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# Texas 2 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            | Texas                                                                        |
| Grade            | 2 (Elementary)                                                               |
| Subject          | Music                                                                        |
| Course category  | Fine Arts                                                                    |
| Standards family | Fine Arts                                                                    |
| Framework        | Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 117 -- Fine Arts |
| Issuing agency   | Texas Education Agency                                                       |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                    |

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

## 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 — Why We Chose This Music

### Unit 3: Choosing Music to Perform · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why is this piece worth performing?                                                                                        |
| Standards          | <b>Why We Chose This Music -&gt; Music 2.1(B) Foundations: music literacy</b> — identify instruments visually and aurally; |
| Learning target    | "I can explain why we chose this music to perform."                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                            |

#### Measurable objectives

- Students will explain personal interest in, knowledge about, and purpose of varied music selected for performances.
- Students will give a reason for a repertoire choice.

#### Success criteria (student-friendly)

- "I say what interests me about it."
- "I say something I know about it."
- "I say what it is for."

#### Academic vocabulary

repertoire, interest, purpose, select, perform

#### Materials and technology

- Teacher-selected pieces
- Sentence frames
- Listening equipment
- Chart paper
- Recording sheets

#### 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**

Observation: child explains interest, knowledge and purpose for a piece.

**Family communication**

Ask your child why their class chose a piece to perform.

## Day 41 — Listening to Our Options

### Week 9, Day 1 • Unit 3 • Standards: Music 2.1(B)

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Surveying repertoire.                               |
| Learning target   | "I can explain why we chose this music to perform." |
| Vocabulary in use | repertoire, interest, purpose                       |
| Local date        | _____                                               |

### Learning sequence

Connect: performing. Teach: listening before choosing. Try: guided listening. Apply: children respond. Reflect: first impressions recorded.

### Check for understanding

Student responds to pieces under consideration.

### 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 — What Interests Me About It

### Week 9, Day 2 · Unit 3 · Standards: Music 2.1(B)

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Personal interest.                                  |
| Learning target   | "I can explain why we chose this music to perform." |
| Vocabulary in use | repertoire, interest, purpose                       |
| Local date        | _____                                               |

### Learning sequence

Connect: listening. Teach: naming what draws us. Try: sentence frames. Apply: children explain. Reflect: variety noticed.

### Check for understanding

Student states what interests them about a 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 43 — What I Know About It

### Week 9, Day 3 · Unit 3 · Standards: Music 2.1(B)

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Knowledge.                                          |
| Learning target   | "I can explain why we chose this music to perform." |
| Vocabulary in use | repertoire, interest, purpose                       |
| Local date        | _____                                               |

### Learning sequence

Connect: interest. Teach: finding out about a piece. Try: guided research. Apply: children record. Reflect: knowledge shapes performance.

### Check for understanding

Student states something factual about a 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 44 — What Is It For?

### Week 9, Day 4 · Unit 3 · Standards: Music 2.1(B)

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Purpose.                                            |
| Learning target   | "I can explain why we chose this music to perform." |
| Vocabulary in use | repertoire, interest, purpose                       |
| Local date        | _____                                               |

### Learning sequence

Connect: knowledge. Teach: music made for occasions and uses. Try: shared discussion. Apply: children explain. Reflect: purpose recorded.

### Check for understanding

Student states the purpose of a piece of music.

### 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.*

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## Day 45 — Choosing Our Repertoire

### Week 9, Day 5 · Unit 3 · Standards: Music 2.1(B)

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Week 9 consolidation.                               |
| Learning target   | "I can explain why we chose this music to perform." |
| Vocabulary in use | repertoire, interest, purpose                       |
| Local date        | _____                                               |

### Learning sequence

Connect: all three reasons. Teach: choosing together. Try: group decision. Apply: children choose and justify. Reflect: choices recorded.

### Check for understanding

Student justifies a repertoire choice on all three grounds.

### 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.
- Standards were transcribed from the official source.
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## Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 117 -- Fine Arts. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>