
Montana 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	Montana
Grade	12 (High)
Subject	Music / Band / Choir / Orchestra
Course category	Fine Arts
Standards family	Fine Arts
Framework	Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6
Issuing agency	Montana Office 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 — 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	Performing / Analyze -> ARM 10.53.609(4)(e) Montana Arts Content Standards / Music — analyze ways a performance conveys the elements of music, style, and mood
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: ARM 10.53.609(4)(e)

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

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: ARM 10.53.609(4)(e)

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: ARM 10.53.609(4)(e)

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. 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: ARM 10.53.609(4)(e)

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

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.

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Day 45 — When The Prediction Fails

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.609(4)(e)

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

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Source citation

Montana Office of Public Instruction. Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6. Statements are transcribed from MONTANA CONTENT STANDARDS FOR ARTS, GRADE-BY-GRADE VIEW, whose own cover reads "Adopted July 14, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline stems -- media arts, visual arts, theatre, music, dance -- each followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so a bare number identifies nothing on its own. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 6, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline and a lettered item per numbered line. THE ARM SUBSECTION IS REGISTERED AS THE CODE. It is an existing official citation rather than an invented identifier, and it is what a Montana reviewer can look up; the alternative was to ship arts products carrying no codes at all. THE RULE'S SUBSECTION ORDER IS NOT ALPHABETICAL AND NOT THE ORDER A READER WOULD GUESS -- (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance -- so each discipline is matched to its subsection BY NAME rather than by its position in the PDF; a change of print order between grades would otherwise shift every code by a subsection with nothing to show for it. The document calls theatre "theatre arts" in some places and "theatre" in others and both resolve to subsection 3. Each discipline runs as a single sentence whose items close with semicolons, "; and" before the last and a full stop at the end; that punctuation joins the list rather than belonging to the standard and is removed. The grade's running head repeats at page breaks and lands inside the list, and is discarded. THIS STATE WRITES ONE ARTS RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.609, holding FIFTY-FIVE STANDARDS IN FIVE DISCIPLINES OF ELEVEN EACH, and it assigns none of them to a grade, to a course or to a LEVEL. THERE IS NO LEVEL IV HERE and no last level to have reached: this planner cites exactly the same standards as the grade 9, 10 and 11 planners in this series, and what rises from year to year is what the work is expected to carry. THIS ROW REGISTERS THE WHOLE OF THE MUSIC DISCIPLINE. MEDIA ARTS IS NOT COVERED BY THIS ROW OR

BY ANY OTHER GRADE 12 ROW IN THIS SERIES. It is a full discipline of eleven standards in this state, subsection (1) of the rule. Retrieved 2026-07-27 from <https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf>