
Montana 9 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	9 (High)
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 — Reading Intent From the Devices

Unit 3: Revising, Ethics and Rehearsal · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is this dance trying to do, and how can you tell?
Standards	Creating / Revise (1) -> ARM 10.53.609(5)(c) Montana Arts Content Standards / Dance — analyze and evaluate the impact of choices made in revising dance sequences Creating / Revise (2) -> ARM 10.53.609(5)(c) Montana Arts Content Standards / Dance — analyze and evaluate the impact of choices made in revising dance sequences
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the choreographic devices and dance structures used in a dance in order to identify its artistic intent, and explain the importance and value of documentation strategies for the preservation of dance works.

Success criteria (student-friendly)

- "I describe the devices and structures used in a dance."
- "I infer artistic intent from them."
- "I explain why documentation matters for dance."

Academic vocabulary

device, structure, intent, inference, documentation, notation, score, preservation, reconstruction

Materials and technology

- A cleared floor
- Notebooks
- Dance the school may lawfully use, or the class's own

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

Intent inferred from devices, and documentation explained.

Family communication

Ask your child how you would write a dance down.

Day 41 — Describing Before Interpreting

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.609(5)(c)

Focus	Method.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: Unit 2's devices. Teach: describing what a dance DOES - which devices, which structure, what repeats, what contrasts - before saying what it means, because an interpretation with no description under it is a guess. NO STUDENT'S OWN WORK IS DESCRIBED WITHOUT THEIR CONSENT; the class's own studies are used only by agreement, and the teacher's demonstration is always available instead. Try: shared description. Apply: students describe the devices and structure of a dance. Reflect: say what happens before you say what it means.

Check for understanding

Student describes the devices and structure of a dance.

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 — Inferring Intent

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.609(5)(c)

Focus	The standard's purpose clause.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: description. Teach: the inference must be traceable to a device: unison for unity, fragmentation for disintegration, retrograde for reversal. Try: shared inference. Apply: students infer intent from two described devices. Reflect: point at the device that made you think it.

Check for understanding

Student infers artistic intent from choreographic devices.

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 — When Intent and Effect Differ

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.609(5)(c)

Focus	Honesty.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: inference. Teach: that a maker's intent and a viewer's reading often differ, that this is information rather than failure, and how a choreographer uses the gap. Try: shared discussion using the class's own studies WITH CONSENT, or the teacher's. Apply: students compare a stated intent with a reading. Reflect: the gap tells you what the work actually communicates.

Check for understanding

Student compares stated intent with a viewer's reading.

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 — Why Dance Is Documented

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.609(5)(c)

Focus	Dance this week's standard.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: the studies. Teach: the problem the standard is really about - dance disappears as it is performed, so without documentation a work exists only while someone remembers it - and what is lost when it goes. Try: shared discussion of what a documented and an undocumented work leave behind. Apply: students explain the importance of documentation. Reflect: this is the only art form where the work vanishes by default.

Check for understanding

Student explains why dance documentation matters.

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 — Strategies

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.609(5)(c)

Focus	The standard's own noun.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: importance. Teach: the strategies available - notation systems, written description, video, teaching it to another dancer, photographs of key shapes - and what each preserves and loses. ANY VIDEO IS THE STUDENT'S OWN AND IS NOT COLLECTED, KEPT OR SHARED. Try: shared comparison of two strategies on one phrase. Apply: students document a phrase by two strategies and explain the value of each. Reflect: video shows you everything except what it felt like to do.

Check for understanding

Student documents a phrase by two strategies and evaluates them.

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. THIS STATE WRITES ONE ARTS RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.609, holding FIFTY-FIVE STANDARDS IN FIVE DISCIPLINES -- media arts, visual arts, theatre arts, music and dance, ELEVEN EACH -- and it assigns none of them to a grade or to a course. THIS ROW IS ONE COURSE COVERING TWO OF THE STATE'S FIVE DISCIPLINES AND REGISTERS BOTH IN FULL: all eleven theatre arts standards in subsection (3) and all eleven dance standards in subsection (5), twenty-two in all. Note that dance standard (5)(k), analyze how dances from a variety of

cultures and time periods communicate specific purpose and meaning, is where this course carries Indian Education for All. MEDIA ARTS IS NOT COVERED BY THIS ROW OR BY ANY OTHER GRADE 9 ROW IN THIS SERIES. It is a full discipline of eleven standards in this state, subsection (1) of the rule, covering media artworks, production processes and how media artworks relate to context and values. If you are relying on this series for the arts requirement at grade 9, those eleven are not 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>