
Alaska K Music

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	Alaska
Grade	K (Early Childhood)
Subject	Music
Course category	Fine Arts
Standards family	Fine Arts
Framework	Alaska Arts Standards
Issuing agency	Alaska Department of Education and Early Development
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 — Pictures That Mean Sounds

Unit 3: Writing Music Down · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can I write down a sound?
Standards	Writing Music with Pictures -> MU:CR2b-K Alaska Arts Standards / Create / Anchor Standard 2 - Organize and develop artistic ideas and work — b. With guidance, organize personal musical ideas using iconic notation and or/recording technology.
Learning target	"I can use pictures to show sounds."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will record musical ideas using iconic notation.
- Students will agree symbols for sounds.

Success criteria (student-friendly)

- "I choose a symbol."
- "I say what it means."
- "Someone else can play it."

Academic vocabulary

symbol, picture, notation, represent, read

Materials and technology

- Large card symbols
- Whiteboards
- Percussion
- Chart paper
- Markers

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

Check: child creates a symbol and explains what sound it means.

Family communication

Draw a picture for a loud sound and a quiet one together.

Day 41 — A Picture for a Sound

Week 9, Day 1 · Unit 3 · Standards: MU:CR2b-K

Focus	The idea of notation.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher plays a sound and draws a symbol. Learn: pictures can mean sounds. Sing: song. Play: children invent a symbol. Reflect: idea discussed.

Check for understanding

Student invents a symbol for a 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 42 — Big Symbol, Loud Sound

Week 9, Day 2 · Unit 3 · Standards: MU:CR2b-K

Focus	Notating dynamics.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows big and small symbols. Learn: size can mean volume. Sing: song. Play: children read symbols. Reflect: agreement needed.

Check for understanding

Student plays loudly when shown a large symbol.

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 — Long Line, Long Sound

Week 9, Day 3 • Unit 3 • Standards: MU:CR2b-K

Focus	Notating duration.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows lines and dots. Learn: length means duration. Sing: song. Play: children read. Reflect: system agreed.

Check for understanding

Student sustains a sound when shown a long line.

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 — High Up, Low Down

Week 9, Day 4 · Unit 3 · Standards: MU:CR2b-K

Focus	Notating pitch.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher places symbols high and low. Learn: position means pitch. Sing: song. Play: children read. Reflect: system complete.

Check for understanding

Student sings high when a symbol is placed high on the page.

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 — Our Class Symbol Chart

Week 9, Day 5 • Unit 3 • Standards: MU:CR2b-K

Focus	Agreeing a shared system.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: symbols reviewed. Learn: everyone must agree. Sing: song. Play: children test the system. Reflect: chart posted.

Check for understanding

Student uses the agreed class symbol correctly.

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.

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- 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

Alaska Department of Education and Early Development. Alaska Arts Standards. Adopted 2015. THE DOCUMENT IS A WIDE TWELVE-COLUMN GRID whose column headers are grade BANDS -- "Kindergarten-2nd", "3rd-5th", "6th-8th" and three high-school levels -- but whose codes underneath are PER GRADE: VA:CR1a-K, then -1, -2, -3 and so on. So KINDERGARTEN IS INDIVIDUALLY ADDRESSED even though the heading above it spans three grades, and every statement in this entry comes from the Kindergarten column. Read as flowing text the twelve grades interleave and the page is unusable, so the codes and statements were taken from the actual table cells. Each code must end "-K" and that is asserted at extraction time, so a column slip cannot pass silently. ONE THING THE EXTRACTION HAD TO BE TAUGHT: on the Connect pages Alaska prints an ALASKA CULTURAL STANDARDS CROSS-REFERENCE in the row directly beneath the code -- "Culturally-knowledgeable students are able to engage effectively in learning activities..." -- and the arts statement comes after it. Taking the row below the code put text from a different document under an arts code; the arts statement is identified by its lettered marker instead. NO ARTIST, ARTWORK, COMPOSER, SONG, PLAY, CHOREOGRAPHER OR CULTURE IS NAMED BY THESE STANDARDS AND NONE IS NAMED IN THIS PLAN. ALASKA PUBLISHES FIVE ARTS DISCIPLINES IN THIS ONE DOCUMENT -- Dance, General Music, Theatre, Visual Arts and Media Arts. MEDIA ARTS IS NOT COVERED BY ANY ROW IN THIS SERIES and is not included in any product; if you teach it, its standards are in the same document and are not here. THIS ROW IS THE GENERAL MUSIC DISCIPLINE, nineteen Kindergarten codes. Alaska publishes General Music only at this level -- there is no separate band, choir, orchestra or ensemble set at Kindergarten, and this plan does not pretend otherwise. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Arts.pdf>