

Score Study and Listening Review Process Journal

Music Explorations • Grade 6 • Unit 12 • 2026–27

First meeting Mon Mar 01 2027 • Last meeting Thu Mar 11 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

A score/listening comparison and corrected musicianship check with a specific independent practice 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 Prepare an unfamiliar ensemble excerpt

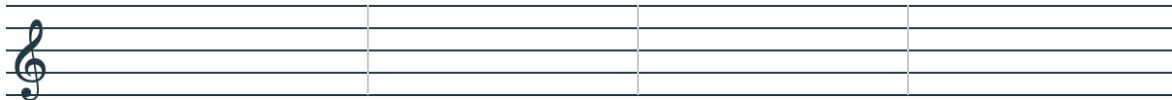
Mon Mar 01 2027 • 45 minutes

Do Now List three things you check before following a score.

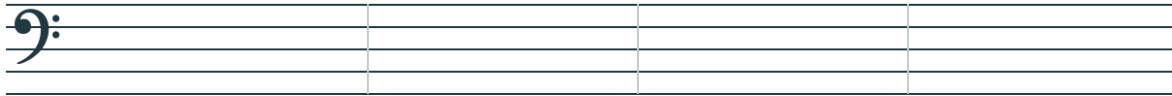
My first answer or sketch

Model to notice Original class excerpt in C major 4/4: C quarter D quarter E half | F quarter E quarter D half | E eighth F eighth G quarter E quarter C quarter | C whole. Begin mp, crescendo in bar 3, end p; slur bar 1, staccato bar 3 quarters.

Treble clef



Bass clef



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

Try it Choose treble or bass and annotate the four-bar class excerpt. Label key evidence, beat counts, step/skip movement, and three expression instructions. Prioritize one tricky spot and state a practice action.

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

Before I leave What is the first specific difficulty you would practice?

My checkpoint response

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

Lesson 2 Compare a score with what you hear

Wed Mar 03 2027 • 45 minutes

Do Now Which is more useful: “wrong” or “bar 3 starts a beat late”? Explain.

My first answer or sketch

Model to notice Teacher demonstrates the class excerpt once as written and once with a changed dynamic and one rhythm. Students hear both before the differences are revealed. Evaluation cites the score and the sound, not whether they like the style.

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 Follow both versions on a listening timeline. Mark one rhythm difference and one expression difference. Explain which instructions were followed and one action that would improve alignment.

What I notice or planned	Evidence or location	My change

Before I leave Cite one score location and one audible observation.

My checkpoint response

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

Lesson 3 Check scales symbols and intervals

Tue Mar 09 2027 • 45 minutes

Do Now Name one difference between natural and harmonic minor.

My first answer or sketch

Model to notice Check six skills: pitch reading; a four-beat rhythm total; G/F major alteration; major/minor scale comparison; interval size; and dynamics/articulation. First attempt is independent, followed by reference-supported correction.

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.

Try it Complete the six-part check. Use the key and correct in a second color. Record whether each success was independent or reference-supported. Draw a corrected example for the most important misconception.

What I notice or planned	Evidence or location	My change

Before I leave Which correction will make the largest difference in your next score?

My checkpoint response

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

Lesson 4 Evaluate your practice process

Thu Mar 11 2027 • 45 minutes

Do Now Point to one corrected example that demonstrates growth since December.

My first answer or sketch

Model to notice A useful reflection links a skill, an action, and evidence. Compare a before/after example; identify the strategy responsible, then set a goal for the spring original composition.

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.

Try it Build a visual progress strip: first reading → targeted practice → current example. Include one listening observation and an ensemble connection. Submit corrected work and plan one concrete spring goal.

What I notice or planned	Evidence or location	My change

Before I leave Submit the review portfolio and name the next skill to transfer.

My checkpoint response

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

Independent Musicianship Check

Try without a reference, then label corrections. Keep independent and supported answers distinct. Your teacher will clap the listening pattern.

Treble clef



Bass clef



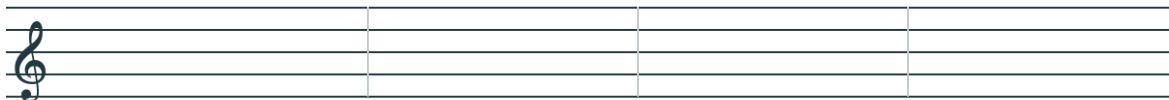
Choose one clef. Name notes 1–5; use the other clef as an extension.

Skill and question	My first answer	Correction or verified method
Pitch Name notes 1–5 in one clef.		
Meter 4/4: half + quarter + two eighths = how many beats?		
Repair Fix 4/4: quarter + half + quarter + two eighths.		
Dots and ties Dotted half in 4/4 = ? Compare tie and slur.		
Subdivision Count eighths, triplets, and sixteenths in one beat.		
Expression Order p mf f. Explain staccato and crescendo.		
Listening Notate the teacher's four-beat pattern. Mark a silence.		
Scales Name the altered pitch in G major and F major. What changes in A harmonic minor?		
Intervals What numbered interval is C to E? Count letters including both endpoints.		

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

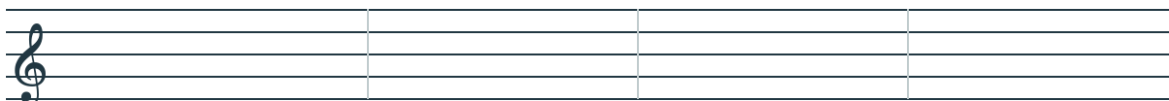


Bass clef

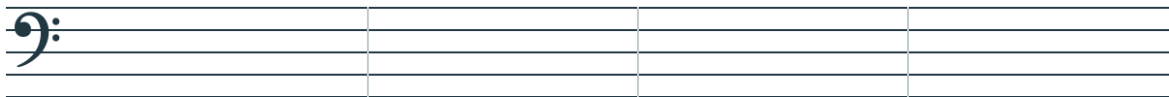


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.