

Read Count and Create Process Journal

Music Explorations • Grade 6 • Unit 07 • 2026–27

First meeting Tue Nov 17 2026 • Last meeting Fri Dec 04 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

An original four-measure melody with accurate meter, pitch labels, a tempo choice, and expressive markings.

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 Read meter and organize measures

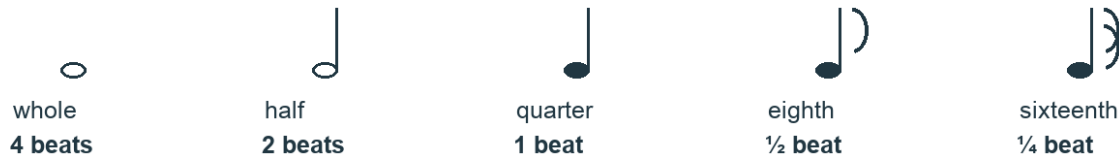
Tue Nov 17 2026 • 45 minutes

Do Now A bar has three quarter notes. Which meter could fit: 3/4 or 4/4?

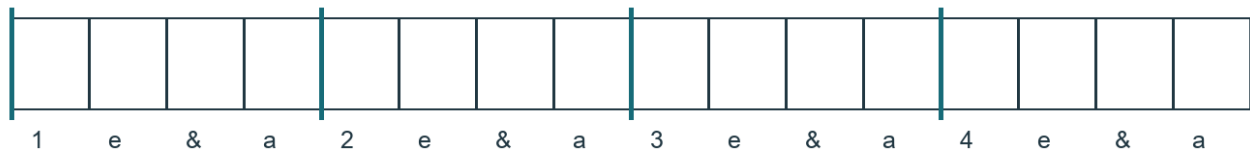
My first answer or sketch

Model to notice In 2/4, 3/4, and 4/4 the upper number counts beats and the lower identifies the quarter-note beat. Meter is a repeating grouping, not speed. A pickup is an incomplete opening measure balanced by the ending when appropriate.

Duration ladder when a quarter note receives one beat



Four beats divided into sixteen equal cells • count 1 e & a



Try it Arrange the same six quarter notes as three 2/4 bars or two 3/4 bars. Mark stronger first beats. Sketch a one-beat pickup and explain where counting begins.

1	2	3	4	5	6	7	8

Type a pitch / duration, syllable / hold, count, or rest in each cell; label the beat grouping.

Before I leave Why does changing 3/4 to 4/4 require checking bar totals?

My checkpoint response

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

Lesson 2 Use dots and ties

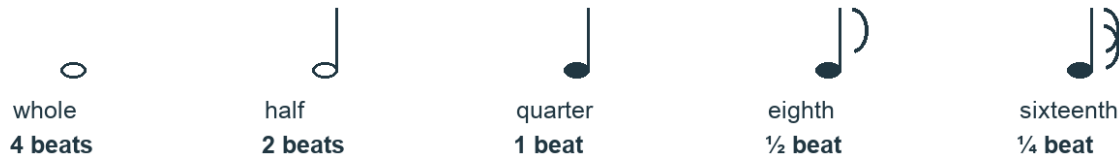
Thu Nov 19 2026 • 45 minutes

Do Now What is half of a half note's two beats in 4/4?

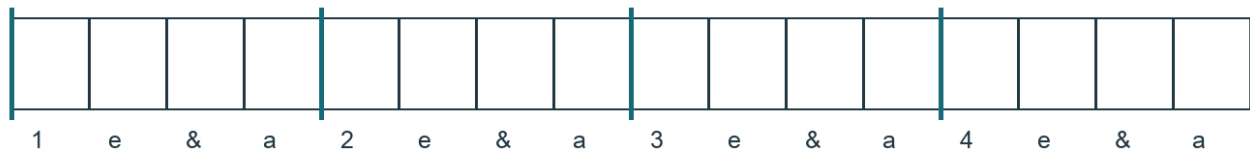
My first answer or sketch

Model to notice A dot adds half the note's own value: dotted half = 3 beats; dotted quarter = 1.5. A tie joins durations of the same pitch without a new attack. A slur groups different notes into a connected phrase and does not add values.

Duration ladder when a quarter note receives one beat



Four beats divided into sixteen equal cells • count 1 e & a



Try it Draw duration exchanges for dotted half and dotted quarter. Fill two 4/4 bars with a note tied across the bar line. Label starting beat, held duration, and next attack.

1	2	3	4	5	6	7	8

Type a pitch / duration, syllable / hold, count, or rest in each cell; label the beat grouping.

Before I leave Explain the difference between a tie and a slur.

My checkpoint response

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

Lesson 3 Write pitch and rhythm together

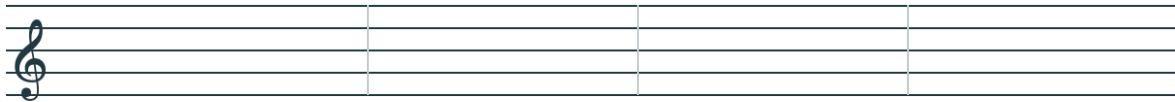
Mon Nov 30 2026 • 45 minutes

Do Now Name bass space 2 or treble space 2, then count a half note in 4/4.

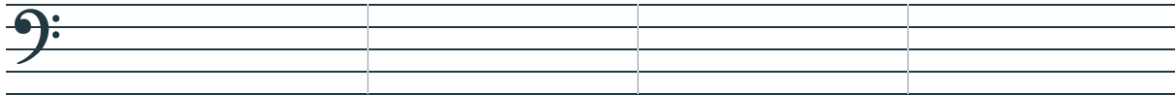
My first answer or sketch

Model to notice A note's vertical position gives pitch; its head, stem, flags, or beams give duration. For this first melody use C D E F G in treble or C D E F G near middle C in bass. Quarter stems usually go up below middle line and down above it.

Treble clef



Bass clef



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

Try it Draft four bars in 4/4 using quarters, halves, and paired eighths. Use C D E F G, one rest, and at least one repeated idea. Label pitch names lightly underneath and total each bar.

Bar	Pitch and duration plan	Check / change
1–2		
3–4		

Before I leave Find one pitch-reading error and one duration error to check.

My checkpoint response

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

Lesson 4 Plan dynamics tempo and phrases

Wed Dec 02 2026 • 45 minutes

Do Now Circle which means loudness: tempo or dynamics.

My first answer or sketch

Model to notice p means soft, f loud, mp moderately soft, mf moderately loud. A crescendo grows louder and a diminuendo grows softer. Tempo can be a word or BPM. A phrase is a musical thought; its shape need not copy sentence punctuation.

Dynamics • relative loudness from softer to louder

pp

p

mp

mf

f

ff

Articulation changes the attack or connection, not the beat total



staccato



accent



tenuto



slur / phrase

Add markings to your score and explain the intended sound.

Try it Add a tempo and two dynamics to your melody. Draw one phrase arc and show where it rises or relaxes. Compare the same spoken or hummed phrase at p and f at unchanged tempo.

What I notice or planned	Evidence or location	My change

Before I leave Explain one expressive marking and its intended effect.

My checkpoint response

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

Lesson 5 Share a readable four bar score

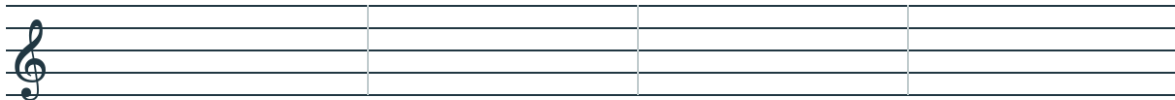
Fri Dec 04 2026 • 45 minutes

Do Now How many beats does dotted quarter + eighth equal in 4/4?

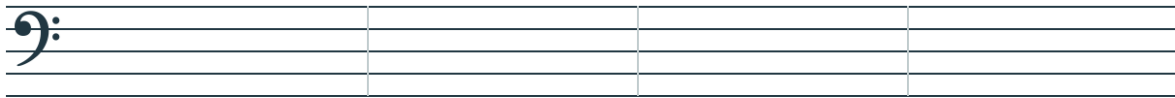
My first answer or sketch

Model to notice A readable score includes clef, meter, sensible spacing, bar lines, pitch/rhythm, and expression. A partner may count, hum, speak pitch names, or trace; an instrumental performance and recording are unnecessary.

Treble clef



Bass clef



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

Try it Have a partner check your four bars using the checklist. Revise one notation issue and one expressive choice. Submit the first sketch, final score, and a two-sentence intention.

Bar	Pitch and duration plan	Check / change
1–2		
3–4		

Before I leave Submit the score and explain both revisions.

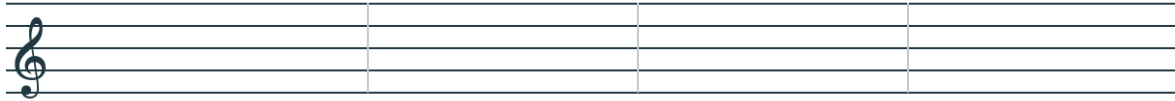
My checkpoint response

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

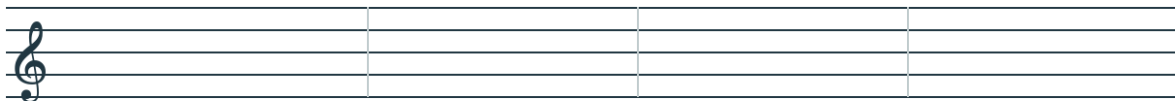


Bass clef

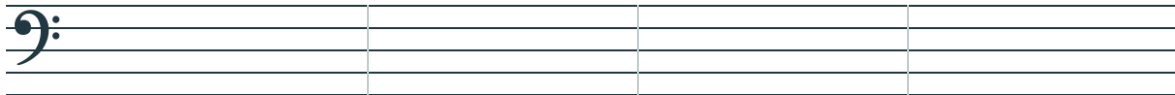


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.