
Montana 8 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	8 (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 — Appropriation

Unit 3: Using What Already Exists · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	When is using someone else's image part of the art, and when is it just taking it?
Standards	Appropriation, Fair Use and Copyright -> ARM 10.53.608(2)(b) Montana Arts Content Standards / visual arts — demonstrate awareness of issues and ethics of appropriation as they create artworks and design
Learning target	"I can explain what appropriation is and how it differs from copying."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will define appropriation and distinguish it from copying.
- Students will explain what transformation means in this context.

Success criteria (student-friendly)

- "I define appropriation in my own words."
- "I distinguish quoting, referencing and copying."
- "I explain why transformation matters."

Academic vocabulary

appropriation, transformation, reference, quotation, source

Materials and technology

- Sketchbooks
- Pencils
- Pupils' own earlier work as examples
- Paper for source lists
- Class devices where available

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 written distinction between quoting, referencing and copying, with examples.

Family communication

Ask your child the difference between referencing a work and copying it.

Day 41 — What Appropriation Actually Means

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

Focus	The term.
Learning target	"I can explain what appropriation is and how it differs from copying."
Vocabulary in use	appropriation, transformation, reference
Local date	_____

Learning sequence

TEACHER NOTE: THIS UNIT IS TAUGHT WITHOUT REPRODUCING ANY COPYRIGHTED WORK. The examples are pupils' own work and yours; where an outside work is needed, use one your school may lawfully use. A unit about lawful use that modelled unlawful use would teach the opposite of what it says. Connect: Week 6's chosen images. Teach: appropriation as the deliberate taking of existing material INTO a new work where the taking is part of the meaning. Try: shared examination of a pupil-made example. Apply: pupils define it in their own words.

Check for understanding

Student defines appropriation in their own words.

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 — Quoting, Referencing, Copying

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

Focus	Three different acts.
Learning target	"I can explain what appropriation is and how it differs from copying."
Vocabulary in use	appropriation, transformation, reference
Local date	_____

Learning sequence

Connect: the definition. Teach: quoting (a fragment used and marked as such), referencing (an echo the viewer may recognise), and copying (reproduction) - three different acts with three different obligations. Try: shared sorting of teacher-made examples into the three. Apply: pupils write one example of each using their own work. Reflect: NO PUPIL COPIES AN EXISTING ARTWORK IN THIS COURSE.

Check for understanding

Student sorts examples correctly into quoting, referencing and copying.

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 — Transformation and Why It Matters

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

Focus	The central test.
Learning target	"I can explain what appropriation is and how it differs from copying."
Vocabulary in use	appropriation, transformation, reference
Local date	_____

Learning sequence

Connect: the three acts. Teach: transformation as the question 'does this do something the original did not?' - new purpose, new meaning, new audience - and that changing the colours is not transformation. Try: shared judgement on described cases. Apply: pupils judge two cases and justify. Reflect: transformation is a matter of degree and reasonable people disagree, which is why Week 10 goes to the actual test.

Check for understanding

Student judges whether a described use is transformative 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 — When Appropriation Is the Point

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

Focus	Legitimate practice.
Learning target	"I can explain what appropriation is and how it differs from copying."
Vocabulary in use	appropriation, transformation, reference
Local date	_____

Learning sequence

Connect: transformation. Teach: that some work depends on the viewer recognising what was taken - commentary, parody, critique - and that in those cases hiding the source would destroy the work. Try: shared discussion of what such a work needs from its audience. Apply: pupils describe a hypothetical work of this kind. Reflect: the practice is legitimate; the obligations do not disappear.

Check for understanding

Student describes a use where recognition of the source is essential.

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 — Naming What You Used

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

Focus	The habit.
Learning target	"I can explain what appropriation is and how it differs from copying."
Vocabulary in use	appropriation, transformation, reference
Local date	_____

Learning sequence

Connect: legitimate practice. Teach: recording every source at the moment of use - what it was, where it came from, what permission applies - because reconstructing it later is unreliable and usually wrong. Try: shared source-record format. Apply: pupils start a source record for their own work. Reflect: this record is required for everything made from here to Week 36.

Check for understanding

Student starts a source record with the required fields.

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. 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, the whole discipline for the band, and does not claim the other four. BECAUSE THE BAND IS SHARED, THE GRADE 6 AND GRADE 7 VISUAL ARTS PRODUCTS CITE THE SAME ELEVEN CODES. ONE WEEK IS REGISTERED AGAINST NO STANDARD AND THAT IS DELIBERATE: the week on WORK IN THE

ARTS -- what an arts occupation actually is -- has no counterpart anywhere in this state's arts standards, and it is taught because a grade 8 pupil deciding whether to keep going deserves it, not to fill a row in the alignment table. NO ARTIST, WORK OR MEDIUM IS PRESCRIBED. 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>