
Montana 5 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	5 (Elementary)
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 — Internal and External Rhythms

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

Essential question	Where does a rhythm come from if there is no music?
Standards	Dancing to Internal and External Rhythms -> ARM 10.53.607(5)(d) Montana Arts Content Standards / dance — perform dance sequences using a variety of rhythms
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will dance to a variety of rhythms generated from internal and external sources.
- Students will perform phrases showing response to changes in time.

Success criteria (student-friendly)

- "I dance to an external rhythm."
- "I dance to an internal one."
- "I respond to a change in time."

Academic vocabulary

internal, external, pulse, tempo change, phrasing

Materials and technology

- A cleared floor
- Percussion, claps and stomps
- Sound source
- Notebooks
- Class devices

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

Dancing to both rhythm sources with a response to a change in time.

Family communication

Ask your child what an internal rhythm is.

Day 41 — Rhythms From Outside

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.607(5)(d)

Focus	External sources.
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Vocabulary in use	internal, external, pulse
Local date	_____

Learning sequence

Connect: moving to sound. Teach: external rhythms - percussion, claps, snaps, stomps, and whatever sound source the school has, all of which the standard's own examples name. Try: shared practice. Apply: pupils dance to two external rhythms. Reflect: NO RECORDED MUSIC IS REQUIRED; the class makes the rhythm.

Check for understanding

Student dances accurately to an external rhythm.

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 — Rhythms From Inside

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.607(5)(d)

Focus	Internal sources.
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Vocabulary in use	internal, external, pulse
Local date	_____

Learning sequence

Connect: external. Teach: internal rhythms - breath and heartbeat, which the standard's examples name - and how a phrase driven by breath feels different from one driven by a drum. Try: shared practice. Apply: pupils dance to their own breath. Reflect: taught as a source of movement, not as a body measurement; NOTHING IS COUNTED OR RECORDED ABOUT ANY PUPIL'S BODY.

Check for understanding

Student dances to an internal rhythm.

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 — When the Time Changes

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.607(5)(d)

Focus	The standard's second half.
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Vocabulary in use	internal, external, pulse
Local date	_____

Learning sequence

Connect: both sources. Teach: responding to a change in tempo or meter without stopping - the same recovery habit as any performing art. Try: shared practice with deliberate changes. Apply: pupils respond.

Check for understanding

Student adapts to a tempo change without stopping.

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 — A Phrase Built on Rhythm

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.607(5)(d)

Focus	Composition.
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Vocabulary in use	internal, external, pulse
Local date	_____

Learning sequence

Connect: responding. Teach: building a short phrase whose structure comes from a rhythm rather than from shapes. Try: shared building. Apply: pupils build. Reflect: material kept for Unit 4.

Check for understanding

Student builds a phrase from a rhythmic source.

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 — Performing to Both Sources

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.607(5)(d)

Focus	Dance this week's standard assessed.
Learning target	"I can dance to internal and external rhythms and respond to changes in time."
Vocabulary in use	internal, external, pulse
Local date	_____

Learning sequence

Connect: the week. Teach: performing a phrase to an external rhythm and then to an internal one. Try: shared performance in small groups. Apply: pupils perform. Reflect: Dance this week's standard recorded.

Check for understanding

Student performs to both an internal and an external rhythm.

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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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 GRADE 5 THEATRE AND DANCE ROW of the 2016 Montana Content Standards for Arts, codified at ARM 10.53.607, and it registers TWENTY-TWO STANDARDS: ALL ELEVEN OF SUBSECTION (3) THEATRE ARTS and ALL ELEVEN OF SUBSECTION (5) DANCE. THIS ROW IS TWO DISCIPLINES, NOT ONE, because the catalogue pairs them in a single course; the rule keeps them apart and so does this entry, and no standard is used to stand in for the other art form. Subsections (1) media arts, (2) visual arts and (4) music belong to other rows and are not

cited here. THE ARM SUBSECTION IS REGISTERED AS THE CODE because the OPI arts document prints no codes of its own. Every statement is transcribed from the document. 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>