
Alabama 10 Music / Band / Choir / Orchestra

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	Alabama
Grade	10 (High)
Subject	Music / Band / Choir / Orchestra
Course category	Fine Arts
Standards family	Fine Arts
Framework	2024 Alabama Course of Study: Arts Education
Issuing agency	Alabama State 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 — What Rehearsal Skills Are

Unit 3: Rehearsal as a Skill · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is actually happening in a good rehearsal?
Standards	PE-II.8 Performing / Rehearse, Evaluate, and Refine → PE-II.8 Performing Ensembles / Performing / Rehearse, Evaluate, and Refine — Form conclusions regarding how the quality of rehearsal skills impacts the quality of performance.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify the rehearsal skills that contribute to the quality of a performance.

Success criteria (student-friendly)

- "I name specific rehearsal skills."
- "I recognise them happening or not happening."
- "I use one deliberately."

Academic vocabulary

rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus

Materials and technology

- The rehearsal room
- Parts from the school's own library
- 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.
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 skills named and one applied deliberately.

Family communication

Ask your child what makes a rehearsal a good one.

Day 41 — The Sharpest Change at Level II

Week 9, Day 1 • Unit 3 • Standards: PE-II.8

Focus	Reading standard 8.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Vocabulary in use	rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus
Local date	_____

Learning sequence

Connect: Unit 2. Teach: that standard 8 asks students to FORM CONCLUSIONS REGARDING HOW THE QUALITY OF REHEARSAL SKILLS IMPACTS THE QUALITY OF PERFORMANCE - which is a claim about cause and effect supported by evidence, not a rehearsal routine to follow - and that the unit therefore has to establish what rehearsal skills are and how quality is measured before any conclusion is possible. Try: shared reading of the standard, clause by clause. Apply: students state what evidence such a conclusion would need. Reflect: this is the most demanding standard in the level.

Check for understanding

Student states what evidence standard 8's conclusion requires.

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 — Naming the Skills

Week 9, Day 2 · Unit 3 · Standards: PE-II.8

Focus	Specificity.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Vocabulary in use	rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus
Local date	_____

Learning sequence

Connect: the standard. Teach: the actual skills - isolating the smallest problematic unit, repeating with a stated intent rather than repeating, slowing to a tempo where it is right, marking so the fix survives, listening across the ensemble, coming in prepared, and knowing when to move on - and that each is observable. Try: shared listing from a rehearsal segment. Apply: students name the skills used in one segment. Reflect: observable is what makes it evidence later.

Check for understanding

Student names rehearsal skills observed in a segment.

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 — Repetition With Intent

Week 9, Day 3 · Unit 3 · Standards: PE-II.8

Focus	The central one.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Vocabulary in use	rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus
Local date	_____

Learning sequence

Connect: the list. Teach: the difference between repeating a passage and repeating it with a stated intent and a way of knowing whether the intent was met - and why undirected repetition reinforces the error as reliably as the fix. Try: shared demonstration of both. Apply: students rehearse a passage with a stated intent and record the outcome. Reflect: say what you are fixing before you play it again.

Check for understanding

Student rehearses with a stated intent and records the outcome.

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 — Isolation and Pacing

Week 9, Day 4 · Unit 3 · Standards: PE-II.8

Focus	Using the clock.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Vocabulary in use	rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus
Local date	_____

Learning sequence

Connect: intent. Teach: choosing the smallest unit that contains the problem, and pacing a rehearsal so the hard bars get the time - including the discipline of leaving something unfixed today on purpose. YOUR SCHOOL'S OWN POLICY GOVERNS REHEARSAL DURATION, VOLUME AND BREAKS, AND TAKES PRECEDENCE OVER ANY PACING SUGGESTED HERE. Try: shared planning of a fifteen-minute segment. Apply: students plan and run a short segment. Reflect: the plan is what stops a rehearsal drifting.

Check for understanding

Student plans and runs a paced rehearsal segment.

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 — Using One Deliberately

Week 9, Day 5 · Unit 3 · Standards: PE-II.8

Focus	Practice.
Learning target	"I can name the rehearsal skills that make a rehearsal productive."
Vocabulary in use	rehearsal skill, efficiency, isolation, repetition with intent, marking, listening across, pacing, focus
Local date	_____

Learning sequence

Connect: the skills. Teach: choosing one rehearsal skill and applying it consciously across a full rehearsal, which is how a skill becomes usable rather than known. Try: shared choice and run. Apply: students apply one skill deliberately and note what it changed. Reflect: next week these get measured.

Check for understanding

Student applies a rehearsal skill deliberately and reports its effect.

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

Alabama State Department of Education. 2024 Alabama Course of Study: Arts Education. Adopted 2024. PERFORMING ENSEMBLES HIGH SCHOOL LEVEL II, pages 147-151. Unlike the Grade 9 entry in this series, this one covers ONE course rather than two, and the reason is in the document: High School General Music "should not be repeated once a half or full credit is obtained", so a Grade 10 student who took it in Grade 9 may not take it again and the Grade 10 entry cannot repeat it. The ensemble level is fixed by the same prose: "HS Level I is approximately equivalent to ninth grade", the Level II ensemble "is designed for students with experience equivalent to one year of high school music study", and "each lower level course is a prerequisite for the subsequent courses". BOTH LEVELS APPLY "REGARDLESS OF GRADE", so a Grade 10 student in a first year of high school ensemble belongs in Level I, which is the Grade 9 entry. The document cites the National Standards proficiency levels as Proficient (Grade 9), ACCOMPLISHED (GRADE 10) and Advanced (Grades 11-12), noting that a level "indicates the attainment of standards by the end of the course, not at the beginning". FIVE OF THE SEVENTEEN STANDARDS (4, 9, 15, 16 and 17) ARE PRINTED IDENTICALLY TO LEVEL I'S and are registered here regardless, because the document repeats them deliberately: a foundational standard sits under Present in "all K-12 music courses", and connecting is "embedded within the standards at every grade and proficiency level". Levels III and IV, General Music, Harmonizing Instruments, Theory and Composition, Music Technology and Fundamentals of Music Industries are separate courses and are not included. Retrieved 2026-07-27 from https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf