

South Carolina 12 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	South Carolina
Grade	12 (High)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025)
Issuing agency	South Carolina 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 — Fluency And Personal Voice

Unit 3: Structure, Concept And Statement · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes a piece of work recognisably yours?
Standards	Creating / Plan (1) -> T.CR.AH.1.2 Theatre: Creating — I can evaluate a reimagined theatrical work for areas that need improvement. T.CR.AH.1.3 Theatre: Creating — I can revise a reimagined theatrical work focusing on style, genre, form, and theatre conventions. Creating / Develop (2) -> D.CR.AH.1 Dance: Creating — I can improvise to develop my own movement preferences to compose and evaluate artistic ideas and works. D.CR.AH.1.1 Dance: Creating — I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.
Learning target	"I can work fluently and identify my own voice."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate fluency and personal voice in designing and choreographing original dances.
- Students will structure theatrical material for performance.

Success criteria (student-friendly)

- "I make decisions without stalling."
- "I identify what recurs in my work."
- "I distinguish voice from habit."

Academic vocabulary

fluency, voice, habit, signature, decisiveness, structure

Materials and technology

- The working space
- Notebooks

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

Fluent working demonstrated and a personal voice described.

Family communication

Ask your child what makes a piece of work recognisably theirs.

Day 41 — Fluency Is Decisiveness, Not Speed

Week 9, Day 1 · Unit 3 · Standards: T.CR.AH.1.2, T.CR.AH.1.3, D.CR.AH.1, D.CR.AH.1.1

Focus	Defining the standard's word.
Learning target	"I can work fluently and identify my own voice."
Vocabulary in use	fluency, voice, habit, signature, decisiveness, structure
Local date	_____

Learning sequence

Connect: Dance 3 says DEMONSTRATE FLUENCY AND PERSONAL VOICE. Teach: that fluency here means being able to keep making decisions rather than working fast -- the fluent maker tries something, judges it, and moves, while the stalled maker waits to be certain -- and that certainty before trying is not available to anybody, which is why the habit matters. Try: shared discussion of what causes stalling. Apply: students identify their own stalling point. Reflect: what do you wait for?

Check for understanding

Student identifies what causes them to stall in making.

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 — Voice Is Not The Same As Habit

Week 9, Day 2 · Unit 3 · Standards: T.CR.AH.1.2, T.CR.AH.1.3, D.CR.AH.1, D.CR.AH.1.1

Focus	The distinction that matters.
Learning target	"I can work fluently and identify my own voice."
Vocabulary in use	fluency, voice, habit, signature, decisiveness, structure
Local date	_____

Learning sequence

Connect: Unit 2 named defaults. Teach: THE DISTINCTION -- a habit is something you do because you always have; a voice is something you do because it serves what you are after, and you could do otherwise -- so the test is whether you can say WHY, and whether you depart from it when the work needs something else. Teach that a maker who cannot depart has a habit rather than a voice. Try: shared application to supplied examples. Apply: students sort three of their own recurrences into voice and habit. Reflect: which was which?

Check for understanding

Student distinguishes artistic voice from unexamined habit.

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 — Working Fluently

Week 9, Day 3 · Unit 3 · Standards: T.CR.AH.1.2, T.CR.AH.1.3, D.CR.AH.1, D.CR.AH.1.1

Focus	Practice.
Learning target	"I can work fluently and identify my own voice."
Vocabulary in use	fluency, voice, habit, signature, decisiveness, structure
Local date	_____

Learning sequence

TEACHER NOTE: PHYSICAL WORK IS THE DEPARTMENT'S DECISION AND CONSENT RULES GOVERN. A student working in composition, notation or direction meets this in full. Connect: fluency is a habit. Teach: the practical method -- a time limit per decision, no undoing until the section exists, and judging only at the end of a pass -- which forces the making and defers the criticism. Try: brief setup. Apply: students work a section under the constraint. Reflect: was it better or worse than usual?

Check for understanding

Student works under a fluency constraint and evaluates the result.

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 — Structuring In Theatre

Week 9, Day 4 · Unit 3 · Standards: T.CR.AH.1.2, T.CR.AH.1.3, D.CR.AH.1, D.CR.AH.1.1

Focus	TH-IV.4.
Learning target	"I can work fluently and identify my own voice."
Vocabulary in use	fluency, voice, habit, signature, decisiveness, structure
Local date	_____

Learning sequence

Connect: Theatre 4 structures material. Teach: what a structure has to do -- establish, complicate, turn, and resolve or refuse to -- and that these are functions rather than a formula, so a piece can perform them in any order or leave one out deliberately. Teach that a piece with no structure is not avant-garde, it is unfinished. Try: shared analysis of supplied structures. Apply: students structure their material. Reflect: which function is missing?

Check for understanding

Student structures dramatic material by function rather than formula.

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 — Describing Your Own Voice

Week 9, Day 5 • Unit 3 • Standards: T.CR.AH.1.2, T.CR.AH.1.3, D.CR.AH.1, D.CR.AH.1.1

Focus	Production.
Learning target	"I can work fluently and identify my own voice."
Vocabulary in use	fluency, voice, habit, signature, decisiveness, structure
Local date	_____

Learning sequence

Connect: voice was distinguished from habit. Teach: that describing your voice means naming what you are after and what you consistently do to get it -- specific enough that somebody could recognise your work -- and that vague description usually means the voice is not yet formed, which is fine to say at eighteen. Try: shared drafting. Apply: students write two sentences. Reflect: could somebody pick your work out?

Check for understanding

Student describes their artistic voice specifically.

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

South Carolina Department of Education. South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025). South Carolina defines the visual and performing arts standards by proficiency level rather than by grade. The document states that the Novice, Intermediate and Advanced levels "are not intended to directly correlate with traditional educational stages like elementary, middle, and high school", since an elementary student may work at an Advanced level while a high school student beginning a new artform starts at Novice. The levels cited on this row are a suggested entry point for a typical class at this grade, not a State Board assignment of levels to grades. Retrieved 2026-07-27 from <https://ed.sc.gov/instruction/standards/visual-and-performing-arts/standards/>