

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	FA
Course ID	CALMS4292	Grade Level	1
Course Name	Spotlight on Music 1	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Beginning 1 Music is for students of first grade age who are continuing with K12, as well as students of second grade age who are new to K12. In this course, traditional games and folk songs from many cultures help students begin to read and write simple melodic and Students will learn about Rhythmic patterns. Students are introduced to the instruments of the orchestra through Prokofiev's classic Peter and the Wolf. They explore how music tells stories in The Sorcerer's Apprentice and are introduced to opera through a lively unit on Mozart's Magic Flute.

Students will:

- Sing along with folk songs
- Practice moving to music
- Listen actively to different kinds of music
- Begin to learn how to read and write music
- Learn to recognize basic Students will learn about Melody in two and three note patterns
- Identify basic Students will learn about Rhythms in music using eights, quarters, and rests
 - Begin to learn about the instruments of the orchestra
- Learn how different kinds of music, such as tone poems and operas, can tell stories

WYOMING CONTENT AND STUDENTS WILL LEARN ABOUT FORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA4.1.M.1	Students develop basic musicianship through practice, rehearsal, and revision.
FPA4.1.M.2	Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.
FPA4.1.M.3	Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and nontraditional sounds.
FPA4.1.M.4	Students create music using a variety of traditional and nontraditional sound sources.
FPA4.1.M.5	Students read and notate simple rhythm, dynamics and pitch notation.
FPA4.2.M.1	Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.

FPA4.2.M.2	Students respond to aural examples by moving to and describing music of various styles.
FPA4.2.M.3	Students explore criteria and discuss the quality of their own and others' performances and improvisations.
FPA4.2.M.4	Students explain their preferences for specific musical works and genres.
FPA4.3.M.1	Students identify by genre or style examples of music from various historical periods and cultures.
FPA4.3.M.2	Students listen to a varied repertoire of music and explore the historical and cultural significance.
FPA4.3.M.3	Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.
FPA4.4.M.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
FPA4.4.M.2	Students identify similarities and differences between other disciplines and music.
FPA4.4.M.3	Students explore careers, cultural and recreational opportunities in music.
FPA4.4.M.4	Students recognize how musical opportunities are supported in the community.

UNIT OUTLINE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Spotlight on Music 1 In the Spotlight		Learn about the course.
1 Spotlight on Music 2 Share the Spotlight		Learn about the lessons in the course
1 Spotlight on Music 3 Spotlight on America		Learn about the lessons in the course
1 Spotlight on Music 4 Say Hello with a Song		Learn about the lessons in the course
1 Spotlight on Music 5 Steady Students will learn about Beat, No Steady Students will learn about Beat		Students will learn about Beat Students will learn about Form sounds and movements to show the difference between steady Students will learn about Beat and no steady Students will learn about Beat. Sing Describe Move

<p>1 Spotlight on Music 6 Upward and Downward</p>		<p>Students will learn about Melody Create upward and downward melodic patterns.</p> <p>Sing Create Move</p>
<p>1 Spotlight on Music 7 Steady Students will learn about Beat</p>		<p>Students will learn about Beat Move with the steady Students will learn about Beat at different tempos to represent different animals.</p> <p>Sing Move Describe</p>
<p>1 Spotlight on Music 8 Melodic Shapes</p>		<p>Students will learn about Melody Match a vocal contour to a visual representation.</p> <p>Listen Move Sing</p>
<p>1 Spotlight on Music 9 Louder and Softer</p>		<p>Students will learn about Dynamics Recognize dynamic levels based on the content of the poem.</p> <p>Listen Describe Move</p>
<p>1 Spotlight on Music 10 More Loud and Soft</p>		<p>Students will learn about Expression Move to show recognition of louder and softer sounds.</p> <p>Listen Play Move</p>
<p>1 Spotlight on Music 11 More Steady Students will learn about Beat</p>		<p>Students will learn about Beat Create and students will learn about Form 4-Students will learn about Beat body percussion patterns.</p> <p>Sing Create Read</p>
<p>1 Spotlight on Music 12 More Upward and Downward</p>		<p>Students will learn about Melody Create sound patterns to match visual upward and downward patterns.</p> <p>Sing Identify Create</p>

<p>1 Spotlight on Music 13 Unit 1 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4</p>	<p>Spotlight on Music Unit assessment will test student's ability to: Create sound patterns to match visual upward and downward patterns.</p> <p>Create and students will learn about Form 4-Students will learn about Beat body percussion patterns. Move to show recognition of louder and softer sounds. Recognize dynamic levels based on the content of the poem. Match a vocal contour to a visual representation.</p> <p>Move with the steady Students will learn about Beat at different tempos to represent different animals.</p> <p>Create upward and downward melodic patterns. Students will learn about Form sounds and movements to show the difference between steady Students will learn about Beat and no steady Students will learn about Beat.</p>
<p>2 All About You and Me 1 Long and Short</p>		<p>Students will learn about Rhythm Move to show aural identification of long and short sounds.</p> <p>Describe Sing Move Analyze</p>
<p>2 All About You and Me 2 High and Low</p>		<p>Students will learn about Melody Move to show aural recognition of high and low sounds.</p> <p>Describe Sing Move Analyze</p>
<p>2 All About You and Me 3 Longer and shorter</p>		<p>Students will learn about Rhythm Match longer and shorter movements to longer and shorter sounds in a song.</p> <p>Describe Move Analyze Create</p>
<p>2 All About You and Me 4 Higher and Lower</p>		<p>Students will learn about Melody Identify higher and lower instrument sounds.</p> <p>Describe Move</p>

		<p>Listen Compare</p>
<p>2 All About You and Me 5 Ways to Use Your Voice</p>		<p>Students will learn about Tone Color Speak, sing, whisper, call, and think when cued to show understanding of five ways to use the voice.</p> <p>Listen Describe Sing Analyze</p>
<p>2 All About You and Me 6 Navajo Students will learn about Rhythms</p>		<p>Students will learn about Rhythm Read graphic notation for longer and shorter sounds.</p> <p>Listen Sing Read Notate</p>
<p>2 All About You and Me 7 Call-and-Response Students will learn about Form</p>		<p>Students will learn about Form Signal to show recognition of solo and group sections of a song.</p> <p>Sing Analyze Move</p>
<p>2 All About You and Me 8 More Higher and Lower</p>		<p>Students will learn about Melody Create and students will learn about Form an “Animal Sound Symphony” with visuals to show higher and lower.</p> <p>Listen Describe Create</p>
<p>2 All About You and Me 9 Unit 2 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4</p>	<p>All About You and Me Unit assessment will test student’s ability to:</p> <p>Create and students will learn about Form an “Animal Sound Symphony” with visuals to show higher and lower.</p> <p>Signal to show recognition of solo and group sections of a song.</p> <p>Read graphic notation for longer and shorter sounds. Speak, sing, whisper, call, and think when cued to show understanding of five ways to use the voice.</p> <p>Identify higher and lower instrument sounds.</p> <p>Move to show aural identification of long and short sounds.</p>

		<p>Match longer and shorter movements to longer and shorter sounds in a song.</p> <p>Move to show aural recognition of high and low sounds.</p>
<p>3 Making Friends 1 Students will learn about Rhythm</p>		<p>Students will learn about Rhythm Clap word Students will learn about Rhythms to show one and two sounds to the Students will learn about Beat.</p> <p>Describe Listen Sing Move</p>
<p>3 Making Friends 2 Play Students will learn about Rhythms using Different Students will learn about Tone Colors</p>		<p>Students will learn about Tone Color Recognize unpitched instruments by families.</p> <p>Listen Describe Play</p>
<p>3 Making Friends 3 Students will learn about Rhythm of the Words</p>		<p>Students will learn about Rhythm Read and Students will learn about Form Students will learn about Rhythms using quarter and eighth notes.</p> <p>Move Sing Read Play</p>
<p>3 Making Friends 4 Changing Students will learn about Rhythms</p>		<p>Students will learn about Rhythm Identify short patterns using quarter notes and eighth notes.</p> <p>Describe Play Listen Read</p>
<p>3 Making Friends 5 Changing Tempos</p>		<p>Students will learn about Tempo Move to show change in tempo.</p> <p>Sing Describe Move</p>
<p>3 Making Friends 6 Students will learn about Rhythm Patterns and</p>		<p>Students will learn about Form Move to show Students will learn about Form.</p> <p>Sing</p>

Students will learn about Forms		Move Play
3 Making Friends 7 Students will learn about Form: Sections		Students will learn about Form Signal to show recognition of different sections. Listen Move Play
3 Making Friends 8 Unit 3: Assessment	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4	Making Friends Unit assessment will test student's ability to: Signal to show recognition of different sections. Move to show Students will learn about Form. Move to show change in tempo. Identify short patterns using quarter notes and eighth notes Read and will learn about Rhythms using quarter and eighth notes. Recognize unpitched instruments by families. Clap word Students will learn about Rhythms to show one and two sounds to the Students will learn about Beat.
4 Hear and See 1 Higher and Lower		Students will learn about Melody Show recognition of the so-mi pitch relationship by Students will learn about Forming higher/lower melodic patterns with gestures. Sing Compare Identify
4 Hear and See 2 So and Mi		Students will learn about Melody Sing and use hand signs to read so-mi from notation. Sing Read
4 Hear and See 3 Faster and Slower		Students will work with music at different rhythms
4 Hear and See 4 Find So and Mi		Work with So and Mi
4 Hear and See 5 Louder and Softer		Students will learn about Dynamics Students will learn about Form songs with chosen Students will learn about Dynamics and tempos to express musical meaning.

		Sing Read
4 Hear and See 6 Use What you Know		
4 Hear and See 7 Story and Sound		Students will learn about Tone Color Signal to show recognition of selected pitched instruments. Listen Describe
4 Hear and See 8 Same and Different Sections		Students will learn about Tone Color Play so and mi on pitched instruments. Listen Analyze Compare Play
4 Hear and See 9 More So and Mi		Students will learn about Melody Sing so-mi patterns on chosen words and Students will learn about Rhythms. Identify Sing Play
4 Hear and See 10 Loud and Soft, slow and fast		Students will learn about Expressive Elements Move to show the Students will learn about Expressive Elements of a piece. Identify Sing Listen Move
4 Hear and See 11 Unit 4: Assessment	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4	Hear and See Unit assessment will test student's ability to: Move to show the Students will learn about Expressive Elements of a piece. Sing so-mi patterns on chosen words and Students will learn about Rhythms. Play so and mi on pitched instruments. Signal to show recognition of selected pitched instruments. Students will learn about Form songs with chosen Students will learn about Dynamics and tempos to express musical meaning. Sing and use hand signs to read so-mi from notation.

		Show recognition of the so-mi pitch relationship by Students will learn about Forming higher/lower melodic patterns with gestures.
5 We Are a Community 1 A Students will learn about Beat with No Sound		Students will learn about Rhythm Move to show aural and visual recognition of no sound on the Students will learn about Beat. Move Sing Read
5 We Are a Community 2 Sing with La		Students will sing with la
5 We Are a Community 3 A New Pitch		Students will learn about Melody Indicate the placement relationship of a new pitch to known pitches mi and so. Sing Move Identify
5 We Are a Community 4 Practice with la		Students will practice with la.
5 We Are a Community 5 Read a Rest!		Students will learn about Rhythm Read a quarter rest as no sound to a Students will learn about Beat. Sing Read Play Move
5 We Are a Community 6 Mi, So, La		Students will learn about Melody Read and sing pitches mi, so, and la. Read Identify Sing
5 We Are a Community 7 Students will learn about Beats in Groups of Twos and Threes		Students will learn about Rhythm Distinguish between Students will learn about Beats in groups of twos and threes. Listen

		Identify Move
5 We Are a Community 8 Practice with Quarter Rest		Students will practice with quarter rest.
5 We Are a Community 9 More Students will learn about Beats in Groups of Twos		Students will learn about Rhythm Read created Students will learn about Rhythm patterns from notation. Play Read Create
5 We Are a Community 10 More Mi, So, La		Students will learn about Melody Create and play melodic patterns using so mi la. Identify Read Play Create
5 We Are a Community 11 Pitch and Students will learn about Rhythm Patterns		Students will learn about Melody Sing and play a four-Students will learn about Beat pitch and Students will learn about Rhythm pattern. Sing Move Play
5 We Are a Community 12 Use What you Know		Practice for the Unit exam
5 We Are a Community 13 Unit 5 Assessment	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4	We are a Community Unit assessment will test student's ability to: Sing and play a four-Students will learn about Beat pitch and Students will learn about Rhythm pattern. Create and play melodic patterns using so mi la. Read created Students will learn about Rhythm patterns from notation. Distinguish between Students will learn about Beats in groups of twos and threes. Read and sing pitches mi, so, and la. Read a quarter rest as no sound to a Students will learn about Beat. Indicate the placement relationship of a new pitch to known pitches mi and so.

		Move to show aural and visual recognition of no sound on the Students will learn about Beat.
6 Working Together 1 AB Students will learn about Form		Students will learn about Form Play instruments to show aural recognition of two-part (AB) Students will learn about Form. Identify Play
6 Working Together 2 Students will learn about Rhythm: Read and Play		Students will learn about Rhythm Read and play patterns with known Students will learn about Rhythms from notation. Students will learn about Form Read Move
6 Working Together 3 ABA Students will learn about Form		Students will learn about Form Signal to show recognition of A B A Students will learn about Form. Play Identify Relate
6 Working Together 4 Create Melodies		Students will learn about Melody Read and play a created Students will learn about Melody using known pitches. Compose Read Notate
6 Working Together 5 Hear Instruments		Students will learn about Tone Color Signal to show aural and visual recognition of selected instruments. Listen Play Identify
6 Working Together 6 Create Students will learn about Rhythms		Students will learn about Form Create and play patterns using known Students will learn about Rhythms and pitches, and students will learn about Form them as the B section of a song. Sing Read

		<p>Create Play</p>
<p>6 Working Together 7 Ways to Use the Voice</p>		<p>Students will learn about Tone Color Signal to show aural recognition of singing, speaking, whispering, calling, and inner voices.</p> <p>Listen Identify Move</p>
<p>6 Working Together 8 More ABA Students will learn about Form</p>		<p>Students will learn about Form Move to show aural recognition of ABA Students will learn about Form.</p> <p>Listen Describe Move</p>
<p>6 Working Together 9 Unit 6 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4</p>	<p>Working Together Unit assessment will test student's ability to:</p> <p>Move to show aural recognition of ABA Students will learn about Form.</p> <p>Signal to show aural recognition of singing, speaking, whispering, calling, and inner voices. Create and play patterns using known Students will learn about Rhythms and pitches, and students will learn about Form them as the B section of a song.</p> <p>Signal to show aural and visual recognition of selected instruments. Read and play a created Students will learn about Melody using known pitches. Signal to show recognition of A B A Students will learn about Form.</p> <p>Read and play patterns with known Students will learn about Rhythms from notation.</p> <p>Play instruments to show aural recognition of two-part (AB) Students will learn about Form.</p>