
Oklahoma 6 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	Oklahoma
Grade	6 (Middle)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Oklahoma Academic Standards for Fine Arts (2023)
Issuing agency	Oklahoma State 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 — Choreographic Devices

Unit 3: Dance: Making a Dance Study · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What can you do to a movement to make more dance?
Standards	Dance: Choreographic Devices and Intent -> 6.D.CR.1.1 Dance: Creating — Explore similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events). 6.D.CR.2.2 Dance: Creating — Develop artistic intention to choreograph a dance study communicating personal or cultural meaning. Based on the intention, evaluate why some movements are more or less effective than others.
Learning target	"I can name and use choreographic devices to develop material."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain how a dance study with a clear artistic intent uses a variety of choreographic devices.

Success criteria (student-friendly)

- "I name devices."
- "I apply them to a phrase."
- "I explain how they serve intent."

Academic vocabulary

device, repetition, retrograde, canon, unison

Materials and technology

- Floor space
- Recorded phrases
- Notebooks
- Chart paper
- Class devices

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

Devices applied to a phrase with the effect explained.

Family communication

Ask your child what a choreographic device is.

Day 41 — One Phrase, Many Dances

Week 9, Day 1 • Unit 3 • Standards: 6.D.CR.1.1, 6.D.CR.2.2

Focus	The premise.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: recorded material. Teach: that a short phrase becomes a whole dance through devices, so material shortage is never the real problem. Try: shared demonstration. Apply: pupils recall a phrase.

Check for understanding

Student recalls a phrase accurately for development.

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 — Repetition, Unison and Canon

Week 9, Day 2 · Unit 3 · Standards: 6.D.CR.1.1, 6.D.CR.2.2

Focus	Three devices.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the premise. Teach: repeating, performing together, and performing in overlap - the three that transform group work most. Try: shared practice. Apply: pupils apply all three. Reflect: canon is the one Grade 6 groups find most rewarding and most difficult.

Check for understanding

Student performs a phrase in canon.

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 — Retrograde, Level and Size

Week 9, Day 3 · Unit 3 · Standards: 6.D.CR.1.1, 6.D.CR.2.2

Focus	Three more.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the first three. Teach: reversing a phrase, changing its level, and changing its size. Try: shared practice. Apply: pupils apply two. Reflect: devices, not decoration - each changes the reading.

Check for understanding

Student transforms a phrase by size or level.

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 — Devices Serving Intent

Week 9, Day 4 · Unit 3 · Standards: 6.D.CR.1.1, 6.D.CR.2.2

Focus	The standard's point.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: devices. Teach: that a device is chosen because it serves what the dance is about, and that using every device is a common beginner error. Try: shared reasoning. Apply: pupils justify one choice.

Check for understanding

Student justifies a device choice by artistic 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 a Study

Week 9, Day 5 · Unit 3 · Standards: 6.D.CR.1.1, 6.D.CR.2.2

Focus	Standard assessed.
Learning target	"I can name and use choreographic devices to develop material."
Vocabulary in use	device, repetition, retrograde
Local date	_____

Learning sequence

Connect: the week. Teach: writing how a study uses devices to carry intent. Try: shared drafting. Apply: pupils write. Reflect: DANCE this week's standard recorded.

Check for understanding

Student explains how devices serve a study's 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.

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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Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for Fine Arts (2023). Oklahoma publishes ONE fine arts document covering four disciplines - Dance (D), Drama/Theatre (DT), Music (M) and Visual Arts (VA) - which all reuse the same process letters, so the discipline is carried in the code. Codes are scope.discipline.process.standard.objective across Creating (CR), Performing/Presenting/Producing (PR), Responding (RE), Connecting (CN) and Creating and Performing (CP). Dance, theatre and visual arts are written PreK-8 by grade and then as high-school levels I, II and III. Scope: scopes 6, disciplines DT/D. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/fine-arts.html>