
Nevada 1 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	Nevada
Grade	1 (Elementary)
Subject	Music
Course category	Fine Arts
Standards family	Fine Arts
Framework	Nevada Fine Arts Standards, based on the National Core Arts Standards
Issuing agency	Nevada Department of Education
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 — Musical Ideas in Other People's Music

Unit 3: Listening for Musical Ideas · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What musical ideas can I hear in a piece?
Standards	Spotting Musical Ideas in a Piece — <i>Official state standard verification required before school submission.</i>
Learning target	"I can hear musical ideas in music other people made."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will discuss how creators use musical concepts in the music selected for performance.
- Students will identify a musical concept in a listening example.

Success criteria (student-friendly)

- "I listen carefully."
- "I name a concept I heard."
- "I say where I heard it."

Academic vocabulary

concept, creator, repeat, contrast, notice

Materials and technology

- Teacher-selected listening examples
- Listening space
- Concept cards
- Chart paper
- Recording device

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

Anecdotal: child identifies a musical concept in a listening example.

Family communication

Listen to a piece and spot something that repeats.

Day 41 — Something That Repeats

Week 9, Day 1 · Unit 3 · Standards: Spotting Musical Ideas in a Piece

Focus	Repetition.
Learning target	"I can hear musical ideas in music other people made."
Vocabulary in use	concept, creator, repeat
Local date	_____

Learning sequence

Listen: a piece with clear repetition. Learn: composers repeat on purpose. Do: spotting. Create: nothing. Reflect: concept named.

Check for understanding

Student identifies a repeated element in a 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 — Something That Changes

Week 9, Day 2 · Unit 3 · Standards: Spotting Musical Ideas in a Piece

Focus	Contrast.
Learning target	"I can hear musical ideas in music other people made."
Vocabulary in use	concept, creator, repeat
Local date	_____

Learning sequence

Listen: a piece with contrast. Learn: contrast keeps interest. Do: spotting. Create: nothing. Reflect: concept named.

Check for understanding

Student identifies a contrasting section in a 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 43 — Loud Places and Soft Places

Week 9, Day 3 · Unit 3 · Standards: Spotting Musical Ideas in a Piece

Focus	Dynamics.
Learning target	"I can hear musical ideas in music other people made."
Vocabulary in use	concept, creator, repeat
Local date	_____

Learning sequence

Listen: dynamic contrast. Learn: dynamics are a choice. Do: mapping loud and soft. Create: nothing. Reflect: concept named.

Check for understanding

Student identifies a dynamic change in a 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 44 — Fast Places and Slow Places

Week 9, Day 4 · Unit 3 · Standards: Spotting Musical Ideas in a Piece

Focus	Tempo.
Learning target	"I can hear musical ideas in music other people made."
Vocabulary in use	concept, creator, repeat
Local date	_____

Learning sequence

Listen: tempo contrast. Learn: tempo is a choice. Do: mapping. Create: nothing. Reflect: concept named.

Check for understanding

Student identifies a tempo change in a 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 45 — Talking About What the Creator Did

Week 9, Day 5 · Unit 3 · Standards: Spotting Musical Ideas in a Piece

Focus	Discussing creator choices.
Learning target	"I can hear musical ideas in music other people made."
Vocabulary in use	concept, creator, repeat
Local date	_____

Learning sequence

Listen: a piece. Learn: discussing choices. Do: discussion. Create: nothing. Reflect: discussion recorded.

Check for understanding

Student discusses a choice the creator of a piece made.

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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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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