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# South Carolina 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            | South Carolina                                                                                                       |
| Grade            | 7 (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 — 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; IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1</b><br><b>Presenting an Ensemble Creation -&gt; CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3</b><br><i>7 standards this week; full text in the standards table.</i> |
| 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. |
| 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**

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: IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1, CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| 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: IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1, CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| 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: IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1, CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| 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: IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1, CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| 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: IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1, CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | this week's standards and CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3 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 IM.B.P.IM.3, IM.B.P.IM.3.1, IM.B.P.IM.4, IM.B.P.IM.4.1 and CM.P.IM.5.3, CM.P.IM.5.4, CM.P.IM.3 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

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/>