



## K-5 Music — Weekly Student Pack

NAME	DATE	CLASS / PERIOD
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### What you'll learn this week

This weekly Music plan covers beat vs. rhythm, body percussion, and a class song project for K-5 students, aligned to National Core Arts MU:Pr4.2.K, MU:Cr1.1.3.

### My goals for the week

- Session 1: I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 1 focus area.
- Session 2: I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 2 focus area.
- Session 3: I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 3 focus area.
- Session 4: I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 4 focus area.
- Session 5: I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 5 focus area.



# Session 1

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## TODAY'S GOAL

I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 1 focus area.

## WORDS I NEED TO KNOW

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## Today's plan

1. Warm-up: 5 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask:...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

## MY PRACTICE — SHOW YOUR WORK

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## EXIT TICKET — before you leave today

*Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.*

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# Session 2

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## TODAY'S GOAL

I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 2 focus area.

## WORDS I NEED TO KNOW

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## Today's plan

1. Warm-up: 6 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask:...
2. Lesson: 20 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 15 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 15 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

## MY PRACTICE — SHOW YOUR WORK

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## EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.

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# Session 3

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## TODAY'S GOAL

I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 3 focus area.

## WORDS I NEED TO KNOW

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## Today's plan

1. Warm-up: 7 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask:...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

## MY PRACTICE — SHOW YOUR WORK

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## EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.

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# Session 4

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## TODAY'S GOAL

I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 4 focus area.

## WORDS I NEED TO KNOW

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## Today's plan

1. Warm-up: 8 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask:...
2. Lesson: 20 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 15 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 15 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

## MY PRACTICE — SHOW YOUR WORK

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## EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.

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# Session 5

K-5 Music — Weekly Lesson Plan · Student Edition

## TODAY'S GOAL

I will engage with beat vs. rhythm, body percussion, and a class song project at a K-5 level — session 5 focus area.

## WORDS I NEED TO KNOW

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## Today's plan

1. Warm-up: 9 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask:...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

## MY PRACTICE — SHOW YOUR WORK

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## EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.

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# My Week — Reflection

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## How did it go?

One thing I'm proud I learned this week:

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One thing that was tricky for me:

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A question I still have:

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How I'd rate my effort this week (1–5) and why:

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