

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	MU
Course ID	MU3V	Grade Level	3
Course Name	SPOTLIGHT ON MUSIC 3	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

SPOTLIGHT ON MUSIC

Spotlight on Music is a comprehensive, interactive music curriculum designed to develop music concepts and skills for grades K–5. 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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA 4.1.M.1	Students develop basic musicianship through practice, rehearsal and revision.
FPA 4.1.M.2	Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, andl steady beat.
FPA 4.1.M.3	Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sounds.
FPA 4.1.M.4	Students create music using a variety of traditional and non- traditional sound sources.
FPA 4.1.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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 1: Spotlight on Music</p> <ol style="list-style-type: none"> 1: Step into the Spotlight 2: I've Been Working on the Railroad 3: One Small Voice 4: Patriotic Medley 5: Music for the Fun of It 6: Follow the Rhythm 7: The Shape of Melody 8: Rhythm Around the House 9: Move with Melody 10: Different Sounds, Same Voice 11: The Color of Music 12: Rhythm of the Andes 13: Rhythm All Around 14: Unit 1 Assessment 	<p>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>Unit 1: Spotlight on Music</p> <p>Students will be able to:</p> <p>Listen and identify song changes.</p> <p>Sing and move to songs from around the world.</p> <p>rhythms and create your own music.</p> <p>Clap to show the difference between the beat and rhythm of words.</p> <p>Signal to identify several groups of unpitched instruments.</p> <p>Signal to identify speaking or whispering.</p> <p>Sing a do, re, mi melody using pitch syllables and hand signs.</p> <p>Read a rhythm pattern consisting of quarter notes, eighth notes and quarter rests.</p> <p>Show lower and higher pitch patterns by clapping and snapping.</p> <p style="text-align: right;">Play</p>
<p>Unit 2: The World Around You</p> <ol style="list-style-type: none"> 1: The World Around You 2: Focus on Form 3: Rhythm for a Reason 4: Searching for Pitches 5: Time and a Half Note 6: The Nature of Sound 7: It's About Time 8: What's the Connection? 9: Same and Different 10: Unit 2 Assessment 	<p>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>Unit 2: The World Around You</p> <p>Students will be able to:</p> <p>Sing a fun song quickly, slowly, loudly and softly.</p> <p>Create movement to imitate a clock.</p> <p>Signal to show aural identification of the beginning of a new section.</p> <p>Signal to identify sounds lasting two beats.</p> <p>Sing phrases with la and so using pitch syllables.</p> <p>Read and sing a melodic pattern including half notes.</p> <p>Signal to show aural identification of crescendo and decrescendo.</p> <p>Perform tempo changes on cue.</p> <p>Create and perform rhythms that include half notes.</p> <p>Create and perform a piece showing a selected form with two contrasting sections.</p>
<p>Unit 3: Tunes, Tales, and Traditions</p> <ol style="list-style-type: none"> 1: Tunes, Tales, and Traditions 2: Treasure Your Tradition 3: Fiddling with Phrases 4: Step in Tme 5: Finding New Pitches 6: Traditions Near and Far 7: Conduct Your Own Investigations 8: Move to the Rhythm 9: Fishing for Pitches 10: Unit 3 Assessment 11: Spotlight Articles 	<p>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>Unit 3: Tunes, Tales, and Traditions</p> <p>Students will be able to:</p> <p>Sing songs and play games from around the world.</p> <p>Learn how to conduct music.</p> <p>Move to show equal and unequal division of the beat.</p> <p>Move to show phrase length and AB form.</p> <p>Read and clap rhythm patterns that include equal and unequal beat divisions.</p> <p>Read and sing phrases including low so and low la using pitch syllables.</p> <p>Move to show meter.</p> <p>Listen to music and describe changes in tempo.</p> <p>Listen to an interview.</p> <p>Evaluate a piece of music.</p> <p>Learn about quintets.</p>
<p>Unit 4: Music on the Go</p> <ol style="list-style-type: none"> 1: Music on the Go 2: Travel Phrases 3: One Beat, Four Sounds 4: Round Goes the Windmill 5: Rise Up to High Do 6: Trip to Norway 7: Melodies in Motion 8: Playin' on the Old Banjo 9: Rondo a Round 10: Unit 4 Assessment 11: Spotlight Articles 	<p>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>Unit 4: Music on the Go</p> <p>Students will be able to:</p> <p>Sing songs in canon.</p> <p>Hear and learn about an ancient Chinese instrument.</p> <p>Create your own rhythm conversation.</p> <p>Signal to show identical and similar phrases in a melody.</p> <p>Signal to show aural recognition of four sounds to a beat.</p> <p>Read rhythms containing sixteenth notes.</p> <p>Move to show the AABAA form of a listening selection.</p> <p>Move to show identification of repeated tones, steps, skips, and leaps.</p> <p>Create and perform answers to rhythmic questions.</p> <p>Perform rhythmic phrases as contrasting sections of a rondo.</p> <p>Listen to music and describe changes in tempo.</p> <p>Listen to an interview.</p> <p>Evaluate a piece of music.</p> <p>Learn about the tuba.</p>

<p>Unit 5: Sing a Wish, Dance a Dream</p> <p>1: Sing a Wish, Dance a Dream</p> <p>2: Hope and Dreams</p> <p>3: An Upbeat Day</p> <p>4: Three to Get Ready</p> <p>5: What's the Whole Idea?</p> <p>6: Would You Repeat That?</p> <p>7: Searching for Pitches</p> <p>8: Wish for a Fish</p> <p>9: Keeping Track of Rhythms</p> <p>10: Unit 5 Assessment</p> <p>11: Spotlight Articles</p>	<p>FPA.4.1.M.1-5</p> <p>FPA.4.2.M.1-4</p> <p>FPA.4.3.M.1-3</p> <p>FPA.4.4.M.1-4</p>	<p>Unit 5: Sing a Wish, Dance a Dream</p> <p>Students will be able to:</p> <p>Play along on instruments.</p> <p>Create your own body percussion Sing a folk song from China.</p> <p>Show by creating and performing body percussion.</p> <p>Signal to show whether phrases begin with an upbeat or a downbeat.</p> <p>Move to identify sounds lasting four beats in the notation of a song.</p> <p>Perform a song containing dotted half notes.</p> <p>Perform ostinatos to create an introduction and coda to song.</p> <p>Sing a melody from notation using pitch names.</p> <p>Perform a chordal accompaniment to change the texture of a song.</p> <p>Perform instrumental ostinato accompaniments to a dance song. Listen to music and describe changes in tempo. Listen to an interview.</p> <p>Evaluate a piece of music. Learn about the cymbal.</p>
<p>Unit 6: Express Yourself</p> <p>1: Express Yourself</p> <p>2: Homeward Bound</p> <p>3: Three to a Beat, a Mexican Treat</p> <p>4: Something Old and Something New</p> <p>5: On the Move</p> <p>6: Check Your Speed</p> <p>7: Smooth Move</p> <p>8: Singing Brazilian Style</p> <p>9: Cook Up Your Own Rhythms</p> <p>10: Unit 6 Assessment</p>	<p>FPA.4.1.M.1-5</p> <p>FPA.4.2.M.1-4</p> <p>FPA.4.3.M.1-3</p> <p>FPA.4.4.M.1-4</p>	<p>Unit 6: Express Yourself</p> <p>Students will be able to:</p> <p>Explore the sounds your voice can make.</p> <p>Create your own music.</p> <p>Complete a melody by singing the tonal center.</p> <p>Identify three sounds on one beat in a song.</p> <p>Read patterns that contain triplets and rests.</p> <p>Signal to show tempo changes in a listening selection.</p> <p>Move to show recognition of staccato and legato articulations.</p> <p>Perform the final pitch, or tonal center, of a melody and identify it as do or la.</p> <p>Move to show phrases in sections of a song.</p> <p>Create and perform a rhythm in meter using multiple styles of notes.</p>