
Tennessee 9 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	Tennessee
Grade	9 (High)
Subject	Music / Band / Choir / Orchestra
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 — Judging Your Own Work

Unit 3: Judging and Improving What You Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you tell whether your own piece works?
Standards	(Half Credit) Creating / Evaluate and Refine (1) -> HS1.IM.Cr2.A Instrumental Music: Creating (high school level 1) — Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. HS1.IM.Cr2.B Instrumental Music: Creating (high school level 1) — Describe and document compositions and/or improvisations through standard notation and recording technology. HS2 (Full Credit) Creating / Evaluate and Refine (1) -> HS1.VM.Cr2.A Vocal Music: Creating (high school level 1) — Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal. HS1.VM.Cr2.B Vocal Music: Creating (high school level 1) — Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.
Learning target	"I can evaluate and compare created work, mine and other people's."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate and compare personal and peer created arrangements and compositions (half credit), or do so in a variety of genres and styles (full credit).

Success criteria (student-friendly)

- "I evaluate my own work against the piece's aims."
- "I compare two created works fairly."
- "I give evidence for each judgement."

Academic vocabulary

evaluation, comparison, aim, evidence, craft, effectiveness

Materials and technology

- Completed pieces
- Notebooks

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.

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

Assessment and evidence

An evaluation and comparison supported by evidence.

Family communication

Ask your child what they would change about their piece.

Day 41 — The Rules for Evaluating Each Other's Work

Week 9, Day 1 · Unit 3 · Standards: HS1.IM.Cr2.A, HS1.IM.Cr2.B, HS1.VM.Cr2.A, HS1.VM.Cr2.B

Focus	Before anyone comments.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

TEACHER NOTE READ TO THE CLASS. This standard requires students to evaluate PEER work, so the rules are set now and hold all year. (1) Evaluation is of THE PIECE AND THE DECISIONS IN IT, never of the person, their talent or their playing. (2) Students evaluate their OWN work before anyone else's. (3) NO STUDENT'S WORK IS EVALUATED BY THE CLASS WITHOUT THEIR CONSENT, which may be withdrawn; written self-evaluation submitted to the teacher meets the standard in full, and that route is offered to everyone. (4) NO PIECE IS RANKED AGAINST ANOTHER STUDENT'S. Connect: finished pieces. Teach: the rules. Try: shared reading. Apply: students state them. Reflect: this is how a class can be honest without anyone getting hurt.

Check for understanding

Student states the evaluation rules.

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 — Against Its Own Aims

Week 9, Day 2 · Unit 3 · Standards: HS1.IM.Cr2.A, HS1.IM.Cr2.B, HS1.VM.Cr2.A, HS1.VM.Cr2.B

Focus	The fair basis.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: the rules. Teach: evaluating a piece against WHAT IT WAS TRYING TO DO rather than against what you would have written - which is the difference between evaluation and preference. Try: shared evaluation of a described piece. Apply: students evaluate their own piece against its stated intent. Reflect: judge it against its aim, or you are just describing your taste.

Check for understanding

Student evaluates a piece against its stated aim.

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 — Comparing Two Pieces

Week 9, Day 3 · Unit 3 · Standards: HS1.IM.Cr2.A, HS1.IM.Cr2.B, HS1.VM.Cr2.A, HS1.VM.Cr2.B

Focus	The standard's other verb.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: evaluation. Teach: comparing two created works on named dimensions - structure, use of the forces, effectiveness of the ending - rather than deciding which is better overall. Try: shared comparison. Apply: students compare two pieces on three dimensions. Reflect: name the dimension and the comparison becomes useful.

Check for understanding

Student compares two created works on stated dimensions.

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 — Across Genres and Styles

Week 9, Day 4 · Unit 3 · Standards: HS1.IM.Cr2.A, HS1.IM.Cr2.B, HS1.VM.Cr2.A, HS1.VM.Cr2.B

Focus	The full-credit clause.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: that the full-credit standard adds 'in a variety of genres and styles', which makes comparison harder because the criteria differ by style - and that acknowledging this is part of the answer. Try: shared discussion of criteria that do not transfer. Apply: students compare across styles and note where criteria failed. Reflect: judging one style by another's rules is the classic error.

Check for understanding

Student compares work across styles and identifies criteria limits.

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 — Evidence

Week 9, Day 5 · Unit 3 · Standards: HS1.IM.Cr2.A, HS1.IM.Cr2.B, HS1.VM.Cr2.A, HS1.VM.Cr2.B

Focus	What makes it an evaluation.
Learning target	"I can evaluate and compare created work, mine and other people's."
Vocabulary in use	evaluation, comparison, aim, evidence, craft, effectiveness
Local date	_____

Learning sequence

Connect: comparison. Teach: attaching the moment in the music to each judgement - bar, section, entry - so the evaluation can be checked. Try: shared modelling. Apply: students attach evidence to their judgements. Reflect: point at the bar.

Check for understanding

Student supports evaluations with specific evidence.

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.
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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>