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# Montana 12 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            | 12 (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 — Fluency And Personal Voice

### Unit 3: Structure, Concept And Statement · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What makes a piece of work recognisably yours?                                                                                                                                                                                                                                                                                                                  |
| Standards          | <b>Creating / Plan (1) -&gt; ARM 10.53.609(5)(b) Montana Arts Content Standards / Dance</b> — analyze dance patterns and sequences<br><b>Creating / Develop (2) -&gt; ARM 10.53.609(3)(b) Montana Arts Content Standards / Theatre Arts</b> — analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work |
| Learning target    | "I can work fluently and identify my own voice."                                                                                                                                                                                                                                                                                                                |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                 |

#### Measurable objectives

- Students will demonstrate fluency and personal voice in designing and choreographing original dances.
- Students will structure theatrical material for performance.

#### Success criteria (student-friendly)

- "I make decisions without stalling."
- "I identify what recurs in my work."
- "I distinguish voice from habit."

#### Academic vocabulary

fluency, voice, habit, signature, decisiveness, structure

#### Materials and technology

- The working space
- Notebooks

#### 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Fluent working demonstrated and a personal voice described.

**Family communication**

Ask your child what makes a piece of work recognisably theirs.

## Day 41 — Fluency Is Decisiveness, Not Speed

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.609(5)(b), ARM 10.53.609(3)(b)

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Defining the standard's word.                             |
| Learning target   | "I can work fluently and identify my own voice."          |
| Vocabulary in use | fluency, voice, habit, signature, decisiveness, structure |
| Local date        | _____                                                     |

### Learning sequence

Connect: Dance 3 says DEMONSTRATE FLUENCY AND PERSONAL VOICE. Teach: that fluency here means being able to keep making decisions rather than working fast -- the fluent maker tries something, judges it, and moves, while the stalled maker waits to be certain -- and that certainty before trying is not available to anybody, which is why the habit matters. Try: shared discussion of what causes stalling. Apply: students identify their own stalling point. Reflect: what do you wait for?

### Check for understanding

Student identifies what causes them to stall in making.

### 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 — Voice Is Not The Same As Habit

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.609(5)(b), ARM 10.53.609(3)(b)

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | The distinction that matters.                             |
| Learning target   | "I can work fluently and identify my own voice."          |
| Vocabulary in use | fluency, voice, habit, signature, decisiveness, structure |
| Local date        | _____                                                     |

### Learning sequence

Connect: Unit 2 named defaults. Teach: THE DISTINCTION -- a habit is something you do because you always have; a voice is something you do because it serves what you are after, and you could do otherwise -- so the test is whether you can say WHY, and whether you depart from it when the work needs something else. Teach that a maker who cannot depart has a habit rather than a voice. Try: shared application to supplied examples. Apply: students sort three of their own recurrences into voice and habit. Reflect: which was which?

### Check for understanding

Student distinguishes artistic voice from unexamined habit.

### 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 — Working Fluently

Week 9, Day 3 • Unit 3 • Standards: ARM 10.53.609(5)(b), ARM 10.53.609(3)(b)

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Practice.                                                 |
| Learning target   | "I can work fluently and identify my own voice."          |
| Vocabulary in use | fluency, voice, habit, signature, decisiveness, structure |
| Local date        | _____                                                     |

### Learning sequence

TEACHER NOTE: PHYSICAL WORK IS THE DEPARTMENT'S DECISION AND CONSENT RULES GOVERN. A student working in composition, notation or direction meets this in full. Connect: fluency is a habit. Teach: the practical method -- a time limit per decision, no undoing until the section exists, and judging only at the end of a pass -- which forces the making and defers the criticism. Try: brief setup. Apply: students work a section under the constraint. Reflect: was it better or worse than usual?

### Check for understanding

Student works under a fluency constraint and evaluates the result.

### 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 — Structuring In Theatre

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.609(5)(b), ARM 10.53.609(3)(b)

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | TH-IV.4.                                                  |
| Learning target   | "I can work fluently and identify my own voice."          |
| Vocabulary in use | fluency, voice, habit, signature, decisiveness, structure |
| Local date        | _____                                                     |

### Learning sequence

Connect: Theatre 4 structures material. Teach: what a structure has to do -- establish, complicate, turn, and resolve or refuse to -- and that these are functions rather than a formula, so a piece can perform them in any order or leave one out deliberately. Teach that a piece with no structure is not avant-garde, it is unfinished. Try: shared analysis of supplied structures. Apply: students structure their material. Reflect: which function is missing?

### Check for understanding

Student structures dramatic material by function rather than formula.

### 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 Your Own Voice

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

|                   |                                                           |
|-------------------|-----------------------------------------------------------|
| Focus             | Production.                                               |
| Learning target   | "I can work fluently and identify my own voice."          |
| Vocabulary in use | fluency, voice, habit, signature, decisiveness, structure |
| Local date        | _____                                                     |

### Learning sequence

Connect: voice was distinguished from habit. Teach: that describing your voice means naming what you are after and what you consistently do to get it -- specific enough that somebody could recognise your work -- and that vague description usually means the voice is not yet formed, which is fine to say at eighteen. Try: shared drafting. Apply: students write two sentences. Reflect: could somebody pick your work out?

### Check for understanding

Student describes their artistic voice specifically.

### 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.
- Standards were transcribed from the official source.
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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 OF ELEVEN EACH, and it assigns none of them to a grade, to a course or to a LEVEL. THERE IS NO LEVEL IV HERE and no last level to have reached: this planner cites exactly the same standards as the grade 9, 10 and 11 planners in this series, and what rises from year to year is what the work is expected to carry. THIS ROW IS ONE COURSE COVERING TWO OF THE STATE'S FIVE DISCIPLINES AND REGISTERS BOTH IN FULL,

twenty-two standards. Dance standard (5)(k) is where this course carries Indian Education for All. MEDIA ARTS IS NOT COVERED BY THIS ROW OR BY ANY OTHER GRADE 12 ROW IN THIS SERIES. It is a full discipline of eleven standards in this state, subsection (1) of the rule. 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>