
Ohio 3 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	Ohio
Grade	3 (Elementary)
Subject	Music
Course category	Fine Arts
Standards family	Fine Arts
Framework	Ohio's Learning Standards for Fine Arts: Music (2024)
Issuing agency	Ohio Department of Education and Workforce
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 — Choosing Music to Perform

Unit 3: Choosing and Understanding Music · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I choose a piece worth performing?
Standards	Choosing Music to Perform -> 3.4PE, 3.6PE, 3.1PE, 3.2PE — 4 standards; full text in the standards table
Learning target	"I can choose music to perform and explain why."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain their knowledge of and interest in music selected for performance.
- Students will explain the purpose of the selected music.

Success criteria (student-friendly)

- "I say what I know about it."
- "I say what interests me."
- "I say what it is for."

Academic vocabulary

select, repertoire, interest, purpose, suitable

Materials and technology

- Teacher-selected pool of pieces at varied difficulty
- Instruments and voices
- Selection sheets
- Music notebooks
- Listening 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

Selection sheet naming knowledge, interest and purpose.

Family communication

Ask your child which piece they chose and why.

Day 41 — Music I Already Know

Week 9, Day 1 · Unit 3 · Standards: 3.4PE, 3.6PE, 3.1PE, 3.2PE

Focus	Existing knowledge.
Learning target	"I can choose music to perform and explain why."
Vocabulary in use	select, repertoire, interest
Local date	_____

Learning sequence

Connect: our own pieces. Teach: what we already know shapes what we can play. Try: shared discussion. Apply: children list. Reflect: teacher supplies the pool; nothing prescribed here.

Check for understanding

Student states what they know about 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 — What Interests Me in a Piece

Week 9, Day 2 · Unit 3 · Standards: 3.4PE, 3.6PE, 3.1PE, 3.2PE

Focus	Personal interest.
Learning target	"I can choose music to perform and explain why."
Vocabulary in use	select, repertoire, interest
Local date	_____

Learning sequence

Connect: knowledge. Teach: interest sustains practice. Try: shared listening. Apply: children identify interest. Reflect: preferences respected.

Check for understanding

Student explains what interests them 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 — What a Piece Requires

Week 9, Day 3 · Unit 3 · Standards: 3.4PE, 3.6PE, 3.1PE, 3.2PE

Focus	Demands of the music.
Learning target	"I can choose music to perform and explain why."
Vocabulary in use	select, repertoire, interest
Local date	_____

Learning sequence

Connect: interest. Teach: every piece asks something of the player. Try: shared analysis. Apply: children assess demands. Reflect: realistic choices encouraged.

Check for understanding

Student identifies a demand a piece makes on the player.

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 — Choosing for a Purpose

Week 9, Day 4 · Unit 3 · Standards: 3.4PE, 3.6PE, 3.1PE, 3.2PE

Focus	Purpose of the performance.
Learning target	"I can choose music to perform and explain why."
Vocabulary in use	select, repertoire, interest
Local date	_____

Learning sequence

Connect: demands. Teach: the occasion affects the choice. Try: shared discussion. Apply: children match. Reflect: purpose recorded.

Check for understanding

Student matches a piece to a performance purpose.

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 — Explaining Why I Chose This Piece

Week 9, Day 5 · Unit 3 · Standards: 3.4PE, 3.6PE, 3.1PE, 3.2PE

Focus	Full explanation.
Learning target	"I can choose music to perform and explain why."
Vocabulary in use	select, repertoire, interest
Local date	_____

Learning sequence

Connect: three factors. Teach: combining knowledge, interest and purpose. Try: shared writing. Apply: children explain. Reflect: standard met in full.

Check for understanding

Student explains a selection on all three grounds.

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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Accessibility

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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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Fine Arts: Music (2024). Ohio publishes one adopted fine arts document per discipline - Dance, Drama/Theatre, Media Arts, Music and Visual Art - and all five reuse the same code shape (scope.number + process), so the discipline is carried by the document rather than by the code. The four processes are Creating (CR), Performing/Presenting/Producing (PE), Responding (RE) and Connecting (CO). Ohio writes K-8 by grade and then switches to named proficiency levels - HSP, HSI, HSAC, HSAD - rather than to grades 9-12. Music additionally carries an ENSEMBLE ladder (ENN, ENI, ENS, ENAC, ENAD), which is what a band, choir or orchestra course sits on. Scope: scopes 3. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>