



## K-5 Music — Weekly Lesson Plan

GRADE LEVEL

K-5

SUBJECT

Music

WEEK OF

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### Unit Overview

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.

### Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

### Global Standards Mapping

**United States:**

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

**United Kingdom:**

Key Stage 1–2 (Years 1–6)

**Australia / NZ:**

Foundation–Year 6 (AC v9.0)

**IB Programme:**

PYP (cross-phase, ages 3–11)

**Canada (Ontario):**

Ontario Primary–Junior (K–Grade 6)

**Singapore / India:**

MOE Primary 1–6 · NCERT Classes 1–5

*EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only*

### Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

# Session 1

K-5 Music — Weekly Lesson Plan

## Learning Objective

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

## Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

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

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 2

K-5 Music — Weekly Lesson Plan

## Learning Objective

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

## Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

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

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 3

K-5 Music — Weekly Lesson Plan

## Learning Objective

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

## Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

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

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 4

K-5 Music — Weekly Lesson Plan

## Learning Objective

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

## Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

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

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Session 5

K-5 Music — Weekly Lesson Plan

## Learning Objective

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

## Standards Alignment

National Core Arts MU:Pr4.2.K, MU:Cr1.1.3

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to beat vs. rhythm, body percussion, and a class song project; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

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

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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