

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide -Grade: 6
<p>MP 1</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.6.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.6.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.6.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.6.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.6.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.6.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, rhythm, dynamics, articulation, and expression. • 1.5.6.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 1</p> <p>Topics</p>	<p>Posture, Instrument Setup & Tone Recalibration</p> <p>Finger Patterns, Intonation & Whole/Half-Step Clarity</p> <p>Intermediate Rhythm Reading</p> <p>Multi-String Melodies & Slur Coordination</p> <p>Dynamic Expression & Phrase Shape</p> <p>Articulation Variety & Bow Technique</p> <p>Harmony Roles, Section Balance & Listening Skills</p> <p>Conductor Responsiveness & Ensemble Timing</p> <p>Intonation Refinement & Ear Training</p> <p>Mini-Performance & Technical Reflection</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Posture, instrument setup, and tone</p> <p>Finger patterns and intonation</p> <p>Rhythm reading</p> <p>Multi-string melodies and slurs</p> <p>Dynamics and phrasing</p> <p>Articulation and bow technique</p> <p>Ensemble balance and listening</p> <p>Conductor following</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • String instruments (violin, viola, cello, bass) • Bows and rosin • Music stand and sheet music • Metronome and tuner • Classroom space for ensemble rehearsal



Marking Period 2 (MPII)	Orchestra Curriculum Pacing Guide -Grade: 6
<p>MP 2</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.6.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.6.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.6.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.6.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.6.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.6.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, rhythm, dynamics, articulation, and expression. • 1.5.6.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, rehearsal expectations, and ensemble procedures.</p> <p>Strengthen rhythm reading including dotted rhythms, syncopated patterns, ties, and rests.</p> <p>Develop pitch accuracy through expanded finger patterns, scale exercises, and intonation drills.</p> <p>Refine bowing technique focusing on bow distribution, speed, pressure, articulation, and tone consistency.</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 skills by listening across sections, balancing sound, and responding independently 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, blend, balance, and musical expression.</p> <p>Demonstrate learning through a playing assessment or informal performance and reflect on progress and goals.</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrument Technique, Tone & Intonation: Students expand left-hand finger placement, refine bow control, improve tone production, and develop accurate pitch and consistent intonation. • Music Literacy, Rhythm & Fluency: Students strengthen music-reading skills, perform rhythmic patterns with precision, and apply notation fluency within ensemble repertoire. • Ensemble Independence & Musicianship: Students listen critically, balance and blend sound, follow conductor cues confidently, and perform with growing independence within the ensemble. • Expressive Performance, Responsibility & Collaboration: Students apply dynamics, articulation, and phrasing for musical expression, demonstrate responsible rehearsal habits, and understand music as a collaborative art form.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student string instruments • Bows and rosin as appropriate • Music stands • Middle school orchestra method books • Grade-appropriate ensemble repertoire • Teacher modeling and sectional rehearsal • Listening examples and play-along recordings

Marking Period 3 (MPIII)	Orchestra Curriculum Pacing Guide -Grade: 6
<p>MP 3</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.6.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.6.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.6.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.6.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.6.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.6.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, rhythm, dynamics, articulation, and expression. • 1.5.6.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, and rehearsal expectations with emphasis on individual accountability.</p> <p>Refine rhythm reading and execution including dotted rhythms, syncopation, ties, and complex rest patterns.</p> <p>Strengthen 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 across the bow.</p> <p>Improve music-reading fluency including key signatures, accidentals, and melodic contour recognition.</p> <p>Rehearse ensemble repertoire combining rhythm, pitch, steady tempo, and expressive elements.</p> <p>Strengthen ensemble independence by listening across sections, balancing sound, and responding independently to conductor cues.</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 a playing assessment or informal performance and reflect on musical growth and goals.</p>



<p>MP 3</p> <p>Skills- Concepts</p>	<p>Tone Production, Intonation & Bow Technique: Students refine bow control and tone production while demonstrating improved intonation and pitch accuracy.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students strengthen music-reading fluency while performing with rhythmic precision and maintaining a steady tempo.</p> <p>Ensemble Listening, Independence & Responsibility: Students develop ensemble independence by listening across sections, maintaining balance, and demonstrating responsible rehearsal habits.</p> <p>Musical Expression, Collaboration & Performance Readiness: Students apply expressive phrasing and dynamics while building performance confidence and understanding music as a collaborative and expressive art form.</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 • Middle school orchestra method books • Ensemble repertoire and performance selections • Teacher modeling and sectional rehearsals • Listening examples and play-along recordings

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide -Grade: 6
<p>MP 4</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.5.6.MU.Cr1a Generate musical ideas through exploration of rhythm, pitch, and expressive elements using string instruments. • 1.5.6.MU.Cr2a Organize and develop musical ideas by reading and performing melodies and rhythmic patterns with increasing accuracy and independence. • 1.5.6.MU.Cr3a Refine musical ideas through focused practice, repetition, and teacher feedback to improve intonation, tone quality, and rhythmic precision. • 1.5.6.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and expressive qualities. • 1.5.6.MU.Pr5a Develop and refine instrumental technique including posture, bow distribution or pizzicato control, expanded left-hand finger placement, and consistent tone production. • 1.5.6.MU.Re7a Describe and respond to music using appropriate musical vocabulary related to pitch accuracy, rhythm, dynamics, articulation, and expression. • 1.5.6.MU.Cn10a Relate music performance to personal growth, collaboration, responsibility, and ensemble contribution.
<p>MP 4</p> <p>Topics</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, bow distribution, and control.</p> <p>Practice ensemble repertoire emphasizing steady tempo, clear entrances, balance, and blend.</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 awareness by listening across sections and responding independently to conductor cues.</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, practice habits, and readiness for Grade 7 Orchestra.</p>



<p>MP 4</p> <p>Skills- Concepts</p>	<p>Tone Production, Intonation & Technique: Students perform with reliable intonation and consistent tone quality while strengthening instrumental technique and sound control.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students demonstrate advanced music-reading fluency while maintaining rhythmic precision and accurate interpretation of ensemble repertoire.</p> <p>Ensemble Listening, Independence & Collaboration: Students develop ensemble independence by listening across sections, maintaining balance and blend, and demonstrating responsibility within the group.</p> <p>Musical Expression, Professionalism & Orchestra Preparation: Students apply expressive phrasing and musical interpretation while demonstrating responsible rehearsal habits, performance confidence, and readiness for Grade 7 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 • Middle school orchestra method books • Ensemble performance repertoire • Teacher modeling, sectional rehearsal, and coaching • Listening examples and play-along recordings