
Montana 7 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	7 (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 — DANCE: Expanding Technical Skills

Unit 3: Rehearsal Discipline · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you get a body to do something it could not do last month?
Standards	Expanding Technical Dance Skills -> ARM 10.53.608(5)(e) Montana Arts Content Standards / dance — execute and coordinate technical dance skills in performance
Learning target	"I can apply movement skills and shapes to expand my technique."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply developmentally appropriate physical movement skills and shapes to expand technical dance skills.

Success criteria (student-friendly)

- "I execute a skill with correct alignment."
- "I work at my own developmental level."
- "I progress against my own record."

Academic vocabulary

alignment, technique, shape, developmentally appropriate, progression

Materials and technology

- A clear space with a suitable floor
- Notebooks
- A means of keeping a beat
- Mats if available
- Water access

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

Skills executed with correct alignment at the pupil's own level.

Family communication

Ask your child what alignment means in dance.

Day 41 — Alignment Before Range

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

Focus	The foundation.
Learning target	"I can apply movement skills and shapes to expand my technique."
Vocabulary in use	alignment, technique, shape
Local date	_____

Learning sequence

DANCE STRAND. Connect: Week 1's warm-up. Teach: that alignment - how the body stacks and where the weight goes - determines whether a skill is safe and whether it can develop, and that range gained without it is range that will injure somebody. Try: shared alignment work. Apply: pupils find and hold alignment. Reflect: standard Dance 10 says DEVELOPMENTALLY APPROPRIATE, which is the source's own safeguard.

Check for understanding

Student demonstrates correct alignment in a basic shape.

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 — What Developmentally Appropriate Means

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

Focus	The standard's own limit.
Learning target	"I can apply movement skills and shapes to expand my technique."
Vocabulary in use	alignment, technique, shape
Local date	_____

Learning sequence

Connect: alignment. Teach: that bodies at this age are growing at different rates, that flexibility and strength vary hugely for reasons nobody chooses, and that the correct level is the one THIS pupil can hold with control today. Try: shared self-assessment of a skill. Apply: pupils set their own working level. Reflect: NO PUPIL'S RANGE, FLEXIBILITY OR LINE IS COMPARED WITH ANOTHER'S, and nobody is pushed past control.

Check for understanding

Student sets a working level they can hold with control.

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 — Shapes and Transitions

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

Focus	The vocabulary.
Learning target	"I can apply movement skills and shapes to expand my technique."
Vocabulary in use	alignment, technique, shape
Local date	_____

Learning sequence

Connect: levels. Teach: the shapes the body can make and, more importantly, the transitions between them - because a dance is mostly transitions and pupils rehearse mostly shapes. Try: shared practice of transitions. Apply: pupils link three shapes smoothly. Reflect: transitions are where technique shows.

Check for understanding

Student links shapes with controlled transitions.

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 — Building a Skill Gradually

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

Focus	Progression.
Learning target	"I can apply movement skills and shapes to expand my technique."
Vocabulary in use	alignment, technique, shape
Local date	_____

Learning sequence

Connect: transitions. Teach: breaking a skill into a progression and working the step that is currently reachable, which is how technique is actually built and how injuries are avoided. Try: shared progression work. Apply: pupils identify and work their current step. Reflect: progress is measured against the pupil's own earlier record only.

Check for understanding

Student identifies and works the reachable step of a progression.

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 — Applying Skills in a Phrase

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

Focus	Standard Dance 10 assessed.
Learning target	"I can apply movement skills and shapes to expand my technique."
Vocabulary in use	alignment, technique, shape
Local date	_____

Learning sequence

Connect: the week. Teach: applying the expanded skills inside a danced phrase rather than as isolated exercises, which is where they have to survive. Try: shared phrase work. Apply: pupils perform a phrase applying their skills. Reflect: standard Dance 10 recorded.

Check for understanding

Student applies technical skills within a danced phrase.

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. MONTANA WRITES THE ARTS AS ONE BAND FOR GRADES 6, 7 AND 8. The rule for that band, ARM 10.53.608, covers five disciplines at ELEVEN STANDARDS EACH. THIS PRODUCT REGISTERS TWENTY-TWO STANDARDS -- THE ELEVEN THEATRE AND THE ELEVEN DANCE -- because it teaches both, and it alternates them week by week rather than blocking one after the other. BECAUSE THE BAND IS SHARED, THE GRADE 6 THEATRE AND DANCE PRODUCT IN THIS SERIES CITES THE SAME TWENTY-TWO CODES; what differs is the year taught over them. NO SCRIPT,

PLAY, CHOREOGRAPHER OR RECORDING IS PRESCRIBED. NO PUPIL PERFORMS ALONE UNLESS THEY CHOOSE TO, and the dance weeks are written so that a pupil who cannot or will not do a movement has an equivalent way to meet the same standard. 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>