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# South Carolina 8 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            | 8 (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 — Finishing for a Purpose

### Unit 3: Finishing and Programming · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What does finished actually mean?                                                                                                                          |
| Standards          | <b>A Final Version for a Stated Purpose</b> -> <b>GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1</b> — 4 standards; full text in the standards table |
| Learning target    | "I can produce a final version and say what purpose it is for."                                                                                            |
| Local dates        | _____ (enter your school dates)                                                                                                                            |

### Measurable objectives

- Students will present a final version of a creation for a specific purpose.
- Students will state the purpose the version is for.

### Success criteria (student-friendly)

- "I state the specific purpose."
- "The version suits that purpose."
- "I can say why it is finished rather than abandoned."

### Academic vocabulary

final version, purpose, audience, finished, presentation

### Materials and technology

- Refined compositions
- Documentation
- Sound sources available
- Recording means if agreed
- Paper for programme notes

### 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 with its stated purpose.

**Family communication**

Ask your child what purpose their finished piece is for.

## Day 41 — A Purpose Changes the Piece

Week 9, Day 1 • Unit 3 • Standards: GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Purpose first.                                                  |
| Learning target   | "I can produce a final version and say what purpose it is for." |
| Vocabulary in use | final version, purpose, audience                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: refinement. Teach: the purpose - background, opening, accompaniment to something else, a piece to be listened to closely - changes length, dynamics and complexity. Try: shared consideration of one piece for two purposes. Apply: students state the purpose of theirs. Reflect: a purpose named late is a purpose invented to fit.

### Check for understanding

Student states a specific purpose for their 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 — Fitting the Version to the Purpose

Week 9, Day 2 · Unit 3 · Standards: GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Adjustment.                                                     |
| Learning target   | "I can produce a final version and say what purpose it is for." |
| Vocabulary in use | final version, purpose, audience                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: purpose. Teach: adjusting the final version to the purpose rather than presenting the same version to everybody - trimming for background, strengthening an opening, simplifying for performers who will read it once. Try: shared adjustment of an example. Apply: students adjust theirs. Reflect: the same material, presented differently, is still the same creation.

### Check for understanding

Student adjusts a piece to suit its 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.

## Day 43 — Finished or Abandoned

Week 9, Day 3 · Unit 3 · Standards: GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The distinction.                                                |
| Learning target   | "I can produce a final version and say what purpose it is for." |
| Vocabulary in use | final version, purpose, audience                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: adjustment. Teach: telling finished from abandoned - finished means it meets the criteria and the purpose, abandoned means you stopped - and that both happen but only one is presented as final. Try: shared judgement against criteria. Apply: students judge their own honestly. Reflect: an abandoned piece can be returned to; nothing is lost by saying so.

### Check for understanding

Student judges whether a piece is finished against criteria and 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 — What Goes With the Music

Week 9, Day 4 • Unit 3 • Standards: GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Presentation materials.                                         |
| Learning target   | "I can produce a final version and say what purpose it is for." |
| Vocabulary in use | final version, purpose, audience                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: finish. Teach: what accompanies a final version - a title, the forces required, the purpose, and any performance direction a reader would need - which is the same job a programme note does. Try: shared drafting. Apply: students write theirs. Reflect: this returns in Unit 3's programming and in Unit 9.

### Check for understanding

Student writes the accompanying information for a final version.

### 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 — The Final Version Presented

Week 9, Day 5 · Unit 3 · Standards: GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | GM.CR.IH.1, GM.CR.IH.1.1, IM.B.P.IH.4.1, IM.R.IH.7.1 assessed.  |
| Learning target   | "I can produce a final version and say what purpose it is for." |
| Vocabulary in use | final version, purpose, audience                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: the materials. Teach: presenting the final version in whatever form the student has agreed to - played live, recorded, or read from the documentation by others. Try: shared presentation. Apply: students present. **NO STUDENT PERFORMS ALONE IN FRONT OF THE CLASS.** Reflect: this week's standard assessed on the version and its purpose.

### Check for understanding

Student presents a final version with its 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/>