
Montana 4 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	4 (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 — Comparing Works in the Same Medium

Unit 3: Making It Better · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why do two artists using the same materials produce such different work?
Standards	Comparing Works in Similar Media -> ARM 10.53.606(2)(c) Montana Arts Content Standards / visual arts — revise artwork on the basis of insights gained through discussion
Learning target	"I can compare and contrast works made in similar media."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and contrast multiple works of art in similar media.
- Students will attribute differences to choices.

Success criteria (student-friendly)

- "I describe each work."
- "I compare on the same features."
- "I attribute a difference to a choice."

Academic vocabulary

medium, media, compare, contrast, choice

Materials and technology

- Sets of works in the same medium, teacher-selected
- Comparison charts
- Sketchbooks
- Chart paper
- Display space

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.

Support area	This week's plan
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

Written comparison of works in similar media.

Family communication

Ask your child what two artworks had in common.

Day 41 — Same Materials, Different Results

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.606(2)(c)

Focus	The phenomenon.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: our own techniques. Teach: the same medium allows enormous variation. Try: shared observation of a teacher-supplied set. Apply: pupils describe differences. Reflect: TEACHER SUPPLIES ALL WORKS; images are used under terms the teacher may lawfully rely on, and a classroom display is not publication.

Check for understanding

Student describes a difference between two works in the same medium.

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 — Describing Before Comparing

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.606(2)(c)

Focus	Description.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: differences. Teach: describing each work fully first. Try: shared description. Apply: pupils describe. Reflect: description before comparison, as in every subject in this workbook.

Check for understanding

Student describes a work of art accurately.

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 — Comparing on the Same Features

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.606(2)(c)

Focus	Fair comparison.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: descriptions. Teach: comparing on colour, composition, texture - the same features for each. Try: shared charting. Apply: pupils compare.

Check for understanding

Student compares two works on the same features.

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 — Why They Differ

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.606(2)(c)

Focus	Attributing to choices.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: comparison. Teach: differences come from decisions the makers took. Try: shared reasoning. Apply: pupils attribute. Reflect: artists as decision-makers, which is how pupils see themselves too.

Check for understanding

Student attributes a difference to an artist's choice.

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 — Comparing Our Own Work

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.606(2)(c)

Focus	Applying to the class.
Learning target	"I can compare and contrast works made in similar media."
Vocabulary in use	medium, media, compare
Local date	_____

Learning sequence

Connect: comparison skills. Teach: applying the same method to two pieces from our class. Try: shared comparison with consent. Apply: pupils compare. Reflect: ONLY work whose makers agreed is used, and no work is ranked.

Check for understanding

Student compares two class works on the same features.

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.
- Not affiliated with or endorsed by Montana Office of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Montana Office of Public Instruction, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf> and local school or district guidance.

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 4, ARM 10.53.606 SUBSECTION (2), all eleven of its standards. 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 4 IS RULE 10.53.606, whose structure is exactly the document's. 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 the grade below: rules.mt.gov returns 10.53.606 titled "ARTS CONTENT STANDARDS FOR FOURTH GRADE". THE SUBSECTION 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. Grade 4 carries ELEVEN STANDARDS IN EVERY ONE of the five disciplines, fifty-five in all, and that count is checked against the rule. MEDIA ARTS, SUBSECTION (1), IS NOT REGISTERED ON ANY MONTANA GRADE 4 ROW: no row in this series teaches a media arts year at grade 4, 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>