
Montana PreK Fine 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	PreK (Early Childhood)
Subject	Fine Arts
Course category	Early Learning Domain
Standards family	Fine Arts
Framework	Montana Early Learning Standards (2014)
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 — Deciding What to Make

Unit 3: Making Something on Purpose · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What am I going to make?
Standards	Making Visual Art -> Standard 4.9 Core Domain 4: Cognition / Visual Arts — Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.
Learning target	"I can decide what to make before I start."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will state an intention before starting a piece.
- Children will select materials to match their intention.

Success criteria (student-friendly)

- "I say what I will make."
- "I choose my materials."
- "I start."

Academic vocabulary

plan, decide, make, choose, idea

Materials and technology

- Assorted art materials
- Planning cards
- Paper
- Clipboards
- Aprons

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.

Support area	This week's plan
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.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Child states an intention and selects matching materials.

Family communication

Ask what the child plans to make before they start.

Day 41 — I Am Going to Make...

Week 9, Day 1 • Unit 3 • Standards: Standard 4.9

Focus	Stating intention.
Learning target	"I can decide what to make before I start."
Vocabulary in use	plan, decide, make
Local date	_____

Learning sequence

Circle: say what you will make. Model: teacher states hers. Practice: children state intentions. Play: art centre.

Check for understanding

Child states what they intend to make.

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 — Choosing What I Need

Week 9, Day 2 · Unit 3 · Standards: Standard 4.9

Focus	Material selection.
Learning target	"I can decide what to make before I start."
Vocabulary in use	plan, decide, make
Local date	_____

Learning sequence

Circle: which materials suit your idea? Model: teacher selects for her plan. Practice: children select materials. Play: art centre.

Check for understanding

Child selects materials matching their intention.

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 — Starting Without Worrying

Week 9, Day 3 · Unit 3 · Standards: Standard 4.9

Focus	Risk-taking in art.
Learning target	"I can decide what to make before I start."
Vocabulary in use	plan, decide, make
Local date	_____

Learning sequence

Circle: there is no wrong way. Model: teacher starts imperfectly and continues. Practice: children start. Play: art centre.

Check for understanding

Child begins a piece without seeking approval.

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 — Changing My Mind

Week 9, Day 4 · Unit 3 · Standards: Standard 4.9

Focus	Adapting an intention.
Learning target	"I can decide what to make before I start."
Vocabulary in use	plan, decide, make
Local date	_____

Learning sequence

Circle: it is fine if it becomes something else. Model: teacher changes direction. Practice: children adapt. Play: art centre.

Check for understanding

Child adapts their piece as it develops.

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 — What Did I Make?

Week 9, Day 5 • Unit 3 • Standards: Standard 4.9

Focus	Describing finished work.
Learning target	"I can decide what to make before I start."
Vocabulary in use	plan, decide, make
Local date	_____

Learning sequence

Circle: describe what you made. Model: teacher describes hers. Practice: children describe work. Play: sharing.

Check for understanding

Child describes what they made.

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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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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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Montana Office of Public Instruction. Montana Early Learning Standards (2014). Codes and statements are transcribed from the 2014 MONTANA EARLY LEARNING STANDARDS, which the document's own cover dates 2014 and which OPI still publishes at the URL above. It carries FORTY-SEVEN NUMBERED STANDARDS running 1.1 to 4.23 across FOUR CORE DOMAINS -- 1 Emotional and Social, 2 Physical, 3 Communication, 4 Cognition -- so a standard number identifies a standard uniquely without needing its domain. THE 2014 DOCUMENT IS THE ONLY MONTANA EARLY LEARNING DOCUMENT THAT CARRIES CODES AT ALL. The document OPI currently links from its K-12 Content Standards page is the MONTANA EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS, ADOPTED APRIL 2024, the standards chapter of Administrative Rules of Montana 10.63 (<https://opifiles.mt.gov/Portals/182/Page%20Files/Early%20Literacy/Ch.%2063%20Early%20Childhood%20Education%20Standards.pdf>). THAT 2024 DOCUMENT CONTAINS NO STANDARD NUMBERS OF ANY KIND -- it states its domains and clusters as running prose and bullets over nine pages -- so no code can be cited from it and none is invented here. The 2024 rule is visibly derived from the 2014 standards, its cluster bullets being near-verbatim rewrites of the 2014 statements with "Children" changed to "students", which is why the 2014 codes remain the honest citation for the same content. THE 2014 DOCUMENT WAS PRODUCED JOINTLY: the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services funded it, Dr. Cindy O'Dell led the revision with the Early Learning Standards Task Force, and the Early Childhood Project at Montana State University Bozeman and OPI are named as partners; OPI is registered as the agency because OPI publishes it and is the agency the school-submission reader will expect. EVERY STANDARD IS PRINTED THREE TIMES in the 2014 document -- in the table of contents, on its sub-domain introduction page, and as the heading of its own developmental-continuum page -- and all three printings are compared here, with the form printed in the MAJORITY of the three registered and every disagreement disclosed on the row that carries it. The PDF's text layer uses typographic ligatures; these are normalised to plain ASCII

letter pairs when transcribing, which changes no words. The per-standard pages carry "Benchmarks", "Indicators" and "Learning Opportunities" columns spanning an Infancy-to-preschool developmental continuum; NONE OF THOSE ARE STANDARDS, they interleave unreliably when the PDF is read as text, and none is registered. THE STANDARD STATEMENT IS WHAT IS REGISTERED. THIS ENTRY IS THE CREATIVE ARTS SUB-DOMAIN OF CORE DOMAIN 4, standards 4.6 through 4.9, printed pages 57-60 -- creative movement, drama, music and visual arts, which is the whole of the sub-domain and matches this row's dance, drama, music and visual-art strands one for one. Standard 4.6's TITLE is printed 'Creative Movement and Dance' on its own page and on the sub-domain introduction but 'Creative Movement' in the contents; the form printed twice is registered. Standard 4.6's STATEMENT ends 'technical and artistic abilities' in two printings and 'technical and artistic ability' in one; the majority form is registered. Standard 4.8's title is set with letter spacing that a text extractor reads as 'M u s i c'; it is registered as 'Music'. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>