

Original Music on Paper Process Journal

Music Explorations • Grade 6 • Unit 15 • 2026–27

First meeting Mon Apr 19 2027 • Last meeting Thu May 06 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 original eight-bar core score or song sketch with form lyrics or phrase notes imagined arrangement expression and two documented revisions.

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 Assemble a complete score draft

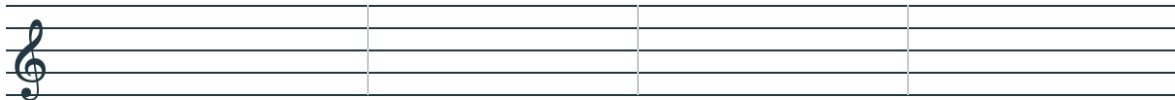
Mon Apr 19 2027 • 45 minutes

Do Now List three required score features from your drafts.

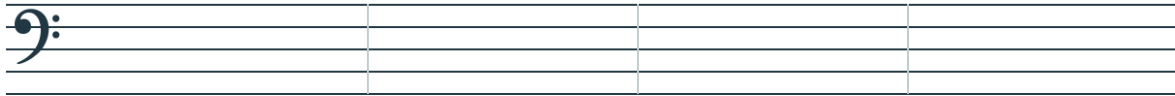
My first answer or sketch

Model to notice Our core product is eight readable bars in a chosen clef, organized into A/B or verse/chorus. It includes pitch/rhythm, one rest, two dynamics, two articulation/phrasing choices, and a tempo. Optional extensions do not replace accurate core work.

Treble clef



Bass clef



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

Try it Combine the two four-bar drafts on two systems. Add title, clef, meter, key/accidentals, bar numbers, and a tempo. Match every lyric syllable or instrumental phrase note to the intended section.

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

Before I leave Which required feature needs the most attention?

My checkpoint response

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

Lesson 2 Audit rhythm and pitch accuracy

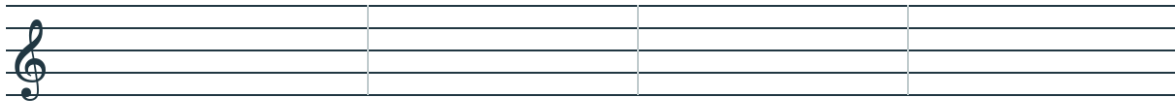
Wed Apr 21 2027 • 45 minutes

Do Now Choose a bar and total its quarter-note or chosen beat units.

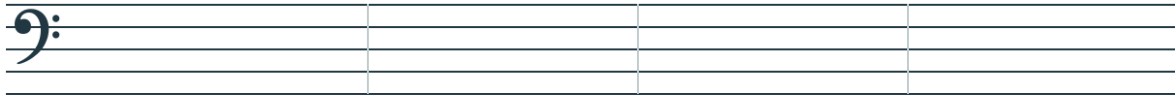
My first answer or sketch

Model to notice Audit one layer at a time. First meter/durations including dots and ties; then pitches, clef, key signature/accidentals, and register. A chromatic pitch can be intentional, but it must be clearly notated and explained.

Treble clef



Bass clef



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

Try it Mark each bar total in a small box. Check all pitches against the chosen collection and circle any deliberate exception. Repair two errors if present, or show a verified check when none are found.

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

Before I leave What rule or reference supports one correction?

My checkpoint response

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

Lesson 3 Shape expression and phrase direction

Fri Apr 23 2027 • 45 minutes

Do Now Explain your planned phrase peak without using only “louder.”

My first answer or sketch

Model to notice Expression markings need purpose. Distinguish dynamics, articulation, tempo, and phrase direction. A slur should not be used as a tie to add durations. Mark only directions a reader can understand.

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 at least two dynamic levels or a level plus change, and two articulation/phrase choices. Draw a peak/release map beneath the score. Test with speaking, humming, tapping, or silent tracing.

What I notice or planned	Evidence or location	My change

Before I leave Which marking communicates a specific intention?

My checkpoint response

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

Lesson 4 Plan the arrangement and section contrast

Tue Apr 27 2027 • 45 minutes

Do Now Which part is the foreground in section A?

My first answer or sketch

Model to notice An arrangement diagram can show intended instruments without writing every part. Label when each source enters, its role, register, and dynamic relationship to the melody. Music does not require filling every role.

Section and arrangement map

Intro	A / Verse	B / Chorus	Ending
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Melody / voice	_____
Harmony / bass	_____
Rhythmic role	_____

Mark entries, roles, and a contrast. Change section labels to fit your plan.

Try it Draw an eight-bar layer timeline for three imagined sources. Show one section contrast. **Song pathway:** align the verse and chorus lyrics. **Instrumental pathway:** annotate what each section is intended to suggest.

Section / source	Job or main idea	Contrast / entry
A / verse		
B / chorus		

Before I leave How does a supporting part leave space for the main idea?

My checkpoint response

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

Lesson 5 Use a reader or listener test

Thu Apr 29 2027 • 45 minutes

Do Now Turn “I like it” into a comment naming a bar or musical choice.

My first answer or sketch

Model to notice A useful review checks readability, meter, pitch clarity, phrase/lyric fit, contrast, and intention. Quiet demonstration is optional; a reader can still follow the score and plan. Self-review is available if a partner is absent.

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 Exchange complete drafts using the six-point checklist. Record one observation, one question, and one suggested action. Decide which feedback to use and explain why; preserve the earlier draft.

What I notice or planned	Evidence or location	My change

Before I leave What change will you test, and what evidence will show improvement?

My checkpoint response

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

Lesson 6 Revise and prepare a final musical plan

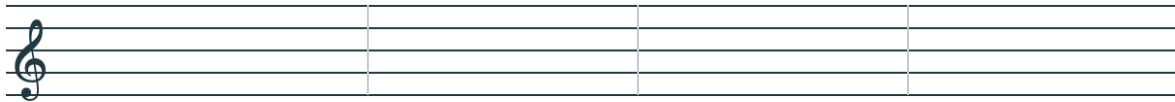
Tue May 04 2027 • 45 minutes

Do Now Name the two revisions you will document.

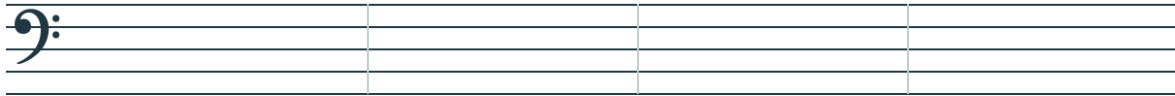
My first answer or sketch

Model to notice Revision records show before, after, and reason. A corrected note count differs from a new creative decision; both can improve communication. A clean final score should keep space for the reader and remove unnecessary draft labels.

Treble clef



Bass clef



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

Try it Make two documented revisions. Produce a final score, lyric or phrase page, form map, arrangement timeline, and brief intention. Recheck all bars and symbol meanings before submitting.

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

Before I leave Point to the before and after of both revisions.

My checkpoint response

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

Lesson 7 Share the original music portfolio

Thu May 06 2027 • 45 minutes

Do Now Choose one passage that best represents your intention.

My first answer or sketch

Model to notice Present the written portfolio by pointing through a short score, counting or describing its sound, and explaining revisions. A live instrumental performance, recording, paid app, or notation software is not 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.

Try it Submit eight accurate bars, lyrics or phrase notes, form/genre plan, arrangement roles, and two revisions. Give a short score walkthrough or written annotation. Respond to one reader question with musical evidence.

What I notice or planned	Evidence or location	My change

Before I leave Submit the portfolio and identify one choice you would continue developing.

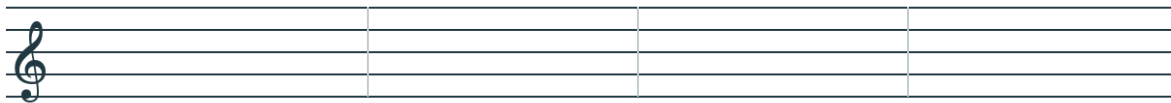
My checkpoint response

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

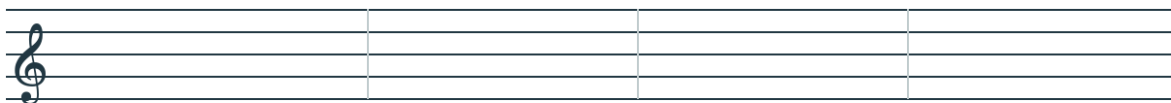


Bass clef

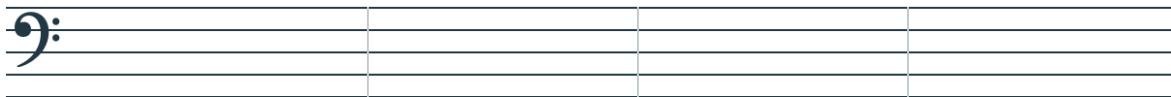


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.