

South Carolina K 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	South Carolina
Grade	K (Early Childhood)
Subject	Music
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 — Pictures That Mean Sounds

Unit 3: Writing Music Down · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can I write down a sound?
Standards	Writing Music with Pictures -> GM.R.NL.6 General Music: Responding — I can identify contrasts in music. GM.R.NL.7 General Music: Responding — I can communicate about music verbally.
Learning target	"I can use pictures to show sounds."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will record musical ideas using iconic notation.
- Students will agree symbols for sounds.

Success criteria (student-friendly)

- "I choose a symbol."
- "I say what it means."
- "Someone else can play it."

Academic vocabulary

symbol, picture, notation, represent, read

Materials and technology

- Large card symbols
- Whiteboards
- Percussion
- Chart paper
- Markers

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

Check: child creates a symbol and explains what sound it means.

Family communication

Draw a picture for a loud sound and a quiet one together.

Day 41 — A Picture for a Sound

Week 9, Day 1 · Unit 3 · Standards: GM.R.NL.6, GM.R.NL.7

Focus	The idea of notation.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher plays a sound and draws a symbol. Learn: pictures can mean sounds. Sing: song. Play: children invent a symbol. Reflect: idea discussed.

Check for understanding

Student invents a symbol for a sound.

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 — Big Symbol, Loud Sound

Week 9, Day 2 · Unit 3 · Standards: GM.R.NL.6, GM.R.NL.7

Focus	Notating dynamics.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows big and small symbols. Learn: size can mean volume. Sing: song. Play: children read symbols. Reflect: agreement needed.

Check for understanding

Student plays loudly when shown a large symbol.

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 — Long Line, Long Sound

Week 9, Day 3 · Unit 3 · Standards: GM.R.NL.6, GM.R.NL.7

Focus	Notating duration.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher shows lines and dots. Learn: length means duration. Sing: song. Play: children read. Reflect: system agreed.

Check for understanding

Student sustains a sound when shown a long line.

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 — High Up, Low Down

Week 9, Day 4 · Unit 3 · Standards: GM.R.NL.6, GM.R.NL.7

Focus	Notating pitch.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: teacher places symbols high and low. Learn: position means pitch. Sing: song. Play: children read. Reflect: system complete.

Check for understanding

Student sings high when a symbol is placed high on the page.

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 — Our Class Symbol Chart

Week 9, Day 5 • Unit 3 • Standards: GM.R.NL.6, GM.R.NL.7

Focus	Agreeing a shared system.
Learning target	"I can use pictures to show sounds."
Vocabulary in use	symbol, picture, notation
Local date	_____

Learning sequence

Listen: symbols reviewed. Learn: everyone must agree. Sing: song. Play: children test the system. Reflect: chart posted.

Check for understanding

Student uses the agreed class symbol 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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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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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/>