

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

|   |   |   |
|---|---|---|
|   |   | <p>Listen<br/>Sing<br/>Play</p>   |
| <p>1 Spotlight on Music<br/>10 Different Sounds,<br/>Same Voice</p> |   | <p>Vocal Tone Color<br/>Signal to identify speaking or whispering.</p> <p>Sing<br/>Compare<br/>Perform</p>  |
| <p>1 Spotlight on Music<br/>11 The Color of Music</p>               | FPA4.2.M.1  | <p>Tone Color<br/>Signal to identify several groups of unpitched instruments.</p> <p>Listen<br/>Analyze<br/>Describe</p>  |
| <p>1 Spotlight on Music<br/>12 Rhythm of the<br/>Andes</p>          |   | <p>Rhythm<br/>Read and identify rhythm patterns notated with</p> <p>Listen<br/>Move<br/>Identify</p>  |
| <p>1 Spotlight on Music<br/>13 Rhythm All Around</p>                |   | <p>Rhythm<br/>Perform eight-beat rhythm patterns containing</p> <p>Sing<br/>Analyze<br/>Compose</p>   |
| <p>1 Spotlight on Music<br/>14 Unit 1 Assessment</p>                | <p>Standards identified are part of lessons within the unit, not solely the unit assessment.<br/>FPA.4.1.M.1-5, FPA.4.2.M.1-4,<br/>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><b>Discuss</b> the meaning of the lyrics. <b>Sing</b> "One Small Voice."</p> <p>Learn about the different lessons in the course.</p> <p><b>Read</b> and discuss what you think life was like for railroad workers.</p> |
| 1 Spotlight on Music<br>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.<br/>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<br/>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<br/>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<br/>Travel Phrases</p>                   |  | <p>Signal to show identical and similar phrases in a melody.</p>   |
| <p>4 Music on the Go 3<br/>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<br/>Round Goes the Windmill</p>          |  | <p>Read rhythms containing sixteenth notes.</p>  |
| <p>4 Music on the Go 5<br/>Rise Up to High Do</p>               |  | <p>Read rhythms containing sixteenth notes.</p>  |
| <p>4 Music on the Go 6<br/>Trip to Norway</p>                   |  | <p>Move to show the AABAA form of a listening selection.</p>   |
| <p>4 Music on the Go 7<br/>Melodies in Motion</p>               |  | <p>Move to show identification of repeated tones, steps, skips, and leaps.</p>   |
| <p>4 Music on the Go 8<br/>Playin' on the Old Banjo</p>         |  | <p>Create and perform answers to rhythmic questions.</p>   |
| <p>4 Music on the Go 9<br/>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.<br/>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"> <li>Play along on instruments</li> <li>Create your own body percussion</li> <li>Sing a folk song from China.</li> <li>Show by creating and performing body percussion.</li> <li>Signal to show whether phrases begin with an upbeat or a downbeat.</li> <li>Move to identify sounds lasting four beats in the notation of a song.</li> <li>Perform a song containing dotted half notes.</li> <li>Perform ostinatos to create an introduction and coda to song.</li> <li>Sing a melody from notation using pitch names.</li> <li>Perform a chordal accompaniment to change the texture of a song.</li> <li>Perform instrumental ostinato accompaniments to a dance song.</li> </ul> |

|   |   |  |
|---|---|--|
| 5 Sing a Wish, Dance a Dream 11 Spotlight Articles    |   | Listen to music and describe changes in tempo.<br>Listen to an interview.<br><br>Evaluate a piece of music.<br><br>Learn about the cymbal.   |
| 6 Express Yourself 1 Express Yourself                 |   | Play a counting game in Spanish<br><br>Explore the sounds your voice can make<br><br>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.<br>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:<br><br>Play a counting game in Spanish<br><br>Explore the sounds your voice can make<br><br>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> |
|--|--|--|