

Expression and Ensemble Roles Process Journal

Music Explorations • Grade 6 • Unit 11 • 2026–27

First meeting Tue Feb 09 2027 • Last meeting Thu Feb 25 2027

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 annotated four-bar arrangement plan showing dynamics articulation phrasing and the jobs of three imagined sound sources.

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 Shape a phrase with dynamics

Tue Feb 09 2027 • 45 minutes

Do Now Place pp, p, mp, mf, f, ff from softest to loudest.

My first answer or sketch

Model to notice Dynamic levels are relative to context. Crescendo/diminuendo change loudness gradually; sfz is a sudden emphasis and fp a strong attack followed by softness. Tempo stays independent. A phrase can grow toward a peak and relax.

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 Copy a four-bar class melody. Add a start dynamic, peak, and ending dynamic with hairpins. Teacher demonstrates the phrase twice; annotate what you actually hear and compare it with the score.

What I notice or planned	Evidence or location	My change

Before I leave Why is forte not a fixed volume number?

My checkpoint response

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

Lesson 2 Recognize common articulations

Thu Feb 11 2027 • 45 minutes

Do Now Does a tie join the same pitch or different pitches?

My first answer or sketch

Model to notice Staccato makes notes detached; legato connects; an accent emphasizes an attack; tenuto generally sustains/full-values a note according to context. A slur groups notes; the physical realization differs by voice/instrument. Articulation does not rewrite the notated beat total.

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 Use a four-quarter-note pattern. Mark staccato, accent, tenuto, and a slur in four separate versions. Write a sound description for each; teacher demonstrates with spoken syllables at the same pulse.

What I notice or planned	Evidence or location	My change

Before I leave Explain tie versus slur versus staccato.

My checkpoint response

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

Lesson 3 Plan breathing bowing and musical phrases

Wed Feb 17 2027 • 45 minutes

Do Now Draw a phrase peak on yesterday's pattern.

My first answer or sketch

Model to notice Phrasing organizes musical thoughts, including arrival and release. A breath mark can suggest a breath or brief lift; a fermata extends beyond the usual value at a conductor's direction. A rest is counted silence. These are not interchangeable.

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 Annotate a class eight-bar phrase with two phrase arcs, one breath/lift location, one fermata, and an ending release. Explain one choir, band, or string connection using a class-provided part.

What I notice or planned	Evidence or location	My change

Before I leave Which mark changes duration according to interpretation rather than a fixed new beat total?

My checkpoint response

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

Lesson 4 Hear timbre texture and instrument jobs

Fri Feb 19 2027 • 45 minutes

Do Now Name one sound source and one musical job; keep them distinct.

My first answer or sketch

Model to notice Timbre is sound character; texture describes how layers combine. Strings, woodwinds, brass, percussion, keyboards, electronics, and voice can take different roles. A saxophone is woodwind because of its vibrating reed. Percussion can be pitched or unpitched.

Listening timeline • identify a musical change before explaining it

Version 1	Bar 1	Bar 2	Bar 3	Bar 4
Version 2	Bar 1	Bar 2	Bar 3	Bar 4

Label pitch / rhythm / dynamics / articulation / texture and a location.

Try it Draw a three-layer plan: melody, supporting harmony/bass, and rhythmic role. Choose imagined sources from two families. Teacher demonstrates one layer then two with voice/tapping; compare the texture.

What I notice or planned	Evidence or location	My change

Before I leave How can one instrument have more than one job?

My checkpoint response

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

Lesson 5 Build triads and supporting harmony

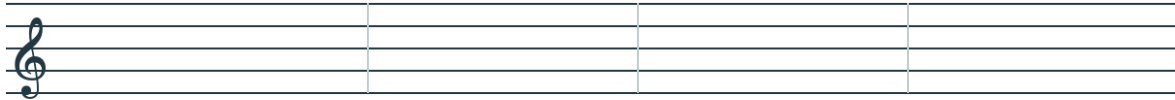
Tue Feb 23 2027 • 45 minutes

Do Now Count the letter positions C–E and E–G.

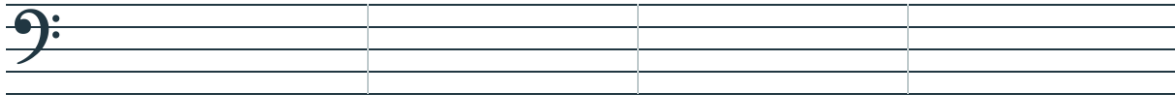
My first answer or sketch

Model to notice A triad stacks two thirds: root, third, fifth. C major is C E G; A minor A C E. Melody is sequential pitches; harmony combines pitches. A bass note may support a chord but need not always be its root.

Treble clef



Bass clef



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

Try it Draw C major, F major, G major, and A minor triads. Connect a C E G melody to a possible C chord. Plan two chord choices for a four-bar phrase and show when the supporting part enters.

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

Before I leave What is the difference between melody and a chord?

My checkpoint response

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

Lesson 6 Create an expressive arrangement on paper

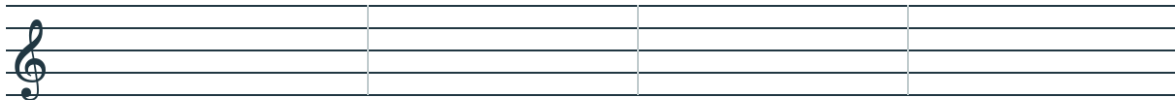
Thu Feb 25 2027 • 45 minutes

Do Now Choose one marking whose meaning you can explain accurately.

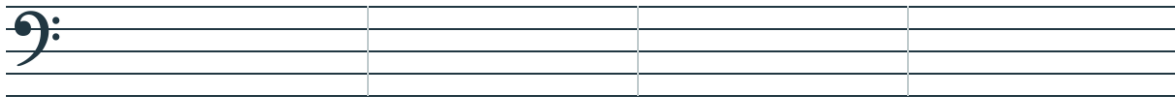
My first answer or sketch

Model to notice An arrangement plan adapts an idea for selected musical roles. It needs a readable melody and clear directions, not ownership of instruments. Review for pitch, rhythm, expressive markings, and how layers support the intention.

Treble clef



Bass clef



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

Try it Revise your four-bar melody or the class model with two dynamics, two articulations, a phrase arc, and a three-source role map. Peer-review by counting/tracing and describing the planned sound. Explain two revisions.

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

Before I leave Submit the annotated score, role map, and revision notes.

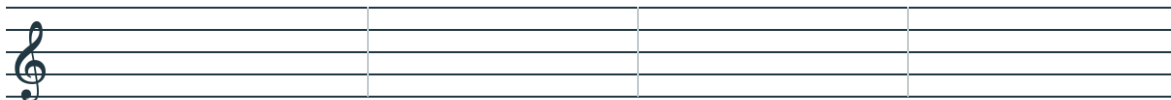
My checkpoint response

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

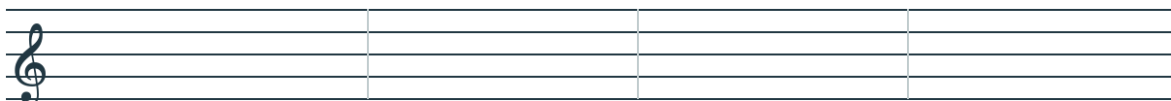


Bass clef

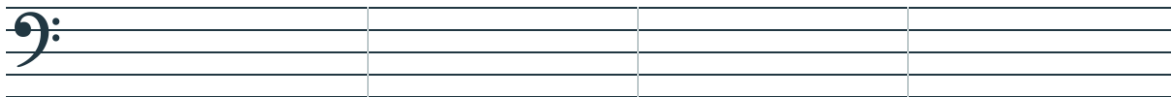


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.