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# Pennsylvania 2 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            | Pennsylvania                                              |
| Grade            | 2 (Elementary)                                            |
| Subject          | Theatre / Dance                                           |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Arts and Humanities                                       |
| Issuing agency   | Pennsylvania 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 — Moving Safely With Others

### Unit 3: Dance: Rehearsing and Performing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do we all move at once without collisions?                                                                                                                                                                                                                                                  |
| Standards          | <b>Moving Safely in Formations -&gt; 9.3.3.B Critical Response</b> — Know that works in the arts can be described by using the arts elements principles and concepts (e.g. use of color shape and pattern in Mondrian's Broadway Boogie-Woogie use of dynamics tempo texture in Ravel's Bolero) |
| Learning target    | "I can move safely with other dancers in any formation."                                                                                                                                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                 |

#### Measurable objectives

- Students will move safely in a variety of spatial relationships and formations with other dancers.
- Students will share and maintain personal space.

#### Success criteria (student-friendly)

- "I keep my personal space."
- "I watch where others are."
- "I move safely in formations."

#### Academic vocabulary

personal space, relationship, formation, safely, aware

#### Materials and technology

- Open space
- Formation markers
- Sound source
- Spacing aids
- Chart paper

#### 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

Observation: child maintains safe spacing across formations.

### Family communication

Ask your child how dancers avoid bumping into each other.

## Day 41 — My Space While Moving

Week 9, Day 1 · Unit 3 · Standards: 9.3.3.B

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Personal space in motion.                                |
| Learning target   | "I can move safely with other dancers in any formation." |
| Vocabulary in use | personal space, relationship, formation                  |
| Local date        | _____                                                    |

### Learning sequence

Connect: Week 1 rules. Teach: keeping space while travelling. Try: guided travel. Apply: children move. Reflect: awareness noticed.

### Check for understanding

Student maintains personal space while travelling.

### 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 — Near and Far From a Partner

### Week 9, Day 2 · Unit 3 · Standards: 9.3.3.B

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Spatial relationships.                                   |
| Learning target   | "I can move safely with other dancers in any formation." |
| Vocabulary in use | personal space, relationship, formation                  |
| Local date        | _____                                                    |

### Learning sequence

Connect: personal space. Teach: relationships without contact. Try: guided pairs. Apply: children work in pairs. Reflect: non-contact alternative offered.

### Check for understanding

Student varies distance from a partner safely.

### 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 — Over, Under, Around

### Week 9, Day 3 · Unit 3 · Standards: 9.3.3.B

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Relationship vocabulary.                                 |
| Learning target   | "I can move safely with other dancers in any formation." |
| Vocabulary in use | personal space, relationship, formation                  |
| Local date        | _____                                                    |

### Learning sequence

Connect: near and far. Teach: relationship words. Try: guided exploration. Apply: children move. Reflect: vocabulary charted.

### Check for understanding

Student demonstrates named spatial relationships.

### 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 — Moving in a Line and a Circle

Week 9, Day 4 · Unit 3 · Standards: 9.3.3.B

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Formations in motion.                                    |
| Learning target   | "I can move safely with other dancers in any formation." |
| Vocabulary in use | personal space, relationship, formation                  |
| Local date        | _____                                                    |

### Learning sequence

Connect: relationships. Teach: keeping formation while moving. Try: guided formations. Apply: children travel in formation. Reflect: shape maintained.

### Check for understanding

Student maintains a formation while travelling.

### 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 — Changing Formation Safely

### Week 9, Day 5 · Unit 3 · Standards: 9.3.3.B

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Week 9 consolidation.                                    |
| Learning target   | "I can move safely with other dancers in any formation." |
| Vocabulary in use | personal space, relationship, formation                  |
| Local date        | _____                                                    |

### Learning sequence

Connect: formations. Teach: moving between them without collision. Try: guided transitions. Apply: children transition. Reflect: safety assessed.

### Check for understanding

Student changes formation safely with others.

### 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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## Source citation

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