

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide -Grade: 4
<p>MP 1</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.4.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.4.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.4.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone quality, rhythm, and pitch. • 1.5.4.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, improved intonation, and expressive qualities. • 1.5.4.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, left-hand finger placement, and consistent tone production. • 1.5.4.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to rhythm, pitch, tempo, dynamics, articulation, and expression. • 1.5.4.MU.Cn10a Relate music performance to personal growth, collaboration, and responsibility within an ensemble.
<p>MP 1</p> <p>Topics</p>	<p>Technique Check – Setup, Posture, and Bow Hold Review</p> <p>Bow Control & Tone Color</p> <p>Expanded Rhythm Literacy</p> <p>Finger Patterns – 1st, 2nd & 3rd Finger</p> <p>Music Reading – Melodies on Multiple Strings</p> <p>String Crossings, Bow Path & Light Articulations</p> <p>Beginning Harmonies & Layered Lines</p> <p>Ensemble Awareness & Following the Conductor</p> <p>Intonation & Finger Refinement</p> <p>Performance Reflection & Tone Demonstration</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Demonstrate correct posture and instrument position</p> <p>Use controlled bow hold or pizzicato with improved tone</p> <p>Play open strings and fingered notes with better accuracy</p> <p>Use 1st, 2nd, and expanding finger patterns as introduced</p> <p>Read and perform basic melodies from standard notation</p> <p>Maintain steady tempo and accurate rhythms</p> <p>Listen and adjust pitch to play more in tune</p> <p>Use basic dynamics and articulation (long/short bows)</p> <p>Follow conductor cues for starts, stops, and tempo changes</p> <p>Play cooperatively in an ensemble setting</p> <p>Reflect on performance using simple 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/sponges) • Elementary/intermediate method book or sheet music • Visual supports (note charts, rhythm charts, finger placement visuals) • Short ensemble pieces and warm-up exercises • Teacher conducting cues and beat patterns • Simple assessments (playing checklists, observation notes, exit slips)

Marking Period 2 (MPIO)	Orchestra Curriculum Pacing Guide -Grade: 4
<p>MP 2</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.4.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.4.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.4.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone quality, rhythm, and pitch. • 1.5.4.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, improved intonation, and expressive qualities. • 1.5.4.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, left-hand finger placement, and consistent tone production. • 1.5.4.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to rhythm, pitch, tempo, dynamics, articulation, and expression. • 1.5.4.MU.Cn10a Relate music performance to personal growth, collaboration, and responsibility within an ensemble.
<p>MP 2</p> <p>Topics</p>	<p>Review instrument care, posture, tuning routines as appropriate, and ensemble expectations.</p> <p>Strengthen rhythm reading and execution using quarter notes, paired eighth notes, half notes, dotted rhythms, and rests.</p> <p>Develop pitch accuracy through first, second, and third finger placement and simple scale patterns.</p> <p>Refine bowing technique focusing on bow distribution, direction changes, and consistent tone quality.</p> <p>Improve music-reading fluency including note names, staff position, key signatures as appropriate, and melodic contour.</p> <p>Play short melodies and ensemble pieces combining rhythm, pitch, and steady tempo.</p> <p>Strengthen ensemble skills by listening across sections, maintaining balance, and responding to conductor cues.</p> <p>Apply expressive elements such as dynamics, articulation, and phrasing to ensemble repertoire.</p>

	<p>Rehearse performance selections focusing on accuracy, tone quality, balance, and musical expression.</p> <p>Demonstrate learning through an informal performance or playing assessment and reflect on musical growth.</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrument Technique, Tone & Pitch Control: Students expand left-hand finger placement, refine bow control or pizzicato technique, improve tone quality, and develop accurate pitch and intonation. • Music Literacy, Rhythm & Fluency: Students strengthen music-reading skills, perform rhythmic patterns with steady tempo, and apply notation fluency within ensemble repertoire. • Ensemble Awareness & Musicianship: Students listen critically, balance and blend sound, follow conductor cues, and cooperate effectively within the ensemble. • Rehearsal Responsibility & Expressive Performance: Students apply dynamics, articulation, and phrasing, demonstrate responsible practice habits, and perform confidently as part of a collaborative musical group.
<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 (MP3)	Orchestra Curriculum Pacing Guide -Grade: 4
<p>MP 3</p> <p>Standards for Orchestra Content</p>	<p>1.5.4.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments.</p> <p>1.5.4.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence.</p> <p>1.5.4.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone quality, rhythm, and pitch.</p> <p>1.5.4.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, improved intonation, and expressive qualities.</p> <p>1.5.4.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, left-hand finger placement, and consistent tone production.</p> <p>1.5.4.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to rhythm, pitch, tempo, dynamics, articulation, and expression.</p> <p>1.5.4.MU.Cn10a Relate music performance to personal growth, collaboration, and responsibility within an ensemble.</p>
<p>MP 3</p> <p>Topics</p>	<p>Review posture, instrument care, tuning routines as appropriate, and ensemble expectations.</p> <p>Develop intonation awareness through listening exercises, pitch matching, and simple scale work.</p> <p>Refine rhythm accuracy and reading fluency including dotted rhythms and simple syncopation.</p> <p>Strengthen bow control focusing on bow speed, pressure, and smooth tone production.</p> <p>Apply expressive elements such as dynamics, articulation, and phrasing within ensemble pieces.</p> <p>Play short melodies and ensemble repertoire combining pitch accuracy, rhythm, and expression.</p>

	<p>Strengthen ensemble skills by listening across sections, balancing sound, and responding to conductor cues.</p> <p>Rehearse repertoire focusing on musical shape, phrasing, and expressive detail.</p> <p>Conduct run-throughs emphasizing accuracy, balance, intonation, and musical expression.</p> <p>Demonstrate learning through an informal performance or playing assessment and reflect on musical growth.</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Tone Production, Bow Technique & Intonation: Students refine bow control and tone production while improving intonation and pitch awareness across their instrument.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students strengthen music-reading fluency and rhythmic accuracy while demonstrating confident interpretation of musical notation.</p> <p>Ensemble Independence & Conductor Awareness: Students develop listening skills and ensemble independence while following conductor cues and maintaining balance and precision within the group.</p> <p>Musical Expression, Responsibility & Performance Confidence: Students apply expressive phrasing and dynamics while demonstrating responsible rehearsal habits and growing confidence in ensemble performance.</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 • Ensemble repertoire and sheet music • Teacher modeling and guided rehearsal • Listening examples and play-along recordings



Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide -Grade: 4
<p>MP 4</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.4.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.4.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.4.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone quality, rhythm, and pitch. • 1.5.4.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, improved intonation, and expressive qualities. • 1.5.4.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, left-hand finger placement, and consistent tone production. • 1.5.4.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to rhythm, pitch, tempo, dynamics, articulation, and expression. • 1.5.4.MU.Cn10a Relate music performance to personal growth, collaboration, and responsibility within an ensemble.
<p>MP 4</p> <p>Topics</p>	<p>Review instrument care, posture, technique, tuning routines as appropriate, and ensemble expectations.</p> <p>Reinforce rhythm and pitch accuracy through targeted warm-ups and scale-based exercises.</p> <p>Refine bowing technique focusing on consistency, tone quality, and control across the bow.</p> <p>Practice ensemble repertoire emphasizing steady tempo, clear entrances, and balance.</p> <p>Apply expressive elements such as dynamics, articulation, phrasing, and musical shape.</p> <p>Rehearse performance selections focusing on intonation, blend, balance, and expression.</p>



	<p>Strengthen ensemble awareness by listening across sections and responding to conductor cues.</p> <p>Conduct full run-throughs emphasizing musical 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, practice habits, and readiness for Grade 5 Orchestra.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Ensemble Performance, Tone & Intonation: Students build ensemble performance readiness while improving tone quality, intonation, and overall instrumental control.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students strengthen music-reading fluency while demonstrating rhythmic accuracy and confident interpretation of notation.</p> <p>Listening, Collaboration & Conductor Awareness: Students practice ensemble collaboration by listening across sections, balancing sound, and responding to conductor cues during rehearsal and performance.</p> <p>Expression, Reflection & Orchestra Preparation: Students apply expressive phrasing while demonstrating responsible rehearsal habits, performance confidence, and preparation for continued study in Grade 5 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