
Montana 9 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	9 (High)
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 — Judging Your Own Work

Unit 3: Judging and Improving What You Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you tell whether your own piece works?
Standards	(Half Credit) Creating / Evaluate and Refine (1) -> ARM 10.53.609(4)(c) Montana Arts Content Standards / Music — analyze and revise the technical and expressive aspects of personal musical ideas (Full Credit) Creating / Evaluate and Refine (1) -> ARM 10.53.609(4)(c) Montana Arts Content Standards / Music — analyze and revise the technical and expressive aspects of personal musical ideas
Learning target	"I can evaluate and compare created work, mine and other people's."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate and compare personal and peer created arrangements and compositions (half credit), or do so in a variety of genres and styles (full credit).

Success criteria (student-friendly)

- "I evaluate my own work against the piece's aims."
- "I compare two created works fairly."
- "I give evidence for each judgement."

Academic vocabulary

evaluation, comparison, aim, evidence, craft, effectiveness

Materials and technology

- Completed pieces
- Notebooks

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 evaluation and comparison supported by evidence.

Family communication

Ask your child what they would change about their piece.

Day 41 — The Rules for Evaluating Each Other's Work

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.609(4)(c)

Focus	Before anyone comments.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

TEACHER NOTE READ TO THE CLASS. This standard requires students to evaluate PEER work, so the rules are set now and hold all year. (1) Evaluation is of THE PIECE AND THE DECISIONS IN IT, never of the person, their talent or their playing. (2) Students evaluate their OWN work before anyone else's. (3) NO STUDENT'S WORK IS EVALUATED BY THE CLASS WITHOUT THEIR CONSENT, which may be withdrawn; written self-evaluation submitted to the teacher meets the standard in full, and that route is offered to everyone. (4) NO PIECE IS RANKED AGAINST ANOTHER STUDENT'S. Connect: finished pieces. Teach: the rules. Try: shared reading. Apply: students state them. Reflect: this is how a class can be honest without anyone getting hurt.

Check for understanding

Student states the evaluation rules.

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 — Against Its Own Aims

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.609(4)(c)

Focus	The fair basis.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: the rules. Teach: evaluating a piece against WHAT IT WAS TRYING TO DO rather than against what you would have written - which is the difference between evaluation and preference. Try: shared evaluation of a described piece. Apply: students evaluate their own piece against its stated intent. Reflect: judge it against its aim, or you are just describing your taste.

Check for understanding

Student evaluates a piece against its stated aim.

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 — Comparing Two Pieces

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.609(4)(c)

Focus	The standard's other verb.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: evaluation. Teach: comparing two created works on named dimensions - structure, use of the forces, effectiveness of the ending - rather than deciding which is better overall. Try: shared comparison. Apply: students compare two pieces on three dimensions. Reflect: name the dimension and the comparison becomes useful.

Check for understanding

Student compares two created works on stated dimensions.

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 — Across Genres and Styles

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.609(4)(c)

Focus	The full-credit clause.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: that the full-credit standard adds 'in a variety of genres and styles', which makes comparison harder because the criteria differ by style - and that acknowledging this is part of the answer. Try: shared discussion of criteria that do not transfer. Apply: students compare across styles and note where criteria failed. Reflect: judging one style by another's rules is the classic error.

Check for understanding

Student compares work across styles and identifies criteria limits.

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 — Evidence

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.609(4)(c)

Focus	What makes it an evaluation.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: attaching the moment in the music to each judgement - bar, section, entry - so the evaluation can be checked. Try: shared modelling. Apply: students attach evidence to their judgements. Reflect: point at the bar.

Check for understanding

Student supports evaluations with specific evidence.

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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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 STATE WRITES ONE ARTS RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.609, holding FIFTY-FIVE STANDARDS IN FIVE DISCIPLINES -- media arts, visual arts, theatre arts, music and dance, ELEVEN EACH -- and it assigns none of them to a grade or to a course. THIS ROW REGISTERS THE WHOLE OF THE MUSIC DISCIPLINE, all eleven of subsection (4), so the year is complete against the state's music requirement. The plan runs a half-credit and a full-credit route through the same strands; that is the plan's own structure and not a state scheme, because this state

sets no credit value for any arts course. MEDIA ARTS IS NOT COVERED BY THIS ROW OR BY ANY OTHER GRADE 9 ROW IN THIS SERIES. It is a full discipline of eleven standards in this state, subsection (1) of the rule, covering media artworks, production processes and how media artworks relate to context and values. If you are relying on this series for the arts requirement at grade 9, those eleven are not here. 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>