



# Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NVA200102
Course Name	Spotlight on Music 1
SCED Code	
Content Area	FA
Grade Level	1
# of Credits	
Curriculum Type	K12 Inc
<p><b>Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.</b></p> <p>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.</p>	

Wyoming Content and Performance Standards	
<b>Standard</b>	<b>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</b>
FPA4.1.M.1	Students develop basic musicianship through practice, rehearsal, and revision.
FPA4.1.M.2	Students per Students learn about Form independently and with others a varied repertoire of music, developing pitch accuracy, Students learn about Rhythm, posture, Students learn about Dynamics, and steady Students learn about Beat.

## Wyoming Content and Performance Standards

FPA4.1.M.3	Students improvise simple Students learn about 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 Students learn about Rhythm, Students learn about Dynamics and pitch notation.
FPA4.2.M.1	Students use appropriate terminology to identify simple Students learn about 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 Students learn about Styles.
FPA4.2.M.3	Students explore criteria and discuss the quality of their own and others' perStudents learn about Formances 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 Students learn about 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 per Students learn about Formed 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 #	Outcomes Objectives/Student Centered Goals
<p><b>Unit 1 Spotlight on Music</b></p> <p>1 In the Spotlight 2 Share the Spotlight 3 Spotlight on America 4 Say Hello with a Song 5 Steady Students will learn about Beat, No Steady Students will learn about Beat 6 Upward and Downward 7 Steady Students will learn about Beat 8 Melodic Shapes 9 Louder and Softer 10 More Loud and Soft 11 More Steady Students will learn about</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>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. Create sound patterns to match visual upward and downward patterns. 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. Move with the steady Students will</p>

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<p>Beat 12 More Upward and Downward 13 Unit 1 Assessment</p>		<p>learn about Beat at different tempos to represent different animals. 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><b>Unit 2 All About You and Me</b> 1 Long and Short 2 High and Low 3 Longer and shorter 4 Higher and Lower 5 Ways to Use Your Voice 6 Navajo Students will learn about Rhythms 7 Call-and-Response Students will learn about Form 8 More Higher and Lower 9 Unit 2 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>Create and students will learn about Form an “Animal Sound Symphony” with visuals to show higher and lower. Signal to show recognition of solo and group sections of a song. 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. Identify higher and lower instrument sounds. Move to show aural identification of long and short sounds. Match longer and shorter movements to longer and shorter sounds in a song. Move to show aural recognition of high and low sounds.</p>
<p><b>Unit 3 Making Friends</b> 1 Students will learn about Rhythm 2 Play Students will learn about Rhythms using Different 3 Students will learn about Rhythm of the Words 4 Changing Students will learn about Rhythms 5 Changing Tempos 6 Students will learn about Rhythm Patterns and Students will learn about Forms 7 Students will learn about Form: Sections 8 Unit 3: 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>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. 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.</p>
<p><b>Unit 4 Hear and See</b> 1 Higher and Lower 2 So and Mi 3 Faster and Slower 4 Find So and Mi 5 Louder and Softer 6 Use What you Know 7 Story and Sound 8 Same and Different Sections 9 More So and Mi 10 Loud and Soft, slow and fast</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>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.</p>
<p><b>Unit 5 We Are a Community</b> 1 A Students will learn about Beat with No Sound 2 Sing</p>	<p>FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3,</p>	<p>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.</p>

## Scope and Sequence

<p>with La 3 A New Pitch 4 Practice with la 5 Read a Rest! 6 Mi, So, La 7 Students will learn about Beats in Groups of Twos and Threes 8 Practice with Quarter Rest 9 More Students will learn about Beats in Groups of Twos 10 More Mi, So, La 11 Pitch and Students will learn about Rhythm Patterns 12 Use What you Know</p>	<p>FPA.4.4.M.1-4</p>	<p>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.</p>
<p><b>Unit 6 Working Together</b></p> <p>1 AB Students will learn about Form 2 Students will learn about Rhythm: Read and Play 3 ABA Students will learn about Form 4 Create Melodies 5 Hear Instruments 6 Create Students will learn about Rhythms 7 Ways to Use the Voice 8 More ABA Students will learn about Form 9 Unit 6 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>Move to show aural recognition of ABA Students will learn about Form. 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. 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. Read and play patterns with known Students will learn about Rhythms from notation. Play instruments to show aural recognition of two-part (AB) Students will learn about Form.</p>