

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide -Grade: 2
<p><b>MP 1</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.2.MU.Cr1a</b> Generate musical ideas through exploration of rhythm, pitch, and expressive qualities using the voice and string instruments.</li> <li>• <b>1.5.2.MU.Cr2a</b> Organize and develop musical ideas through guided practice of rhythm patterns, pitch accuracy, and simple melodies on string instruments.</li> <li>• <b>1.5.2.MU.Cr3a</b> Refine musical ideas through repetition, teacher feedback, and focused practice on instrument technique.</li> <li>• <b>1.5.2.MU.Pr4a</b> Perform simple melodies and rhythmic patterns on string instruments with appropriate posture, hand position, and steady tempo.</li> <li>• <b>1.5.2.MU.Pr5a</b> Develop foundational instrumental technique including bow hold, left-hand placement, and tone production.</li> <li>• <b>1.5.2.MU.Re7a</b> Describe and respond to music using basic musical vocabulary related to tempo, dynamics, and sound quality.</li> <li>• <b>1.5.2.MU.Cn10a</b> Relate music-making to personal experiences and collaborative ensemble participation.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Instrument Safety, Assembly &amp; Posture</p> <p>Bow Hold &amp; Open-String Tone</p> <p>Rhythm Basics &amp; Steady Beat</p> <p>Left-Hand Placement &amp; Finger Patterns (Introduction)</p> <p>Staff Reading &amp; String Note Identification</p> <p>Articulation &amp; Bow Control</p> <p>Simple Songs on Open Strings</p> <p>Beginning Melody with 1st Finger</p> <p>Ensemble Listening, Matching Pitch &amp; Following Cues</p> <p>Mini-Performance &amp; Reflection</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<p>Holding and playing the instrument correctly</p> <p>Producing clear and steady tone</p> <p>Using correct bow and finger placement</p> <p>Playing simple rhythms and melodies</p> <p>Reading basic notes on the staff</p> <p>Listening and matching pitch with others</p> <p>Playing together in an ensemble</p> <p>Following cues and directions from the teacher</p> <p>Performing short pieces confidently</p> <p>Reflecting on your playing and progress</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<p><b>Assessment Materials</b></p> <ul style="list-style-type: none"> <li>• Playing checklists for: <ul style="list-style-type: none"> <li>○ posture</li> <li>○ bow hold</li> <li>○ tone quality</li> <li>○ open-string accuracy</li> <li>○ rhythm matching</li> </ul> </li> <li>• Simple exit slips (“What string can you play today?” “Did you keep bow straight?”)</li> </ul>

Marking Period 2 (MPIO)	Orchestra Curriculum Pacing Guide -Grade: 2
<p><b>MP 2</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.2.MU.Cr1a</b> Generate musical ideas through exploration of rhythm, pitch, and expressive qualities using the voice and string instruments.</li> <li>• <b>1.5.2.MU.Cr2a</b> Organize and develop musical ideas through guided practice of rhythm patterns, pitch accuracy, and simple melodies on string instruments.</li> <li>• <b>1.5.2.MU.Cr3a</b> Refine musical ideas through repetition, teacher feedback, and focused practice on instrument technique.</li> <li>• <b>1.5.2.MU.Pr4a</b> Perform simple melodies and rhythmic patterns on string instruments with appropriate posture, hand position, and steady tempo.</li> <li>• <b>1.5.2.MU.Pr5a</b> Develop foundational instrumental technique including bow hold, left-hand placement, and tone production.</li> <li>• <b>1.5.2.MU.Re7a</b> Describe and respond to music using basic musical vocabulary related to tempo, dynamics, and sound quality.</li> <li>• <b>1.5.2.MU.Cn10a</b> Relate music-making to personal experiences and collaborative ensemble participation.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review instrument parts, care, posture, and classroom routines. Reinforce safe handling and setup of string instruments.</p> <p>Develop steady beat through clapping, singing, and playing open strings or simple pitch patterns.</p> <p>Practice bow hold or pizzicato technique with attention to hand position and control.</p> <p>Introduce simple rhythms using quarter notes, paired eighth notes, and rests.</p> <p>Play simple melodies using open strings or first finger placement as developmentally appropriate.</p> <p>Focus on tone production, listening for clear sound and correct pitch.</p> <p>Practice ensemble skills including starting and stopping together, following the conductor, and listening to others.</p> <p>Apply dynamics such as loud and soft within simple group pieces.</p> <p>Rehearse short ensemble pieces combining rhythm, pitch, and basic expression.</p> <p>Reflect on musical growth and demonstrate skills through an informal performance or assessment.</p>



<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Instrument Technique, Posture &amp; Care:</b> Students demonstrate proper instrument handling, posture, basic bowing or plucking technique, tone production, and responsible care habits.</li> <li>• <b>Rhythm, Pitch &amp; Music Literacy Foundations:</b> Students maintain steady beat, perform simple rhythm patterns accurately, recognize pitch direction, and play basic melodies with growing confidence.</li> <li>• <b>Ensemble Awareness &amp; Musicianship:</b> Students listen actively, follow conductor cues, cooperate within the ensemble, and begin developing balance and group coordination.</li> <li>• <b>Expressive Playing, Confidence &amp; Collaboration:</b> Students apply simple dynamics, show musical focus, build performance confidence, and understand music as a shared collaborative experience.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Student string instruments</li> <li>• Bows and rosin as appropriate</li> <li>• Music stands</li> <li>• Beginning orchestra method books</li> <li>• Simple ensemble sheet music</li> <li>• Teacher modeling and demonstration</li> <li>• Listening examples and play-along tracks</li> </ul>

Marking Period 3 (MP3)	Orchestra Curriculum Pacing Guide -Grade: 2
<p><b>MP 3</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.2.MU.Cr1a</b> Generate musical ideas through exploration of rhythm, pitch, and expressive qualities using the voice and string instruments.</li> <li>• <b>1.5.2.MU.Cr2a</b> Organize and develop musical ideas through guided practice of rhythm patterns, pitch accuracy, and simple melodies on string instruments.</li> <li>• <b>1.5.2.MU.Cr3a</b> Refine musical ideas through repetition, teacher feedback, and focused practice on instrument technique.</li> <li>• <b>1.5.2.MU.Pr4a</b> Perform simple melodies and rhythmic patterns on string instruments with appropriate posture, hand position, and steady tempo.</li> <li>• <b>1.5.2.MU.Pr5a</b> Develop foundational instrumental technique including bow hold, left-hand placement, and tone production.</li> <li>• <b>1.5.2.MU.Re7a</b> Describe and respond to music using basic musical vocabulary related to tempo, dynamics, and sound quality.</li> <li>• <b>1.5.2.MU.Cn10a</b> Relate music-making to personal experiences and collaborative ensemble participation.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review instrument setup, posture, bow hold or pizzicato technique, and ensemble routines.</p> <p>Read and perform simple rhythmic patterns using quarter notes, paired eighth notes, and rests.</p> <p>Practice pitch placement using open strings and first finger notes as developmentally appropriate.</p> <p>Introduce basic music reading including staff awareness and note direction higher and lower.</p> <p>Develop bow control or plucking consistency to improve tone quality.</p> <p>Play short melodies combining rhythm and pitch with steady tempo.</p> <p>Strengthen ensemble skills including watching the conductor, starting and stopping together, and balanced sound.</p> <p>Explore expressive elements such as loud and soft playing and simple tempo changes.</p> <p>Rehearse short ensemble pieces with attention to accuracy, tone, and expression.</p> <p>Demonstrate musical growth through an informal performance or playing assessment and reflect on learning.</p>

<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Beginning Technique &amp; Tone Production:</b> Students develop basic instrumental technique through improved bowing or plucking control, accurate finger placement, and attention to tone quality.</p> <p><b>Music Reading, Rhythm &amp; Pitch:</b> Students build beginning music-reading skills while coordinating rhythm and pitch with steady tempo and accurate note performance.</p> <p><b>Ensemble Awareness &amp; Conductor Response:</b> Students practice listening to others, cooperating within the ensemble, and following conductor cues to maintain musical focus and coordination.</p> <p><b>Expression, Responsibility &amp; Performance Confidence:</b> Students demonstrate basic expressive playing using dynamics, develop musical responsibility, and build confidence performing as part of a collaborative ensemble.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Student string instruments</li> <li>• Bows and rosin as appropriate</li> <li>• Music stands</li> <li>• Beginning orchestra method books</li> <li>• Simple ensemble sheet music</li> <li>• Teacher modeling and demonstrations</li> <li>• Listening examples and play-along recordings</li> </ul>

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide -Grade: 2
<p><b>MP 4</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.2.MU.Cr1a</b> Generate musical ideas through exploration of rhythm, pitch, and expressive qualities using the voice and string instruments.</li> <li>• <b>1.5.2.MU.Cr2a</b> Organize and develop musical ideas through guided practice of rhythm patterns, pitch accuracy, and simple melodies on string instruments.</li> <li>• <b>1.5.2.MU.Cr3a</b> Refine musical ideas through repetition, teacher feedback, and focused practice on instrument technique.</li> <li>• <b>1.5.2.MU.Pr4a</b> Perform simple melodies and rhythmic patterns on string instruments with appropriate posture, hand position, and steady tempo.</li> <li>• <b>1.5.2.MU.Pr5a</b> Develop foundational instrumental technique including bow hold, left-hand placement, and tone production.</li> <li>• <b>1.5.2.MU.Re7a</b> Describe and respond to music using basic musical vocabulary related to tempo, dynamics, and sound quality.</li> <li>• <b>1.5.2.MU.Cn10a</b> Relate music-making to personal experiences and collaborative ensemble participation.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review instrument care, posture, technique, and ensemble routines. Reinforce rehearsal expectations.</p> <p>Revisit music reading skills including rhythm patterns and pitch direction.</p> <p>Refine bowing or plucking technique to improve tone quality and consistency.</p> <p>Practice ensemble pieces focusing on starting together, steady tempo, and balance.</p> <p>Apply expressive elements such as dynamics, tempo changes, and articulation.</p> <p>Rehearse short performance pieces with attention to accuracy 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 selections.</p> <p>Perform for peers, families, or school community in an informal or formal setting.</p> <p>Reflect on musical growth, ensemble skills, and goals for continued orchestra participation.</p>

<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Tone Production &amp; Instrumental Technique:</b> Students develop tone quality and instrumental control while improving pitch awareness and melodic playing.</p> <p><b>Music Reading &amp; Rhythmic Accuracy:</b> Students strengthen music-reading skills and rhythmic accuracy while performing simple melodic patterns with confidence.</p> <p><b>Ensemble Listening &amp; Conductor Awareness:</b> Students practice collaboration by listening to others, balancing sound within the group, and following conductor cues.</p> <p><b>Musical Expression &amp; Performance Confidence:</b> Students demonstrate expressive playing, apply dynamics and tempo control, and build confidence performing in preparation for Grade 3 Orchestra.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Student string instruments</li> <li>• Bows and rosin as appropriate</li> <li>• Music stands</li> <li>• Beginning orchestra method books</li> <li>• Ensemble performance sheet music</li> <li>• Teacher modeling and rehearsal guidance</li> <li>• Listening examples and play-along recordings</li> </ul>