
Montana 5 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	5 (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 Down Rhythm

Unit 3: Notating and Reading · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you write a sound so someone else can play it?
Standards	Notating Two-Chord Harmony -> ARM 10.53.607(4)(b) Montana Arts Content Standards / music — develop musical ideas for an express purpose
Learning target	"I can write down a rhythm so someone else can play it."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will document rhythmic ideas using standard notation or technology.
- Students will test their notation by having someone else read it.

Success criteria (student-friendly)

- "I notate a rhythm accurately."
- "Someone else can play what I wrote."
- "I fix what was unclear."

Academic vocabulary

notation, bar, beat, rest, duration

Materials and technology

- Manuscript paper or squared paper
- Pencils
- Body percussion and instruments
- Music notebooks
- Class devices

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

A notated rhythm another pupil can perform correctly.

Family communication

Ask your child to clap a rhythm they wrote down.

Day 41 — Why Notation Exists

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.607(4)(b)

Focus	The purpose.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: pieces made by ear in Unit 1. Teach: that notation exists so music survives the person who made it and can be played by someone who never heard it. Try: shared discussion. Apply: pupils explain the purpose.

Check for understanding

Student explains what notation is for.

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 — Durations and Rests

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.607(4)(b)

Focus	The symbols.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: purpose. Teach: the note and rest durations the class needs, and how they add up to a bar. Try: shared reading and clapping. Apply: pupils notate a four-beat rhythm. Reflect: taught as arithmetic pupils can check, which makes it self-correcting.

Check for understanding

Student notates a four-beat rhythm that adds up.

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 Test: Can Someone Else Play It

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.607(4)(b)

Focus	Verification.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: notating. Teach: the only real test of notation is handing it to someone who was not there. Try: shared exchange. Apply: pupils swap and perform each other's. Reflect: the exchange finds every error faster than checking your own.

Check for understanding

Student performs a rhythm from a classmate's 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 — Fixing What Was Unclear

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.607(4)(b)

Focus	Revision.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: the test. Teach: correcting the notation rather than explaining it verbally - if it needed explaining, it was not notated. Try: shared correction. Apply: pupils revise. Reflect: same revision discipline as everywhere else in this course.

Check for understanding

Student corrects notation that was misread.

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 — Notating With Technology

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.607(4)(b)

Focus	The alternative route.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: paper notation. Teach: that a recording, a grid or a notation app is a legitimate system under this standard, and when each is the better tool. Try: shared trial on whatever devices exist. Apply: pupils document one idea a second way. Reflect: NO SOFTWARE MUST BE BOUGHT; paper is a full route.

Check for understanding

Student documents an idea using a second system.

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

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 GRADE 5 MUSIC ROW of the 2016 Montana Content Standards for Arts, codified at ARM 10.53.607(4), and it registers ALL ELEVEN of that subsection's standards. THE RULE COVERS FIVE ARTS DISCIPLINES AND THIS ROW REGISTERS ONE; media arts, visual arts, theatre arts and dance sit in subsections (1), (2), (3) and (5) and belong to other rows. THE GRADE 5 STANDARD ADDS HARMONY TO IMPROVISATION: (a) asks for rhythmic, melodic AND HARMONIC ideas improvised for a specific purpose, which is a step beyond the rhythmic and melodic

improvisation of the grades below. THE ARM SUBSECTION IS REGISTERED AS THE CODE because the OPI arts document prints no codes of its own. Every statement is transcribed from the document. 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>