
Montana 6 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	6 (Middle)
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 — Materials and Safety

Unit 3: Materials, Care and Consequence · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does this material do, and what does it do to you?
Standards	Conservation, Care and Clean-Up -> ARM 10.53.608(2)(d) Montana Arts Content Standards / visual arts — compare similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork
Learning target	"I can use, care for and clean up materials safely."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate proper care of art materials, tools and equipment.

Success criteria (student-friendly)

- "I follow the safety procedure."
- "I care for tools properly."
- "I clean up correctly."

Academic vocabulary

safety, ventilation, disposal, maintenance, procedure

Materials and technology

- Whatever the school has
- Cleaning materials the school supplies
- Sketchbooks
- 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.

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

Safe use and correct clean-up demonstrated across a session.

Family communication

Ask your child how they clean up in art.

Day 41 — Before Anything Else

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.608(2)(d)

Focus	The safety note.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

TEACHER NOTE: read this before teaching. CHECK THE SAFETY INFORMATION FOR EVERY MATERIAL YOUR ROOM ACTUALLY HOLDS and follow your school's and district's procedures over anything printed here - this plan cannot know your inventory, your ventilation or your pupils' allergies and sensitivities. Ask about allergies before any material is opened. Connect: the studio agreement. Teach: the room's own procedures. Try: shared walkthrough. Apply: pupils record the procedure. Reflect: this week's standard is a safety standard as much as an environmental one.

Check for understanding

Student states the room's safety procedure.

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 — Using a Tool Properly

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

Focus	Technique and safety together.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: procedures. Teach: that most tools are safest when used correctly, so technique and safety are the same lesson. Try: shared demonstration. Apply: pupils demonstrate. Reflect: NO TOOL IS USED THAT THE SCHOOL HAS NOT APPROVED.

Check for understanding

Student uses a tool correctly and safely.

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 — Caring for Tools

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

Focus	Maintenance.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: use. Teach: that tools last far longer when cleaned and stored properly, and what that costs a school if they are not. Try: shared practice. Apply: pupils clean and store.

Check for understanding

Student cleans and stores a tool correctly.

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 — Clean-Up as a Procedure

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.608(2)(d)

Focus	System.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: care. Teach: an agreed clean-up sequence with roles, so it is reliable rather than a scramble. Try: shared drafting. Apply: pupils run it.

Check for understanding

Student follows the clean-up procedure.

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 — Where It Goes Afterwards

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

Focus	Disposal.
Learning target	"I can use, care for and clean up materials safely."
Vocabulary in use	safety, ventilation, disposal
Local date	_____

Learning sequence

Connect: clean-up. Teach: that what goes down a sink or into a bin goes somewhere, which is where the environmental part of the standard begins. Try: shared discussion. Apply: pupils trace one material. Reflect: this week's standard opened; Weeks 10-11 develop it.

Check for understanding

Student traces where a used material goes.

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

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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 ALL ELEVEN standards of subsection (2), visual arts. Subsections (1) media arts, (3) theatre arts, (4) music and (5) dance 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 -- it is an existing official

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