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# Oklahoma 7 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            | Oklahoma                                                                          |
| Grade            | 7 (Middle)                                                                        |
| Subject          | Music / Band / Choir / Orchestra                                                  |
| Course category  | Fine Arts                                                                         |
| Standards family | Fine Arts                                                                         |
| Framework        | Oklahoma Academic Standards for Fine Arts: Ensemble and/or Secondary Music (2023) |
| Issuing agency   | Oklahoma State 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 — Presenting a Final Version

### Unit 3: Finishing and Choosing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What does finished actually mean, and who is it for?                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Standards          | <b>Presenting a Final Version -&gt; I.M.PR.2 Ensemble/Secondary Music Intermediate: Performing/Presenting/Producing</b> — Describe how the setting and formal characteristics of musical works inform prepared or improvised performances.<br><b>Presenting an Ensemble Creation -&gt; N.M.PR.4 Ensemble/Secondary Music Novice: Performing/Presenting/Producing</b> — Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. |
| Learning target    | "I can present a final version of my creation for a specific purpose."                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Measurable objectives

- Students will present a final version of their creation for a specific purpose.

### Success criteria (student-friendly)

- "I state the purpose."
- "I prepare the presentation to suit it."
- "I present in the agreed way."

### Academic vocabulary

final, purpose, presentation, audience, context

### Materials and technology

- Refined compositions
- Instruments and voices
- Notation or recordings
- Recording device if available and permitted
- Space to perform

### 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

A final version presented for a stated purpose.

### Family communication

Ask your child who their piece was made for.

## Day 41 — The Same Standard in Both Sections

Week 9, Day 1 • Unit 3 • Standards: I.M.PR.2, N.M.PR.4

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | Why this week is shared.                                               |
| Learning target   | "I can present a final version of my creation for a specific purpose." |
| Vocabulary in use | final, purpose, presentation                                           |
| Local date        | _____                                                                  |

### Learning sequence

BOTH STRANDS. Connect: Unit 2's refining. Teach: the document prints it identically at all three middle school levels, which is why this week serves both a general music class and an ensemble. Try: shared reading of the standard. Apply: pupils state what it asks. Reflect: what changes between levels is the work, not the words.

### Check for understanding

Student states what the standard requires.

### 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 — Deciding the Purpose First

Week 9, Day 2 · Unit 3 · Standards: I.M.PR.2, N.M.PR.4

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | The standard's key phrase.                                             |
| Learning target   | "I can present a final version of my creation for a specific purpose." |
| Vocabulary in use | final, purpose, presentation                                           |
| Local date        | _____                                                                  |

### Learning sequence

Connect: the standard. Teach: that A SPECIFIC PURPOSE changes everything about a presentation - to be played by others, to accompany something, to be listened to, to be assessed - and that presenting without one is just handing something in. Try: shared purpose-setting. Apply: pupils state a purpose for their piece. Reflect: purpose decides format.

### Check for understanding

Student states a specific purpose for their creation.

### 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 the Purpose Requires

Week 9, Day 3 · Unit 3 · Standards: I.M.PR.2, N.M.PR.4

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | Preparation.                                                           |
| Learning target   | "I can present a final version of my creation for a specific purpose." |
| Vocabulary in use | final, purpose, presentation                                           |
| Local date        | _____                                                                  |

### Learning sequence

Connect: purpose. Teach: matching the presentation to the purpose - a piece for others to play needs clean parts, a piece to be heard needs a good performance or recording, a piece to be assessed needs its criteria attached. Try: shared preparation. Apply: pupils prepare accordingly. Reflect: Week 5's notation and this week's purpose meet here.

### Check for understanding

Student prepares a presentation matched to its 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 44 — How You Want It Presented

Week 9, Day 4 · Unit 3 · Standards: I.M.PR.2, N.M.PR.4

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | The pupil's choice.                                                    |
| Learning target   | "I can present a final version of my creation for a specific purpose." |
| Vocabulary in use | final, purpose, presentation                                           |
| Local date        | _____                                                                  |

### Learning sequence

Connect: preparation. Teach: that pupils choose how their work is presented - performed by them, performed by others, played from a recording, or given as notation only - and that all four satisfy the standard. Try: shared choosing. Apply: pupils choose and prepare. Reflect: NO PUPIL PERFORMS SOLO TO THE CLASS UNLESS THEY CHOOSE TO; every route here meets the standard in full.

### Check for understanding

Student chooses a presentation route and prepares for 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 — Presenting the Final Version

Week 9, Day 5 • Unit 3 • Standards: I.M.PR.2, N.M.PR.4

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| Focus             | this week's standards and N.M.PR.4 assessed.                           |
| Learning target   | "I can present a final version of my creation for a specific purpose." |
| Vocabulary in use | final, purpose, presentation                                           |
| Local date        | _____                                                                  |

### Learning sequence

Connect: the week. Teach: presenting to the purpose stated, and recording what the presentation was for. Try: shared presentations in the chosen formats. Apply: pupils present. Reflect: standards I.M.PR.2 and N.M.PR.4 recorded together.

### Check for understanding

Student presents a final version for the stated 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.

## 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

Oklahoma State Department of Education. Oklahoma Academic Standards for Fine Arts: Ensemble and/or Secondary Music (2023). Oklahoma's elementary music standards stop at grade six by design; secondary music is written on a five-step proficiency ladder instead of by grade - Novice (N), Intermediate (I), Proficient (P), Advanced (AD) and Accomplished (AC). That ladder is what a band, choir or orchestra course actually sits on, and the level cited here is the one such a course would realistically be working in at this grade. Scope: Ensemble/Secondary Music Novice/Intermediate. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/fine-arts.html>