
Rhode Island 2 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	Rhode Island
Grade	2 (Elementary)
Subject	Music
Course category	Fine Arts
Standards family	Fine Arts
Framework	Rhode Island Learning Standards
Issuing agency	Rhode Island 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 — Why We Chose This Music

Unit 3: Choosing Music to Perform · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why is this piece worth performing?
Standards	Why We Chose This Music -> MU:Pr4.1.2 strand — text
Learning target	"I can explain why we chose this music to perform."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain personal interest in, knowledge about, and purpose of varied music selected for performances.
- Students will give a reason for a repertoire choice.

Success criteria (student-friendly)

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

Academic vocabulary

repertoire, interest, purpose, select, perform

Materials and technology

- Teacher-selected pieces
- Sentence frames
- Listening equipment
- Chart paper
- Recording sheets

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

Observation: child explains interest, knowledge and purpose for a piece.

Family communication

Ask your child why their class chose a piece to perform.

Day 41 — Listening to Our Options

Week 9, Day 1 · Unit 3 · Standards: MU:Pr4.1.2

Focus	Surveying repertoire.
Learning target	"I can explain why we chose this music to perform."
Vocabulary in use	repertoire, interest, purpose
Local date	_____

Learning sequence

Connect: performing. Teach: listening before choosing. Try: guided listening. Apply: children respond. Reflect: first impressions recorded.

Check for understanding

Student responds to pieces under consideration.

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 About It

Week 9, Day 2 · Unit 3 · Standards: MU:Pr4.1.2

Focus	Personal interest.
Learning target	"I can explain why we chose this music to perform."
Vocabulary in use	repertoire, interest, purpose
Local date	_____

Learning sequence

Connect: listening. Teach: naming what draws us. Try: sentence frames. Apply: children explain. Reflect: variety noticed.

Check for understanding

Student states what interests them 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 43 — What I Know About It

Week 9, Day 3 · Unit 3 · Standards: MU:Pr4.1.2

Focus	Knowledge.
Learning target	"I can explain why we chose this music to perform."
Vocabulary in use	repertoire, interest, purpose
Local date	_____

Learning sequence

Connect: interest. Teach: finding out about a piece. Try: guided research. Apply: children record. Reflect: knowledge shapes performance.

Check for understanding

Student states something factual 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 44 — What Is It For?

Week 9, Day 4 · Unit 3 · Standards: MU:Pr4.1.2

Focus	Purpose.
Learning target	"I can explain why we chose this music to perform."
Vocabulary in use	repertoire, interest, purpose
Local date	_____

Learning sequence

Connect: knowledge. Teach: music made for occasions and uses. Try: shared discussion. Apply: children explain. Reflect: purpose recorded.

Check for understanding

Student states the purpose of a piece of music.

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 — Choosing Our Repertoire

Week 9, Day 5 · Unit 3 · Standards: MU:Pr4.1.2

Focus	Week 9 consolidation.
Learning target	"I can explain why we chose this music to perform."
Vocabulary in use	repertoire, interest, purpose
Local date	_____

Learning sequence

Connect: all three reasons. Teach: choosing together. Try: group decision. Apply: children choose and justify. Reflect: choices recorded.

Check for understanding

Student justifies a repertoire choice 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.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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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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Rhode Island Department of Education. Rhode Island Learning Standards. Retrieved 2026-07-27 from <https://ride.ri.gov/instruction-assessment/curriculum/curriculum-frameworks/arts-curriculum-framework>