
Alabama 9 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	9 (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 — Judging Your Own Work

Unit 3: Judging and Improving What You Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you tell whether your own piece works?
Standards	GM-HS.4 (Half Credit) Creating / Evaluate and Refine → GM-HS.4 (Half Credit) General Music / Creating / Evaluate and Refine — Evaluate and compare personal and peer created arrangements and compositions. GM-HS.4 (Full Credit) Creating / Evaluate and Refine → GM-HS.4 (Full Credit) General Music / Creating / Evaluate and Refine — Evaluate and compare personal and peer created arrangements and compositions in a variety of genres and styles.
Learning target	"I can evaluate and compare created work, mine and other people's."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate and compare personal and peer created arrangements and compositions (half credit), or do so in a variety of genres and styles (full credit).

Success criteria (student-friendly)

- "I evaluate my own work against the piece's aims."
- "I compare two created works fairly."
- "I give evidence for each judgement."

Academic vocabulary

evaluation, comparison, aim, evidence, craft, effectiveness

Materials and technology

- Completed pieces
- 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

An evaluation and comparison supported by evidence.

Family communication

Ask your child what they would change about their piece.

Day 41 — The Rules for Evaluating Each Other's Work

Week 9, Day 1 · Unit 3 · Standards: GM-HS.4 (Half Credit), GM-HS.4 (Full Credit)

Focus	Before anyone comments.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

TEACHER NOTE READ TO THE CLASS. This standard requires students to evaluate PEER work, so the rules are set now and hold all year. (1) Evaluation is of THE PIECE AND THE DECISIONS IN IT, never of the person, their talent or their playing. (2) Students evaluate their OWN work before anyone else's. (3) NO STUDENT'S WORK IS EVALUATED BY THE CLASS WITHOUT THEIR CONSENT, which may be withdrawn; written self-evaluation submitted to the teacher meets the standard in full, and that route is offered to everyone. (4) NO PIECE IS RANKED AGAINST ANOTHER STUDENT'S. Connect: finished pieces. Teach: the rules. Try: shared reading. Apply: students state them. Reflect: this is how a class can be honest without anyone getting hurt.

Check for understanding

Student states the evaluation rules.

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 — Against Its Own Aims

Week 9, Day 2 · Unit 3 · Standards: GM-HS.4 (Half Credit), GM-HS.4 (Full Credit)

Focus	The fair basis.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: the rules. Teach: evaluating a piece against WHAT IT WAS TRYING TO DO rather than against what you would have written - which is the difference between evaluation and preference. Try: shared evaluation of a described piece. Apply: students evaluate their own piece against its stated intent. Reflect: judge it against its aim, or you are just describing your taste.

Check for understanding

Student evaluates a piece against its stated aim.

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 — Comparing Two Pieces

Week 9, Day 3 · Unit 3 · Standards: GM-HS.4 (Half Credit), GM-HS.4 (Full Credit)

Focus	The standard's other verb.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: evaluation. Teach: comparing two created works on named dimensions - structure, use of the forces, effectiveness of the ending - rather than deciding which is better overall. Try: shared comparison. Apply: students compare two pieces on three dimensions. Reflect: name the dimension and the comparison becomes useful.

Check for understanding

Student compares two created works on stated dimensions.

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 — Across Genres and Styles

Week 9, Day 4 · Unit 3 · Standards: GM-HS.4 (Half Credit), GM-HS.4 (Full Credit)

Focus	The full-credit clause.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: that the full-credit standard adds 'in a variety of genres and styles', which makes comparison harder because the criteria differ by style - and that acknowledging this is part of the answer. Try: shared discussion of criteria that do not transfer. Apply: students compare across styles and note where criteria failed. Reflect: judging one style by another's rules is the classic error.

Check for understanding

Student compares work across styles and identifies criteria limits.

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 — Evidence

Week 9, Day 5 · Unit 3 · Standards: GM-HS.4 (Half Credit), GM-HS.4 (Full Credit)

Focus	What makes it an evaluation.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: attaching the moment in the music to each judgement - bar, section, entry - so the evaluation can be checked. Try: shared modelling. Apply: students attach evidence to their judgements. Reflect: point at the bar.

Check for understanding

Student supports evaluations with specific evidence.

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. Covers TWO high school music courses, as the middle school rows in this series do: GENERAL MUSIC HIGH SCHOOL (pp134-139) and PERFORMING ENSEMBLES HIGH SCHOOL LEVEL I (pp147-151), since band, choir and orchestra are performing ensembles. General Music is "offered as a full- or half-credit option available to students in any grade from 9 through 12"; the full-credit option is "appropriate for students who have participated in music courses in earlier grades" and the half-credit option is "most appropriate for students who have never had a course in music before Grade 9". Both are Grade 9 courses, so BOTH COLUMNS ARE REGISTERED and each code names its credit option; the five standards the document prints identically in both columns are registered once, without a suffix. Performing Ensembles Levels I and II are sequential courses -- Level II requires "experience equivalent to one year of high school music study" and "each lower level course is a prerequisite for the subsequent courses" -- so ONLY LEVEL I is included. Both ensemble levels are described as applying "regardless of grade", so a Grade 9 student with prior high school ensemble experience may be placed in Level II, which this entry does not cover. 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". 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