

Music Class Routine Sequence Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

MUSIC CLASS ROUTINE

STRIP

Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.

1

2

3

4

5











Music room

Sit

Listen

Sing

Walk back

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one music class to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

A NOTE ON THE REPEATED PICTURE

Steps 1 and 5 share one picture: entering the music room and leaving it are two moments at the same doorway, so the same honest picture is used both times rather than an unrelated one invented to make each card look different. The step number on each card keeps the set in order.

WHERE THIS ROUTINE STARTS AND ENDS

This routine covers the moment a student arrives at the music room and follows the lesson through to departure — it captures the transition, attention, and listening and singing participation structure, but the music teacher's own activity and song choice are what fills the middle steps.

THE ROUTINE, STEP BY STEP

STEP #	MUSIC CLASS ROUTINE	WHAT IT SHOWS
1	Music room	A door — the music room entrance.
2	Sit	A chair, the seat found and sat in.
3	Listen	An ear — listening to the music and the teacher.
4	Sing	A microphone — the tool for singing participation. This art set has no picture of singing itself, so the microphone stands for the action.
5	Walk back	Reused from card 1, the same door picture — leaving the music room is the same doorway. Card 5's own number keeps the order.

Page 6 of 21

BRIGHT PATH SPED

STRIP AND COLOR CARDS

MUSIC CLASS ROUTINE

Class Routine Cards (Color)

The order of the music class routine. Print on cardstock, cut on the dashed lines, velcro on this is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on

2

3

5









Sit

Listen

Sing

Walk back

WHAT IT SHOWS

A door — the music room entrance.

A chair, the seat found and sat in.

An ear — listening to the music and the teacher.

A microphone — the tool for singing participation. This art set has no picture of singing itself, so the microphone stands for the action.

Reused from card 1, the same door picture — leaving the music room is the same doorway. Card 5's own number keeps the order.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead; type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Page 7 of 21

BRIGHT PATH SPED

What Is Inside, and Where

One music class routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



Sequence Strip
(Color)
STRIP

6



Music Class
Routine Cards
(Color)
CARDS

7



Blank Sequence
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Music Class
Routine Cards
(Ink-Saver)
CARDS

10



Sequence Strip
(Ink-Saver)
STRIP

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Sequence Cards
REFERENCE

13



Completion Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



Hand-Off to
Another Adult or
Teacher
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

☆ START HERE

Start Here — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip in the music room, or hand the cards over one at a time in numbered order, or keep them on a ring the student carries. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and a note on the setting this routine covers.



3

Log it, roll it up, send it home

One row on the log (page 14) each music class the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the music class routine — entering, sitting, listening, singing and leaving — plus a strip view, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a music curriculum or procedure. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened. It is also not the store's other classroom routine sets, which cover other classroom moments.

WHICH PAGE, WHEN

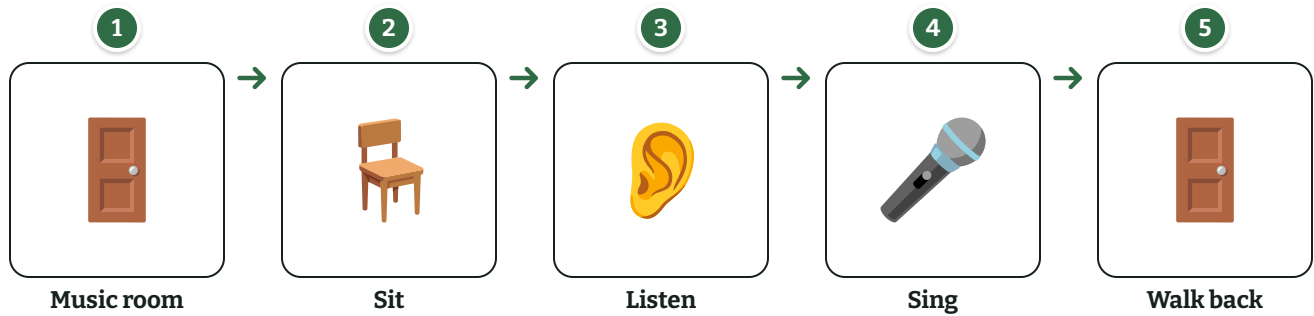
YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

STRIP **Sequence Strip (Color)**

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WHERE THIS ROUTINE STARTS AND ENDS

This routine covers the moment a student arrives at the music room and follows the lesson through to departure — it captures the transition, attention, and listening and singing participation structure, but the music teacher’s own activity and song choice are what fills the middle steps.

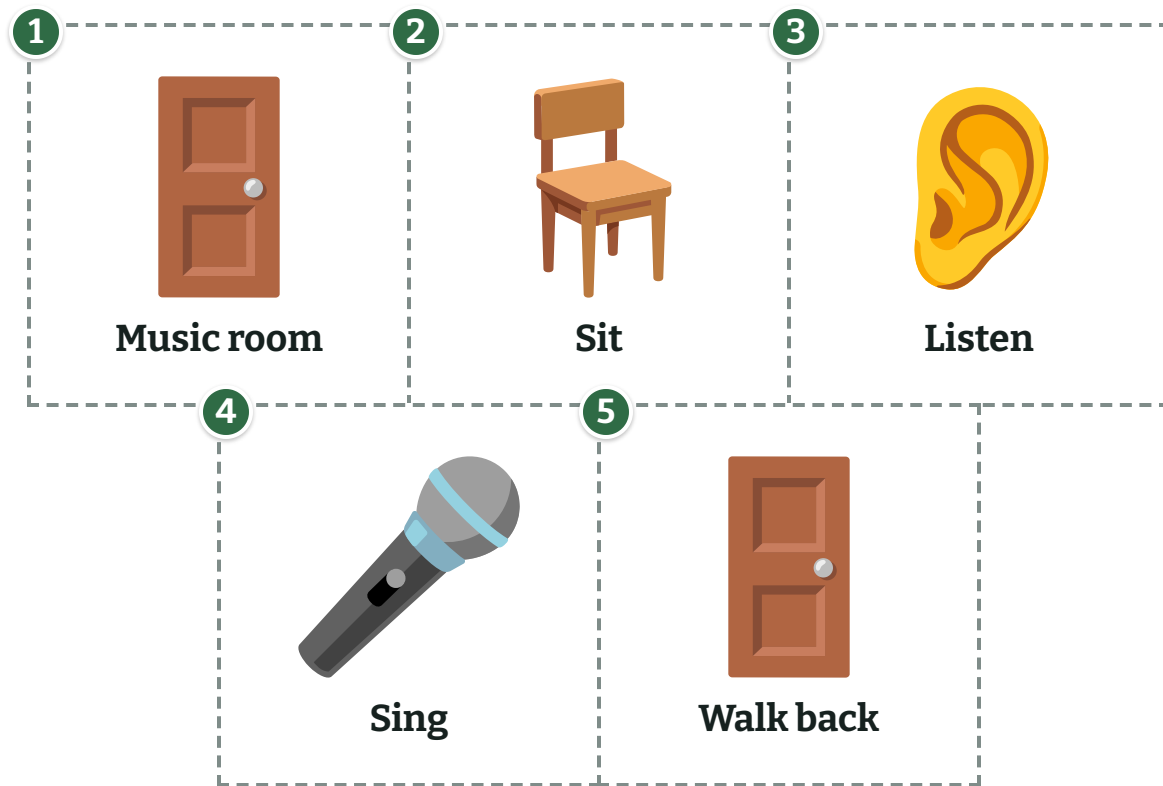
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CARDS

Music Class Routine Cards (Color)

5 2-inch cards, numbered in the order of the music class routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 8) always matches.

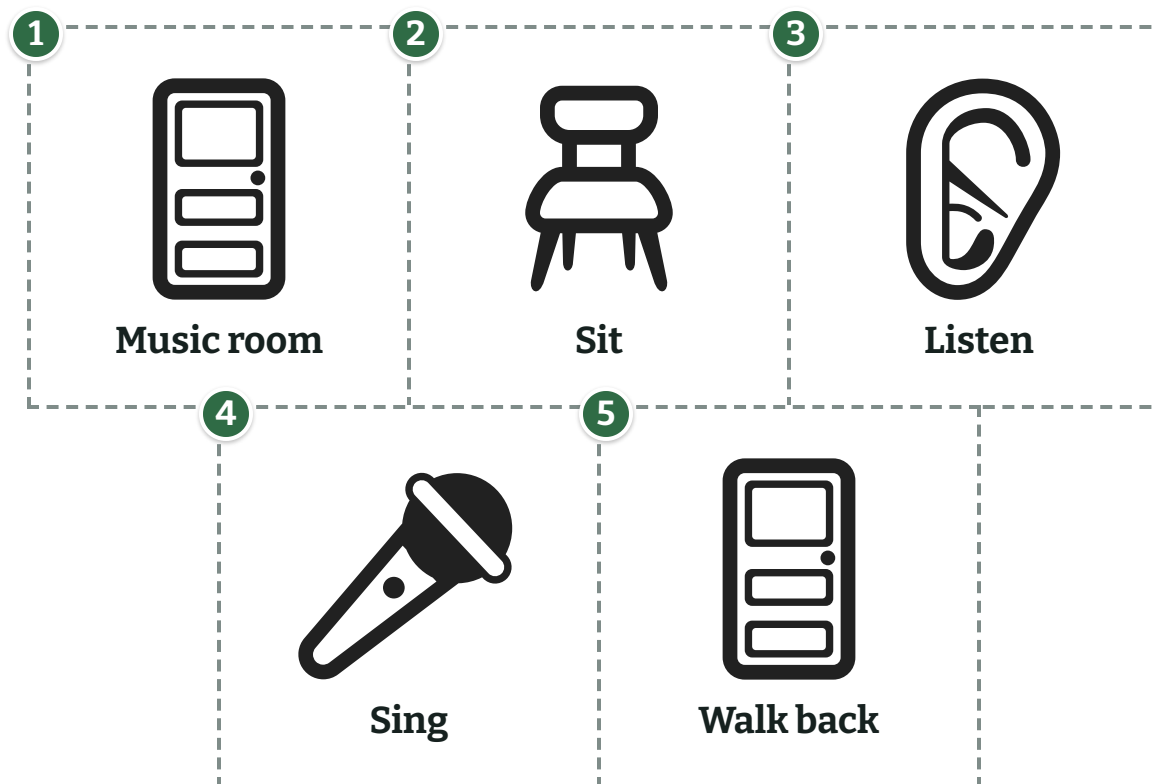
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CARDS

Music Class Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the music class routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 5 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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Completion Log

One row every music class the routine runs. It counts one thing per step: whether help was needed.

STUDENT

SETTING (MUSIC CLASS, MUSIC THERAPY, ANOTHER SETTING)

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER MUSIC CLASS THE ROUTINE RUNS

[illegible]

WHAT ONE ROW COUNTS

One row is one music class the routine ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every 1 across the table for the week; the roll-up (page 15) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CLASSES LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each class logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

 **EXAMPLE**

Filled Example

 **SAMPLE · INVENTED STUDENT**

Every number in the read-out is re-counted straight from the tables above; JR means “see the log for initials” and is not itself a field value.

Jayden is invented, and so is every mark on this page. One music class on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one music class (page 14)

DATE	1 MUSIC ROOM	2 SIT	3 LISTEN	4 SING	5 WALK BACK	INITIALS
This class	I	I	P	I	I	JR

The roll-up, three weeks (page 15)

#	WEEK OF	CLASSES LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	3	12	80%	–
2	9/15	3	14	93%	–
3	9/22	3	15	100%	–

READING THE NUMBERS

This class’s row: 4 of 5 steps completed independently, one P (Sing needed a prompt). The weeks: 12 of 15 steps (80 percent), then 14 of 15 (93 percent), then 15 of 15 (100 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Jayden completed 15 of 15 music class routine steps independently the week of 9/22 (100 percent), up from 12 of 15 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 80, 93 and 100, joined by a line that rises. The one P in the row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s class and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Jayden’s team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This class’s single P landed on Sing. That is a coincidence of this invented class, not a pattern this file claims — a real log might show the prompt on any step, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged class looks like — without needing to bring the whole stack of daily logs to the table.