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# Pennsylvania 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            | Pennsylvania                                              |
| Grade            | 3 (Elementary)                                            |
| Subject          | Music                                                     |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Arts and Humanities                                       |
| Issuing agency   | Pennsylvania 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 — 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          | <b>Choosing Music to Perform -&gt; 9.1.3.D Production, Performance and Exhibition of Dance, Music, Theatre and Visual</b> — Use knowledge of varied styles within each art form through a performance or exhibition of unique work |
| 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: 9.1.3.D

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 9.1.3.D

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 9.1.3.D

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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)

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## Day 44 — Choosing for a Purpose

### Week 9, Day 4 · Unit 3 · Standards: 9.1.3.D

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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)

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## Day 45 — Explaining Why I Chose This Piece

### Week 9, Day 5 · Unit 3 · Standards: 9.1.3.D

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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

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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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