
Montana 8 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	8 (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 — Finishing for a Purpose

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

Essential question	What does finished actually mean?
Standards	A Final Version for a Stated Purpose -> ARM 10.53.608(4)(c) Montana Arts Content Standards / music — evaluate personal musical ideas
Learning target	"I can produce a final version and say what purpose it is for."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will present a final version of a creation for a specific purpose.
- Students will state the purpose the version is for.

Success criteria (student-friendly)

- "I state the specific purpose."
- "The version suits that purpose."
- "I can say why it is finished rather than abandoned."

Academic vocabulary

final version, purpose, audience, finished, presentation

Materials and technology

- Refined compositions
- Documentation
- Sound sources available
- Recording means if agreed
- Paper for programme notes

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 with its stated purpose.

Family communication

Ask your child what purpose their finished piece is for.

Day 41 — A Purpose Changes the Piece

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

Focus	Purpose first.
Learning target	"I can produce a final version and say what purpose it is for."
Vocabulary in use	final version, purpose, audience
Local date	_____

Learning sequence

Connect: refinement. Teach: the purpose - background, opening, accompaniment to something else, a piece to be listened to closely - changes length, dynamics and complexity. Try: shared consideration of one piece for two purposes. Apply: students state the purpose of theirs. Reflect: a purpose named late is a purpose invented to fit.

Check for understanding

Student states a specific purpose for their piece.

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 — Fitting the Version to the Purpose

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

Focus	Adjustment.
Learning target	"I can produce a final version and say what purpose it is for."
Vocabulary in use	final version, purpose, audience
Local date	_____

Learning sequence

Connect: purpose. Teach: adjusting the final version to the purpose rather than presenting the same version to everybody - trimming for background, strengthening an opening, simplifying for performers who will read it once. Try: shared adjustment of an example. Apply: students adjust theirs. Reflect: the same material, presented differently, is still the same creation.

Check for understanding

Student adjusts a piece to suit its 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.

Day 43 — Finished or Abandoned

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

Focus	The distinction.
Learning target	"I can produce a final version and say what purpose it is for."
Vocabulary in use	final version, purpose, audience
Local date	_____

Learning sequence

Connect: adjustment. Teach: telling finished from abandoned - finished means it meets the criteria and the purpose, abandoned means you stopped - and that both happen but only one is presented as final. Try: shared judgement against criteria. Apply: students judge their own honestly. Reflect: an abandoned piece can be returned to; nothing is lost by saying so.

Check for understanding

Student judges whether a piece is finished against criteria and 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 — What Goes With the Music

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

Focus	Presentation materials.
Learning target	"I can produce a final version and say what purpose it is for."
Vocabulary in use	final version, purpose, audience
Local date	_____

Learning sequence

Connect: finish. Teach: what accompanies a final version - a title, the forces required, the purpose, and any performance direction a reader would need - which is the same job a programme note does. Try: shared drafting. Apply: students write theirs. Reflect: this returns in Unit 3's programming and in Unit 9.

Check for understanding

Student writes the accompanying information for a final version.

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 — The Final Version Presented

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

Focus	ARM 10.53.608(4)(c) assessed.
Learning target	"I can produce a final version and say what purpose it is for."
Vocabulary in use	final version, purpose, audience
Local date	_____

Learning sequence

Connect: the materials. Teach: presenting the final version in whatever form the student has agreed to - played live, recorded, or read from the documentation by others. Try: shared presentation. Apply: students present. **NO STUDENT PERFORMS ALONE IN FRONT OF THE CLASS.** Reflect: this week's standard assessed on the version and its purpose.

Check for understanding

Student presents a final version with its 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.
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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.

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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. MONTANA WRITES THE ARTS AS ONE BAND FOR GRADES 6, 7 AND 8. ARM 10.53.608 covers five disciplines at ELEVEN STANDARDS EACH, and this product registers THE ELEVEN MUSIC STANDARDS. BECAUSE THE BAND IS SHARED, THE GRADE 6 AND GRADE 7 MUSIC PRODUCTS CITE 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: 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>