
Ohio 4 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	Ohio
Grade	4 (Elementary)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Ohio's Learning Standards for Fine Arts: Drama/Theatre (2024) + Ohio's Learning Standards for Fine Arts: Dance (2024)
Issuing agency	Ohio Department of Education and Workforce
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 — How We Talk About Each Other's Work

Unit 3: Making It Better · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I say something that actually helps?
Standards	Revising to Sharpen Intent -> 4.5CR CR — Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.
Learning target	"I can give feedback that helps rather than hurts."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will give and receive feedback constructively.
- Students will address the work rather than the person.

Success criteria (student-friendly)

- "I comment on the work."
- "I am specific."
- "I offer something usable."

Academic vocabulary

feedback, constructive, specific, criteria, respectful

Materials and technology

- Open space
- Sentence stems
- Notebooks
- Chart paper
- Pupils' studies, with agreement

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

Constructive, specific feedback given and received.

Family communication

Ask your child what someone suggested about their dance.

Day 41 — Our Rules for Feedback

Week 9, Day 1 • Unit 3 • Standards: 4.5CR

Focus	Establishing norms.
Learning target	"I can give feedback that helps rather than hurts."
Vocabulary in use	feedback, constructive, specific
Local date	_____

Learning sequence

Connect: watching each other. Teach: comments address the WORK against agreed criteria - never the person, their body, their voice or their ability - and nobody is ranked against a classmate. Try: shared drafting. Apply: pupils commit. Reflect: NORMS SET BEFORE ANY CRITIQUE, enforced by the teacher all year. In a subject where pupils' own bodies and voices are the instrument, this matters more than anywhere else. No work is shown without the maker's agreement.

Check for understanding

Student states a rule for giving feedback.

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 — Describing What I Saw

Week 9, Day 2 · Unit 3 · Standards: 4.5CR

Focus	Description.
Learning target	"I can give feedback that helps rather than hurts."
Vocabulary in use	feedback, constructive, specific
Local date	_____

Learning sequence

Connect: our rules. Teach: saying what happened before saying what we think. Try: shared practice. Apply: pupils describe. Reflect: description is safe and more useful.

Check for understanding

Student describes what they saw in a peer's 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.

Day 43 — Being Specific

Week 9, Day 3 · Unit 3 · Standards: 4.5CR

Focus	Specificity.
Learning target	"I can give feedback that helps rather than hurts."
Vocabulary in use	feedback, constructive, specific
Local date	_____

Learning sequence

Connect: description. Teach: 'the stillness before the turn held my attention' beats 'it was good'. Try: shared practice. Apply: pupils comment specifically. Reflect: specificity is what makes feedback usable.

Check for understanding

Student gives a specific comment about a peer's 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.

Day 44 — Receiving It

Week 9, Day 4 · Unit 3 · Standards: 4.5CR

Focus	Receiving.
Learning target	"I can give feedback that helps rather than hurts."
Vocabulary in use	feedback, constructive, specific
Local date	_____

Learning sequence

Connect: giving. Teach: listening, asking one question, deciding what to use. Try: shared practice. Apply: pupils receive. Reflect: YOU DO NOT HAVE TO TAKE EVERY SUGGESTION.

Check for understanding

Student receives feedback and decides what to act on.

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 — Looking at My Own Work

Week 9, Day 5 · Unit 3 · Standards: 4.5CR

Focus	Self-reflection.
Learning target	"I can give feedback that helps rather than hurts."
Vocabulary in use	feedback, constructive, specific
Local date	_____

Learning sequence

Connect: feedback. Try: shared self-reflection. Apply: pupils reflect. Reflect: PRIVATE; nobody's self-reflection is read out.

Check for understanding

Student identifies something in their own work to change.

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.
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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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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.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Fine Arts: Drama/Theatre (2024) + Ohio's Learning Standards for Fine Arts: Dance (2024). Ohio publishes one adopted fine arts document per discipline - Dance, Drama/Theatre, Media Arts, Music and Visual Art - and all five reuse the same code shape (scope.number + process), so the discipline is carried by the document rather than by the code. The four processes are Creating (CR), Performing/Presenting/Producing (PE), Responding (RE) and Connecting (CO). Ohio writes K-8 by grade and then switches to named proficiency levels - HSP, HSI, HSAC, HSAD - rather than to grades 9-12. Music additionally carries an ENSEMBLE ladder (ENN, ENI, ENS, ENAC, ENAD), which is what a band, choir or orchestra course sits on. Scope: scopes 4. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>