
New Hampshire 11 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	New Hampshire
Grade	11 (High)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C)
Issuing agency	New Hampshire 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

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

Week 9 — Devices and Structures

Unit 3: Creating: Structure and Concept · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does the way a dance is built change what it means?
Standards	Creating / Plan (1) -> Dance Curriculum Standard 5, Additional Grades 9-12 Dance: Recognize and demonstrate dance in various cultures and historical periods. — (e) compare the role and significance of dance and dancers in North America with other cultures, considering the historical period and social/political contexts Dance Curriculum Standard 5, End of Grade 12 Dance: Recognize and demonstrate dance in various cultures and historical periods. — (a) perform or discuss the traditions and techniques of a classical dance form; (b) perform and describe similarities and differences among a broad spectrum of folk, social, and/or theatrical dances or dance forms from the 20th century; (c) perform or discuss the traditions and techniques of folk forms, such as Morris dance, Irish step dance or American Hopi Indian dance, placing each in an historical or cultural context
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will collaboratively analyze and explain how the implementation of choreographic devices and specific dance structures in the design of an original dance composition impacts artistic intent.
- Students will manipulate structure deliberately and evaluate the effect.

Success criteria (student-friendly)

- "I name the devices and structures I am using."
- "I explain the effect of a structural choice on meaning."
- "I work collaboratively to analyse a composition."

Academic vocabulary

choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent

Materials and technology

- Notebooks
- Studio
- Material generated in Unit 2

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.

Support area	This week's plan
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.
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

Student analyses and explains how devices and structures affect artistic intent.

Family communication

Ask your child how they are building their dance.

Day 41 — The Devices, Named

Week 9, Day 1 · Unit 3 · Standards: Dance Curriculum Standard 5, Additional Grades 9-12, Dance Curriculum Standard 5, End of Grade 12

Focus	Opening Dance Curriculum this week's standard, Additional Grades 9-12, Dance Curriculum this week's standard, End of Grade 12 with the vocabulary.
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Vocabulary in use	choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent
Local date	_____

Learning sequence

Teach: DEVICES are what you do to material -- REPETITION; RETROGRADE, performing it backwards; INVERSION; AUGMENTATION and DIMINUTION of time or size; FRAGMENTATION, using part; ACCUMULATION, adding one element at a time; CANON, the same material offset between dancers; UNISON; and CALL AND RESPONSE. Teach that these are ancient, learnable and used everywhere, and that applying them mechanically at first is how you learn to apply them musically later, exactly as in any craft. Teach that a device changes meaning as well as material: canon creates the sense of one thing spreading, unison creates a single will, fragmentation creates unease or insistence. Try: students apply six devices to their own Week 5 material. Apply: students describe what each device did to the MEANING rather than the shape. Reflect: which device surprised you?

Check for understanding

Student applies choreographic devices and describes their effect on meaning.

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 — The Structures, Named

Week 9, Day 2 · Unit 3 · Standards: Dance Curriculum Standard 5, Additional Grades 9-12, Dance Curriculum Standard 5, End of Grade 12

Focus	The larger organisation.
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Vocabulary in use	choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent
Local date	_____

Learning sequence

Connect: devices operate on material; structures organise the whole. Teach: the common structures -- BINARY and TERNARY, where a return changes meaning because the viewer has been somewhere; RONDO, where a recurring section frames contrasting ones; NARRATIVE, which carries expectations that must be either met or deliberately broken; THEME AND VARIATION; CHANCE or rule-generated structures, where the maker sets a process rather than the outcome; and ACCUMULATIVE structures. Teach how structure carries meaning independently of content: a return says something about time and memory, an unresolved ending says something about the subject, and a rule-generated structure says something about control. Try: students identify the structure of supplied described works and what it implies. Apply: students choose a structure for their own piece and state why. Reflect: does your structure say the same thing as your material?

Check for understanding

Student selects a dance structure and explains what it implies.

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 — Analysing Collaboratively

Week 9, Day 3 · Unit 3 · Standards: Dance Curriculum Standard 5, Additional Grades 9-12, Dance Curriculum Standard 5, End of Grade 12

Focus	The standard says collaboratively.
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Vocabulary in use	choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent
Local date	_____

Learning sequence

Connect: the analysis is a group act and that changes it. Teach: what collaborative analysis needs to work -- everybody sees the same thing, so the work is shown more than once and from more than one position; observations are DESCRIBED before they are judged, which is the rule everywhere in this course; disagreements are resolved by looking again rather than by seniority; and the group records what it agreed and where it did not. Teach the specific value here: a maker cannot see their own work and a group can locate the gap between intended and actual effect faster than any individual. Try: groups analyse one member's work-in-progress for its devices, structure and effect. Apply: the maker records what the group saw that they did not. Reflect: how far apart were intention and effect?

Check for understanding

Student contributes to a collaborative structural analysis using description first.

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 — Structure Against Intent

Week 9, Day 4 · Unit 3 · Standards: Dance Curriculum Standard 5, Additional Grades 9-12, Dance Curriculum Standard 5, End of Grade 12

Focus	The standard's own claim, tested.
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Vocabulary in use	choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent
Local date	_____

Learning sequence

Connect: the standard claims implementation of devices and structures IMPACTS ARTISTIC INTENT, which is worth testing rather than accepting. Teach: run the experiment -- take one set of material and build it two ways with different structures, then have viewers report what each is about. Teach what students usually discover: the same movement in a different structure reads as a different piece, sometimes completely, which is the strongest possible argument for treating structure as a decision. Teach the corollary that matters for their work: if your piece is not communicating your intent, the problem is at least as likely to be structural as material. Try: groups build one set of material two ways. Apply: viewers report what each version is about, without being told the intent. Reflect: which version matched the intent, and did either?

Check for understanding

Student demonstrates that structure changes meaning and evaluates against intent.

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 — Explaining the Design

Week 9, Day 5 · Unit 3 · Standards: Dance Curriculum Standard 5, Additional Grades 9-12, Dance Curriculum Standard 5, End of Grade 12

Focus	The 'explain' half of the standard.
Learning target	"I can explain how choreographic devices and structures change artistic intent."
Vocabulary in use	choreographic device, structure, motif, development, canon, retrograde, unison, call and response, narrative, artistic intent
Local date	_____

Learning sequence

Connect: the standard says analyse AND EXPLAIN, so articulation is assessed. Teach: what a good explanation of a composition contains -- the artistic intent stated in one sentence about EFFECT; the material and where it came from; the devices used and what each contributes; the structure and what it implies; the specific moments where the intent is carried and how; and an honest note of what is not yet working. Teach the standard for the explanation: somebody who has not seen the piece should be able to follow the reasoning, and somebody who has should recognise the piece from it. Try: students draft the explanation for their own composition. Apply: partners check whether each claim is visible in the work. Reflect: which claim could you not point at?

Check for understanding

Student explains a composition's devices, structure and intent with evidence in the work.

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.
- Not affiliated with or endorsed by New Hampshire Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by New Hampshire Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards> and local school or district guidance.

Source citation

New Hampshire Department of Education. New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C). New Hampshire's own framework, issued under RSA 193-C. It carries no compact code, so a standard is cited by discipline, standard number and proficiency band, which is exactly how the framework identifies it. Proficiency is stated at the end of grades 4, 8 and 12, and the grade 8 and grade 12 lists are written as increments on the band below ("in addition to the above"), so a grade 12 course remains accountable for the earlier bands. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>