

Ohio 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	Ohio
Grade	4 (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 — 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	Writing Down My Music -> 4.1CO, 4.2CO, 4.3CO — 3 standards; full text in the standards table
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.
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

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: 4.1CO, 4.2CO, 4.3CO

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: 4.1CO, 4.2CO, 4.3CO

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: 4.1CO, 4.2CO, 4.3CO

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: 4.1CO, 4.2CO, 4.3CO

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: 4.1CO, 4.2CO, 4.3CO

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

- 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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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 4. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>