

Staff and Clef Detectives Process Journal

Music Explorations • Grade 6 • Unit 05 • 2026–27

First meeting Mon Oct 19 2026 • Last meeting Thu Oct 29 2026

Name	Class / period

Show musical thinking through labeled diagrams, grids, notation, and short explanations. This journal supports orchestra, band, and choir; everyone can use the supplied class examples.

Use paper and pencil, or type in the answer cells in Google Docs. For staff sketches, use a printed page or a clearly labeled pitch and duration grid approved by your teacher. You may turn paper evidence in directly; a photo is optional. No instruments, Noteflight, recording, or home equipment are required.

Show your learning with actual musical evidence

First attempt	Correction / revision	Next action

Use a note, bar, diagram, or marked excerpt; add a short explanation.

My unit product

A labeled treble/bass staff map and an annotated original eight-note excerpt with a reading strategy.

Keep your first attempt. Make corrections in another color, or label them “before” and “after.” Quiet voice/tapping can help; silent tracing is also available. Listening lessons use teacher demonstrations or class audio.

Core first, then extend

Grade 6: use the model, label each step, and ask for a smaller practice set when needed.

Lesson 1 Find lines and spaces

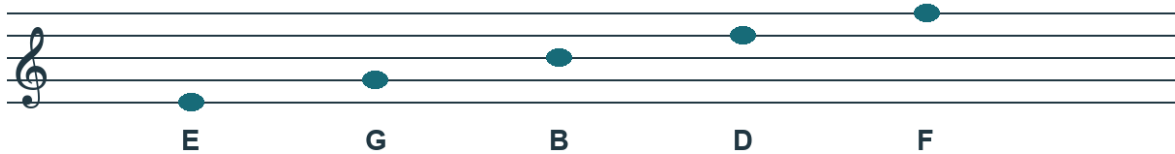
Mon Oct 19 2026 • 45 minutes

Do Now Draw a five-line staff. Dot line 1, space 2, and line 5.

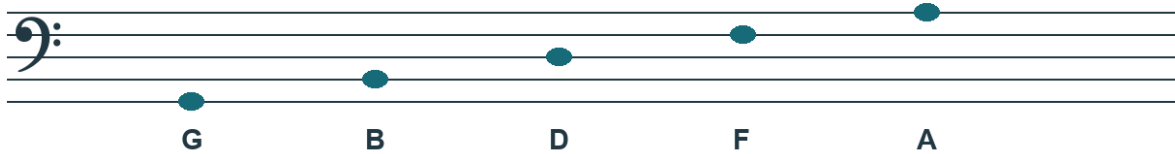
My first answer or sketch

Model to notice Count from the bottom. Notes sit on lines or in spaces. Ascending one position moves to the next letter: A B C D E F G A. Position and letter name are different until a clef is supplied.

Treble clef



Bass clef



Spaces: treble F A C E • bass A C E G • count from the bottom

Try it Number all lines and spaces on two staves. Trace eight adjacent positions upward and downward. Create a three-position puzzle for a partner to identify.

Position or degree	My pitch / step / label	My correction
1–5		
6–9		

Before I leave Why can the same position have different letter names?

My checkpoint response

Support: use the reference and label one step at a time.

Lesson 2 Read treble clef

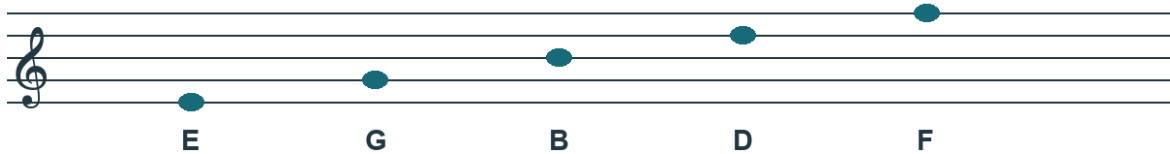
Wed Oct 21 2026 • 45 minutes

Do Now Write the next four letters after E, wrapping after G.

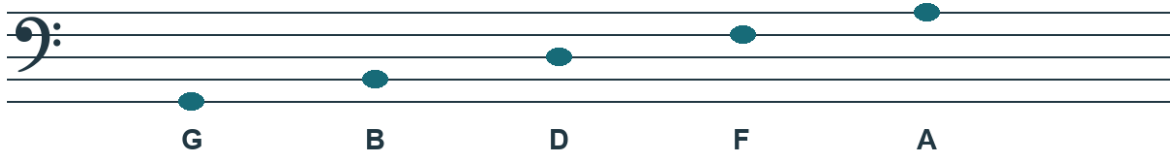
My first answer or sketch

Model to notice The treble or G clef centers on G on line 2. Lines bottom to top are E G B D F; spaces F A C E. Count each position rather than guessing from the contour.

Treble clef



Bass clef



Spaces: treble F A C E • bass A C E G • count from the bottom

Try it Label nine consecutive positions from E on the bottom line to F on the top line. Write C A F E on treble spaces where appropriate, then E G B D F on lines. Read them backward with a partner.

Position or degree	My pitch / step / label	My correction
1–5		
6–9		

Before I leave Name treble line 3 and space 3.

My checkpoint response

Support: use the reference and label one step at a time.

Lesson 3 Read bass clef

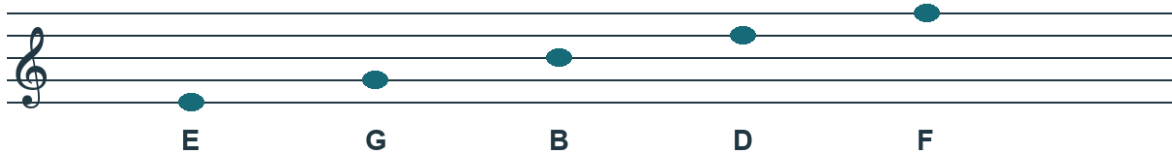
Fri Oct 23 2026 • 45 minutes

Do Now Recall treble line 2. Then find line 4 on an unlabeled staff.

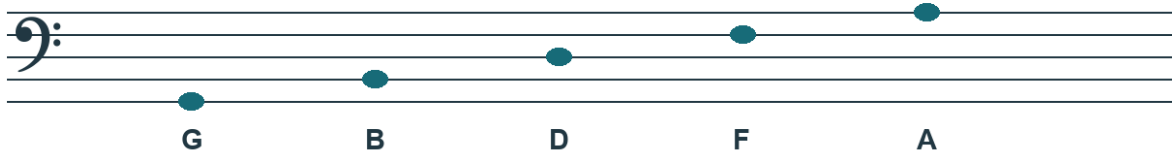
My first answer or sketch

Model to notice Bass or F clef dots surround F on line 4. Lines bottom to top: G B D F A. Spaces: A C E G. A note in the same place as a treble note can have a different name.

Treble clef



Bass clef



Spaces: treble F A C E • bass A C E G • count from the bottom

Try it Label all bass positions from bottom-line G to top-line A. Write A C E G in spaces. Compare line 2 and space 3 in both clefs using two colors and a letter key.

Position or degree	My pitch / step / label	My correction
1–5		
6–9		

Before I leave Name bass line 2 and space 3.

My checkpoint response

Support: use the reference and label one step at a time.

Lesson 4 Use ledger lines and registers

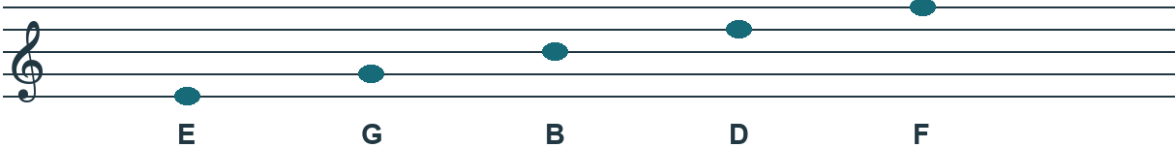
Tue Oct 27 2026 • 45 minutes

Do Now Name treble bottom line and bass top line.

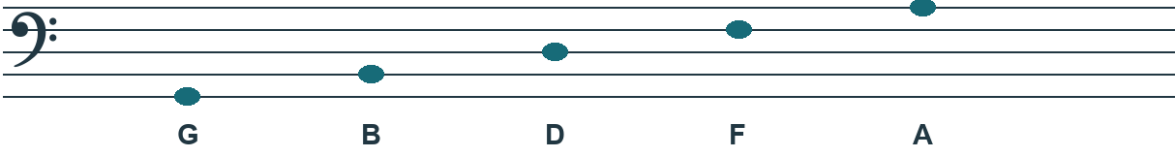
My first answer or sketch

Model to notice Ledger lines continue the staff at the same spacing. Middle C is on the first ledger below treble or first ledger above bass. Scientific pitch labels distinguish C4 from C5; both have the letter C.

Treble clef



Bass clef



Spaces: treble F A C E • bass A C E G • count from the bottom

Try it Place middle C in both clefs. Continue stepwise from treble middle C to G4 and from bass middle C down to F3. Circle ledger-line notes and label the register.

Position or degree	My pitch / step / label	My correction
1–5		
6–9		

Before I leave Show two ways of writing the same middle C.

My checkpoint response

Support: use the reference and label one step at a time.

Lesson 5 Annotate an unfamiliar score

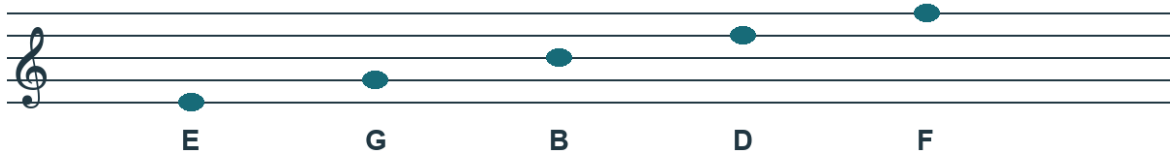
Thu Oct 29 2026 • 45 minutes

Do Now Name treble line 2, bass line 4, and the middle-C ledger locations without the reference.

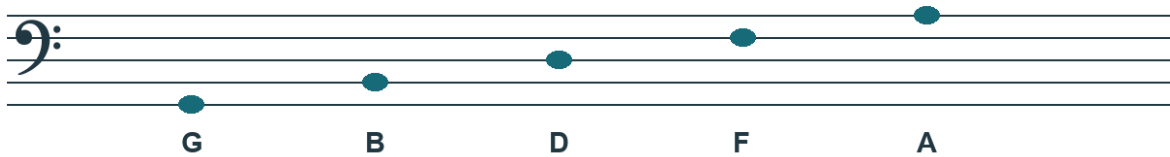
My first answer or sketch

Model to notice Use a four-step strategy: clef → anchor → step or skip → check. Work from a known anchor when memory is uncertain. Written music can include concert-pitch and transposed parts; this unit practices written pitch.

Treble clef



Bass clef



Spaces: treble F A C E • bass A C E G • count from the bottom

Try it Choose treble or bass. Notate C D E G F E D C in a comfortable register. Label anchors, circle two skips, and explain one reading strategy. Exchange and correct one error with evidence.

Position or degree	My pitch / step / label	My correction
1–5		
6–9		

Before I leave Submit the staff map, excerpt, and corrected reading strategy.

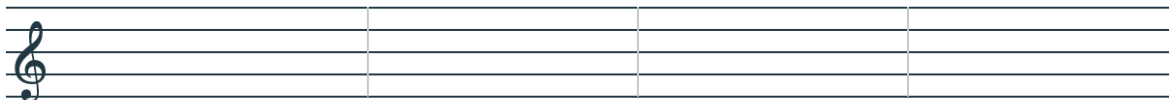
My checkpoint response

Support: use the reference and label one step at a time.

Music Sketch Workspace

Draw in your chosen clef, or use the labeled pitch / duration cells below. Add meter, bar totals, and expression. Use additional paper when your musical idea needs it.

Treble clef

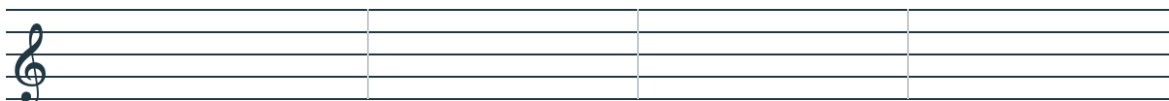


Bass clef

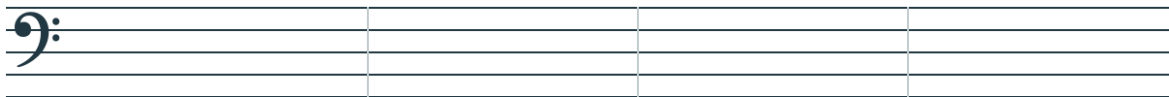


Write pitch names / rhythms below, or draw your notes on a printed copy.

Treble clef



Bass clef



Write pitch names / rhythms below, or draw your notes on a printed copy.

Bar	Pitches and durations	Expression / words
1		
2		
3		
4		
5		
6		
7		
8		

Review My Learning

Show your learning with actual musical evidence

First attempt	Correction / revision	Next action
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Use a note, bar, diagram, or marked excerpt; add a short explanation.

My evidence	What changed	Why it is clearer or more accurate
Reading / pitch		
Rhythm / counting		
Listening / expression / creation		

My ensemble connection

Orchestra band choir or the class example	One specific skill I can transfer

My next practice action

Skill	Two minute action	How I will check it

Submission check: labeled visual practice; the unit product; specific corrections/revisions; one transfer connection. The baseline is ungraded. Use the same Google Classroom assignment and retain earlier work.