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# Ohio 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            | Ohio                                                                                                                  |
| Grade            | 8 (Middle)                                                                                                            |
| 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 — 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          | <b>Choreographic Devices and Structures -&gt; 8.1CR CR</b> — Create individual and collaborative movement studies with clear intent and attention to elements of dance, choreographic devices, and choreographic structures to develop a dance study that supports an artistic intent. |
| 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.                                                                                 |

| 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.

# Day 41 — Devices Are Transformations

## Week 9, Day 1 · Unit 3 · Standards: 8.1CR

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| 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.

## Day 42 — Structures That Hold a Dance

Week 9, Day 2 · Unit 3 · Standards: 8.1CR

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| 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.

## Day 43 — Collaborating Rather Than Dividing

### Week 9, Day 3 · Unit 3 · Standards: 8.1CR

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| 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.

## Day 44 — Keeping the Intent Clear

### Week 9, Day 4 · Unit 3 · Standards: 8.1CR

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| 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.

## Day 45 — The Study Made Together

### Week 9, Day 5 · Unit 3 · Standards: 8.1CR

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| 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.

## Important before you buy

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- 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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## 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 8. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>