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# New York 7 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 York                                                  |
| Grade            | 7 (Middle)                                                |
| Subject          | Theatre / Dance                                           |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | New York State Learning Standards for the Arts (2017)     |
| Issuing agency   | New York State Education Department                       |
| 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 |
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The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — DANCE: Expanding Technical Skills

### Unit 3: Rehearsal Discipline · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you get a body to do something it could not do last month?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Standards          | <b>Expanding Technical Dance Skills</b> -> <b>DA:Pr5.1.7 Pr</b> — b. Employ healthful practices in dance and everyday life (e.g. good nutrition, adequate sleep, safe warm-ups). Discuss benefits of practices and how choices enhance performance. c. Collaborate with peers to practice and refine dances. Develop group performance expectations, based upon observation and analyses (e.g. view live or recorded professional dancers; and collaboratively develop group performance expectations in response to information gained from observations). |
| Learning target    | "I can apply movement skills and shapes to expand my technique."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Measurable objectives

- Students will apply developmentally appropriate physical movement skills and shapes to expand technical dance skills.

#### Success criteria (student-friendly)

- "I execute a skill with correct alignment."
- "I work at my own developmental level."
- "I progress against my own record."

#### Academic vocabulary

alignment, technique, shape, developmentally appropriate, progression

#### Materials and technology

- A clear space with a suitable floor
- Notebooks
- A means of keeping a beat
- Mats if available
- Water access

#### 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

Skills executed with correct alignment at the pupil's own level.

### Family communication

Ask your child what alignment means in dance.

## Day 41 — Alignment Before Range

Week 9, Day 1 · Unit 3 · Standards: DA:Pr5.1.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The foundation.                                                  |
| Learning target   | "I can apply movement skills and shapes to expand my technique." |
| Vocabulary in use | alignment, technique, shape                                      |
| Local date        | _____                                                            |

### Learning sequence

DANCE STRAND. Connect: Week 1's warm-up. Teach: that alignment - how the body stacks and where the weight goes - determines whether a skill is safe and whether it can develop, and that range gained without it is range that will injure somebody. Try: shared alignment work. Apply: pupils find and hold alignment. Reflect: standard Dance 10 says DEVELOPMENTALLY APPROPRIATE, which is the source's own safeguard.

### Check for understanding

Student demonstrates correct alignment in a basic shape.

### 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 — What Developmentally Appropriate Means

Week 9, Day 2 • Unit 3 • Standards: DA:Pr5.1.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The standard's own limit.                                        |
| Learning target   | "I can apply movement skills and shapes to expand my technique." |
| Vocabulary in use | alignment, technique, shape                                      |
| Local date        | _____                                                            |

### Learning sequence

Connect: alignment. Teach: that bodies at this age are growing at different rates, that flexibility and strength vary hugely for reasons nobody chooses, and that the correct level is the one THIS pupil can hold with control today. Try: shared self-assessment of a skill. Apply: pupils set their own working level. Reflect: NO PUPIL'S RANGE, FLEXIBILITY OR LINE IS COMPARED WITH ANOTHER'S, and nobody is pushed past control.

### Check for understanding

Student sets a working level they can hold with control.

### 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 — Shapes and Transitions

Week 9, Day 3 · Unit 3 · Standards: DA:Pr5.1.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The vocabulary.                                                  |
| Learning target   | "I can apply movement skills and shapes to expand my technique." |
| Vocabulary in use | alignment, technique, shape                                      |
| Local date        | _____                                                            |

### Learning sequence

Connect: levels. Teach: the shapes the body can make and, more importantly, the transitions between them - because a dance is mostly transitions and pupils rehearse mostly shapes. Try: shared practice of transitions. Apply: pupils link three shapes smoothly. Reflect: transitions are where technique shows.

### Check for understanding

Student links shapes with controlled transitions.

### 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 — Building a Skill Gradually

Week 9, Day 4 · Unit 3 · Standards: DA:Pr5.1.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Progression.                                                     |
| Learning target   | "I can apply movement skills and shapes to expand my technique." |
| Vocabulary in use | alignment, technique, shape                                      |
| Local date        | _____                                                            |

### Learning sequence

Connect: transitions. Teach: breaking a skill into a progression and working the step that is currently reachable, which is how technique is actually built and how injuries are avoided. Try: shared progression work. Apply: pupils identify and work their current step. Reflect: progress is measured against the pupil's own earlier record only.

### Check for understanding

Student identifies and works the reachable step of a progression.

### 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 — Applying Skills in a Phrase

Week 9, Day 5 • Unit 3 • Standards: DA:Pr5.1.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Standard Dance 10 assessed.                                      |
| Learning target   | "I can apply movement skills and shapes to expand my technique." |
| Vocabulary in use | alignment, technique, shape                                      |
| Local date        | _____                                                            |

### Learning sequence

Connect: the week. Teach: applying the expanded skills inside a danced phrase rather than as isolated exercises, which is where they have to survive. Try: shared phrase work. Apply: pupils perform a phrase applying their skills. Reflect: standard Dance 10 recorded.

### Check for understanding

Student applies technical skills within a danced phrase.

### 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.
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## Source citation

New York State Education Department. New York State Learning Standards for the Arts (2017). Adopted 2017, in five disciplines (dance, media arts, music, theater, visual arts). Codes are National Core Arts Standards codes (National Coalition for Core Arts Standards, 2014) as adopted by New York. Music adds an ensemble-strand segment (E/H/C/T) the other four disciplines do not use. Retrieved 2026-07-27 from <https://www.nysed.gov/sites/default/files/programs/standards-instruction/nys-visual-arts-at-a-glance-final-8-2-2017-high-res-v2.pdf>