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# New Hampshire 4 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            | New Hampshire                                                    |
| Grade            | 4 (Elementary)                                                   |
| Subject          | Music                                                            |
| Course category  | Fine Arts                                                        |
| Standards family | Fine Arts                                                        |
| Framework        | New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C) |
| Issuing agency   | New Hampshire 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 — Writing Music Down

### Unit 3: Writing It Down and Making It Better · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I record my music so someone else could play it?                                                                                                                                                                                                                                                                                                        |
| Standards          | <b>Writing Down My Music -&gt; Music Curriculum Standard 4, End of Grade 4 Music: Compose and arrange music within specified guidelines.</b> — (a) create and arrange music to accompany readings or dramatizations; (b) create and arrange short songs and instrumental pieces within specified guidelines; (c) use a variety of sound sources when composing |
| Learning target    | "I can document my musical ideas so someone else could use them."                                                                                                                                                                                                                                                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                |

#### Measurable objectives

- Students will document their ideas using systems of notation or technology.
- Students will choose a system that suits the idea.

#### Success criteria (student-friendly)

- "I choose a way to record it."
- "I record it accurately."
- "Someone else can follow it."

#### Academic vocabulary

notation, document, record, symbol, accurate

#### Materials and technology

- Manuscript, grid or plain paper
- Recording device or tablet
- Music notebooks
- Instruments as available
- Chart paper

#### 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| 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 idea documented so another pupil can reproduce it.

### Family communication

Ask your child how they wrote their music down.

## Day 41 — Why Write It Down

Week 9, Day 1 · Unit 3 · Standards: Music Curriculum Standard 4, End of Grade 4

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Purpose of notation.                                              |
| Learning target   | "I can document my musical ideas so someone else could use them." |
| Vocabulary in use | notation, document, record                                        |
| Local date        | _____                                                             |

### Learning sequence

Connect: ideas we have made and forgotten. Teach: writing it down means it survives and someone else can play it. Try: shared discussion. Apply: pupils explain. Reflect: the practical reason, which motivates the work.

### Check for understanding

Student explains why documenting an idea is useful.

### 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 — Standard Notation

Week 9, Day 2 · Unit 3 · Standards: Music Curriculum Standard 4, End of Grade 4

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Conventional notation.                                            |
| Learning target   | "I can document my musical ideas so someone else could use them." |
| Vocabulary in use | notation, document, record                                        |
| Local date        | _____                                                             |

### Learning sequence

Connect: purpose. Teach: notating pitch and duration on a staff, at the level the class has reached. Try: shared notating. Apply: pupils notate a short idea. Reflect: pupils notate THEIR OWN music; NO PUBLISHED SCORE IS REPRODUCED anywhere in this plan.

### Check for understanding

Student notates a short idea in standard notation.

### 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 — Other Ways to Notate

Week 9, Day 3 · Unit 3 · Standards: Music Curriculum Standard 4, End of Grade 4

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Alternative systems.                                              |
| Learning target   | "I can document my musical ideas so someone else could use them." |
| Vocabulary in use | notation, document, record                                        |
| Local date        | _____                                                             |

### Learning sequence

Connect: standard notation. Try: shared trying. Apply: pupils try an alternative. Reflect: 'systems' is plural in the standard, so a pupil not yet fluent on the stave is not blocked.

### Check for understanding

Student documents an idea using an alternative notation.

### 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 — Recording It Instead

Week 9, Day 4 · Unit 3 · Standards: Music Curriculum Standard 4, End of Grade 4

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Technology.                                                       |
| Learning target   | "I can document my musical ideas so someone else could use them." |
| Vocabulary in use | notation, document, record                                        |
| Local date        | _____                                                             |

### Learning sequence

Connect: notation. Try: shared recording. Apply: pupils record an idea. Reflect: NO PUPIL IS RECORDED WITHOUT AGREEMENT, and recordings stay within the class.

### Check for understanding

Student documents an idea by recording 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 — Can Someone Else Play It

Week 9, Day 5 · Unit 3 · Standards: Music Curriculum Standard 4, End of Grade 4

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Testing the documentation.                                        |
| Learning target   | "I can document my musical ideas so someone else could use them." |
| Vocabulary in use | notation, document, record                                        |
| Local date        | _____                                                             |

### Learning sequence

Connect: our documents. Teach: the real test is whether a classmate can reproduce it. Try: shared swapping. Apply: pupils test each other's. Reflect: the honest test of accuracy, and it is done kindly under the class agreement.

### Check for understanding

Student's documentation is successfully followed by a partner.

### 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

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- 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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**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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## Source citation

New Hampshire Department of Education. New Hampshire K-12 Curriculum Framework for the Arts (RSA 193-C). New Hampshire's own framework, issued under RSA 193-C. It carries no compact code, so a standard is cited by discipline, standard number and proficiency band, which is exactly how the framework identifies it. Proficiency is stated at the end of grades 4, 8 and 12, and the grade 8 and grade 12 lists are written as increments on the band below ("in addition to the above"), so a grade 12 course remains accountable for the earlier bands. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>