Nebraska 8 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	Nebraska
Grade	8 (Middle)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Nebraska K-12 Fine Arts Standards (2014)
Issuing agency	Nebraska Department of Education
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

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The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Devices That Build a Dance

Unit 3: Shaping the Material · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do choreographers turn a little material into a whole dance?
Standards	**Choreographic Devices and Structures** → **FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c** — 3 standards; full text in the standards table
Learning target	"I can apply choreographic devices and structures with a partner or group."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply a variety of choreographic devices.
- Students will collaborate to choreograph with a clear artistic intent.

Success criteria (student-friendly)

- "I apply more than one named device."
- "I use a dance structure deliberately."
- "I collaborate rather than divide the work into solos."

Academic vocabulary

device, canon, retrograde, unison, structure, collaborate

Materials and technology

- Clear floor space
- Sound sources available
- Paper and pencils
- Floor markers
- Storage for work in progress

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.

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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 collaborative dance study using named devices with a stated intent.

Family communication

Ask your child which choreographic device they used and what it did.

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Day 41 — Devices Are Transformations

Week 9, Day 1 · Unit 3 · Standards: FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c

Focus	The toolkit.
Learning target	“I can apply choreographic devices and structures with a partner or group.”
Vocabulary in use	device, canon, retrograde
Local date	_____

Learning sequence

Connect: Unit 2's material. Teach: a device transforms existing material - repetition, canon, unison, retrograde, augmentation, fragmentation - so material multiplies rather than having to be invented afresh. Try: shared application of two devices to one phrase. Apply: students apply two. Reflect: this is why Week 2's selection mattered.

Check for understanding

Student applies two named devices to existing material.

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.

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Day 42 — Structures That Hold a Dance

Week 9, Day 2 · Unit 3 · Standards: FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c

Focus	Structure.
Learning target	“I can apply choreographic devices and structures with a partner or group.”
Vocabulary in use	device, canon, retrograde
Local date	_____

Learning sequence

Connect: devices. Teach: dance structures as the shapes a whole piece takes - binary, ternary, theme and variation, narrative, accumulation - and that the structure is chosen for what it does to a viewer. Try: shared building in two structures. Apply: students choose a structure and say why. Reflect: devices are local, structures are global.

Check for understanding

Student chooses a dance structure 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.

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Day 43 — Collaborating Rather Than Dividing

Week 9, Day 3 · Unit 3 · Standards: FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c

Focus	The Level 3 shift.
Learning target	“I can apply choreographic devices and structures with a partner or group.”
Vocabulary in use	device, canon, retrograde
Local date	_____

Learning sequence

Connect: structure. Teach: that Level 3 says COLLABORATE AND APPLY, so the dance is made together rather than assembled from separate solos, and how that actually works - one person's material transformed by another, decisions tested by trying both. Try: shared collaborative building. Apply: groups build together. Reflect: 'you do yours and I'll do mine' is the failure mode of this standard.

Check for understanding

Student contributes to material that another student transforms.

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.

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Day 44 — Keeping the Intent Clear

Week 9, Day 4 · Unit 3 · Standards: FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c

Focus	Artistic intent.
Learning target	“I can apply choreographic devices and structures with a partner or group.”
Vocabulary in use	device, canon, retrograde
Local date	_____

Learning sequence

Connect: collaboration. Teach: the group agrees what the dance is FOR before the devices multiply the material - otherwise the devices decide the piece. Try: shared intent-setting. Apply: groups write their intent. Reflect: the intent is what Week 10's criteria will be built from.

Check for understanding

Student's group states the artistic intent of their study.

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.

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Day 45 — The Study Made Together

Week 9, Day 5 · Unit 3 · Standards: FA 8.5.1.a, FA 8.5.1.b, FA 8.5.1.c

Focus	Dance this week's standard assessed.
Learning target	“I can apply choreographic devices and structures with a partner or group.”
Vocabulary in use	device, canon, retrograde
Local date	_____

Learning sequence

Connect: intent. Teach: performing the collaborative study and identifying which devices and which structure were used where. Try: shared performance and identification. Apply: groups perform and identify. Reflect: Dance this week's standard assessed on the devices, the structure and the collaboration.

Check for understanding

Student identifies the devices and structure used in their group's study.

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.

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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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