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# New Mexico 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            | New Mexico                                                                                |
| Grade            | 9 (High)                                                                                  |
| Subject          | Music / Band / Choir / Orchestra                                                          |
| Course category  | Fine Arts                                                                                 |
| Standards family | Fine Arts                                                                                 |
| Framework        | National Core Arts Standards, adopted as the New Mexico Core Arts Standards (6.29.2 NMAC) |
| Issuing agency   | New Mexico Public Education Department                                                    |
| 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          | <p><b>(Half Credit) Creating / Evaluate and Refine (1) -&gt; MU:Cr3.1.C.1a Cr</b> — Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p><b>MU:Cr3.1.E.1a Cr</b> — Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p><b>(Full Credit) Creating / Evaluate and Refine (1) -&gt; MU:Cr3.1.C.1a Cr</b> — Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p><b>MU:Cr3.1.E.1a Cr</b> — Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> |
| 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.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                 |
| 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: MU:Cr3.1.C.1a, MU:Cr3.1.E.1a

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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: MU:Cr3.1.C.1a, MU:Cr3.1.E.1a

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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: MU:Cr3.1.C.1a, MU:Cr3.1.E.1a

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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: MU:Cr3.1.C.1a, MU:Cr3.1.E.1a

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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: MU:Cr3.1.C.1a, MU:Cr3.1.E.1a

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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

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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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## Source citation

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