

Musicianship Foundations Process Journal

Music Explorations • Grade 8 • Unit 04 • 2026–27

First meeting Tue Oct 06 2026 • Last meeting Tue Oct 13 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

Three visual practice pages showing staff positions, clef anchors, four-beat rhythm, corrections, and a next practice goal. The starting-point check is ungraded.

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 8: attempt the core with fewer labels, explain your choices, then use the extension when ready. Your experience, not grade alone, determines the next challenge.

Lesson 1 Begin musicianship with lines and spaces

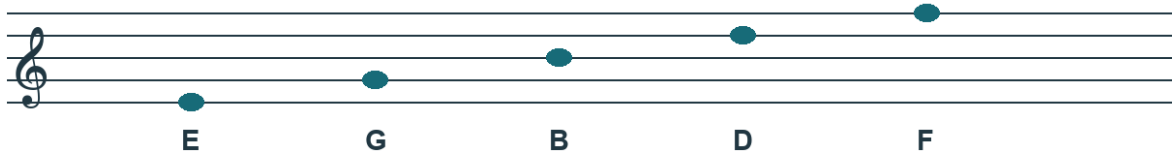
Tue Oct 06 2026 • 45 minutes

Do Now Draw five parallel lines. Number the lines from the bottom and place a dot in each space.

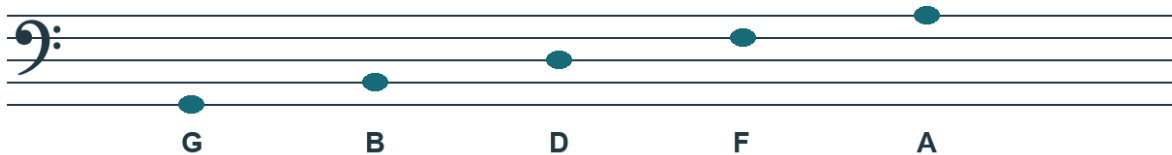
My first answer or sketch

Model to notice Take a brief ungraded starting-point check before teaching. A staff has five lines and four spaces; a clef assigns pitches. Musical letters repeat A B C D E F G. Moving one position moves one letter step.

Treble clef



Bass clef



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

Try it Mark line 1, space 2, line 3, space 4, and line 5. Build an ascending nine-position ladder. Use the supplied treble map to match each position with a letter. Mark a strength and one practice goal.

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

Before I leave Why must you check the clef before naming a note?

My checkpoint response

Extension when ready: Try the same task in the other clef and explain your method.

Lesson 2 Find treble and bass pitch anchors

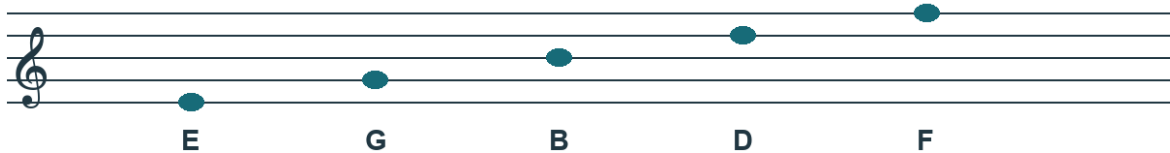
Thu Oct 08 2026 • 45 minutes

Do Now Locate line 2 and line 4 on a blank staff.

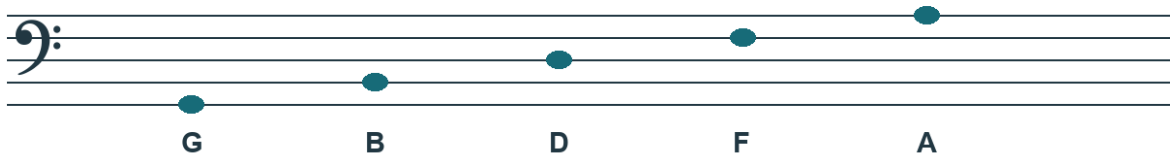
My first answer or sketch

Model to notice Treble identifies G on line 2; bass identifies F on line 4. Treble lines are E G B D F and spaces F A C E. Bass lines are G B D F A and spaces A C E G. Middle C uses one ledger below treble or one above bass.

Treble clef



Bass clef



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

Try it Color the two reference anchors. Match five named notes to positions in each clef using the map. Place middle C twice and connect them with an arrow labeled same pitch. Write a four-note pattern in your chosen clef.

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

Before I leave Name treble line 2 and bass line 4 without looking.

My checkpoint response

Extension when ready: Recognize alto clef with middle C on line 3; this is a preview, not a fluency requirement.

Lesson 3 Connect written notes to a steady beat

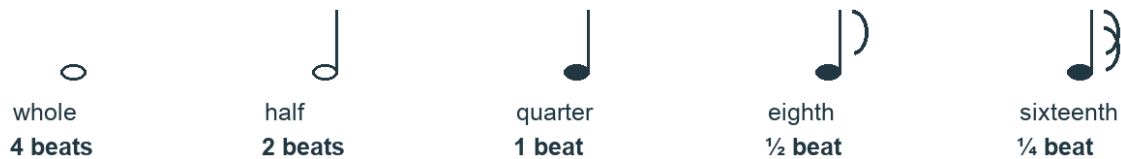
Tue Oct 13 2026 • 45 minutes

Do Now In 4/4, a quarter gets one beat. How many quarters fit into four beats?

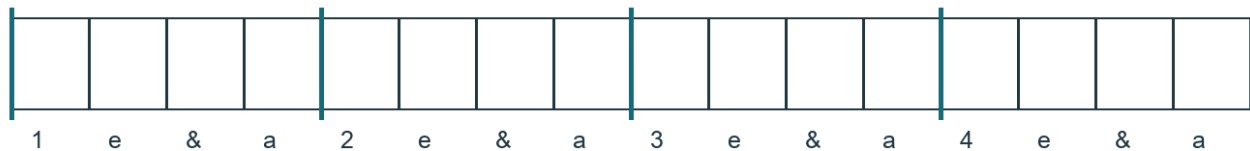
My first answer or sketch

Model to notice Beat is steady; rhythm organizes durations. In 4/4 whole = 4, half = 2, quarter = 1, and paired eighths = 1. A rest lasts for time too. The same duration can appear at different staff positions.

Duration ladder when a quarter note receives one beat



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



Try it Use a four-beat grid to build whole, half, quarter, and paired-eighth exchanges. Add a quarter rest to a complete measure. Notate C D E C as quarter notes in treble or bass and count below it. Complete a before/after learning map.

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 Show one correct four-beat bar and identify your next reading or rhythm goal.

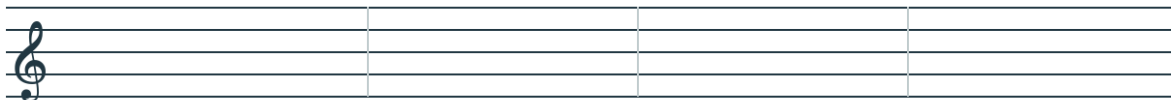
My checkpoint response

Extension when ready: Write two measures with different rhythms but the same four-beat length.

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

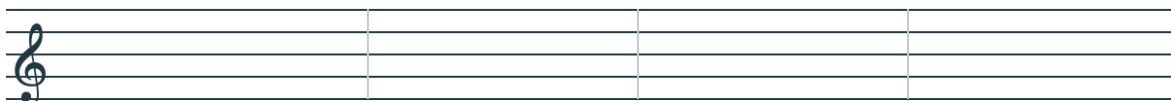


Bass clef

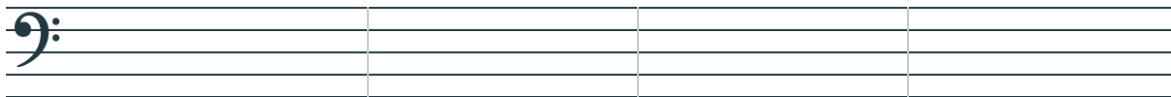


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.