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# Montana 10 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            | Montana                                                                       |
| Grade            | 10 (High)                                                                     |
| Subject          | Theatre / Dance                                                               |
| 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 — Artistic Solutions and Safe Choices

### Unit 3: Rehearsal, Safety and Wellness · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you solve a rehearsal problem without creating a bigger one?                                                                                                                                                                                                                                                                                                                                                               |
| Standards          | <p><b>Creating / Rehearse (1) -&gt; ARM 10.53.609(3)(d) Montana Arts Content Standards / Theatre Arts</b> — apply a variety of acting techniques in the rehearsal and performance of drama and theatre works</p> <p><b>Creating / Rehearse (3) -&gt; ARM 10.53.609(3)(d) Montana Arts Content Standards / Theatre Arts</b> — apply a variety of acting techniques in the rehearsal and performance of drama and theatre works</p> |
| Learning target    | "I can solve a rehearsal problem analytically and safely, with a team."                                                                                                                                                                                                                                                                                                                                                           |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                   |

#### Measurable objectives

- Students will explore artistic solutions and make analytical choices in a devised or scripted drama or theatre work, working as part of a creative team.
- Students will utilize best practices and make strategic safe choices during the rehearsal process, working collaboratively.

#### Success criteria (student-friendly)

- "I generate more than one solution."
- "I choose analytically rather than by preference."
- "My choices are safe and I can say why."

#### Academic vocabulary

artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal

#### Materials and technology

- A cleared floor
- Notebooks
- The school's own safety documentation

#### 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

Rehearsal problems solved analytically with safe, stated choices.

### Family communication

Ask your child what problem their rehearsal had to solve.

## Day 41 — Problems Are Normal

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.609(3)(d)

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Framing.                                                                                               |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: Unit 2's interpretation. Teach: that rehearsal is mostly problem-solving - a moment that does not read, a transition that will not work, a space that will not hold the idea. Try: shared listing of the problems in a current scene. Apply: students name three problems precisely. Reflect: name the problem or you will solve the wrong one.

### Check for understanding

Student names rehearsal problems precisely.

### 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 — Exploring Solutions

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.609(3)(d)

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Quantity before choice.                                                                                |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: the problems. Teach: generating several artistic solutions before choosing - staging, pace, physical choice, technical element, cutting - and why the first solution is usually the most obvious rather than the best. Try: shared generation of four solutions to one problem. Apply: students generate solutions for their own problem. Reflect: you cannot choose analytically from one option.

### Check for understanding

Student generates several solutions to one problem.

### 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 — Choosing Analytically

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.609(3)(d)

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | The standard's own adjective.                                                                          |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: solutions. Teach: what makes a choice ANALYTICAL - it is tested against the interpretation, the given circumstances and what the audience will actually perceive, rather than against what the team likes - and the discipline of trying before deciding. Try: shared testing of two solutions. Apply: students test and choose, recording the reason. Reflect: try it, then decide; the argument ends the moment somebody stands up.

### Check for understanding

Student chooses a solution analytically and records why.

### 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 — Strategic Safe Choices

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.609(3)(d)

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | ARM 10.53.609(3)(d).                                                                                   |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

TEACHER NOTE. YOUR SCHOOL'S AND DISTRICT'S OWN SAFETY POLICY, RISK ASSESSMENTS AND SUPERVISION REQUIREMENTS TAKE PRECEDENCE OVER ANYTHING WRITTEN HERE, AND NOTHING IN THIS PLAN IS A RISK ASSESSMENT. NO LIFT, PARTNER WEIGHT-BEARING, FALL, FIGHT, WEAPON, FLAME, RIGGING, HEIGHT OR ELECTRICAL WORK APPEARS ANYWHERE IN THIS PLAN; where a standard invites one, the plan substitutes a route that does not. Connect: analytical choice. Teach: that this week's standard says STRATEGIC SAFE CHOICES - safety as a design constraint considered when the choice is made, not a check afterwards - and the ordinary practices: a cleared and swept space, known exits, warm-up before demanding movement, nothing carried backwards, nothing done for the first time at full speed. Try: shared safety walkthrough of the actual space. Apply: students state the safe practice for their chosen solution. Reflect: a solution that is not safe is not a solution.

### Check for understanding

Student states the safe practice governing a chosen solution.

### 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 — Collaboratively, and On the Record

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.609(3)(d)

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Both standards, met.                                                                                   |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: the choices. Teach: recording the problem, the options, the analytical choice and the safety consideration as a rehearsal record the team shares - which is what makes 'working collaboratively' visible rather than assumed. Try: shared review of a model record. Apply: students complete the record. Reflect: the record is what the next rehearsal starts from.

### Check for understanding

Student completes a collaborative rehearsal record.

### 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

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- 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.
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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 STATE WRITES ONE ARTS RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.609, holding FIFTY-FIVE STANDARDS IN FIVE DISCIPLINES -- media arts, visual arts, theatre arts, music and dance, ELEVEN EACH -- and it assigns none of them to a grade or to a course, so this grade 10 planner cites the same standards as the grade 9 planner in this series. WHAT DIFFERS IS THE YEAR'S WORK, NOT THE STANDARDS. THIS ROW IS ONE COURSE COVERING TWO OF THE STATE'S FIVE DISCIPLINES AND REGISTERS BOTH IN FULL: all eleven theatre arts standards in

subsection (3) and all eleven dance standards in subsection (5), twenty-two in all. Dance standard (5)(k), analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning, is where this course carries Indian Education for All. MEDIA ARTS IS NOT COVERED BY THIS ROW OR BY ANY OTHER GRADE 10 ROW IN THIS SERIES. It is a full discipline of eleven standards in this state, subsection (1) of the rule. If you are relying on this series for the arts requirement at grade 10, those eleven are not here. 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>