

Once they are satisfied with their drawing, they can add color with their choice of media.

4

If you are using a separate piece of paper, remind students to put their name and class on their paper.

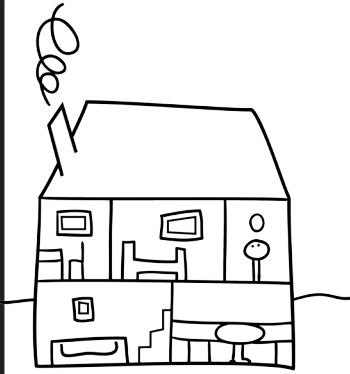
5

If time permits, have a critique or let students share their work. Look for creative ways to show scale and unusual ways to live.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!

X-RAY HOUSE



DESCRIPTION:

Students will show their own house, as if they can see through the walls. (Option: they could design a "dream house".) They can show it from above (take the roof off) or from the side (take a wall off).

Essential Question:
How would your house look if you had x-ray vision?

VOCAB

ARCHITECT - An artist that designs buildings and homes. You might also talk about all the other people involved. (Construction workers, etc...)

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils, markers, crayons, or whatever color media is available.

1

Write the essential question and the word "architect" on the board. Ask students what they know about an architect and the steps to build a house. Let them know that they will be showing what their house looks like, similar to how an architect might draw it.

2

Draw the house:
Students should start with an outline of their house from above or from a side view. Then divide the house into floors (side view) or rooms.

3

Next add the furniture. They can just add as much as they remember, or can fit into the rooms.

4

Add some details, like decorations, people, pets and landscaping.

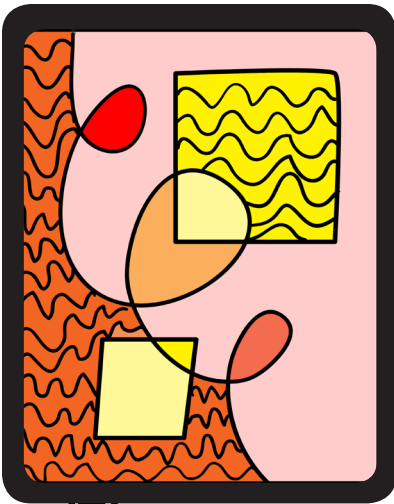
5

Add color.
If time permits, let students walk around and see each other's work.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!

ELEMENTS ABSTRACT



DESCRIPTION:

Students will roll the dice and select elements of art to make an abstract design.

VOCAB

ABSTRACT - A work of art that does not represent the way something really looks.

WARM COLORS - Red, Yellow, Orange - (they remind you of fire)

COOL COLORS - Blue, Purple, Green - (They remind you of a shady spot)

MONOCHROMATIC COLORS - Tints and shades of one color - (ex: light, medium and dark blue)

COLOR COMPLEMENTS - Opposites on the color wheel - (ex: red-green and blue - orange)

Also...**LINE, SHAPE, COLOR, TEXTURE, CONTRAST, TINT, SHADE, PRIMARY, SECONDARY**

SUPPLIES NEEDED:

- * Pencils * Colored Pencils * Crayons * Markers (or whatever color media is available)
- * White paper
- * Dice
- * Copies of the "Dice Drawing Sheet"

1

Write the vocab words on the board and briefly go over their meaning. Let students share what they know. Explain how the dice drawing sheet works and do the first few rolls as a demonstration.

2

Students should draw with a pencil first for the line and shape step.

3

When they get to the texture, however, they might want to create it in color. Obviously, they will have to use color media for the color step :-).

4

When they get to the color step, remind them that they can use tints (color plus white) and shades (color plus black). Or just other versions of the color with the media they have. This will add variety. If using colored pencil, they can change the value by changing the pressure.

5

If time permits, have a critique or let students share their work. Look good craftsmanship interesting arrangements of lines and shapes and good use of color.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!

ELEMENTS ABSTRACT

Make your line go from one edge to the other. It might cross 2-3 times.

Line

Your line does not have to match the example, just be similar.

Shape

Add 2 shapes of different sizes to create contrast.

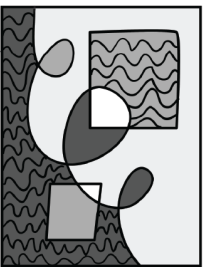
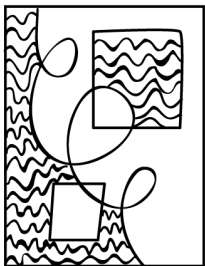
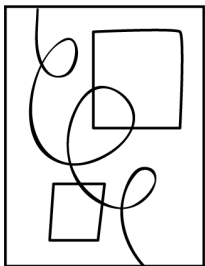
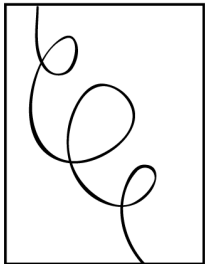
Texture

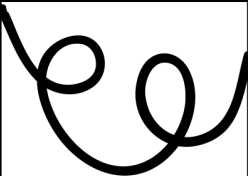
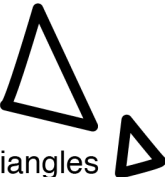
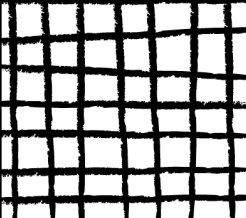

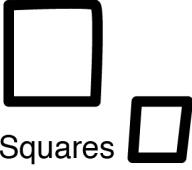
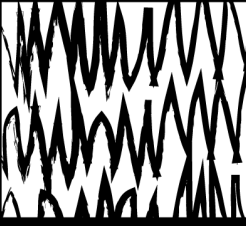


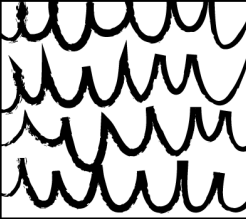
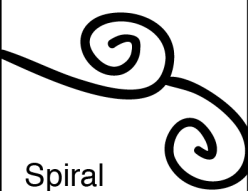




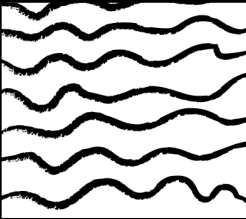


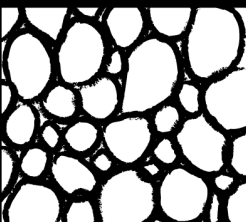
Create a texture inside 2-3 shapes.

Color

Use tints and shades of the color group you roll.

Example



	1st Roll	2nd Roll	3rd Roll	4th Roll
	Line  Loopy	Shape  Triangles	Texture 	Color Primary Colors
	Line  Angled	Shape  Squares	Texture 	Color Secondary Colors
	Line  Boxy	Shape  Circles	Texture 	Color Warm Colors
	Line  Spiral	Shape  Organic	Texture 	Color Cool Colors
	Line  Curvy	Shape  Geometric	Texture 	Color Monochromatic Colors (tints and shades of one color)
	Line  Wavy	Shape  Stars	Texture 	Color Color Complements Red - Green Blue - Orange Yellow - Purple

Nouns, Verbs, Numbers, Adjectives

Roll the dice to find out how many nouns you will be drawing. Write each word down as on your drawing paper. Next find out the adjective, this will be the expression to put on the face. Expressive Monkey will help you out a little on the expression. (You will be adding legs to your objects, then roll the dice to find out what you will be doing (the nouns) and what it will be doing (the verbs). Be sure to take your time on your drawing and add funny details. Add color when you are finished.

1st Roll	2nd Roll	3rd Roll	4th Roll
Noun	Adjective	Verb	Verb
Three	Sad	Birds	Swinging
Five	Worried	Cupcakes	Flying
Four	Happy	Forks	Balancing
Your Choice!	Angry	Flowers	Dancing
Three	Silly	Fish	Jumping
Two	Sleepy	French Fries	Playing

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NOUN, VERB, NUMBER, ADJECTIVE

Essential Question:

What would three worried cupcakes flying look like?

DESCRIPTION:

Students will create a silly drawing by picking a noun, verb, number and adjective from the dice drawing sheet

VOCAB

NOUN - a person place or thing

VERB - an action word

ADJECTIVE - a word that describes a noun (for this activity they are emotions.)

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils
- * Dice
- * Copies of the "Dice Drawing Sheet"

1

Let the students know that they will be creating a silly drawing by picking words from the dice drawing sheet. Explain how the sheet works, and try rolling four times to see what you would have to draw. Write down the words as you go. (But you don't have to draw.)

2

Students should roll the dice four times and write down each word that they select before making the next roll. **OPTIONAL** - Once everyone has rolled, you could have them stop drawing and share one at a time what they will be drawing. (This may keep them quieter in the long run.)

3

Once they draw their noun, they will need to add a face to show the expression and arms and legs (or just legs) to show the action. They should also add a setting and other details to make the picture funny.

4

If you are using a separate piece of paper, remind students to put their name and class on their paper.

5













If time permits, have a critique or let students share their work. Look for creative ways to show the emotion and action. Also look for craftsmanship and attention to detail.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!

Nouns, Verbs, Numbers, Adjectives

Roll the dice to find out how many nouns you will be drawing. Write each word down as on your drawing paper. Next find out the adjective, this will be the expression to put on the face. Expressive Monkey will help you out a little on the expression. (You will be adding faces to your objects.) Next roll the dice to find out what you will be drawing (the noun) and what it will be doing (the verb). Be sure to take your time on your drawing and add funny details. Add color when you are finished.

	1st Roll	2nd Roll	3rd Roll	4th Roll
	Number	Adjective	Noun	Verb
	Three	Sad 	Birds	Swinging
	Five	Worried 	Cupcakes	Flying
	Four	Happy 	Forks	Balancing
	Your Choice!	Angry 	Flowers	Dancing
	Three	Silly 	Fish	Jumping
	Two	Sleepy 	French Fries	Playing



NAME DESIGN

DESCRIPTION:

Students will fill in the negative space of their name with their choice of a color group.

VOCAB

NEUTRAL COLORS - brown, black, white, gray

WARM COLORS - Red, Yellow, Orange - (they remind you of fire)

COOL COLORS - Blue, Purple, Green - (They remind you of a shady spot)

MONOCHROMATIC COLORS - Tints and shades of one color - (ex: light, medium and dark blue)

NEGATIVE SPACE - the empty space around an object or form (the air space).

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils, markers, crayons or other color media

1

Write the vocab words on the board and have students help you define them. Explain that they will be using the negative space of the letters of their names to make a work of art.

2

Students should draw with a pencil first. They will be using their first and last names. They should make sure that every letter is touching at least one other letter and possibly the edge of the page. They can stretch the letters if needed. Draw lightly!

3

Once they are satisfied with their drawing, they can go over the lines with a dark marker.

4

They should pick a color group and fill in the negative space with only those colors. They can add variety by using different media and variations of each color. If using colored pencils, they can vary the pressure to get dark and light colors (changing the value).

5

If time permits, have a critique or let students share their work. Look for good craftsmanship, filling the page in an interesting way and using a nice variety of colors.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!



NEGATIVE SPACE

DESCRIPTION:

Students will fill in the negative space of traced objects with their choice of a color group.

VOCAB

NEUTRAL COLORS - brown, black, white, gray

WARM COLORS - Red, Yellow, Orange - (they remind you of fire)

COOL COLORS - Blue, Purple, Green - (They remind you of a shady spot)

MONOCHROMATIC COLORS - Tints and shades of one color - (ex: light, medium and dark blue)

NEGATIVE SPACE - the empty space around an object or form (the air space).

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils, markers, crayons or other color media

1

Write the vocab words on the board and have students help you define them. Explain that they will be using the negative space of traced objects to make a work of art.

2

Students should draw with a pencil first. They can trace their hands, art supplies, or any other object you place at the tables. They can freehand a letter (maybe their initials) or if available, they could trace letter stencils.

3

Once they are satisfied with their drawing, they can go over the lines with a dark marker.

4

They should pick a color group and fill in the negative space with only those colors. They can add variety by using different media and variations of each color. If using colored pencils, they can vary the pressure to get dark and light colors (changing the value).

5

If time permits, have a critique or let students share their work. Look for good craftsmanship, filling the page in an interesting way and using a nice variety of colors.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!



RAINBOW SHAPES

DESCRIPTION:

Students will fill in the negative space of an object with concentric lines and a color spectrum.

VOCAB

CONCENTRIC LINES - having a common center

COLOR SPECTRUM - the colors in the order of a rainbow or the distribution of colors produced when light is dispersed by a prism.

NEGATIVE SPACE - the empty space around an object or form (the air space).

SUPPLIES NEEDED:

- * Pencils
- * Sketchbooks or Paper
- * Colored Pencils, markers, crayons or other color media

1

Write the vocab words on the board and have students help you define them. Explain that they will be filling the negative space of 3 objects with a color spectrum or rainbow colors. If there is a holiday coming up you might suggest, hearts, or pumpkins, etc...

2

Students should draw with a pencil first. They should repeat the same shape 3 times, but vary the size for variety. Leave some space between the shapes for the concentric lines.

3

Students should pick a shape to begin with and draw about 4 concentric shapes around it. (Same shape only bigger and bigger.) If the lines bumps into another shape or the edge of the page, that part of the line is skipped over.

4

Go on to the 2nd and 3rd shape with the same rule...if a lines bumps into another shape or the edge of the page, that part of the line is skipped over. Try to get 4 concentric shapes around each original shape. In the leftover space, go back and add more lines to fill the space.

5

Using the color spectrum (red, orange, yellow, green, blue, purple) color each area around each of the original shapes with a different part of the spectrum in order. Repeat the spectrum as needed.

Classes that have done this lesson already:

Please help me out by writing the class code for the classes you taught today.
Thanks!!

CREDITS

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