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# Rhode Island 5 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            | Rhode Island                                              |
| Grade            | 5 (Elementary)                                            |
| Subject          | Theatre / Dance                                           |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Rhode Island Learning Standards                           |
| Issuing agency   | Rhode Island 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 — Internal and External Rhythms

### Unit 3: Rhythm, Energy and Voice · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Essential question | Where does a rhythm come from if there is no music?                             |
| Standards          | <b>Dancing to Internal and External Rhythms -&gt; TH:Cn10.1.5 strand — text</b> |
| Learning target    | "I can dance to internal and external rhythms and respond to changes in time."  |
| Local dates        | _____ (enter your school dates)                                                 |

#### Measurable objectives

- Students will dance to a variety of rhythms generated from internal and external sources.
- Students will perform phrases showing response to changes in time.

#### Success criteria (student-friendly)

- "I dance to an external rhythm."
- "I dance to an internal one."
- "I respond to a change in time."

#### Academic vocabulary

internal, external, pulse, tempo change, phrasing

#### Materials and technology

- A cleared floor
- Percussion, claps and stomps
- Sound source
- Notebooks
- 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Dancing to both rhythm sources with a response to a change in time.

**Family communication**

Ask your child what an internal rhythm is.

# Day 41 — Rhythms From Outside

Week 9, Day 1 · Unit 3 · Standards: TH:Cn10.1.5

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | External sources.                                                              |
| Learning target   | "I can dance to internal and external rhythms and respond to changes in time." |
| Vocabulary in use | internal, external, pulse                                                      |
| Local date        | _____                                                                          |

## Learning sequence

Connect: moving to sound. Teach: external rhythms - percussion, claps, snaps, stomps, and whatever sound source the school has, all of which the standard's own examples name. Try: shared practice. Apply: pupils dance to two external rhythms. Reflect: NO RECORDED MUSIC IS REQUIRED; the class makes the rhythm.

## Check for understanding

Student dances accurately to an external rhythm.

## 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 — Rhythms From Inside

Week 9, Day 2 · Unit 3 · Standards: TH:Cn10.1.5

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | Internal sources.                                                              |
| Learning target   | "I can dance to internal and external rhythms and respond to changes in time." |
| Vocabulary in use | internal, external, pulse                                                      |
| Local date        | _____                                                                          |

### Learning sequence

Connect: external. Teach: internal rhythms - breath and heartbeat, which the standard's examples name - and how a phrase driven by breath feels different from one driven by a drum. Try: shared practice. Apply: pupils dance to their own breath. Reflect: taught as a source of movement, not as a body measurement; NOTHING IS COUNTED OR RECORDED ABOUT ANY PUPIL'S BODY.

### Check for understanding

Student dances to an internal rhythm.

### 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 the Time Changes

Week 9, Day 3 · Unit 3 · Standards: TH:Cn10.1.5

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | The standard's second half.                                                    |
| Learning target   | "I can dance to internal and external rhythms and respond to changes in time." |
| Vocabulary in use | internal, external, pulse                                                      |
| Local date        | _____                                                                          |

### Learning sequence

Connect: both sources. Teach: responding to a change in tempo or meter without stopping - the same recovery habit as any performing art. Try: shared practice with deliberate changes. Apply: pupils respond.

### Check for understanding

Student adapts to a tempo change without stopping.

### 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 — A Phrase Built on Rhythm

Week 9, Day 4 · Unit 3 · Standards: TH:Cn10.1.5

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | Composition.                                                                   |
| Learning target   | "I can dance to internal and external rhythms and respond to changes in time." |
| Vocabulary in use | internal, external, pulse                                                      |
| Local date        | _____                                                                          |

### Learning sequence

Connect: responding. Teach: building a short phrase whose structure comes from a rhythm rather than from shapes. Try: shared building. Apply: pupils build. Reflect: material kept for Unit 4.

### Check for understanding

Student builds a phrase from a rhythmic source.

### 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 — Performing to Both Sources

Week 9, Day 5 · Unit 3 · Standards: TH:Cn10.1.5

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | Dance this week's standard assessed.                                           |
| Learning target   | "I can dance to internal and external rhythms and respond to changes in time." |
| Vocabulary in use | internal, external, pulse                                                      |
| Local date        | _____                                                                          |

### Learning sequence

Connect: the week. Teach: performing a phrase to an external rhythm and then to an internal one. Try: shared performance in small groups. Apply: pupils perform. Reflect: Dance this week's standard recorded.

### Check for understanding

Student performs to both an internal and an external rhythm.

### 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

Rhode Island Department of Education. Rhode Island Learning Standards. Retrieved 2026-07-27 from <https://ride.ri.gov/instruction-assessment/curriculum/curriculum-frameworks/arts-curriculum-framework>