

---

# Alabama 12 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            | 12 (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 — Changing One Element At A Time

### Unit 3: Testing Interpretations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                      |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What happens to the message if you change one thing?                                                                                                                                                                 |
| Standards          | <b>PE-IV.6 Performing / Analyze</b> → <b>PE-IV.6 Performing Ensembles / Performing / Analyze</b> — Test how changing musical elements affect the artistic message, and predict how changes inform audience response. |
| Learning target    | "I can test how changing an element changes the message."                                                                                                                                                            |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                      |

#### Measurable objectives

- Students will test how changing musical elements affect the artistic message, and predict how changes inform audience response.

#### Success criteria (student-friendly)

- "I change one element at a time."
- "I describe the effect precisely."
- "I predict an audience response and check it."

#### Academic vocabulary

tempo, dynamic, articulation, timbre, balance, phrasing, artistic message

#### Materials and technology

- The ensemble's current repertoire
- 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**

An element varied and its effect on the message described.

**Family communication**

Ask your child what changes when a piece is played slower.

## Day 41 — One Element At A Time

### Week 9, Day 1 · Unit 3 · Standards: PE-IV.6

|                   |                                                                           |
|-------------------|---------------------------------------------------------------------------|
| Focus             | The method.                                                               |
| Learning target   | "I can test how changing an element changes the message."                 |
| Vocabulary in use | tempo, dynamic, articulation, timbre, balance, phrasing, artistic message |
| Local date        | _____                                                                     |

### Learning sequence

Connect: standard 6 says TEST. Teach: that testing means varying ONE element and holding the rest -- tempo, dynamic shape, articulation, balance, timbre, rubato -- because changing several tells you nothing about which did what, and that this is the same discipline as any experiment. Try: shared demonstration on a short passage. Apply: the ensemble runs a passage twice with one element changed. Reflect: what exactly changed in the effect?

### Check for understanding

Student varies a single element and isolates 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.

## Day 42 — Describing The Effect Precisely

### Week 9, Day 2 · Unit 3 · Standards: PE-IV.6

|                   |                                                                           |
|-------------------|---------------------------------------------------------------------------|
| Focus             | Language.                                                                 |
| Learning target   | "I can test how changing an element changes the message."                 |
| Vocabulary in use | tempo, dynamic, articulation, timbre, balance, phrasing, artistic message |
| Local date        | _____                                                                     |

### Learning sequence

Connect: 'better' and 'nicer' are useless. Teach: the vocabulary that actually distinguishes -- urgent, settled, hesitant, driving, spacious, brittle, warm -- and that the discipline is to name the effect and then say what in the sound produced it. Try: shared description of two supplied renderings. Apply: students describe the effect of their variation and its cause. Reflect: could somebody else reproduce the effect from your description?

### Check for understanding

Student describes an effect and identifies its cause in the sound.

### 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 — The Artistic Message

### Week 9, Day 3 · Unit 3 · Standards: PE-IV.6

|                   |                                                                           |
|-------------------|---------------------------------------------------------------------------|
| Focus             | The standard's own term.                                                  |
| Learning target   | "I can test how changing an element changes the message."                 |
| Vocabulary in use | tempo, dynamic, articulation, timbre, balance, phrasing, artistic message |
| Local date        | _____                                                                     |

### Learning sequence

TEACHER NOTE: 'MESSAGE' HERE MEANS WHAT THE PERFORMANCE COMMUNICATES MUSICALLY. No political, religious or ideological reading is required of anybody, and no student is asked what a piece means to them personally. Connect: standard 6 says ARTISTIC MESSAGE. Teach: that the message is what the performance is trying to do to a listener -- and that the same notes carry very different messages under different interpretive choices, which is precisely why the choices matter. Try: shared identification. Apply: students state the message of two renderings. Reflect: which rendering matched your Week 2 intent?

### Check for understanding

Student states how a rendering's artistic message differs from another's.

### 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 — Predicting Audience Response

### Week 9, Day 4 · Unit 3 · Standards: PE-IV.6

|                   |                                                                           |
|-------------------|---------------------------------------------------------------------------|
| Focus             | The standard's second half.                                               |
| Learning target   | "I can test how changing an element changes the message."                 |
| Vocabulary in use | tempo, dynamic, articulation, timbre, balance, phrasing, artistic message |
| Local date        | _____                                                                     |

### Learning sequence

Connect: standard 6 says PREDICT HOW CHANGES INFORM AUDIENCE RESPONSE. Teach: that this is a prediction and therefore checkable, that predicting before playing and then asking a listener is the whole exercise, and that being wrong is informative rather than embarrassing. Try: shared prediction. Apply: students predict, then test on a listener who has not heard the prediction. Reflect: were you right?

### Check for understanding

Student predicts an audience response and tests it.

### 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 — When The Prediction Fails

Week 9, Day 5 · Unit 3 · Standards: PE-IV.6

|                   |                                                                           |
|-------------------|---------------------------------------------------------------------------|
| Focus             | Honesty.                                                                  |
| Learning target   | "I can test how changing an element changes the message."                 |
| Vocabulary in use | tempo, dynamic, articulation, timbre, balance, phrasing, artistic message |
| Local date        | _____                                                                     |

### Learning sequence

Connect: predictions fail. Teach: the reasons -- the change was too small to hear, the listener attended to something else, the effect depends on context you removed, or the prediction was simply wrong -- and that diagnosing which is more useful than trying again louder. Try: shared diagnosis. Apply: students diagnose a failed prediction. Reflect: what would you test next?

### Check for understanding

Student diagnoses why a prediction about listener response failed.

### 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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Alabama State Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alabama State Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using [https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS\\_20250108\\_2024-Alabama-Course-of-Study-Arts-Education\\_V1.0.pdf](https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf) and local school or district guidance.

## Source citation

Alabama State Department of Education. 2024 Alabama Course of Study: Arts Education. Adopted 2024. PERFORMING ENSEMBLES HIGH SCHOOL LEVEL IV, pages 152-156, the LAST of the four sequential ensemble levels. As at Grades 10 and 11 this covers ONE course rather than the two the Grade 9 entry carries, because High School General Music "should not be repeated once a half or full credit is obtained" and a student who took it in Grade 9 may not take it again. The ensemble level is fixed by the document's own prose rather than by a grade assignment it does not make: "HS Level I is approximately equivalent to ninth grade", "each lower level course is a prerequisite for the subsequent courses", and the National Standards proficiency mapping the document cites gives Advanced as 11th and 12th grade, noting that a level "indicates the attainment of standards by the end of the course, not at the beginning". So a student who completed Levels I, II and III in Grades 9, 10 and 11 is in LEVEL IV in Grade 12. BOTH THE LEVELS APPLY "REGARDLESS OF GRADE", so a Grade 12 student in a first year of high school ensemble belongs in Level I, which is the Grade 9 entry in this series. FIVE OF THE SEVENTEEN STANDARDS (4, 9, 15, 16 and 17) ARE PRINTED IDENTICALLY TO LEVEL III'S and are registered regardless, because the document repeats them deliberately: a foundational standard sits under Present in "all K-12 music courses", and connecting standards are "embedded within the standards at every grade and proficiency level". Only THREE of them (4, 9 and 17) match the shipped Levels I and II, because 15 and 16 are reworded between the two tables -- and that ASYMMETRY IS THE EVIDENCE THE RIGHT COLUMN WAS READ: an all-identical result would mean one column was read twice, and a five-element cross-table match would mean a page slip onto the Levels I and II table. Both are asserted against the shipped registry entries rather than against a re-reading. The process component for each standard is derived from the LEVEL IV column's own geometry rather than copied from Level III; the two agree at all seventeen, which is checked and reported rather than assumed. 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](https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf)