
Montana K 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	K (Early Childhood)
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 — Pictures That Mean Sounds

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

Essential question	How can I write down a sound?
Standards	Writing Music with Pictures -> ARM 10.53.602(4)(b) Montana Arts Content Standards / music — demonstrate a musical idea
Learning target	"I can use pictures to show sounds."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will record musical ideas using iconic notation.
- Students will agree symbols for sounds.

Success criteria (student-friendly)

- "I choose a symbol."
- "I say what it means."
- "Someone else can play it."

Academic vocabulary

symbol, picture, notation, represent, read

Materials and technology

- Large card symbols
- Whiteboards
- Percussion
- Chart paper
- Markers

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

Check: child creates a symbol and explains what sound it means.

Family communication

Draw a picture for a loud sound and a quiet one together.

Day 41 — A Picture for a Sound

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.602(4)(b)

Focus	The idea of notation.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher plays a sound and draws a symbol. Learn: pictures can mean sounds. Sing: song. Play: children invent a symbol. Reflect: idea discussed.

Check for understanding

Student invents a symbol for a sound.

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 — Big Symbol, Loud Sound

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.602(4)(b)

Focus	Notating dynamics.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows big and small symbols. Learn: size can mean volume. Sing: song. Play: children read symbols. Reflect: agreement needed.

Check for understanding

Student plays loudly when shown a large symbol.

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 — Long Line, Long Sound

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.602(4)(b)

Focus	Notating duration.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows lines and dots. Learn: length means duration. Sing: song. Play: children read. Reflect: system agreed.

Check for understanding

Student sustains a sound when shown a long line.

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 — High Up, Low Down

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.602(4)(b)

Focus	Notating pitch.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher places symbols high and low. Learn: position means pitch. Sing: song. Play: children read. Reflect: system complete.

Check for understanding

Student sings high when a symbol is placed high on the page.

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 — Our Class Symbol Chart

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.602(4)(b)

Focus	Agreeing a shared system.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: symbols reviewed. Learn: everyone must agree. Sing: song. Play: children test the system. Reflect: chart posted.

Check for understanding

Student uses the agreed class symbol 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.
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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 MUSIC DISCIPLINE at kindergarten, ARM 10.53.602 SUBSECTION (4), all eleven of its standards. Visual arts is subsection (2) and theatre and dance are (3) and (5); each is aligned on its own product, and media arts, subsection (1), is claimed by no row. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI arts document PRINTS NO CODES: each grade is a set of discipline stems followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so "3" on its own identifies nothing. The same standards are codified in the

ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 6, one rule per grade, and kindergarten is RULE 10.53.602, whose 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 -- an existing official citation rather than an invented identifier, and the only citation a Montana reviewer can look up, since the alternative was to ship arts products with no codes at all. THE RULE'S SUBSECTION ORDER IS NOT ALPHABETICAL AND IS NOT THE ORDER A READER WOULD GUESS: (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance. Each discipline is matched to its subsection BY NAME rather than by its position in the PDF, so a change of print order between grades cannot silently shift every code by one subsection; the document names theatre "theatre arts" in some places and "theatre" in others, and both resolve to subsection 3. Kindergarten carries ELEVEN STANDARDS IN EVERY ONE of the five disciplines, fifty-five in all, and that count is checked against the rule. The source runs each discipline as a single sentence, every item closing with a semicolon, the last but one with "; and" and the last with a full stop; that punctuation joins the list rather than belonging to the standard and is removed. MEDIA ARTS, SUBSECTION (1), IS NOT REGISTERED ON ANY MONTANA KINDERGARTEN ROW: no row in this series teaches a media arts year at kindergarten, and claiming its standards on an adjacent product would overstate what that product covers. Retrieved 2026-07-27 from <https://opifiles.mt.gov/portals/182/Pag e%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf>