

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide -Grade: 3
<p>MP 1</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.3.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.3.MU.Cr2a Organize and develop musical ideas by reading and performing simple melodies and rhythmic patterns with increasing accuracy. • 1.5.3.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone, rhythm, and pitch. • 1.5.3.MU.Pr4a Perform short ensemble pieces with steady tempo, accurate rhythms, and developing expressive qualities. • 1.5.3.MU.Pr5a Develop and refine instrumental technique including posture, bow control or pizzicato, left-hand placement, and consistent tone production. • 1.5.3.MU.Re7a Describe and respond to music using basic musical vocabulary related to rhythm, pitch, tempo, and dynamics. • 1.5.3.MU.Cn10a Relate music performance to personal experiences, collaboration, and ensemble participation.
<p>MP 1</p> <p>Topics</p>	<p>Refresher on Instrument Setup, Care & Posture</p> <p>Bow Hold Refinement & Tone Development</p> <p>Open-String Warm-Ups, Rhythm Reading & Beat Counting</p> <p>Left-Hand Expansion – 1st & 2nd Finger</p> <p>Staff Reading, Note Names, and Early String Melodies</p> <p>Bow Articulation – Short vs. Long Stroke</p> <p>Simple Songs Using 1st and 2nd Finger</p> <p>Ensemble Basics – Starting Together, Playing in Unison</p> <p>Listening to Tune & Adjust Pitch</p> <p>Classroom Demonstration & Reflection</p>
<p>MP 1</p>	<p>Produce clear and steady tone</p>

<p>Skills- Concepts</p>	<p>Place 1st and 2nd fingers accurately on strings</p> <p>Play simple rhythms and short melodies</p> <p>Read basic notes on staff</p> <p>Start and stop with the conductor</p> <p>Play in unison with classmates</p> <p>Listen and match pitch</p> <p>Use short/long bow strokes and simple dynamics</p> <p>Reflect on your playing and progress</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Instruments and care items (violin, viola, cello, bass, rosin, cloth, shoulder rest) • Beginner method book with finger patterns, rhythm drills, and short melodies • Visual aids (staff posters, note charts, bow hold pictures) • Simple ensemble exercises and short songs • Teacher cues and optional slow practice recordings • Assessment tools: tone/posture checklists, quick note-reading checks, reflection slips

Marking Period 2 (MPIO)	Orchestra Curriculum Pacing Guide -Grade: 3
<p>MP 2</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.3.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.3.MU.Cr2a Organize and develop musical ideas by reading and performing simple melodies and rhythmic patterns with increasing accuracy. • 1.5.3.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone, rhythm, and pitch. • 1.5.3.MU.Pr4a Perform short ensemble pieces with steady tempo, accurate rhythms, and developing expressive qualities. • 1.5.3.MU.Pr5a Develop and refine instrumental technique including posture, bow control or pizzicato, left-hand placement, and consistent tone production. • 1.5.3.MU.Re7a Describe and respond to music using basic musical vocabulary related to rhythm, pitch, tempo, and dynamics. • 1.5.3.MU.Cn10a Relate music performance to personal experiences, collaboration, and ensemble participation.
<p>MP 2</p> <p>Topics</p>	<p>Review instrument care, posture, tuning routines as appropriate, and ensemble expectations.</p> <p>Reinforce steady beat and rhythm reading using quarter notes, paired eighth notes, half notes, and rests.</p> <p>Develop pitch accuracy using open strings and first and second finger placement as developmentally appropriate.</p> <p>Strengthen bowing or pizzicato technique focusing on control, direction, and tone quality.</p> <p>Introduce or reinforce music notation skills including staff awareness, note direction, and simple note names.</p> <p>Play short melodies combining rhythm and pitch with consistent tempo.</p> <p>Practice ensemble skills including watching the conductor, starting and stopping together, and balanced sound.</p> <p>Apply expressive elements such as dynamics and articulation within simple ensemble pieces.</p> <p>Rehearse short performance selections focusing on accuracy, tone, and 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 Development: Students improve left-hand finger placement, bow control or pizzicato technique, tone quality, pitch accuracy, and melodic playing for confident performance. • Music Literacy, Rhythm & Precision: Students strengthen music-reading skills, perform rhythmic patterns with steady tempo, and apply notation knowledge to ensemble repertoire. • Ensemble Coordination & Musicianship: Students listen actively, balance sound, follow conductor cues, cooperate within the ensemble, and perform with growing independence and confidence. • Musical Expression, Responsibility & Collaboration: Students apply dynamics and articulation, demonstrate focus and rehearsal responsibility, and understand music as a collaborative performance experience.
<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 • Simple ensemble sheet music • Teacher modeling and demonstrations • Listening examples and play-along recordings

Marking Period 3 (MPIII)	Orchestra Curriculum Pacing Guide -Grade: 3
<p>MP 3</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.3.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.3.MU.Cr2a Organize and develop musical ideas by reading and performing simple melodies and rhythmic patterns with increasing accuracy. • 1.5.3.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone, rhythm, and pitch. • 1.5.3.MU.Pr4a Perform short ensemble pieces with steady tempo, accurate rhythms, and developing expressive qualities. • 1.5.3.MU.Pr5a Develop and refine instrumental technique including posture, bow control or pizzicato, left-hand placement, and consistent tone production. • 1.5.3.MU.Re7a Describe and respond to music using basic musical vocabulary related to rhythm, pitch, tempo, and dynamics. • 1.5.3.MU.Cn10a Relate music performance to personal experiences, collaboration, and ensemble participation.
<p>MP 3</p> <p>Topics</p>	<p>Review posture, instrument care, tuning routines as appropriate, and ensemble expectations.</p> <p>Strengthen rhythm reading and execution using quarter notes, paired eighth notes, half notes, and rests.</p> <p>Develop pitch accuracy through first and second finger placement and simple scale patterns.</p> <p>Refine bowing technique focusing on direction changes, bow distribution, and smooth tone.</p> <p>Improve music-reading fluency including note names, staff position, and melodic direction.</p> <p>Play short melodies and ensemble pieces combining rhythm, pitch, and steady tempo.</p> <p>Strengthen ensemble skills by watching the conductor, listening across sections, and maintaining balance.</p> <p>Apply expressive elements such as dynamics, articulation, and phrasing.</p> <p>Rehearse performance selections focusing on accuracy, tone quality, 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>Instrumental Technique, Tone & Finger Placement: Students strengthen bowing or plucking control while expanding left-hand finger placement to improve tone quality and melodic accuracy.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students increase music-reading fluency while performing pitch patterns with rhythmic accuracy and a steady tempo.</p> <p>Ensemble Awareness, Listening & Conductor Cues: Students develop ensemble independence by listening across the group, responding to conductor cues, and maintaining balance within the ensemble.</p> <p>Expression, Responsibility & Collaborative Performance: Students apply dynamics, articulation, and phrasing while demonstrating personal responsibility in rehearsal and understanding music as collaborative 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 performance selections • Teacher modeling and guided rehearsal • Listening examples and play-along recordings

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide -Grade: 3
<p>MP 4</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.3.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.3.MU.Cr2a Organize and develop musical ideas by reading and performing simple melodies and rhythmic patterns with increasing accuracy. • 1.5.3.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve tone, rhythm, and pitch. • 1.5.3.MU.Pr4a Perform short ensemble pieces with steady tempo, accurate rhythms, and developing expressive qualities. • 1.5.3.MU.Pr5a Develop and refine instrumental technique including posture, bow control or pizzicato, left-hand placement, and consistent tone production. • 1.5.3.MU.Re7a Describe and respond to music using basic musical vocabulary related to rhythm, pitch, tempo, and dynamics. • 1.5.3.MU.Cn10a Relate music performance to personal experiences, collaboration, and ensemble participation.
<p>MP 4</p> <p>Topics</p>	<p>Review instrument care, posture, technique, and ensemble routines. Reinforce rehearsal expectations.</p> <p>Revisit rhythm and pitch patterns to strengthen reading fluency and accuracy.</p> <p>Refine bowing or plucking technique to improve tone quality and consistency.</p> <p>Practice ensemble pieces focusing on steady tempo, balance, and clear entrances.</p> <p>Apply expressive elements such as dynamics, articulation, and phrasing.</p> <p>Rehearse performance selections emphasizing accuracy, tone, and musical expression.</p> <p>Strengthen ensemble awareness by listening across sections and responding to conductor cues.</p> <p>Conduct full run-throughs of performance repertoire.</p> <p>Perform for peers, families, or the school community in an informal or formal setting.</p> <p>Reflect on musical growth, ensemble skills, and goals for Grade 4 Orchestra.</p>



<p>MP 4</p> <p>Skills- Concepts</p>	<p>Ensemble Performance, Tone & Technique: Students develop ensemble performance readiness while improving tone quality, instrumental technique, and overall confidence in playing.</p> <p>Music Literacy, Rhythm & Pitch Accuracy: Students strengthen music-reading fluency while demonstrating rhythmic accuracy and growing pitch awareness during performance.</p> <p>Listening, Collaboration & Conductor Awareness: Students practice ensemble collaboration by listening to peers, balancing sound, and responding to conductor cues during rehearsal and performance.</p> <p>Expression, Reflection & Orchestra Preparation: Students apply musical expression and phrasing while demonstrating performance etiquette, reflecting on learning, and preparing for continued study in Grade 4 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