

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	FA
Course ID	CALMS4295	Grade Level	3
Course Name	Spotlight on Music 3	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Explore and build foundational musical skills with *Spotlight On Music 3* from McGraw-Hill. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings and playing the recorder. Six units in the course are organized into four sections: Spotlight on Concepts, Spotlight on Music Reading, Spotlight on Performance, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities and cultural context. Students explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background.

WYOMING CONTENT AND PERFORMANCE 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	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Spotlight on Music 1 Step into the Spotlight		Learn about the course.
1 Spotlight on Music 2 I've Been Working on the Railroad		Learn about the different lessons in the course. Read and discuss what you think life was like for railroad workers.
1 Spotlight on Music 3 One Small Voice		Discuss the meaning of the lyrics. Sing "One Small Voice."
1 Spotlight on Music 4 Patriotic Medley		Listen and identify song changes.
1 Spotlight on Music 5 Music for the Fun of It		Listen to music for a king's party Sing and move to songs from around the world Play rhythms and create your own music
1 Spotlight on Music 6 Follow the Rhythm		Clap to show the difference between the beat and rhythm of words
1 Spotlight on Music 7 The Shape of Melody		Show lower and higher pitch patterns by clapping and snapping.
1 Spotlight on Music 8 Rhythm Around the House	FPA4.1.M.1, FPA 4.1.M.2	Read a rhythm pattern consisting of quarter notes, eighth notes and quarter rests.
1 Spotlight on Music 9 Move with Melody		Melody Sing a do, re, mi melody using pitch syllables and hand signs.

		<p>Listen Sing Play</p>
<p>1 Spotlight on Music 10 Different Sounds, Same Voice</p>		<p>Vocal Tone Color Signal to identify speaking or whispering.</p> <p>Sing Compare Perform</p>
<p>1 Spotlight on Music 11 The Color of Music</p>	FPA4.2.M.1	<p>Tone Color Signal to identify several groups of unpitched instruments.</p> <p>Listen Analyze Describe</p>
<p>1 Spotlight on Music 12 Rhythm of the Andes</p>		<p>Rhythm Read and identify rhythm patterns notated with</p> <p>Listen Move Identify</p>
<p>1 Spotlight on Music 13 Rhythm All Around</p>		<p>Rhythm Perform eight-beat rhythm patterns containing</p> <p>Sing Analyze Compose</p>
<p>1 Spotlight on Music 14 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:</p> <p>Perform eight-beat rhythm patterns containing</p> <p>Read and identify rhythm patterns notated with</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>Clap to show the difference between the beat and rhythm of words</p> <p>Listen to music for a king's party</p> <p>Sing and move to songs from around the world</p> <p>Play rhythms and create your own music</p> <p>Listen and identify song changes</p> <p>Discuss the meaning of the lyrics. Sing "One Small Voice."</p> <p>Learn about the different lessons in the course.</p> <p>Read and discuss what you think life was like for railroad workers.</p>
1 Spotlight on Music 15 Spotlight Articles		Read articles to learn how to respect performers and other listeners.
2 The World Around You 1 The World Around You		<p>Sing a fun song quickly, slowly, loudly and softly.</p> <p>Learn about Native American traditions.</p> <p>Create movement to imitate a clock.</p>
2 The World Around You 2 Focus on Form		Signal to show aural identification of the beginning of a new section.
2 The World Around You 3 Rhythm for a Reason		Signal to identify sounds lasting two beats.
2 The World Around You 4 Searching for Pitches		Sing phrases with la and so using pitch syllables.
2 The World Around You 5 Time and a Half Note		Read and sing a melodic pattern including half notes.
2 The World Around You 6 The Nature of Sound		Signal to show aural identification of crescendo and decrescendo.
2 The World Around You 7 It's About Time		Perform tempo changes on cue.

<p>2 The World Around You 8 What's the Connection?</p>		<p>Create and perform rhythms that include</p>
<p>2 The World Around You 9 Same and Different</p>		<p>Create and perform a piece showing a selected form with two contrasting sections.</p>
<p>2 The World Around You 10 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>The World Around You Unit assessment will test student's ability to:</p> <p>Sing a fun song quickly, slowly, loudly and softly.</p> <p>Learn about Native American traditions.</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</p> <p>Create and perform a piece showing a selected form with two contrasting sections.</p>
<p>2 The World Around You 11 Spotlight Articles</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 English Horn</p>
<p>3 Tunes, Tales, and Traditions 1 Tunes, Tales, and Traditions</p>		<p>Sing songs and play games from around the world.</p> <p>Sing a song from the movie Pocahontas.</p> <p>Learn how to conduct music.</p>
<p>3 Tunes, Tales, and Traditions 2</p>		<p>Move to show equal and unequal division of the beat.</p>

Treasure Your Tradition		
3 Tunes, Tales, and Traditions 3 Fiddling with Phrases		Move to show phrase length and AB form.
3 Tunes, Tales, and Traditions 4 Step in Time		Read and clap rhythm patterns that include equal and unequal beat divisions.
3 Tunes, Tales, and Traditions 5 Finding New Pitches		Read and sing phrases including low so and low la using pitch syllables.
3 Tunes, Tales, and Traditions 6 Traditions Near and Far		Compare two singing games from different cultures.
3 Tunes, Tales, and Traditions 7 Conduct Your Own Investigations		Move to show phrase length.
3 Tunes, Tales, and Traditions 8 Move to the Rhythm		Move to show meter.
3 Tunes, Tales, and Traditions 9 Fishing for Pitches		Perform a melody created by arranging patterns that include low so and low la.
3 Tunes, Tales, and Traditions 10 Unit 3 Assessment	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <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>Tunes, Tales, and Traditions Unit assessment will test student's ability 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>Perform a melody created by arranging patterns that include low so and low la.</p> <p>Move to show phrase length.</p> <p>Compare two singing games from different cultures.</p>
<p>3 Tunes, Tales, and Traditions 11 Spotlight Articles</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>4 Music on the Go 1 Music on the Go</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>4 Music on the Go 2 Travel Phrases</p>		<p>Signal to show identical and similar phrases in a melody.</p>
<p>4 Music on the Go 3 One Beat, Four Sounds</p>		<p>Signal to show aural recognition of four sounds to a beat.</p>
<p>4 Music on the Go 4 Round Goes the Windmill</p>		<p>Read rhythms containing sixteenth notes.</p>
<p>4 Music on the Go 5 Rise Up to High Do</p>		<p>Read rhythms containing sixteenth notes.</p>
<p>4 Music on the Go 6 Trip to Norway</p>		<p>Move to show the AABAA form of a listening selection.</p>
<p>4 Music on the Go 7 Melodies in Motion</p>		<p>Move to show identification of repeated tones, steps, skips, and leaps.</p>
<p>4 Music on the Go 8 Playin' on the Old Banjo</p>		<p>Create and perform answers to rhythmic questions.</p>
<p>4 Music on the Go 9 Rondo a Round</p>		<p>Perform rhythmic phrases as contrasting sections of a rondo.</p>

<p>4 Music on the Go 11 Unit 4 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>Music on the Go Unit assessment will test student's ability 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>4 Music on the Go 12 Spotlight Articles</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>5 Sing a Wish, Dance a Dream 1 Sing a Wish, Dance a Dream</p>		<p>Play along on instruments</p> <p>Create your own body percussion</p> <p>Sing a folk song from China.</p>
<p>5 Sing a Wish, Dance a Dream 2 Hope and Dreams</p>		<p>Show by creating and performing body percussion.</p>
<p>5 Sing a Wish, Dance a Dream 3 An Upbeat Day</p>		<p>Signal to show whether phrases begin with an upbeat or a downbeat.</p>
<p>5 Sing a Wish, Dance a Dream 4 Three to Get Ready</p>		<p>Perform a song containing dotted half notes.</p>

5 Sing a Wish, Dance a Dream 5 What's the Whole Idea?		Move to identify sounds lasting four beats in the notation of a song.
5 Sing a Wish, Dance a Dream 6 Would You Repeat That?		Perform ostinatos to create an introduction and coda to song.
5 Sing a Wish, Dance a Dream 7 Searching for Pitches		Sing a melody from notation using pitch names.
5 Sing a Wish, Dance a Dream 8 Wish for a Fish		Perform a chordal accompaniment to change the texture of a song.
5 Sing a Wish, Dance a Dream 9 Keeping Track of Rhythms		Perform instrumental ostinato accompaniments to a dance song.
5 Sing a Wish, Dance a Dream 10 Unit 5 Assessment	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <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>Sing a Wish, Dance a Dream Unit assessment will test student's ability to:</p> <ul style="list-style-type: none"> Play along on instruments Create your own body percussion Sing a folk song from China. Show by creating and performing body percussion. Signal to show whether phrases begin with an upbeat or a downbeat. Move to identify sounds lasting four beats in the notation of a song. Perform a song containing dotted half notes. Perform ostinatos to create an introduction and coda to song. Sing a melody from notation using pitch names. Perform a chordal accompaniment to change the texture of a song. Perform instrumental ostinato accompaniments to a dance song.

5 Sing a Wish, Dance a Dream 11 Spotlight Articles		Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about the cymbal.
6 Express Yourself 1 Express Yourself		Play a counting game in Spanish Explore the sounds your voice can make Create your own music
6 Express Yourself 2 Homeward Bound		Complete a melody by singing the tonal center.
6 Express Yourself 3 Three to a Beat, a Mexican Treat		Identify three sounds on one beat in a song.
6 Express Yourself 4 Something Old and Something New		Read patterns that contain triplets and rests.
6 Express Yourself 5 On the Move		Perform the final pitch, or tonal center, of a melody and identify it as do or la.
6 Express Yourself 6 Check Your Speed		Signal to show tempo changes in a listening selection.
6 Express Yourself 7 Smooth Move		Move to show recognition of staccato and legato articulations.
6 Express Yourself 8 Singing Brazilian Style		Move to show phrases in sections of a song.
6 Express Yourself 9 Cook Up Your Own Rhythms		Create and perform a rhythm in meter using multiple styles of notes
6 Express Yourself 10 : Unit 6 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	Express Yourself Unit assessment will test student's ability to: Play a counting game in Spanish Explore the sounds your voice can make Create your own music

		<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>
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