
Oregon 9 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	Oregon
Grade	9 (High)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Oregon Arts Standards (2015, based on the National Core Arts Standards)
Issuing agency	Oregon 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 — Reading Intent From the Devices

Unit 3: Revising, Ethics and Rehearsal · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is this dance trying to do, and how can you tell?
Standards	Creating / Revise (1) -> DA.1.CR1.HS1 Dance: CR — 1. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. 2. Analyze the process and the relationship between the stimuli and the movement. Anchor Standard 2: Creating-Organize and develop Enduring Understanding: The elements of movement, departure point for choreographers. Meaningful structure, style, content, context, and purpose. Essential Question: How do choreographers use HS Proficient Creating / Revise (2) -> TH.3.CR3.HS1 Theatre: CR — 1. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. 2. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. 3. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the choreographic devices and dance structures used in a dance in order to identify its artistic intent, and explain the importance and value of documentation strategies for the preservation of dance works.

Success criteria (student-friendly)

- "I describe the devices and structures used in a dance."
- "I infer artistic intent from them."
- "I explain why documentation matters for dance."

Academic vocabulary

device, structure, intent, inference, documentation, notation, score, preservation, reconstruction

Materials and technology

- A cleared floor
- Notebooks
- Dance the school may lawfully use, or the class's own

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.

Support area	This week's plan
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

Intent inferred from devices, and documentation explained.

Family communication

Ask your child how you would write a dance down.

Day 41 — Describing Before Interpreting

Week 9, Day 1 · Unit 3 · Standards: DA.1.CR1.HS1, TH.3.CR3.HS1

Focus	Method.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: Unit 2's devices. Teach: describing what a dance DOES - which devices, which structure, what repeats, what contrasts - before saying what it means, because an interpretation with no description under it is a guess. NO STUDENT'S OWN WORK IS DESCRIBED WITHOUT THEIR CONSENT; the class's own studies are used only by agreement, and the teacher's demonstration is always available instead. Try: shared description. Apply: students describe the devices and structure of a dance. Reflect: say what happens before you say what it means.

Check for understanding

Student describes the devices and structure of a dance.

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 — Inferring Intent

Week 9, Day 2 · Unit 3 · Standards: DA.1.CR1.HS1, TH.3.CR3.HS1

Focus	The standard's purpose clause.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: description. Teach: the inference must be traceable to a device: unison for unity, fragmentation for disintegration, retrograde for reversal. Try: shared inference. Apply: students infer intent from two described devices. Reflect: point at the device that made you think it.

Check for understanding

Student infers artistic intent from choreographic devices.

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 — When Intent and Effect Differ

Week 9, Day 3 · Unit 3 · Standards: DA.1.CR1.HS1, TH.3.CR3.HS1

Focus	Honesty.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: inference. Teach: that a maker's intent and a viewer's reading often differ, that this is information rather than failure, and how a choreographer uses the gap. Try: shared discussion using the class's own studies WITH CONSENT, or the teacher's. Apply: students compare a stated intent with a reading. Reflect: the gap tells you what the work actually communicates.

Check for understanding

Student compares stated intent with a viewer's reading.

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 — Why Dance Is Documented

Week 9, Day 4 · Unit 3 · Standards: DA.1.CR1.HS1, TH.3.CR3.HS1

Focus	Dance this week's standard.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: the studies. Teach: the problem the standard is really about - dance disappears as it is performed, so without documentation a work exists only while someone remembers it - and what is lost when it goes. Try: shared discussion of what a documented and an undocumented work leave behind. Apply: students explain the importance of documentation. Reflect: this is the only art form where the work vanishes by default.

Check for understanding

Student explains why dance documentation matters.

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 — Strategies

Week 9, Day 5 · Unit 3 · Standards: DA.1.CR1.HS1, TH.3.CR3.HS1

Focus	The standard's own noun.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: importance. Teach: the strategies available - notation systems, written description, video, teaching it to another dancer, photographs of key shapes - and what each preserves and loses. ANY VIDEO IS THE STUDENT'S OWN AND IS NOT COLLECTED, KEPT OR SHARED. Try: shared comparison of two strategies on one phrase. Apply: students document a phrase by two strategies and explain the value of each. Reflect: video shows you everything except what it felt like to do.

Check for understanding

Student documents a phrase by two strategies and evaluates them.

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.
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