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# Montana K 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            | K (Early Childhood)                                                           |
| 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 — High, Low, Big, Small

### Unit 3: Space, Levels and Voice · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How does changing level change my movement?                                                                                          |
| Standards          | <b>High, Low, Big and Small</b> -> ARM 10.53.602(5)(d) Montana Arts Content Standards / dance — explore different movement qualities |
| Learning target    | "I can move high, low, big and small."                                                                                               |
| Local dates        | _____ (enter your school dates)                                                                                                      |

#### Measurable objectives

- Students will demonstrate motion and stillness using basic elements of space, including levels and size.
- Students will move at high, middle and low levels.

#### Success criteria (student-friendly)

- "I move at a high level."
- "I move at a low level."
- "I change the size of my movement."

#### Academic vocabulary

level, high, middle, low, size

#### Materials and technology

- Open space
- Level cards
- Drum
- Scarves
- Chart paper

#### 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

Observation: child moves at three distinct levels on request.

### Family communication

Ask your child to show you a high movement and a low movement.

## Day 41 — Reaching Up High

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.602(5)(d)

|                   |                                        |
|-------------------|----------------------------------------|
| Focus             | High level.                            |
| Learning target   | "I can move high, low, big and small." |
| Vocabulary in use | level, high, middle                    |
| Local date        | _____                                  |

### Learning sequence

Warm-up: space check. Teach: high level. Explore: high movements. Share: tallest shapes. Reflect: level named.

### Check for understanding

Student moves at a high level.

### 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 — Down Low

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.602(5)(d)

|                   |                                        |
|-------------------|----------------------------------------|
| Focus             | Low level.                             |
| Learning target   | "I can move high, low, big and small." |
| Vocabulary in use | level, high, middle                    |
| Local date        | _____                                  |

### Learning sequence

Warm-up: high level. Teach: low level. Explore: low movements. Share: lowest shapes. Reflect: contrast drawn.

### Check for understanding

Student moves at a low level.

### 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 — In the Middle

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.602(5)(d)

|                   |                                        |
|-------------------|----------------------------------------|
| Focus             | Middle level.                          |
| Learning target   | "I can move high, low, big and small." |
| Vocabulary in use | level, high, middle                    |
| Local date        | _____                                  |

### Learning sequence

Warm-up: high and low. Teach: middle level. Explore: middle movements. Share: three levels shown. Reflect: levels sequenced.

### Check for understanding

Student identifies and moves at the middle level.

### 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 — Big Movements, Small Movements

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.602(5)(d)

|                   |                                        |
|-------------------|----------------------------------------|
| Focus             | Size in space.                         |
| Learning target   | "I can move high, low, big and small." |
| Vocabulary in use | level, high, middle                    |
| Local date        | _____                                  |

### Learning sequence

Warm-up: levels. Teach: size is separate from level. Explore: big and small. Share: contrasts shown. Reflect: size named.

### Check for understanding

Student performs the same movement big and small.

### 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 — Moving and Standing Still

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.602(5)(d)

|                   |                                        |
|-------------------|----------------------------------------|
| Focus             | Motion and stillness.                  |
| Learning target   | "I can move high, low, big and small." |
| Vocabulary in use | level, high, middle                    |
| Local date        | _____                                  |

### Learning sequence

Warm-up: size play. Teach: stillness is part of dance. Explore: move-freeze at levels. Share: held stillness. Reflect: stillness valued.

### Check for understanding

Student holds stillness at a chosen level.

### 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

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- 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. THIS ENTRY COVERS TWO DISCIPLINES because the product does: theatre is ARM 10.53.602 SUBSECTION (3) and dance is SUBSECTION (5), and all eleven standards of each are registered, twenty-two in all. Visual arts, subsection (2), and music, subsection (4), are aligned on their own products, and media arts, subsection (1), is claimed by no row. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI arts document PRINTS NO CODES: each grade is a set of discipline stems followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY

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