
Montana 6 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	6 (Middle)
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 — Reading Rhythm

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

Essential question	How do you write down a rhythm so someone else can play it?
Standards	Reading Standard Symbols -> ARM 10.53.608(4)(d) Montana Arts Content Standards / music — evaluate the structure of contrasting pieces of music selected for performance
Learning target	"I can read and perform written rhythm."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will read and identify by name or function standard symbols for rhythm.

Success criteria (student-friendly)

- "I name rhythmic symbols."
- "I perform written rhythm."
- "I write a rhythm others can perform."

Academic vocabulary

notation, duration, beat, bar, time signature

Materials and technology

- Whiteboard
- Notebooks
- Body percussion
- Public-domain or school-held notation
- 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.
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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Written rhythm performed accurately and a rhythm written for others.

Family communication

Ask your child to clap a rhythm they wrote.

Day 41 — Sound First, Then the Symbol

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.608(4)(d)

Focus	Order.
Learning target	"I can read and perform written rhythm."
Vocabulary in use	notation, duration, beat
Local date	_____

Learning sequence

Connect: Week 1's rhythm work. Teach: performing a pattern by ear first, then seeing how it is written - which is the order that makes notation make sense. Try: shared practice. Apply: pupils match heard patterns to written ones. Reflect: GENERAL MUSIC 9 says READ AND IDENTIFY BY NAME OR FUNCTION.

Check for understanding

Student matches a heard rhythm to its 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 42 — Durations

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.608(4)(d)

Focus	The symbols.
Learning target	"I can read and perform written rhythm."
Vocabulary in use	notation, duration, beat
Local date	_____

Learning sequence

Connect: matching. Teach: the common note and rest values and their relationships. Try: shared practice. Apply: pupils perform written durations. Reflect: relationships rather than isolated facts.

Check for understanding

Student performs written note values accurately.

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 — Beat, Bar and Time Signature

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.608(4)(d)

Focus	Organisation.
Learning target	"I can read and perform written rhythm."
Vocabulary in use	notation, duration, beat
Local date	_____

Learning sequence

Connect: durations. Teach: how beats group into bars and what a time signature reports. Try: shared reading. Apply: pupils identify. Reflect: ENSEMBLE ROOMS use this every rehearsal; GENERAL MUSIC ROOMS use it to read and write.

Check for understanding

Student explains what a time signature reports.

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 — Performing From the Page

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.608(4)(d)

Focus	Application.
Learning target	"I can read and perform written rhythm."
Vocabulary in use	notation, duration, beat
Local date	_____

Learning sequence

Connect: reading. Teach: performing a written rhythm as a group with body percussion or instruments. Try: shared performance. Apply: pupils perform. Reflect: GROUP PERFORMANCE; no solo required.

Check for understanding

Student performs a written rhythm in time.

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 — Writing One for Someone Else

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.608(4)(d)

Focus	The real test.
Learning target	"I can read and perform written rhythm."
Vocabulary in use	notation, duration, beat
Local date	_____

Learning sequence

Connect: performing. Teach: writing a rhythm and having it performed by others, which exposes every notational error. Try: shared writing. Apply: pupils write and test. Reflect: GENERAL MUSIC 9 progressing.

Check for understanding

Student writes a rhythm others can perform 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.

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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Accessibility

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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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE, NOT THREE GRADES: Montana publishes ARM 10.53.608 for grades 6, 7 and 8 together, so the rows for all three grades in this series cite these same codes and differ in what the year does with them. This row registers ALL ELEVEN standards of subsection (4), music. THE ROW IS MUSIC, BAND, CHOIR AND ORCHESTRA, and the year is built in two halves that meet the same eleven standards by different routes: a general music half that composes, notates and evaluates, and an ENSEMBLE half that reaches the same

standards through rehearsed repertoire, so a teacher running a band or choir period is not left adapting a classroom-composition plan. Subsections (1), (2), (3) and (5) belong to other rows. THE ARM SUBSECTION IS REGISTERED AS THE CODE because the OPI arts document prints no codes of its own. 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>