



# Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
<b>Program Name</b>	Natrona Virtual Learning
<b>Course ID</b>	NVA207007
<b>Course Name</b>	MUS07 Spotlight on Music
<b>SCED Code</b>	
<b>Content Area</b>	FA
<b>Grade Level</b>	7
<b># of Credits</b>	
<b>Curriculum Type</b>	K12 Inc
<b>Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.</b>	
<p><i>Spotlight on Music is a comprehensive, interactive music curriculum designed to develop music concepts and skills for grades 6–8. This program is delivered through Music Studio, a digital platform with a variety of online tools to support learning. Lessons cover music concepts, music theory, music reading, and performance while developing music appreciation. Spotlight on Music includes songs, creative movement, physical activities, dramatization, and engaging experiences to celebrate our rich musical heritage.</i></p>	

Wyoming Content and Performance Standards	
<b>Standard</b>	<b><a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a></b>
FPA8.1.M.1	Students demonstrate musicianship through individual practice, rehearsal and revision.
FPA8.1.M.2	Students perform independently and with others a varied repertoire of music, demonstrating correct posture, playing position, breath control, dynamics, intonation, and range and tone quality.
FPA8.1.M.3	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality.
FPA8.1.M.4	Students compose and arrange music within specified guidelines.
FPA8.1.M.5	Students develop musical literacy through reading, sight-reading and notating music.
FPA8.2.M.1	Students apply appropriate terminology in the analysis of compositional devices and techniques used in a musical

## Wyoming Content and Performance Standards

	work.
FPA8.2.M.2	Students respond to aural examples by describing musical elements of a varied repertoire of music.
FPA8.2.M.3	Students discuss criteria and evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations.
FPA8.2.M.4	Students form and defend their preferences for musicians, musical works and genres.
FPA8.3.M.1	Students describe distinguishing characteristics of musical genres or styles from various historical periods and cultures.
FPA8.3.M.2	Students listen to a varied repertoire of music and explain the characteristics that cause a work to be considered historically or culturally significant.
FPA8.3.M.3	Students compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of world cultures.
FPA8.4.M.2	Students describe ways in which other disciplines are interrelated with music.
FPA8.4.M.3	Students develop an awareness of careers, cultural and recreational opportunities in music.
FPA8.4.M.4	Students discuss the economics of music, including the role of advocacy.

## Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<b>Unit 1, Opener: Music in My World</b> 1: Musical Styles and Generations, Activities 1-14, 16-17 2: Dance Styles, Activities 1-8 3: Creating and Performing, Activities 1-7 4: By Popular Demand, Activities 1-11 5: Unit 1 Assessment	FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> <li>• Beat/Meter – steady beat rhythm patterns in 4/4, time signature 4/4, rhythm patterns in 2/4</li> <li>• Rhythm – quarter notes, eighth notes, rests, ragtime patterns, syncopated patterns</li> <li>• Melody – playing a melodic accompaniment</li> <li>• Harmony – chords, chord symbols</li> <li>• Texture – melodic accompaniment on recorder and keyboard</li> <li>• Form/Structure – ABAB</li> <li>• Tone Color – instrumental and vocal tone color in different versions of a song</li> <li>• Style/Background – popular music and styles, dance styles, blues, fine art, ragtime, role of music critics, poetry</li> <li>• Beat/Meter – steady beat rhythm patterns in 4/4, time signature 4/4, rhythm patterns in 2/4</li> <li>• Rhythm – quarter notes, eighth notes, rests, ragtime patterns, syncopated patterns</li> <li>• Melody – playing a melodic accompaniment</li> <li>• Harmony – chords, chord symbols</li> <li>• Texture – melodic accompaniment on recorder and</li> </ul>

## Scope and Sequence

		keyboard • Form/Structure – ABAB • Tone Color – instrumental and vocal tone color in different versions of a song • Style/Background – popular music and styles, dance styles, blues, fine art, ragtime, role of music critics.
<p><b>Unit 2, Opener: Music in My School</b> 1: Something for Everyone, Activities 1-10 2: Sounds of Our Band, Activities 1-14 3: Coming Together, Activities 1-13 4: On Stage with Our Strings, Activities 1-11 Unit 2 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following: • Beat/Meter – rhythm patterns in 4/4 • Rhythm – creating, combining, notating, and performing patterns in 4/4; notes and rests; drum cadences • Melody – playing a melodic accompaniment • Harmony – major triad chords • Form/Structure – introduction, verse, refrain, coda, contrast, rondo • Tone Color – vocal imitation of instrumental sounds, glee club, marching band, a cappella singing, brass, woodwinds, percussion, vocal range, strings • Tempo – march • Articulation – performing a cheer • Harmony – major triad chords • Form/Structure – introduction, verse, refrain, coda, contrast, rondo • Tone Color – vocal imitation of instrumental sounds, glee club, marching band, a cappella singing, brass, woodwinds, percussion, vocal range, strings • Tempo – march • Melody – playing a melodic accompaniment • Articulation – performing a cheer.</p>
<p><b>Unit 3, Opener: Music in Our Communities</b> 1: Heritage Festivals, Activities 1-18 2: Ceremonial Music, Activities 1-2, 10-12, 15-16 3: Music in the Parks, Activities 1-12 4: Parades and Processions, Activities 1-10 Unit 3 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following: • Beat/Meter – mixed meter, rhythm patterns in 4/4, 6/4, 6/8, 2/8, 3/8 • Rhythm – quarter notes, eighth notes and rests in 4/4; creating a hand drum accompaniment; playing in 6/8, 3/8, and 2/8 in a mixed meter song; stepping patterns; syncopation; singing in 6/4 and 4/4; rhythmic ostinato; rap rhythms in 4/4; percussion patterns in 4/4 • Harmony – harmonic accompaniment, singing a song in five parts, descant • Texture – African percussion, harmonic and rhythmic rap accompaniment • Form/Structure – AB, binary form • Tone Color – mariachi bands, computer-generated sounds, analog synthesizers • Style/Background – Oktoberfest, Chinese New Year, Cinco de May, culture defined, mariachi bands, Cahuilla Indian song, Cameroon processional, Andean folk song, rap music.</p>
<p><b>Unit 4, Opener: Music in Our Cities</b> 1: On the Broadway Stage, Activities 1-17 2: Major Music Festivals, Activities 1-9 3: In Arenas and Stadiums, Activities 1-11 4: In the Concert Halls, Activities 1-10</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following: • Rhythm – tied and dotted rhythms; whole notes, half notes, and dotted rhythms in 4/4; gamelan rhythms; eighths and sixteenths in 2/4 and 4/4 • Melody – gamelan melodic patterns • Harmony – singing in two parts, harmonic accompaniment • Texture – instrumentation, SATB choral</p>

## Scope and Sequence

<p>Unit 4 Assessment</p>		<p>arrangement, layering strategies in Indonesian gamelan music • Form/Structure – AABA, AB, ternary form, rondo, D.C., C.S. al coda, coda, fine</p> <ul style="list-style-type: none"> <li>• Tone Color – all-male ensemble</li> <li>• Style/Background – Broadway musicals, copyright laws, opera and Broadway musicals, social issues in musical drama, Mardis Gras, Louisiana folk song, zydeco, mariachi music, “recomposed” opera, Grand Ole Opry and country music, crossover music, rock and roll, disco, tango, blues, soul, Balinese gamelan music, Mongolian folk tune.</li> </ul>
<p><b>Unit 5, Opener: Our Musical Legacy</b> 1: Baroque Highlights, Activities 1-12 2: Classical Timelines, Activities 1-5, 7-15 3: The Romantic Era, Activities 1-11 4: The Last Hundred Years, Activities 1-13 Unit 5 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following:</p> <ul style="list-style-type: none"> <li>• Rhythm – sixteenth-note patterns</li> <li>Melody – melodic ostinato</li> <li>• Tonality – dissonance, atonality</li> <li>• Texture – monophony, homophony, polyphony</li> <li>• Form/Structure – toccata and fugue, ritornella, concertino, tutti, concerto, rondo, oratorio, symphony, suite, strophic form</li> <li>• Tone Color – pipe organ</li> <li>• Dynamics – dynamic changes in tutti and concertino sections, entrada</li> <li>• Tempo – slow tempo</li> <li>• Style/Background – music of the Baroque era, oratorios, music of the</li> <li>• Classical period, music and fine art of the Romantic period, opera, art songs, music of the twentieth century, experimental music.</li> </ul>
<p><b>Unit 6, Opener: The Many Moods of Music</b> 1: Music Expresses Joy, Activities 1-12 2: Music Expresses Sorrow, Activities 1-13 3: Music in the Workplace, Activities 1-15 4: Music and the Quest for Peace, Activities 1-17 Unit 6 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following:</p> <ul style="list-style-type: none"> <li>• Rhythm – triplets, dotted rhythms, anticipation, calypso rhythms, rap rhythms combined with more traditional rhythms</li> <li>• Melody – phrases, melodic contour</li> <li>• Harmony – harmonic accompaniments, harmonic progressions</li> <li>• Tonality – accidentals, scales, borrowed chords</li> <li>• Texture – texture defined</li> <li>• Form/Structure – hymns</li> <li>• Tone Color – bugle, bagpipes, calypso instruments</li> <li>• Dynamics – dynamics influence how music affects listeners</li> <li>• Tempo – tempo influences how music affects listeners</li> <li>• Style/Background – music helps people express joy and sorrow, work songs, music as inspiration for peace, New Orleans jazz funeral, music at Ground Zero, military funerals, African work songs, Caribbean, American work songs.</li> </ul>
<p><b>Unit 7, Opener: Expressing with Music</b> 1: Movement Sends a Message, Activities 1, 3-15 2: Instrumental Options, Activities 1-6</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3,</p>	<p>In this Unit, students will be able to demonstrate competency in the following:</p> <ul style="list-style-type: none"> <li>• Rhythm – triplets, tied rhythms in 2/2, performing rhythm patterns in 6/8</li> <li>• Melody – glissandos</li> <li>• Texture – singing in two and three</li> </ul>

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<p>3: Exploring Your Own Voice, Activities 1-13 4: Dramatic Expression, Activities 1-9 Unit 7 Assessment</p>	<p>FPA.8.4.M.1-3</p>	<p>parts • Form/Structure – theme and variations • Tone Color – aerophones, idiophones, chordophones, membranophones, electrophones, vocal tone color, speaking voice, voiced sounds, katadjait (throat songs) • Style/Background – popular dance music, line dancing with a street game, Civil War music, opera and Broadway connections.</p>
<p><b>Unit 8, Opener: Celebrating with Music</b> 1: Honoring Your Past, Activities 1-8, 10-20 2: Patriotic Inspiration, Activities 1-13 3: Celebrating Identity, Activities 1-16 4: Music Inspires Dreams, Activities 1-7 Unit 8 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following: • Rhythm – dotted eighths and equal eighths, drum cadence, polyrhythms, calypso rhythms, dotted rhythms in a Native American song • Melody – modulation • Texture – multiple layers of rhythm patterns, polyrhythms, layered rhythms in Brazilian dance music, singing in two and three parts • Form/Structure – call and response • Tone Color – found instruments, steel drums, vocals, instruments imitating sounds of nature • Articulation – trumpet fanfare • Style/Background – music in celebrations of national holidays, patriotic music, a Jewish Sabbath song, a popular American song, music of the civil rights movements in South Africa and the United States, a history of our national anthem, roots of calypso style in folk music of Trinidad, an inter-tribal Native American song, combining Native American and traditional European concert-style music in a composition, Brazilian dance music, unconventional Chinese composition.</p>
<p><b>Unit 9, Opener: Connecting Through Music</b> 1: The Sounds of Freedom, Activities 1-16 2: Music and the Environment, Activities 1-18 3: Styles Influencing Styles, Activities 1-17 4: Connecting with Tomorrow, Activities 1-13 Unit 9 Assessment</p>	<p>FPA8.1.M.1-5, FPA8.2.M.1-4, FPA8.3.M.1-3, FPA.8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following: • Rhythm – quarter-eighth triplets in 4/4, African percussion patterns, dotted sixteenths, dotted eighths, accents on the offbeat • Harmony – descant, singing in four parts, chord roots, I, IV, and V chords, singing in two parts in open fifths • Form/Structure – tone poem, call and response • Articulation – communicating the meaning of staccato without words • Style/Background – protest music, world music, a multinational ensemble performance, Mexican and Canadian influences on American music, a Yoruban folk song.</p>