
South Carolina 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	South Carolina
Grade	6 (Middle)
Subject	Music / Band / Choir / Orchestra
Course category	Fine Arts
Standards family	Fine Arts
Framework	South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025)
Issuing agency	South Carolina 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	Reading Standard Symbols -> IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2 — 3 standards; full text in the standards table
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.
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.

Support area	This week's plan
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: IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2

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: IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2

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: IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2

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: IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2

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: IM.B.P.IL.4, IM.B.P.IL.4.1, IM.B.P.IL.4.2

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

- 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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Source citation

South Carolina Department of Education. South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (approved 4 November 2025). South Carolina defines the visual and performing arts standards by proficiency level rather than by grade. The document states that the Novice, Intermediate and Advanced levels "are not intended to directly correlate with traditional educational stages like elementary, middle, and high school", since an elementary student may work at an Advanced level while a high school student beginning a new artform starts at Novice. The levels cited on this row are a suggested entry point for a typical class at this grade, not a State Board assignment of levels to grades. Retrieved 2026-07-27 from <https://ed.sc.gov/instruction/standards/visual-and-performing-arts/standards/>