

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide -Grade: 5
<p>MP 1</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.5.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.5.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with accuracy and independence. • 1.5.5.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.5.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.5.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.5.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, dynamics, articulation, phrasing, and expression. • 1.5.5.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 1</p> <p>Topics</p>	<p>Posture, Tone Review & Bow Weight Control</p> <p>Finger Patterns, Intonation & Refinement</p> <p>Expanded Rhythm Reading</p> <p>Melody Reading on Multiple Strings</p> <p>Dynamic Control & Beginning Expression</p> <p>Articulation Variations</p> <p>Layered Lines & Basic Harmony Playing</p> <p>Ensemble Awareness & Real-Time Adjustment</p> <p>Intonation Tuning & Left-Hand Accuracy</p> <p>In-Class Performance & Reflection</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Maintain correct posture and relaxed instrument position</p> <p>Control bow weight or pizzicato for clearer tone</p> <p>Use expanded finger patterns with improved accuracy</p> <p>Play with better intonation across multiple strings</p> <p>Read and perform rhythms of increasing complexity</p> <p>Read melodies that move across strings and positions</p> <p>Use dynamics (soft/loud) and basic phrasing</p> <p>Apply different articulations (smooth, separated, accented)</p> <p>Adjust pitch, tempo, and volume while playing with others</p> <p>Listen and respond to ensemble cues in real time</p> <p>Perform short pieces with focus and confidence</p> <p>Reflect on playing using basic music vocabulary</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • String instruments (violin, viola, cello, bass) • Instrument care supplies (rosin, cloth, shoulder rest/sponge) • Grade-appropriate method book or sheet music • Visual supports (finger charts, rhythm charts, note-reading aids) • Ensemble music with melody and harmony lines • Tuning references and teacher modeling • Simple assessments (playing checklists, teacher observation, exit slips)

Marking Period 2 (MPII)	Orchestra Curriculum Pacing Guide -Grade: 5
<p>MP 2</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.5.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.5.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with accuracy and independence. • 1.5.5.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.5.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.5.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.5.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, dynamics, articulation, phrasing, and expression. • 1.5.5.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 2</p> <p>Topics</p>	<p>Review instrument care, posture, tuning routines as appropriate, and expectations for independent practice and ensemble behavior.</p> <p>Strengthen rhythm reading and execution including dotted rhythms, syncopated patterns, and rests.</p> <p>Develop pitch accuracy through expanded finger placement, scale patterns, and intonation exercises.</p> <p>Refine bowing technique focusing on bow distribution, speed, pressure, and tone consistency.</p> <p>Improve music-reading fluency including key signatures as appropriate, note names, and melodic contour.</p> <p>Play short melodies and ensemble repertoire combining rhythm, pitch, and steady tempo.</p> <p>Strengthen ensemble independence by listening across sections, balancing sound, and responding to conductor cues.</p> <p>Apply expressive elements such as dynamics, articulation, phrasing, and musical shape.</p>

	<p>Rehearse ensemble selections focusing on intonation, accuracy, balance, and musical expression.</p> <p>Demonstrate learning through an informal performance or playing assessment and reflect on progress.</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrument Technique, Tone & Intonation: Students refine bow control and tone production, expand left-hand finger placement, and develop stronger pitch awareness for accurate and confident performance. • Music Literacy, Rhythm & Precision: Students strengthen music-reading fluency, perform rhythms with accuracy and steady tempo, and apply notation skills within ensemble repertoire. • Ensemble Independence & Musicianship: Students listen critically, balance and blend sound, follow conductor cues with confidence, and perform with increasing independence within the ensemble. • Expressive Performance, Responsibility & Collaboration: Students apply dynamics, articulation, and phrasing, demonstrate responsible rehearsal habits, and understand music as a collaborative form of expression.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student string instruments • Bows and rosin as appropriate • Music stands • Grade-appropriate orchestra method books • Ensemble repertoire and sheet music • Teacher modeling and guided rehearsal • Listening examples and play-along recordings



Marking Period 3 (MPIII)	Orchestra Curriculum Pacing Guide -Grade: 5
<p>MP 3</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.5.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.5.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with accuracy and independence. • 1.5.5.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.5.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.5.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.5.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, dynamics, articulation, phrasing, and expression. • 1.5.5.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 3</p> <p>Topics</p>	<p>Review posture, instrument care, tuning routines as appropriate, and ensemble expectations with emphasis on independence and leadership.</p> <p>Refine rhythm reading and execution including dotted rhythms, syncopation, and complex rest patterns.</p> <p>Week 3 intonation through scale patterns, finger placement exercises, and pitch-matching activities.</p> <p>Refine bowing technique focusing on tone consistency, articulation, bow distribution, and control.</p> <p>Improve music-reading fluency including key signatures, accidentals, and melodic contour.</p> <p>Play ensemble repertoire combining rhythm, pitch, steady tempo, and expressive elements.</p> <p>Strengthen ensemble leadership by listening across sections, balancing sound, and supporting peers.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation, and musical shape.</p> <p>Rehearse performance selections focusing on intonation, accuracy, balance, and musical expression.</p> <p>Demonstrate learning through an informal performance or playing assessment and reflect on growth and readiness for advanced ensemble study.</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<p>Tone Production, Bow Technique & Intonation: Students refine bow control and tone quality while developing stronger intonation and understanding pitch relationships across the instrument.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students demonstrate advanced music-reading fluency while performing with rhythmic precision and accuracy.</p> <p>Ensemble Leadership & Collaboration: Students strengthen listening skills while developing ensemble leadership, balancing sound within the group, and maintaining musical responsibility.</p> <p>Musical Expression, Independence & Performance Readiness: Students apply expressive interpretation, develop independent rehearsal habits, and build performance confidence as part of a collaborative ensemble.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student string instruments • Bows and rosin as appropriate • Music stands • Grade-appropriate orchestra method books • Challenging ensemble repertoire and sheet music • Teacher modeling and rehearsal guidance • Listening examples and play-along recordings

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide -Grade: 5
<p>MP 4</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.5.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.5.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with accuracy and independence. • 1.5.5.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.5.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.5.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.5.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, dynamics, articulation, phrasing, and expression. • 1.5.5.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 4</p> <p>Topics</p>	<p>Review instrument care, posture, tuning routines as appropriate, rehearsal expectations, and performance goals.</p> <p>Reinforce rhythm and pitch accuracy through targeted warm-ups and scale-based exercises.</p> <p>Refine bowing technique focusing on tone consistency, articulation, and bow distribution.</p> <p>Practice ensemble repertoire emphasizing steady tempo, balance, and clear entrances.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation, and musical shape.</p> <p>Rehearse performance selections focusing on intonation, blend, balance, and musical expression.</p> <p>Strengthen ensemble leadership by listening across sections and supporting peers musically.</p> <p>Conduct full run-throughs emphasizing accuracy, expression, and performance confidence.</p> <p>Perform for peers, families, or the school community in an informal or formal setting.</p> <p>Reflect on musical growth, ensemble skills, leadership development, and readiness for Grade 6 Orchestra.</p>



<p>MP 4</p> <p>Skills- Concepts</p>	<p>Ensemble Performance, Tone & Intonation: Students demonstrate ensemble performance readiness while producing reliable tone quality and maintaining accurate intonation within the orchestra.</p> <p>Music Literacy, Rhythm & Expressive Interpretation: Students strengthen music-reading fluency while applying tempo control, rhythmic precision, and expressive phrasing in performance.</p> <p>Listening, Leadership & Ensemble Collaboration: Students develop ensemble awareness by listening across sections, demonstrating leadership, and collaborating effectively during rehearsal and performance.</p> <p>Reflection, Performance Etiquette & Orchestra Preparation: Students reflect on musical growth while demonstrating performance professionalism and preparing for continued study in Grade 6 Orchestra.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student string instruments • Bows and rosin as appropriate • Music stands • Grade-appropriate orchestra method books • Ensemble performance repertoire • Teacher modeling and rehearsal guidance • Listening examples and play-along recordings