
Montana 7 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	7 (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 — Presenting a Final Version

Unit 3: Finishing and Choosing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does finished actually mean, and who is it for?
Standards	Presenting a Final Version -> ARM 10.53.608(4)(c) Montana Arts Content Standards / music — evaluate personal musical ideas Presenting an Ensemble Creation -> ARM 10.53.608(4)(c) Montana Arts Content Standards / music — evaluate personal musical ideas
Learning target	"I can present a final version of my creation for a specific purpose."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will present a final version of their creation for a specific purpose.

Success criteria (student-friendly)

- "I state the purpose."
- "I prepare the presentation to suit it."
- "I present in the agreed way."

Academic vocabulary

final, purpose, presentation, audience, context

Materials and technology

- Refined compositions
- Instruments and voices
- Notation or recordings
- Recording device if available and permitted
- Space to perform

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 final version presented for a stated purpose.

Family communication

Ask your child who their piece was made for.

Day 41 — The Same Standard in Both Sections

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

Focus	Why this week is shared.
Learning target	"I can present a final version of my creation for a specific purpose."
Vocabulary in use	final, purpose, presentation
Local date	_____

Learning sequence

BOTH STRANDS. Connect: Unit 2's refining. Teach: the document prints it identically at all three middle school levels, which is why this week serves both a general music class and an ensemble. Try: shared reading of the standard. Apply: pupils state what it asks. Reflect: what changes between levels is the work, not the words.

Check for understanding

Student states what the standard requires.

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 — Deciding the Purpose First

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

Focus	The standard's key phrase.
Learning target	"I can present a final version of my creation for a specific purpose."
Vocabulary in use	final, purpose, presentation
Local date	_____

Learning sequence

Connect: the standard. Teach: that A SPECIFIC PURPOSE changes everything about a presentation - to be played by others, to accompany something, to be listened to, to be assessed - and that presenting without one is just handing something in. Try: shared purpose-setting. Apply: pupils state a purpose for their piece. Reflect: purpose decides format.

Check for understanding

Student states a specific purpose for their creation.

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 — What the Purpose Requires

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

Focus	Preparation.
Learning target	"I can present a final version of my creation for a specific purpose."
Vocabulary in use	final, purpose, presentation
Local date	_____

Learning sequence

Connect: purpose. Teach: matching the presentation to the purpose - a piece for others to play needs clean parts, a piece to be heard needs a good performance or recording, a piece to be assessed needs its criteria attached. Try: shared preparation. Apply: pupils prepare accordingly. Reflect: Week 5's notation and this week's purpose meet here.

Check for understanding

Student prepares a presentation matched to its purpose.

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 — How You Want It Presented

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

Focus	The pupil's choice.
Learning target	"I can present a final version of my creation for a specific purpose."
Vocabulary in use	final, purpose, presentation
Local date	_____

Learning sequence

Connect: preparation. Teach: that pupils choose how their work is presented - performed by them, performed by others, played from a recording, or given as notation only - and that all four satisfy the standard. Try: shared choosing. Apply: pupils choose and prepare. Reflect: NO PUPIL PERFORMS SOLO TO THE CLASS UNLESS THEY CHOOSE TO; every route here meets the standard in full.

Check for understanding

Student chooses a presentation route and prepares for 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 — Presenting the Final Version

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

Focus	this week's standards and ARM 10.53.608(4)(c) assessed.
Learning target	"I can present a final version of my creation for a specific purpose."
Vocabulary in use	final, purpose, presentation
Local date	_____

Learning sequence

Connect: the week. Teach: presenting to the purpose stated, and recording what the presentation was for. Try: shared presentations in the chosen formats. Apply: pupils present. Reflect: standards ARM 10.53.608(4)(c) and ARM 10.53.608(4)(c) recorded together.

Check for understanding

Student presents a final version for the stated purpose.

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.
- Not affiliated with or endorsed by Montana Office of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Montana Office of Public Instruction, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf> and local school or district guidance.

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. MONTANA WRITES THE ARTS AS ONE BAND FOR GRADES 6, 7 AND 8. The rule for that band, ARM 10.53.608, covers five disciplines at ELEVEN STANDARDS EACH. THIS PRODUCT REGISTERS THE ELEVEN MUSIC STANDARDS, which is the whole music discipline for the band. BECAUSE THE BAND IS SHARED, THE GRADE 6 MUSIC PRODUCT IN THIS SERIES CITES THE SAME ELEVEN CODES; what differs is the year. THIS PLANNER RUNS TWO PARALLEL TRACKS IN EVERY WEEK -- a general music strand and an ENSEMBLE strand for band, choir and orchestra -- so a

teacher with a performing group and a teacher with a general class can both use it without rewriting it. NO REPERTOIRE, METHOD BOOK OR PUBLISHER IS PRESCRIBED anywhere; the plan says what a piece must let pupils DO and you choose the music. 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>