
Montana 6 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	6 (Middle)
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 — Choreographic Devices

Unit 3: Dance: Making a Dance Study · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What can you do to a movement to make more dance?
Standards	Dance: Choreographic Devices and Intent -> ARM 10.53.608(5)(b) Montana Arts Content Standards / dance — create an original dance that communicates an idea
Learning target	"I can name and use choreographic devices to develop material."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain how a dance study with a clear artistic intent uses a variety of choreographic devices.

Success criteria (student-friendly)

- "I name devices."
- "I apply them to a phrase."
- "I explain how they serve intent."

Academic vocabulary

device, repetition, retrograde, canon, unison

Materials and technology

- Floor space
- Recorded phrases
- Notebooks
- Chart paper
- 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.
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

Devices applied to a phrase with the effect explained.

Family communication

Ask your child what a choreographic device is.

Day 41 — One Phrase, Many Dances

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.608(5)(b)

Focus	The premise.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: recorded material. Teach: that a short phrase becomes a whole dance through devices, so material shortage is never the real problem. Try: shared demonstration. Apply: pupils recall a phrase.

Check for understanding

Student recalls a phrase accurately for development.

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 — Repetition, Unison and Canon

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.608(5)(b)

Focus	Three devices.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the premise. Teach: repeating, performing together, and performing in overlap - the three that transform group work most. Try: shared practice. Apply: pupils apply all three. Reflect: canon is the one Grade 6 groups find most rewarding and most difficult.

Check for understanding

Student performs a phrase in canon.

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 — Retrograde, Level and Size

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.608(5)(b)

Focus	Three more.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the first three. Teach: reversing a phrase, changing its level, and changing its size. Try: shared practice. Apply: pupils apply two. Reflect: devices, not decoration - each changes the reading.

Check for understanding

Student transforms a phrase by size or level.

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 — Devices Serving Intent

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.608(5)(b)

Focus	The standard's point.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: devices. Teach: that a device is chosen because it serves what the dance is about, and that using every device is a common beginner error. Try: shared reasoning. Apply: pupils justify one choice.

Check for understanding

Student justifies a device choice by artistic intent.

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 — Explaining a Study

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.608(5)(b)

Focus	Standard assessed.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the week. Teach: writing how a study uses devices to carry intent. Try: shared drafting. Apply: pupils write. Reflect: DANCE this week's standard recorded.

Check for understanding

Student explains how devices serve a study's intent.

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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE, NOT THREE GRADES: Montana publishes ARM 10.53.608 for grades 6, 7 and 8 together, so the rows for all three grades in this series cite these same codes and differ in what the year does with them. This row 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. THE ARM SUBSECTION IS REGISTERED AS THE CODE because the OPI arts document prints no codes of its own. 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>