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# Oregon 6 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            | Oregon                                                                  |
| Grade            | 6 (Middle)                                                              |
| Subject          | Music / Band / Choir / Orchestra                                        |
| Course category  | Fine Arts                                                               |
| Standards family | Fine Arts                                                               |
| Framework        | Oregon Arts Standards (2015, based on the National Core Arts Standards) |
| Issuing agency   | Oregon 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 — Reading Rhythm

### Unit 3: Reading and Writing Music · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you write down a rhythm so someone else can play it?                                                                                                                                                                                                                                                                        |
| Standards          | <b>Reading Standard Symbols -&gt; MU.3.CR3.6 Music: CR</b> — 1. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. 2. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. |
| Learning target    | "I can read and perform written rhythm."                                                                                                                                                                                                                                                                                           |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                    |

#### Measurable objectives

- Students will read and identify by name or function standard symbols for rhythm.

#### Success criteria (student-friendly)

- "I name rhythmic symbols."
- "I perform written rhythm."
- "I write a rhythm others can perform."

#### Academic vocabulary

notation, duration, beat, bar, time signature

#### Materials and technology

- Whiteboard
- Notebooks
- Body percussion
- Public-domain or school-held notation
- 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.                                                                 |
| 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**

Written rhythm performed accurately and a rhythm written for others.

**Family communication**

Ask your child to clap a rhythm they wrote.

## Day 41 — Sound First, Then the Symbol

Week 9, Day 1 • Unit 3 • Standards: MU.3.CR3.6

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Order.                                   |
| Learning target   | "I can read and perform written rhythm." |
| Vocabulary in use | notation, duration, beat                 |
| Local date        | _____                                    |

### Learning sequence

Connect: Week 1's rhythm work. Teach: performing a pattern by ear first, then seeing how it is written - which is the order that makes notation make sense. Try: shared practice. Apply: pupils match heard patterns to written ones. Reflect: GENERAL MUSIC 9 says READ AND IDENTIFY BY NAME OR FUNCTION.

### Check for understanding

Student matches a heard rhythm to its 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 42 — Durations

Week 9, Day 2 • Unit 3 • Standards: MU.3.CR3.6

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | The symbols.                             |
| Learning target   | "I can read and perform written rhythm." |
| Vocabulary in use | notation, duration, beat                 |
| Local date        | _____                                    |

### Learning sequence

Connect: matching. Teach: the common note and rest values and their relationships. Try: shared practice. Apply: pupils perform written durations. Reflect: relationships rather than isolated facts.

### Check for understanding

Student performs written note values accurately.

### 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 — Beat, Bar and Time Signature

Week 9, Day 3 • Unit 3 • Standards: MU.3.CR3.6

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Organisation.                            |
| Learning target   | "I can read and perform written rhythm." |
| Vocabulary in use | notation, duration, beat                 |
| Local date        | _____                                    |

### Learning sequence

Connect: durations. Teach: how beats group into bars and what a time signature reports. Try: shared reading. Apply: pupils identify. Reflect: ENSEMBLE ROOMS use this every rehearsal; GENERAL MUSIC ROOMS use it to read and write.

### Check for understanding

Student explains what a time signature reports.

### 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 — Performing From the Page

Week 9, Day 4 • Unit 3 • Standards: MU.3.CR3.6

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Application.                             |
| Learning target   | "I can read and perform written rhythm." |
| Vocabulary in use | notation, duration, beat                 |
| Local date        | _____                                    |

### Learning sequence

Connect: reading. Teach: performing a written rhythm as a group with body percussion or instruments. Try: shared performance. Apply: pupils perform. Reflect: GROUP PERFORMANCE; no solo required.

### Check for understanding

Student performs a written rhythm in time.

### 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 — Writing One for Someone Else

Week 9, Day 5 • Unit 3 • Standards: MU.3.CR3.6

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | The real test.                           |
| Learning target   | "I can read and perform written rhythm." |
| Vocabulary in use | notation, duration, beat                 |
| Local date        | _____                                    |

### Learning sequence

Connect: performing. Teach: writing a rhythm and having it performed by others, which exposes every notational error. Try: shared writing. Apply: pupils write and test. Reflect: GENERAL MUSIC 9 progressing.

### Check for understanding

Student writes a rhythm others can perform correctly.

### 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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## Source citation

Oregon Department of Education. Oregon Arts Standards (2015, based on the National Core Arts Standards). Oregon adopted the National Core Arts Standards as its state arts standards in 2015. High school is written by proficiency level rather than by grade: dance, media arts, theatre and visual arts publish three levels, music publishes five. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/educator-resources/standards/arts/Pages/default.aspx>