
Montana 5 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	5 (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 — Documenting Places and Objects

Unit 3: The Art-Making Process · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you show why something matters to you?
Standards	Documenting Places and Objects That Matter -> ARM 10.53.607(2)(b) Montana Arts Content Standards / visual arts — create artworks that document places or objects of personal significance
Learning target	"I can visually document a place or object that matters to me."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe and visually document places and/or objects of personal significance.
- Students will choose what to share.

Success criteria (student-friendly)

- "I choose something significant to me."
- "I document it visually."
- "I describe why it matters."

Academic vocabulary

document, significance, detail, viewpoint, record

Materials and technology

- Sketchbooks
- Pencils and colour media
- Objects supplied by the teacher as alternatives
- Rulers
- 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

A visual document of a chosen place or object with a written description.

Family communication

Ask your child what they chose to document, if they want to share it.

Day 41 — Place, or Object, or Either

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.607(2)(b)

Focus	The choice.
Learning target	"I can visually document a place or object that matters to me."
Vocabulary in use	document, significance, detail
Local date	_____

Learning sequence

TEACHER NOTE: this standard invites pupils toward home and family. NO PUPIL IS ASKED TO REVEAL ANYTHING ABOUT THEIR HOME OR CIRCUMSTANCES. An object is as valid as a place, a place in school or the neighbourhood is as valid as one at home, and a teacher-supplied object is a full alternative for any pupil who prefers it. Work stays private unless the pupil chooses otherwise. Connect: looking closely. Teach: what makes something significant - memory, use, person, feeling. Try: shared discussion of general examples. Apply: pupils choose privately. Reflect: the choice belongs to the pupil.

Check for understanding

Student chooses a place or object and says it is theirs to choose.

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 — Looking Long Enough

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

Focus	Observation.
Learning target	"I can visually document a place or object that matters to me."
Vocabulary in use	document, significance, detail
Local date	_____

Learning sequence

Connect: the choice. Teach: that documenting needs longer looking than pupils expect, and what to look for - shape, proportion, texture, detail, how light falls. Try: shared observation of a supplied object. Apply: pupils observe and note. Reflect: DRAWING SKILL IS NOT THE ASSESSMENT; accurate observation is.

Check for understanding

Student records three specific observed details.

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 a Viewpoint

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

Focus	Deliberate choice.
Learning target	"I can visually document a place or object that matters to me."
Vocabulary in use	document, significance, detail
Local date	_____

Learning sequence

Connect: observation. Teach: that where you look from changes what the document says - close, far, above, from the side. Try: shared trial of three viewpoints. Apply: pupils choose one and say why. Reflect: a choice made on purpose is what makes it art-making rather than copying.

Check for understanding

Student chooses a viewpoint and justifies it.

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 — Documenting Visually

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.607(2)(b)

Focus	The making.
Learning target	"I can visually document a place or object that matters to me."
Vocabulary in use	document, significance, detail
Local date	_____

Learning sequence

Connect: viewpoint. Teach: building the visual document with the elements that carry significance emphasised. Try: shared work. Apply: pupils document. Reflect: VISUALLY DOCUMENT is the standard's phrase, so accuracy serves meaning.

Check for understanding

Student produces a visual document of their subject.

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 Why It Matters

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.607(2)(b)

Focus	ARM 10.53.607(2)(b) assessed.
Learning target	"I can visually document a place or object that matters to me."
Vocabulary in use	document, significance, detail
Local date	_____

Learning sequence

Connect: the document. Teach: writing a description that says what it is and why it is significant, sharing only what the pupil chooses to. Try: shared modelling. Apply: pupils write. Reflect: this week's standard recorded.

Check for understanding

Student describes their subject and its significance.

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.
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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 VISUAL ARTS ROW of the 2016 Montana Content Standards for Arts, codified at ARM 10.53.607(2), and it registers ALL ELEVEN of that subsection's standards. THE RULE COVERS FIVE ARTS DISCIPLINES AND THIS ROW REGISTERS ONE. Subsection (1) is media arts, (3) theatre arts, (4) music and (5) dance; those belong to other rows and are not cited here, because a visual arts product does not teach them. THE ARM SUBSECTION IS REGISTERED AS THE CODE because the OPI arts document prints no codes of its own -- it is an existing official

citation a Montana reviewer can look up rather than an identifier invented here. 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>