

Musicianship Checkpoint Process Journal

Music Explorations • Grade 8 • Unit 08 • 2026–27

First meeting Tue Dec 08 2026 • Last meeting Fri Dec 18 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

A corrected reading/counting check, a simple-versus-compound comparison, and an evidence-based practice plan.

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 Recognize triplets

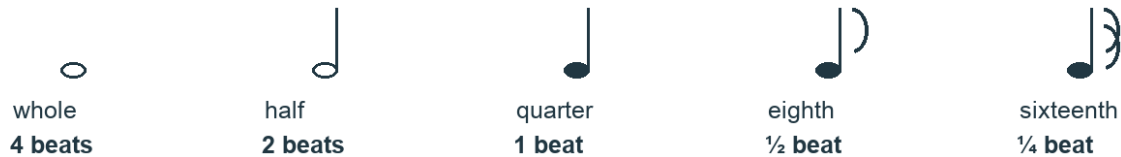
Tue Dec 08 2026 • 45 minutes

Do Now How many equal eighth notes normally divide one quarter beat?

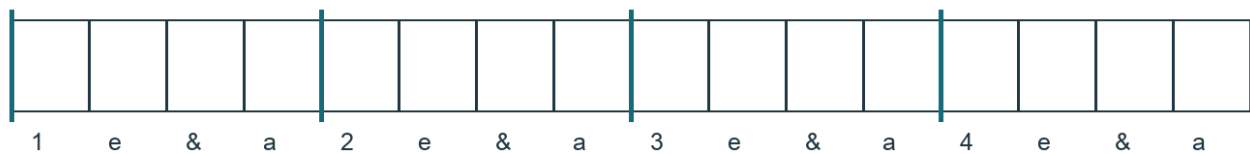
My first answer or sketch

Model to notice An eighth-note triplet fits three equal notes into the time of two ordinary eighths: one quarter beat in simple meter. The bracket/3 shows the ratio. Count “1-trip-let” evenly; keep the pulse unchanged.

Duration ladder when a quarter note receives one beat



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



Try it Compare one beat of two eighths, three triplet eighths, and four sixteenths using equal-width grids. Write and count two 4/4 bars with one triplet group each.

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 do three triplet eighths equal one quarter beat?

My checkpoint response

Extension when ready: Create a new example using this lesson’s skill and explain one musical choice.

Lesson 2 Understand compound meter

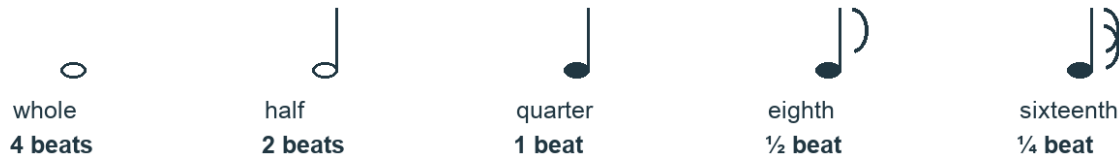
Thu Dec 10 2026 • 45 minutes

Do Now Find the value of a dotted quarter in quarter-note beats.

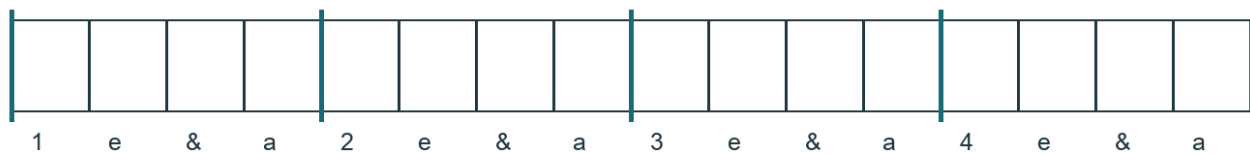
My first answer or sketch

Model to notice In 6/8 there are six eighth-note units, usually grouped into two dotted-quarter beats. Count 1-la-li 2-la-li, or 1 2 3 4 5 6 with stronger 1 and 4. In 3/4 there are three quarter beats, each usually divided into two.

Duration ladder when a quarter note receives one beat



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



Try it Draw six cells grouped 3+3 for 6/8 and 2+2+2 for 3/4. Mark strong beats. Teacher speaks the same six syllables in both groupings; students trace the pulse.

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 Compare the beat unit and grouping in 3/4 and 6/8.

My checkpoint response

Extension when ready: Recognize 9/8 as three dotted-quarter beats and 12/8 as four; compare a simple-meter triplet with a compound beat.

Lesson 3 Apply expression to a new excerpt

Mon Dec 14 2026 • 45 minutes

Do Now Put p, mf, and f in order from softer to louder.

My first answer or sketch

Model to notice Use an original four-bar class score in 4/4: C quarter D quarter E half | G half E half | F quarter E quarter D quarter C quarter | C whole. Begin p, grow to mf in bar 2, and end p. Teacher hums or speaks pitches while tracing the score.

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 In either clef, label pitches and beat counts in the class excerpt. Circle the crescendo and write what changes. Compare two teacher versions and cite one audible expressive difference.

What I notice or planned	Evidence or location	My change

Before I leave Name one marking you followed and one sound difference you heard.

My checkpoint response

Extension when ready: Create a new example using this lesson's skill and explain one musical choice.

Lesson 4 Check reading and rhythm independently

Wed Dec 16 2026 • 45 minutes

Do Now Name one strategy that helped you correct a score this quarter.

My first answer or sketch

Model to notice Use the practice check without a reference first: five pitch locations, three bar totals, dot/tie distinction, triplet count, 3/4 versus 6/8, and p/f. Then allow the reference and corrections. Record independence and improvement separately.

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 check. Compare with the teacher key, correcting in another color. Mark each category secure, developing, or needs reteaching. Choose two items for targeted practice.

What I notice or planned	Evidence or location	My change

Before I leave Which error is a pattern rather than a one-time slip?

My checkpoint response

Extension when ready: Attempt the same check in an unfamiliar clef; explain how an anchor helped.

Lesson 5 Evaluate growth and plan the next step

Fri Dec 18 2026 • 45 minutes

Do Now Choose one corrected item and explain why the correction is accurate.

My first answer or sketch

Model to notice Evaluation separates accuracy from preference. Compare your October starting-point check with today's evidence. A practice plan names one skill, one short action, and a way to check progress; no practice instrument is 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 Make a three-part visual portfolio: first attempt → corrected example → next practice action. Include a pitch task, a rhythm task, and one expressive choice. Set a two-minute paper/counting routine.

What I notice or planned	Evidence or location	My change

Before I leave Submit the corrected check and portfolio with your next goal.

My checkpoint response

Extension when ready: Describe a transfer goal using a provided ensemble excerpt and explain what success would look like.

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



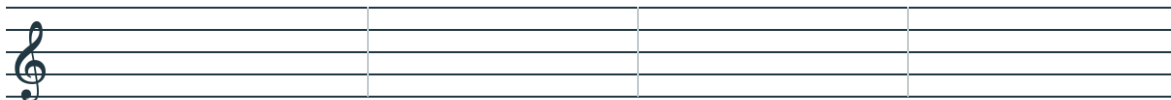
Choose one clef. Name notes 1–5; use the other clef as an extension.

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.		

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

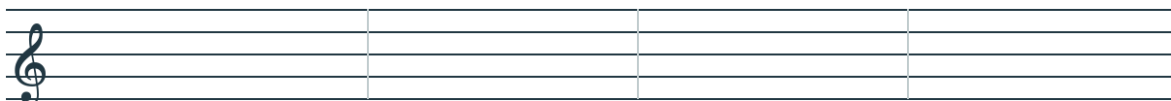


Bass clef

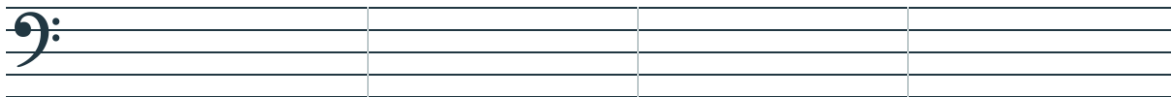


Write pitch names / rhythms below, or draw your notes on a printed copy.

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.