
Alaska K Theatre / Dance

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	K (Early Childhood)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Alaska Arts Standards
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — High, Low, Big, Small

Unit 3: Space, Levels and Voice · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does changing level change my movement?
Standards	High, Low, Big and Small -> DA:PR4a-K Alaska Arts Standards / Perform / Anchor Standard 4 - Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation and/or production — a. Make still and moving body shapes that show lines (e.g. straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make and then change a circle formation.
Learning target	"I can move high, low, big and small."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate motion and stillness using basic elements of space, including levels and size.
- Students will move at high, middle and low levels.

Success criteria (student-friendly)

- "I move at a high level."
- "I move at a low level."
- "I change the size of my movement."

Academic vocabulary

level, high, middle, low, size

Materials and technology

- Open space
- Level cards
- Drum
- Scarves
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child moves at three distinct levels on request.

Family communication

Ask your child to show you a high movement and a low movement.

Day 41 — Reaching Up High

Week 9, Day 1 · Unit 3 · Standards: DA:PR4a-K

Focus	High level.
Learning target	"I can move high, low, big and small."
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: space check. Teach: high level. Explore: high movements. Share: tallest shapes. Reflect: level named.

Check for understanding

Student moves at a high level.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Down Low

Week 9, Day 2 · Unit 3 · Standards: DA:PR4a-K

Focus	Low level.
Learning target	"I can move high, low, big and small."
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: high level. Teach: low level. Explore: low movements. Share: lowest shapes. Reflect: contrast drawn.

Check for understanding

Student moves at a low level.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — In the Middle

Week 9, Day 3 · Unit 3 · Standards: DA:PR4a-K

Focus	Middle level.
Learning target	"I can move high, low, big and small."
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: high and low. Teach: middle level. Explore: middle movements. Share: three levels shown. Reflect: levels sequenced.

Check for understanding

Student identifies and moves at the middle level.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Big Movements, Small Movements

Week 9, Day 4 • Unit 3 • Standards: DA:PR4a-K

Focus	Size in space.
Learning target	"I can move high, low, big and small."
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: levels. Teach: size is separate from level. Explore: big and small. Share: contrasts shown. Reflect: size named.

Check for understanding

Student performs the same movement big and small.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Moving and Standing Still

Week 9, Day 5 · Unit 3 · Standards: DA:PR4a-K

Focus	Motion and stillness.
Learning target	"I can move high, low, big and small."
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: size play. Teach: stillness is part of dance. Explore: move-freeze at levels. Share: held stillness. Reflect: stillness valued.

Check for understanding

Student holds stillness at a chosen level.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. Alaska Arts Standards. Adopted 2015. THE DOCUMENT IS A WIDE TWELVE-COLUMN GRID whose column headers are grade BANDS -- "Kindergarten-2nd", "3rd-5th", "6th-8th" and three high-school levels -- but whose codes underneath are PER GRADE: VA:CR1a-K, then -1, -2, -3 and so on. So KINDERGARTEN IS INDIVIDUALLY ADDRESSED even though the heading above it spans three grades, and every statement in this entry comes from the Kindergarten column. Read as flowing text the twelve grades interleave and the page is unusable, so the codes and statements were taken from the actual table cells. Each code must end "-K" and that is asserted at extraction time, so a column slip cannot pass silently. ONE THING THE EXTRACTION HAD TO BE TAUGHT: on the Connect pages Alaska prints an ALASKA CULTURAL STANDARDS CROSS-REFERENCE in the row directly beneath the code -- "Culturally-knowledgeable students are able to engage effectively in learning activities..." -- and the arts statement comes after it. Taking the row below the code put text from a different document under an arts code; the arts statement is identified by its lettered marker instead. NO ARTIST, ARTWORK, COMPOSER, SONG, PLAY, CHOREOGRAPHER OR CULTURE IS NAMED BY THESE STANDARDS AND NONE IS NAMED IN THIS PLAN. ALASKA PUBLISHES FIVE ARTS DISCIPLINES IN THIS ONE DOCUMENT -- Dance, General Music, Theatre, Visual Arts and Media Arts. MEDIA ARTS IS NOT COVERED BY ANY ROW IN THIS SERIES and is not included in any product; if you teach it, its standards are in the same document and are not here. THIS ROW COVERS TWO SEPARATE DISCIPLINES because the workbook pairs them: Alaska publishes Theatre and Dance as INDEPENDENT sets with their own codes, twenty-two Kindergarten theatre codes prefixed TH: and nineteen dance codes prefixed DA:, forty-one in total. They are not a combined subject in the document and the plan teaches both rather than blending them into one. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Arts.pdf>