
New York 5 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 York
Grade	5 (Elementary)
Subject	Music
Course category	Fine Arts
Standards family	Fine Arts
Framework	New York State Learning Standards for the Arts (2017)
Issuing agency	New York State 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 — Writing Down Rhythm

Unit 3: Notating and Reading · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you write a sound so someone else can play it?
Standards	Notating Two-Chord Harmony -> MU:Cn10.1.E.5 Cn — a. Improvise musical motifs to accompany or portray events, a story, or to illustrate an abstract idea. b. Relate musical experiences to personal accomplishments in order to create new goals. MU:Cn10.1.H.5 Cn — and/or motifs to accompany or a. Design, implement, and reflect illustrate an abstract idea. one's knowledge of unfamiliar reasons for making and listening b. With teacher guidance, identify give persuasive music (such as protest songs) its effect on the listener. and experiences in c. Describe effective strategies that is of importance to you. on a familiar instrument and d. Express and share an original using instrumental resources. The New York State
Learning target	"I can write down a rhythm so someone else can play it."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will document rhythmic ideas using standard notation or technology.
- Students will test their notation by having someone else read it.

Success criteria (student-friendly)

- "I notate a rhythm accurately."
- "Someone else can play what I wrote."
- "I fix what was unclear."

Academic vocabulary

notation, bar, beat, rest, duration

Materials and technology

- Manuscript paper or squared paper
- Pencils
- Body percussion and instruments
- Music notebooks
- Class devices

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

A notated rhythm another pupil can perform correctly.

Family communication

Ask your child to clap a rhythm they wrote down.

Day 41 — Why Notation Exists

Week 9, Day 1 · Unit 3 · Standards: MU:Cn10.1.E.5, MU:Cn10.1.H.5

Focus	The purpose.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: pieces made by ear in Unit 1. Teach: that notation exists so music survives the person who made it and can be played by someone who never heard it. Try: shared discussion. Apply: pupils explain the purpose.

Check for understanding

Student explains what notation is for.

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 — Durations and Rests

Week 9, Day 2 · Unit 3 · Standards: MU:Cn10.1.E.5, MU:Cn10.1.H.5

Focus	The symbols.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: purpose. Teach: the note and rest durations the class needs, and how they add up to a bar. Try: shared reading and clapping. Apply: pupils notate a four-beat rhythm. Reflect: taught as arithmetic pupils can check, which makes it self-correcting.

Check for understanding

Student notates a four-beat rhythm that adds up.

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 — The Test: Can Someone Else Play It

Week 9, Day 3 · Unit 3 · Standards: MU:Cn10.1.E.5, MU:Cn10.1.H.5

Focus	Verification.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: notating. Teach: the only real test of notation is handing it to someone who was not there. Try: shared exchange. Apply: pupils swap and perform each other's. Reflect: the exchange finds every error faster than checking your own.

Check for understanding

Student performs a rhythm from a classmate's 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 — Fixing What Was Unclear

Week 9, Day 4 · Unit 3 · Standards: MU:Cn10.1.E.5, MU:Cn10.1.H.5

Focus	Revision.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: the test. Teach: correcting the notation rather than explaining it verbally - if it needed explaining, it was not notated. Try: shared correction. Apply: pupils revise. Reflect: same revision discipline as everywhere else in this course.

Check for understanding

Student corrects notation that was misread.

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 — Notating With Technology

Week 9, Day 5 · Unit 3 · Standards: MU:Cn10.1.E.5, MU:Cn10.1.H.5

Focus	The alternative route.
Learning target	"I can write down a rhythm so someone else can play it."
Vocabulary in use	notation, bar, beat
Local date	_____

Learning sequence

Connect: paper notation. Teach: that a recording, a grid or a notation app is a legitimate system under this standard, and when each is the better tool. Try: shared trial on whatever devices exist. Apply: pupils document one idea a second way. Reflect: NO SOFTWARE MUST BE BOUGHT; paper is a full route.

Check for understanding

Student documents an idea using a second system.

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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