

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	FA
Course ID	CALMS4302	Grade Level	5
Course Name	Spotlight on Music 5	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Explore and build foundational musical skills with *Spotlight on Music 5* 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
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, 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 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.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
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.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED S
1 Step into the Spotlight 1 Step into the Spotlight		Learn about the course.
1 Step into the Spotlight 2 Home on the Range		Listen to "Home on the Range" and read the lyrics. Describe your own favorite place, real or imagined.
1 Step into the Spotlight 3 Big Yellow Taxi		Read about how songs can spread a message. Listen to "Big Yellow Taxi" and discuss the song's message.
1 Step into the Spotlight 4 Patriotic Medley		Listen to "Patriotic Medley." Perform music representative of America by singing this medley.
1 Step into the Spotlight 5 Americans Sing		Perform styles from spirituals to bluegrass. Play Latin American rhythms Move to a famous swing song.
1 Step into the Spotlight 6 Sing Together in Rhythm		Identify rhythm combinations that use quarter notes, eighth notes, and quarter rests.
1 Step into the Spotlight 7 Pitch Power		

		Sing patterns containing pitches of the pentatonic scale (do re mi so la do).
1 Step into the Spotlight 8 Latin Rhythms		Read and perform rhythm patterns using quarter and eighth notes and quarter rests.
1 Step into the Spotlight 9 Pentatonic in Two Keys		Read and sing patterns in C and G pentatonic using pitch syllables and pitch letter names.
1 Step into the Spotlight 10 Bluegrass Sounds		Identify tone colors of fiddle and mandolin in bluegrass music through movement.
1 Step into the Spotlight 11 Hearing and Seeing Textures		Identify the difference in texture between two pieces of Native American music.
1 Step into the Spotlight 12 Swing into a Form		Show recognition of A A B A form through movement.
1 Step into the Spotlight 13 A Dynamic Theme		Respond accurately to dynamic symbols.
1 Step into the Spotlight 14 Unit 1 Assessment	Standards identified are part of lessons within the unit, not solely the unit	Step into the Spotlight Unit assessment will test student's ability to: Learn about the course. Listen to "Home on the Range" and read the lyrics. Describe your own favorite place, real or imagined.

	<p>assessment. FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4</p>	<p>Read about how songs can spread a message. Listen to "Big Yellow Taxi" and discuss the song's message. Listen to "Patriotic Medley." Perform music representative of America by singing this medley. Perform styles from spirituals to bluegrass. Play Latin American rhythms Move to a famous swing song. Identify rhythm combinations that use quarter notes, eighth notes, and quarter rests. Sing patterns containing pitches of the pentatonic scale (do re mi so la do). Read and perform rhythm patterns using quarter and eighth notes and quarter rests. Read and sing patterns in C and G pentatonic using pitch syllables and pitch letter names. Identify tone colors of fiddle and mandolin in bluegrass music through movement. Identify the difference in texture between two pieces of Native American music. Show recognition of A A B A form through movement. Respond accurately to dynamic symbols.</p>
<p>1 Step into the Spotlight 15 Music News: Spotlight Articles</p>		<p>Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about music careers. Learn about the flute.</p>
<p>2 Coming to America 1 Rhythms from Ireland</p>		<p>Perform dotted rhythm patterns using quarter and eighth notes.</p>
<p>2 Coming to America 2 East Meets West</p>		<p>Identify the names of Korean musical elements.</p>

<p>2 Coming to America 3 It's Great to Syncopate</p>		<p>Read and clap syncopation with and without ties.</p>
<p>2 Coming to America 4 Pentatonic in New Keys</p>		<p>Sing an F- pentatonic melody with pitch syllables and pitch letter names after transposing it from G- pentatonic.</p>
<p>2 Coming to America 5 Italians Bring Their Styles</p>		<p>Describe ways in which a popular Italian song and an operatic aria are the same and different.</p>
<p>2 Coming to America 6 Latin Rhythms Move North</p>		<p>Perform a rhythm ostinato accompaniment using Concept</p>
<p>2 Coming to America 7 Percussion Rhythms</p>		<p>Perform layered rhythm patterns.</p>
<p>2 Coming to America 8 Textures Create Interest</p>		<p>Perform and describe music with thinner and thicker textures.</p>
<p>2 Coming to America 9 Unit 2 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4</p>	<p>Coming to America Unit assessment will test student's ability to:</p> <p>Perform dotted rhythm patterns using quarter and eighth notes.</p> <p>Identify the names of Korean musical elements.</p> <p>Read and clap syncopation with and without ties.</p> <p>Sing an F- pentatonic melody with pitch syllables and pitch letter names after transposing it from G- pentatonic.</p> <p>Describe ways in which a popular Italian song and an operatic aria are the same and different.</p> <p>Perform a rhythm ostinato accompaniment using Concept</p> <p>Perform layered rhythm patterns.</p>

		Perform and describe music with thinner and thicker textures.
2 Coming to America 10 Music News: Spotlight Articles		Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about music careers. Learn about the French horn.
3 The Old Becomes the New 1 Meter Makes a Difference		Perform in meter.
3 The Old Becomes the New 2 Steps of the Major Scale		Identify and sing pitches of a melody that includes all the pitches of the major scale.
3 The Old Becomes the New 3 Six-Eight Meter and Rhythms		Create and perform a rhythm ostinato while singing a song.
3 The Old Becomes the New 4 Transform with Harmony		Read a C-major scale and sing it in thirds.
3 The Old Becomes the New 5 Changes in Style		Describe style characteristics of different arrangements of the same tune.
3 The Old Becomes the New 6 Melodies Use Different Scales		Identify melodies as pentatonic or diatonic, using fa and/or ti.

3 The Old Becomes the New 7 Transform by Adding Rhythms		Move to and write 6/8 rhythm patterns.
3 The Old Becomes the New 8 Express Yourself		Describe the expressive elements in a piece of music.
3 The Old Becomes the New 10 Unit 3 Assessment	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4	The Old Becomes the New Unit assessment will test student's ability to: Perform in meter. Identify and sing pitches of a melody that includes all the pitches of the major scale. Create and perform a rhythm ostinato while singing a song Read a C-major scale and sing it in thirds. Describe style characteristics of different arrangements of the same tune. Move to and write 6/8 rhythm patterns. Identify melodies as pentatonic or diatonic, using fa and/or ti. Describe the expressive elements in a piece of music.
3 The Old Becomes the New 11 Music News: Spotlight Articles		Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about music careers. Learn about the piano trio.
4 A Tale to Be Told 1 Moving Rhythms		Clap or play on a drum an ostinato with sixteenth notes.
4 A Tale to Be Told 2 History in a New Key		Aurally distinguish between major and minor scales.
4 A Tale to Be Told 3 Story Rhythms		Create and perform ostinatos containing eighth and sixteenth notes.

<p>4 A Tale to Be Told 4 Triad Messages</p>		<p>Improvise melodies with major and minor triads.</p>
<p>4 A Tale to Be Told 5 Three Songs Tell One Story</p>		<p>Identify common musical elements in three African American songs about the Underground Railroad.</p>
<p>4 A Tale to Be Told 6 Tales in Different Cultures</p>		<p>Identify story elements in music.</p>
<p>4 A Tale to Be Told 7 Tales in Movement</p>		<p>Move to describe a set of musical variations.</p>
<p>4 A Tale to Be Told 8 Texture Gets Thicker</p>		<p>Aurally identify different vocal textures.</p>
<p>4 A Tale to Be Told 9 Unit 4 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4</p>	<p>A Tale to Be Told Unit assessment will test student's ability to: Clap or play on a drum an ostinato with sixteenth notes. Aurally distinguish between major and minor scales. Create and perform ostinatos containing eighth and sixteenth notes. Improvise melodies with major and minor triads. Identify common musical elements in three African American songs about the Underground Railroad. Identify story elements in music. Move to describe a set of musical variations. Aurally identify different vocal textures.</p>
<p>4 A Tale to Be Told 10 Music News: Spotlight Articles</p>		<p>Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about music careers. Learn about the double bass</p>

5 Expressions in Song 1 Chords from the Islands		Identify I-IV-V chord changes aurally.
5 Expressions in Song 2 Harmony on the Move		Sing or play I-IV-V chords to accompany a song.
5 Expressions in Song 3 How Blue Are You?		Identify I-IV-V chord changes aurally.
5 Expressions in Song 4 Singin' the Blues		Play the 12-bar blues progression in two keys.
5 Expressions in Song 5 Sing in Two Parts		Sing a song in two parts.
5 Expressions in Song 6 A Moving Form		Describe form through movement.
5 Expressions in Song 7 Scandinavian Soundscape		Describe and identify tone colors.
5 Expressions in Song 8 Articulating in Circles		Sing expressively, showing the difference between legato and non-legato.
5 Expressions in Song 9 Unit 5 Assessment	Standards identified are part of lessons within the unit, not solely the unit	Expressions in Song Unit assessment will test student's ability to: Identify I-IV-V chord changes aurally. Sing or play I-IV-V chords to accompany a song. Identify I-IV-V chord changes aurally.

	<p>assessment. FPA8.1.M.1-5</p> <p>FPA8.2.M.1-4</p> <p>FPA8.3.M.1-3</p> <p>FPA8.4.M.1-4</p>	<p>Play the 12-bar blues progression in two keys. Sing a song in two parts.</p> <p>Describe form through movement.</p> <p>Describe and identify tone colors.</p> <p>Sing expressively, showing the difference between legato and non-legato.</p>
<p>5 Expressions in Song 10 Music News: Spotlight Articles</p>		<p>Listen to music and describe changes in tempo. Listen to an interview.</p> <p>Evaluate a piece of music.</p> <p>Learn about music careers.</p> <p>Learn about the xylophone</p>
<p>6 Music for Changing Times 1 Turn the Beat Around</p>		<p>Move to show 5/8 meter.</p>
<p>6 Music for Changing Times 2 Meter in Three and Five</p>		<p>Create and perform a movement sequence to show the beat grouping of 3 + 2 in 5/8 meter.</p>
<p>6 Music for Changing Times 3 Meters That Change</p>		<p>Signal to show changes between 2/4 and 3/4 meter.</p>
<p>6 Music for Changing Times 4 Swinging with Sevens</p>		<p>Move to show the beat groupings in 7/8 meter.</p>
<p>6 Music for Changing Times 5 Passing on Traditions</p>		<p>Signal to show recognition of musical elements of Native American music.</p>
<p>6 Music for Changing Times 6 A Tone Color for Each Voice</p>		<p>Identify chamber ensembles aurally.</p>

<p>6 Music for Changing Times 7 Reach Out with Singing</p>		<p>Evaluate diction, posture, and breathing of singers.</p>
<p>6 Music for Changing Times 8 Bring Harmony to the World</p>		<p>Aurally identify unison singing, two-part harmony, and canons.</p>
<p>6 Music for Changing Times 10 Unit 6 Assessment</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4</p>	<p>Music for Changing Times Unit assessment will test student's ability to:</p> <p>Move to show 5/8 meter.</p> <p>Create and perform a movement sequence to show the beat grouping of 3 + 2 in 5/8 meter.</p> <p>Signal to show changes between 2/4 and 3/4 meter.</p> <p>Move to show the beat groupings in 7/8 meter.</p> <p>Signal to show recognition of musical elements of Native American music.</p> <p>Identify chamber ensembles aurally.</p> <p>Evaluate diction, posture, and breathing of singers.</p> <p>Aurally identify unison singing, two-part harmony, and canons.</p>