
Montana 4 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	Montana
Grade	4 (Elementary)
Subject	Music
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 — Writing Music Down

Unit 3: Writing It Down and Making It Better · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I record my music so someone else could play it?
Standards	Writing Down My Music -> ARM 10.53.606(4)(c) Montana Arts Content Standards / music — identify revisions for personal musical ideas
Learning target	"I can document my musical ideas so someone else could use them."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will document their ideas using systems of notation or technology.
- Students will choose a system that suits the idea.

Success criteria (student-friendly)

- "I choose a way to record it."
- "I record it accurately."
- "Someone else can follow it."

Academic vocabulary

notation, document, record, symbol, accurate

Materials and technology

- Manuscript, grid or plain paper
- Recording device or tablet
- Music notebooks
- Instruments as available
- Chart paper

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 idea documented so another pupil can reproduce it.

Family communication

Ask your child how they wrote their music down.

Day 41 — Why Write It Down

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.606(4)(c)

Focus	Purpose of notation.
Learning target	"I can document my musical ideas so someone else could use them."
Vocabulary in use	notation, document, record
Local date	_____

Learning sequence

Connect: ideas we have made and forgotten. Teach: writing it down means it survives and someone else can play it. Try: shared discussion. Apply: pupils explain. Reflect: the practical reason, which motivates the work.

Check for understanding

Student explains why documenting an idea is useful.

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 — Standard Notation

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.606(4)(c)

Focus	Conventional notation.
Learning target	"I can document my musical ideas so someone else could use them."
Vocabulary in use	notation, document, record
Local date	_____

Learning sequence

Connect: purpose. Teach: notating pitch and duration on a staff, at the level the class has reached. Try: shared notating. Apply: pupils notate a short idea. Reflect: pupils notate THEIR OWN music; NO PUBLISHED SCORE IS REPRODUCED anywhere in this plan.

Check for understanding

Student notates a short idea in standard notation.

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 — Other Ways to Notate

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.606(4)(c)

Focus	Alternative systems.
Learning target	"I can document my musical ideas so someone else could use them."
Vocabulary in use	notation, document, record
Local date	_____

Learning sequence

Connect: standard notation. Try: shared trying. Apply: pupils try an alternative. Reflect: 'systems' is plural in the standard, so a pupil not yet fluent on the stave is not blocked.

Check for understanding

Student documents an idea using an alternative notation.

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 — Recording It Instead

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.606(4)(c)

Focus	Technology.
Learning target	"I can document my musical ideas so someone else could use them."
Vocabulary in use	notation, document, record
Local date	_____

Learning sequence

Connect: notation. Try: shared recording. Apply: pupils record an idea. Reflect: NO PUPIL IS RECORDED WITHOUT AGREEMENT, and recordings stay within the class.

Check for understanding

Student documents an idea by recording 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 — Can Someone Else Play It

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.606(4)(c)

Focus	Testing the documentation.
Learning target	"I can document my musical ideas so someone else could use them."
Vocabulary in use	notation, document, record
Local date	_____

Learning sequence

Connect: our documents. Teach: the real test is whether a classmate can reproduce it. Try: shared swapping. Apply: pupils test each other's. Reflect: the honest test of accuracy, and it is done kindly under the class agreement.

Check for understanding

Student's documentation is successfully followed by a partner.

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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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 ENTRY IS THE MUSIC DISCIPLINE at grade 4, ARM 10.53.606 SUBSECTION (4), all eleven of its standards. Visual arts is subsection (2) and theatre and dance are (3) and (5); each is aligned on its own product, and media arts, subsection (1), is claimed by no row. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI arts document PRINTS NO CODES: each grade is a set of discipline stems followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so "3" on its own identifies nothing. The same standards are codified in the

ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 6, one rule per grade, and GRADE 4 IS RULE 10.53.606, whose structure is exactly the document's. THE ARM SUBSECTION IS REGISTERED AS THE CODE -- an existing official citation rather than an invented identifier, and the only citation a Montana reviewer can look up, since the alternative was to ship arts products with no codes at all. THE RULE NUMBER WAS CONFIRMED AGAINST THE REGISTER rather than counted on from the grade below: rules.mt.gov returns 10.53.606 titled "ARTS CONTENT STANDARDS FOR FOURTH GRADE". THE SUBSECTION ORDER IS NOT ALPHABETICAL AND IS NOT THE ORDER A READER WOULD GUESS: (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance. Each discipline is matched to its subsection BY NAME rather than by its position in the PDF. Grade 4 carries ELEVEN STANDARDS IN EVERY ONE of the five disciplines, fifty-five in all, and that count is checked against the rule. MEDIA ARTS, SUBSECTION (1), IS NOT REGISTERED ON ANY MONTANA GRADE 4 ROW: no row in this series teaches a media arts year at grade 4, and claiming its standards on an adjacent product would overstate what that product covers. 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>