
Montana 1 Visual Arts

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	Montana
Grade	1 (Elementary)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6
Issuing agency	Montana Office of Public Instruction
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 — Texture I Can Feel and See

Unit 3: Texture, Form and Pattern · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can a flat picture show texture?
Standards	Experimenting With New Materials -> ARM 10.53.603(2)(a) Montana Arts Content Standards / visual arts — engage and collaborate in creative investigation of art materials Explaining the Choices I Made -> ARM 10.53.603(2)(c) Montana Arts Content Standards / visual arts — use art vocabulary to describe choices while creating art
Learning target	"I can make texture I can feel and texture I can only see."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explore and experiment with a range of materials.
- Students will create and describe real and implied texture.

Success criteria (student-friendly)

- "I make a real texture."
- "I show texture in a drawing."
- "I name the texture."

Academic vocabulary

texture, rough, smooth, rubbing, implied

Materials and technology

- Textured surfaces
- Crayons
- Paper
- Collage materials
- Aprons

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

Product: child produces real and implied texture.

Family communication

Do a crayon rubbing of something textured at home.

Day 41 — Textures Around Us

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.603(2)(a), ARM 10.53.603(2)(c)

Focus	Noticing texture.
Learning target	"I can make texture I can feel and texture I can only see."
Vocabulary in use	texture, rough, smooth
Local date	_____

Learning sequence

Look: surfaces. Learn: texture is how it feels. Make: touching and describing. Share: words gathered. Tidy: samples stored.

Check for understanding

Student describes the texture of a surface.

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 — Taking a Rubbing

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.603(2)(a), ARM 10.53.603(2)(c)

Focus	Recording texture.
Learning target	"I can make texture I can feel and texture I can only see."
Vocabulary in use	texture, rough, smooth
Local date	_____

Learning sequence

Look: rubbing demonstration. Learn: technique. Make: rubbings. Share: comparing. Tidy: crayons stored.

Check for understanding

Student produces a clear texture rubbing.

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 — Drawing a Texture

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.603(2)(a), ARM 10.53.603(2)(c)

Focus	Implied texture.
Learning target	"I can make texture I can feel and texture I can only see."
Vocabulary in use	texture, rough, smooth
Local date	_____

Learning sequence

Look: drawn textures. Learn: marks suggest surface. Make: drawing textures. Share: comparing to real. Tidy: work stored.

Check for understanding

Student draws marks that suggest a texture.

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 — Building Texture With Materials

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.603(2)(a), ARM 10.53.603(2)(c)

Focus	Real texture in collage.
Learning target	"I can make texture I can feel and texture I can only see."
Vocabulary in use	texture, rough, smooth
Local date	_____

Learning sequence

Look: textured collage. Learn: layering materials. Make: textured collage. Share: touching. Tidy: work dried.

Check for understanding

Student builds a real texture into an artwork.

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 — Describing Texture in My Work

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.603(2)(a), ARM 10.53.603(2)(c)

Focus	Vocabulary application.
Learning target	"I can make texture I can feel and texture I can only see."
Vocabulary in use	texture, rough, smooth
Local date	_____

Learning sequence

Look: own work. Learn: texture words. Make: labelling. Share: describing. Tidy: work displayed.

Check for understanding

Student describes texture in their own work.

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

Montana Office of Public Instruction. Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6. Statements are transcribed from MONTANA CONTENT STANDARDS FOR ARTS, GRADE-BY-GRADE VIEW, whose own cover reads "Adopted July 14, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline stems -- media arts, visual arts, theatre, music, dance -- each followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so a bare number identifies nothing on its own. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 6, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline and a lettered item per numbered line. THE ARM SUBSECTION IS REGISTERED AS THE CODE. It is an existing official citation rather than an invented identifier, and it is what a Montana reviewer can look up; the alternative was to ship arts products carrying no codes at all. THE RULE'S SUBSECTION ORDER IS NOT ALPHABETICAL AND NOT THE ORDER A READER WOULD GUESS -- (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance -- so each discipline is matched to its subsection BY NAME rather than by its position in the PDF; a change of print order between grades would otherwise shift every code by a subsection with nothing to show for it. The document calls theatre "theatre arts" in some places and "theatre" in others and both resolve to subsection 3. Each discipline runs as a single sentence whose items close with semicolons, "; and" before the last and a full stop at the end; that punctuation joins the list rather than belonging to the standard and is removed. The grade's running head repeats at page breaks and lands inside the list, and is discarded. THIS ENTRY IS THE VISUAL ARTS DISCIPLINE at grade 1, ARM 10.53.603 SUBSECTION (2), all eleven of its standards. The other four disciplines in the rule belong to other rows: music is subsection (4) and theatre and dance are (3) and (5), each aligned on its own product, and media arts, subsection (1), is claimed by no row. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI arts document PRINTS NO CODES: each grade is a set of discipline stems followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so "3" on its own identifies

nothing. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 6, one rule per grade, and GRADE 1 IS RULE 10.53.603, whose structure is exactly the document's: a numbered subsection per discipline and a lettered item per numbered line. THE ARM SUBSECTION IS REGISTERED AS THE CODE -- an existing official citation rather than an invented identifier, and the only citation a Montana reviewer can look up, since the alternative was to ship arts products with no codes at all. THE RULE NUMBER WAS CONFIRMED AGAINST THE REGISTER rather than counted on from kindergarten: rules.mt.gov returns 10.53.603 titled "ARTS CONTENT STANDARDS FOR FIRST GRADE", and its first subsection reads "The media arts content standards for first grade", so the subsection order is the same as kindergarten's and was checked rather than assumed. THAT ORDER IS NOT ALPHABETICAL AND IS NOT THE ORDER A READER WOULD GUESS: (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance. Each discipline is matched to its subsection BY NAME rather than by its position in the PDF, so a change of print order between grades cannot silently shift every code by one subsection; the document names theatre "theatre arts" in some places and "theatre" in others, and both resolve to subsection 3. Grade 1 carries ELEVEN STANDARDS IN EVERY ONE of the five disciplines, fifty-five in all, and that count is checked against the rule. The source runs each discipline as a single sentence, every item closing with a semicolon, the last but one with "; and" and the last with a full stop; that punctuation joins the list rather than belonging to the standard and is removed. MEDIA ARTS, SUBSECTION (1), IS NOT REGISTERED ON ANY MONTANA GRADE 1 ROW: no row in this series teaches a media arts year at grade 1, and claiming its standards on an adjacent product would overstate what that product covers. Retrieved 2026-07-27 from <https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf>