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# Wisconsin 10 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            | Wisconsin                                                 |
| Grade            | 10 (High)                                                 |
| Subject          | Theatre / Dance                                           |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department of Public Instruction                |
| 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 — Artistic Solutions and Safe Choices

### Unit 3: Rehearsal, Safety and Wellness · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you solve a rehearsal problem without creating a bigger one?                                                                                                        |
| Standards          | <b>Creating / Rehearse (1)</b> -> <b>TP.P.17.h strand</b> — text<br><b>Creating / Rehearse (3)</b> -> <b>D.D.Cn.13.h strand</b> — text<br><b>D.D.Cn.14.h strand</b> — text |
| Learning target    | "I can solve a rehearsal problem analytically and safely, with a team."                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                            |

#### Measurable objectives

- Students will explore artistic solutions and make analytical choices in a devised or scripted drama or theatre work, working as part of a creative team.
- Students will utilize best practices and make strategic safe choices during the rehearsal process, working collaboratively.

#### Success criteria (student-friendly)

- "I generate more than one solution."
- "I choose analytically rather than by preference."
- "My choices are safe and I can say why."

#### Academic vocabulary

artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal

#### Materials and technology

- A cleared floor
- Notebooks
- The school's own safety documentation

#### 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**

Rehearsal problems solved analytically with safe, stated choices.

**Family communication**

Ask your child what problem their rehearsal had to solve.

## Day 41 — Problems Are Normal

Week 9, Day 1 · Unit 3 · Standards: TP.P.17.h, D.D.Cn.13.h, D.D.Cn.14.h

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Framing.                                                                                               |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: Unit 2's interpretation. Teach: that rehearsal is mostly problem-solving - a moment that does not read, a transition that will not work, a space that will not hold the idea. Try: shared listing of the problems in a current scene. Apply: students name three problems precisely. Reflect: name the problem or you will solve the wrong one.

### Check for understanding

Student names rehearsal problems precisely.

### 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 — Exploring Solutions

Week 9, Day 2 · Unit 3 · Standards: TP.P.17.h, D.D.Cn.13.h, D.D.Cn.14.h

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Quantity before choice.                                                                                |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: the problems. Teach: generating several artistic solutions before choosing - staging, pace, physical choice, technical element, cutting - and why the first solution is usually the most obvious rather than the best. Try: shared generation of four solutions to one problem. Apply: students generate solutions for their own problem. Reflect: you cannot choose analytically from one option.

### Check for understanding

Student generates several solutions to one problem.

### 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 — Choosing Analytically

Week 9, Day 3 · Unit 3 · Standards: TP.P.17.h, D.D.Cn.13.h, D.D.Cn.14.h

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | The standard's own adjective.                                                                          |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: solutions. Teach: what makes a choice ANALYTICAL - it is tested against the interpretation, the given circumstances and what the audience will actually perceive, rather than against what the team likes - and the discipline of trying before deciding. Try: shared testing of two solutions. Apply: students test and choose, recording the reason. Reflect: try it, then decide; the argument ends the moment somebody stands up.

### Check for understanding

Student chooses a solution analytically and records why.

### 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 — Strategic Safe Choices

Week 9, Day 4 · Unit 3 · Standards: TP.P.17.h, D.D.Cn.13.h, D.D.Cn.14.h

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | TP.P.17.h.                                                                                             |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

TEACHER NOTE. YOUR SCHOOL'S AND DISTRICT'S OWN SAFETY POLICY, RISK ASSESSMENTS AND SUPERVISION REQUIREMENTS TAKE PRECEDENCE OVER ANYTHING WRITTEN HERE, AND NOTHING IN THIS PLAN IS A RISK ASSESSMENT. NO LIFT, PARTNER WEIGHT-BEARING, FALL, FIGHT, WEAPON, FLAME, RIGGING, HEIGHT OR ELECTRICAL WORK APPEARS ANYWHERE IN THIS PLAN; where a standard invites one, the plan substitutes a route that does not. Connect: analytical choice. Teach: that this week's standard says STRATEGIC SAFE CHOICES - safety as a design constraint considered when the choice is made, not a check afterwards - and the ordinary practices: a cleared and swept space, known exits, warm-up before demanding movement, nothing carried backwards, nothing done for the first time at full speed. Try: shared safety walkthrough of the actual space. Apply: students state the safe practice for their chosen solution. Reflect: a solution that is not safe is not a solution.

### Check for understanding

Student states the safe practice governing a chosen solution.

### 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 — Collaboratively, and On the Record

Week 9, Day 5 · Unit 3 · Standards: TP.P.17.h, D.D.Cn.13.h, D.D.Cn.14.h

|                   |                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Focus             | Both standards, met.                                                                                   |
| Learning target   | "I can solve a rehearsal problem analytically and safely, with a team."                                |
| Vocabulary in use | artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal |
| Local date        | _____                                                                                                  |

### Learning sequence

Connect: the choices. Teach: recording the problem, the options, the analytical choice and the safety consideration as a rehearsal record the team shares - which is what makes 'working collaboratively' visible rather than assumed. Try: shared review of a model record. Apply: students complete the record. Reflect: the record is what the next rehearsal starts from.

### Check for understanding

Student completes a collaborative rehearsal record.

### 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.
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Wisconsin Department of Public Instruction. Wisconsin Academic Standards. Retrieved 2026-07-27 from <https://dpi.wi.gov/standards>