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# Tennessee 5 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            | Tennessee                                                 |
| Grade            | 5 (Elementary)                                            |
| Subject          | Music                                                     |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Tennessee Academic Standards for Fine Arts                |
| Issuing agency   | Tennessee 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 — Writing Down Rhythm

### Unit 3: Notating and Reading · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you write a sound so someone else can play it?                                                                                                                                                                                                                                                                                                                           |
| Standards          | <p><b>Notating Two-Chord Harmony</b> -&gt; <b>5.GM.P1.A General Music: Performing</b> — Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p><b>5.GM.P1.C General Music: Performing</b> — Explain how context (such as social, cultural, and historical) informs performances.</p> |
| Learning target    | "I can write down a rhythm so someone else can play it."                                                                                                                                                                                                                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                 |

### Measurable objectives

- Students will document rhythmic ideas using standard notation or technology.
- Students will test their notation by having someone else read it.

### Success criteria (student-friendly)

- "I notate a rhythm accurately."
- "Someone else can play what I wrote."
- "I fix what was unclear."

### Academic vocabulary

notation, bar, beat, rest, duration

### Materials and technology

- Manuscript paper or squared paper
- Pencils
- Body percussion and instruments
- Music notebooks
- 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

A notated rhythm another pupil can perform correctly.

### Family communication

Ask your child to clap a rhythm they wrote down.

## Day 41 — Why Notation Exists

Week 9, Day 1 · Unit 3 · Standards: 5.GM.P1.A, 5.GM.P1.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The purpose.                                             |
| Learning target   | "I can write down a rhythm so someone else can play it." |
| Vocabulary in use | notation, bar, beat                                      |
| Local date        | _____                                                    |

### Learning sequence

Connect: pieces made by ear in Unit 1. Teach: that notation exists so music survives the person who made it and can be played by someone who never heard it. Try: shared discussion. Apply: pupils explain the purpose.

### Check for understanding

Student explains what notation is for.

### 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 and Rests

Week 9, Day 2 · Unit 3 · Standards: 5.GM.P1.A, 5.GM.P1.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The symbols.                                             |
| Learning target   | "I can write down a rhythm so someone else can play it." |
| Vocabulary in use | notation, bar, beat                                      |
| Local date        | _____                                                    |

### Learning sequence

Connect: purpose. Teach: the note and rest durations the class needs, and how they add up to a bar. Try: shared reading and clapping. Apply: pupils notate a four-beat rhythm. Reflect: taught as arithmetic pupils can check, which makes it self-correcting.

### Check for understanding

Student notates a four-beat rhythm that adds up.

### 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 — The Test: Can Someone Else Play It

Week 9, Day 3 · Unit 3 · Standards: 5.GM.P1.A, 5.GM.P1.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Verification.                                            |
| Learning target   | "I can write down a rhythm so someone else can play it." |
| Vocabulary in use | notation, bar, beat                                      |
| Local date        | _____                                                    |

### Learning sequence

Connect: notating. Teach: the only real test of notation is handing it to someone who was not there. Try: shared exchange. Apply: pupils swap and perform each other's. Reflect: the exchange finds every error faster than checking your own.

### Check for understanding

Student performs a rhythm from a classmate's 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 44 — Fixing What Was Unclear

Week 9, Day 4 · Unit 3 · Standards: 5.GM.P1.A, 5.GM.P1.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Revision.                                                |
| Learning target   | "I can write down a rhythm so someone else can play it." |
| Vocabulary in use | notation, bar, beat                                      |
| Local date        | _____                                                    |

### Learning sequence

Connect: the test. Teach: correcting the notation rather than explaining it verbally - if it needed explaining, it was not notated. Try: shared correction. Apply: pupils revise. Reflect: same revision discipline as everywhere else in this course.

### Check for understanding

Student corrects notation that was misread.

### 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 — Notating With Technology

Week 9, Day 5 · Unit 3 · Standards: 5.GM.P1.A, 5.GM.P1.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The alternative route.                                   |
| Learning target   | "I can write down a rhythm so someone else can play it." |
| Vocabulary in use | notation, bar, beat                                      |
| Local date        | _____                                                    |

### Learning sequence

Connect: paper notation. Teach: that a recording, a grid or a notation app is a legitimate system under this standard, and when each is the better tool. Try: shared trial on whatever devices exist. Apply: pupils document one idea a second way. Reflect: NO SOFTWARE MUST BE BOUGHT; paper is a full route.

### Check for understanding

Student documents an idea using a second system.

### 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.
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## Source citation

Tennessee Department of Education. Tennessee Academic Standards for Fine Arts. Tennessee writes its fine arts standards for eight disciplines - dance, theatre, general music, instrumental music, vocal music, music theory, visual art and media arts - per grade through grade eight, and then by proficiency level rather than by grade for high school. The level cited on a high school row is this planner's placement. Retrieved 2026-07-27 from <https://www.tn.gov/education/districts/academic-standards/arts-education.html>