
Montana 7 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	7 (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 — Planning a Revision

Unit 3: Revision as a Discipline • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	Which change is worth making, and which is fiddling?
Standards	Planning a Revision Against Criteria -> ARM 10.53.608(2)(c) Montana Arts Content Standards / visual arts — apply criteria to plan revisions for artwork or design
Learning target	"I can plan a revision that is worth making."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply relevant criteria to plan revisions for a work of art or design in progress.

Success criteria (student-friendly)

- "I rank the possible changes."
- "I predict what each would do."
- "I write a plan before touching the work."

Academic vocabulary

revision, priority, predict, risk, plan

Materials and technology

- Work in progress
- Sketchbooks
- Tracing or overlay material if available
- Pencils
- 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

A written revision plan with priorities and predictions.

Family communication

Ask your child why planning a change beats just making it.

Day 41 — Not Every Fault Is Worth Fixing

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.608(2)(c)

Focus	Priority.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: Week 8's list. Teach: ranking candidate changes by how much each would improve the work against the brief, and that fixing a small fault while a large one stands is the commonest waste of a lesson. Try: shared ranking. Apply: pupils rank their changes. Reflect: planning is mostly deciding what NOT to do.

Check for understanding

Student ranks candidate changes by impact.

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 — Predicting What a Change Will Do

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

Focus	Foresight.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: ranking. Teach: predicting the effect of a change before making it, including its side effects - darkening one area changes every relationship in the piece. Try: shared prediction. Apply: pupils predict the effect of their top change. Reflect: prediction is what makes revision deliberate.

Check for understanding

Student predicts the effect and a side effect of a change.

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 — Testing a Change Without Committing

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

Focus	The safe rehearsal.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: prediction. Teach: trying a change on an overlay, a copy, a corner, or a separate study first - so a revision can be evaluated before it is irreversible. Try: shared testing on overlays or in the sketchbook. Apply: pupils test their planned change off the work. Reflect: this is why Unit 1's test sheets mattered.

Check for understanding

Student tests a planned change without altering the work.

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 — When Not to Revise

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

Focus	The honest limit.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: testing. Teach: recognising when a work is done, when a revision would be chasing somebody else's taste, and when the right move is to start again with what was learned rather than rescue this one. Try: shared discussion of teacher-written cases. Apply: pupils judge one case. Reflect: knowing when to stop is a skill, not a lack of effort.

Check for understanding

Student justifies a decision not to revise.

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 — Writing the Revision Plan

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

Focus	ARM 10.53.608(2)(c) assessed.
Learning target	"I can plan a revision that is worth making."
Vocabulary in use	revision, priority, predict
Local date	_____

Learning sequence

Connect: the week. Teach: writing the plan - the criterion, the change, the predicted effect, the test result, the order of work. Try: shared drafting. Apply: pupils write a full revision plan. Reflect: this week's standard recorded; Week 10 carries it out, which is this week's standard.

Check for understanding

Student writes a complete revision plan.

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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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. 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 -- dance, media arts, music, theatre and visual arts -- at ELEVEN STANDARDS EACH. THIS PRODUCT REGISTERS THE ELEVEN VISUAL ARTS STANDARDS, which is the whole visual arts discipline for the band, and does not claim the other four. BECAUSE THE BAND IS SHARED, THE GRADE 6 VISUAL ARTS PRODUCT IN THIS SERIES CITES THE SAME ELEVEN CODES. The years differ in what is made and judged, not in which standards apply:

this one runs open-ended experiments, criteria written for a work in progress and then carried out, two distinct methods of judging, how region shapes art, ethical responsibility when sharing, and a curating strand that ends the year. 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>