

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide – Level I
<p>MP 1</p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3A.HSI.Pr4a:</b> Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances.</li> <li>• <b>1.3A.HSI.Pr5a:</b> Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback.</li> <li>• <b>1.3A.HSI.Pr6a:</b> Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings.</li> <li>• <b>1.3A.HSI.Re7a:</b> Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent.</li> <li>• <b>1.3A.HSI.Re9a:</b> Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement.</li> <li>• <b>1.3A.HSI.Cn11a:</b> Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.</li> </ul>
<p>MP 1</p> <p><b>Topics</b></p>	<p>Parts of the instrument, care, tuning procedures</p> <p>Posture, bow hold, open-string tone</p> <p>Beginning left-hand placement, finger patterns</p> <p>Basic note reading, rhythms, counting</p> <p>Simple melodies on open strings and 1st finger</p> <p>Musical symbols, tempo, dynamics– Beginning scale patterns (D Major)</p> <p>Ensemble playing &amp; following conductor patterns</p> <p>Rehearsal skills, blend, balance, listening</p> <p>Informal performance &amp; reflection</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Foundational Instrument Technique &amp; Tone Development:</b> Students demonstrate proper instrument care and tuning, correct posture and playing position, controlled bowing, accurate left-hand finger patterns, and growing intonation awareness.</li> <li>• <b>Music Literacy &amp; Reading Skills:</b> Students read staff notation fluently, perform pitch and rhythm patterns, interpret dynamics and tempo markings, and recognize common musical symbols.</li> <li>• <b>Ensemble Skills &amp; Rehearsal Practices:</b> Students follow conductor cues, listen actively within the ensemble, develop beginning balance and blend, and demonstrate respectful rehearsal etiquette.</li> <li>• <b>Performance Readiness &amp; Musical Growth:</b> Students build consistent tone quality, perform simple scales and melodies, and develop preparation habits that support confident group performance.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Violin • Viola • Cello • Bass</li> <li>• Rosin</li> <li>• Shoulder rest or rock stop</li> <li>• Music stand (classroom)</li> <li>• Method book (Essential Elements, Sound Innovations, or similar)</li> <li>• Beginning sheet music</li> <li>• Tuner &amp; metronome</li> </ul>

Marking Period 2 (MPIO)	Orchestra Curriculum Pacing Guide – Level I
<p><b>MP 2</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3A.HSI.Pr4a:</b> Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances.</li> <li>• <b>1.3A.HSI.Pr5a:</b> Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback.</li> <li>• <b>1.3A.HSI.Pr6a:</b> Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings.</li> <li>• <b>1.3A.HSI.Re7a:</b> Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent.</li> <li>• <b>1.3A.HSI.Re9a:</b> Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement.</li> <li>• <b>1.3A.HSI.Cn11a:</b> Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Tone Production &amp; Bow Control Fundamentals</p> <p>Reading Expanded Rhythms &amp; Ensemble Notation</p> <p>Beginning Position Shifting (2nd–3rd Position Skills)</p> <p>Scale Development &amp; Intonation Awareness</p> <p>Sight-Reading Strategies for Orchestra</p> <p>Dynamic Contrast &amp; Musical Expression</p> <p>Articulation Techniques (Legato, Staccato, Accents)</p> <p>Ensemble Balance, Blend &amp; Listening Skills</p> <p>Following Conductor Cues &amp; Rehearsal Techniques</p> <p>Independent Part Playing &amp; Section Responsibility</p>

<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Instrument Technique</b></p> <ul style="list-style-type: none"> <li>• Instrument care and tuning basics</li> <li>• Posture and proper playing position</li> <li>• Bow control and string crossing</li> <li>• Foundational tone production</li> </ul> <p><b>Music Literacy</b></p> <ul style="list-style-type: none"> <li>• Reading staff notation for pitch and rhythm</li> <li>• Recognizing dynamics and tempo markings</li> <li>• Understanding basic musical symbols</li> <li>• Following score order and cues</li> </ul> <p><b>Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Following conductor gestures</li> <li>• Listening across the ensemble</li> <li>• Developing beginning balance and blend</li> <li>• Practicing rehearsal etiquette</li> </ul> <p><b>Performance Development</b></p> <ul style="list-style-type: none"> <li>• Establishing consistent tone</li> <li>• Performing simple scale patterns</li> <li>• Playing short melodic excerpts</li> <li>• Building confidence in group performance</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Violin • Viola • Cello • Bass</li> <li>• Rosin</li> <li>• Shoulder rest or rock stop</li> <li>• Music stand (classroom)</li> <li>• Method book (Essential Elements, Sound Innovations, or similar)</li> <li>• Beginning sheet music</li> <li>• Tuner &amp; metronome</li> </ul>



Marking Period 3 (MPIII)	Orchestra Curriculum Pacing Guide – Level I
<p><b>MP 3</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3A.HSI.Pr4a:</b> Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances.</li> <li>• <b>1.3A.HSI.Pr5a:</b> Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback.</li> <li>• <b>1.3A.HSI.Pr6a:</b> Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings.</li> <li>• <b>1.3A.HSI.Re7a:</b> Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent.</li> <li>• <b>1.3A.HSI.Re9a:</b> Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement.</li> <li>• <b>1.3A.HSI.Cn11a:</b> Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Fundamentals of Instrument Care and Setup Proper posture, instrument handling, and maintenance of string instruments.</p> <p>Basic Music Notation and Rhythm Reading Understanding staff notation, rhythmic values, rests, and basic time signatures.</p> <p>Tone Production and Bowing Technique Developing a clear tone through proper bow hold, bow placement, and bow control.</p> <p>Left-Hand Technique and Finger Placement Developing accurate finger positioning and basic intonation on the fingerboard.</p> <p>Major Scales and Basic Finger Patterns Learning foundational scales and understanding key signatures.</p> <p>Ensemble Skills and Listening Balancing sound, blending with the group, and responding to conductor cues.</p>

	<p>Basic Articulation and Dynamics Performing with varied bow strokes and dynamic contrasts.</p> <p>Sight Reading Fundamentals Developing the ability to read and perform unfamiliar music.</p> <p>Music Vocabulary and Symbols Understanding musical terms, tempo markings, and expressive notation.</p> <p>Performance and Concert Preparation Rehearsing repertoire and demonstrating proper performance etiquette.</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Instrument Setup, Posture &amp; Tone Production:</b> Students develop proper posture, instrument handling, and care while producing a clear tone through correct bow hold, placement, and control.</p> <p><b>Music Literacy, Rhythm &amp; Notation:</b> Students build foundational music-reading skills by understanding staff notation, rhythmic values, rests, time signatures, and musical vocabulary.</p> <p><b>Left-Hand Technique, Scales &amp; Intonation:</b> Students practice accurate finger placement and basic intonation while learning major scales and foundational finger patterns.</p> <p><b>Ensemble Skills, Expression &amp; Performance Preparation:</b> Students develop ensemble listening skills, respond to conductor cues, apply basic articulation and dynamics, strengthen sight-reading, and prepare repertoire for performance.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Violin • Viola • Cello • Bass</li> <li>• Rosin</li> <li>• Shoulder rest or rock stop</li> <li>• Music stand (classroom)</li> <li>• Method book (Essential Elements, Sound Innovations, or similar)</li> <li>• Beginning sheet music</li> <li>• Tuner &amp; metronome</li> </ul>

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide – Level I
<p><b>MP 4</b></p> <p><b>Standards for Orchestra Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3A.HSI.Pr4a:</b> Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances.</li> <li>• <b>1.3A.HSI.Pr5a:</b> Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback.</li> <li>• <b>1.3A.HSI.Pr6a:</b> Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings.</li> <li>• <b>1.3A.HSI.Re7a:</b> Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent.</li> <li>• <b>1.3A.HSI.Re9a:</b> Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement.</li> <li>• <b>1.3A.HSI.Cn11a:</b> Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Concert Performance Preparation Rehearsing and refining repertoire for final performances with attention to accuracy, expression, and ensemble cohesion.</p> <p>Advanced Ensemble Skills Balancing sections, blending tone, following the conductor, and responding to musical cues within the ensemble.</p> <p>Refinement of Tone Production Improving bow control, tone quality, and consistency across dynamic levels.</p> <p>Intonation and Listening Skills Adjusting pitch through active listening and proper finger placement within the ensemble.</p> <p>Articulation and Bowing Styles Applying various bowing techniques such as legato, staccato, and accented strokes.</p> <p>Dynamic Contrast and Musical Expression Performing with appropriate dynamics, phrasing, and expressive interpretation.</p>



	<p>Sight Reading Development Strengthening the ability to read and perform unfamiliar music accurately.</p> <p>Scale Review and Technique Development Practicing major scales and technical exercises to reinforce finger patterns and dexterity.</p> <p>Music Interpretation and Style Understanding stylistic characteristics of orchestral repertoire and applying expressive elements.</p> <p>Performance Reflection and Evaluation Analyzing personal and ensemble performance to identify strengths and areas for improvement.</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Advanced Ensemble Skills &amp; Performance Preparation:</b> Students rehearse and refine repertoire for concert performance while developing ensemble balance, tone blending, and responsiveness to conductor cues.</p> <p><b>Tone Production, Bowing Technique &amp; Articulation:</b> Students improve bow control and tone consistency while applying varied bowing styles such as legato, staccato, and accented strokes.</p> <p><b>Intonation, Scales &amp; Sight-Reading Development:</b> Students strengthen pitch accuracy through careful listening, scale review, and continued development of sight-reading skills.</p> <p><b>Expression, Style &amp; Reflective Performance:</b> Students perform with dynamic contrast, phrasing, and stylistic awareness while reflecting on personal and ensemble performance to support continued musical growth.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Violin • Viola • Cello • Bass</li> <li>• Rosin</li> <li>• Shoulder rest or rock stop</li> <li>• Music stand (classroom)</li> <li>• Method book (Essential Elements, Sound Innovations, or similar)</li> <li>• Beginning sheet music</li> <li>• Tuner &amp; metronome</li> </ul>