



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NVA200302
Course Name	Spotlight on Music 3
SCED Code	
Content Area	FA
Grade Level	3
# of Credits	
Curriculum Type	K12 Inc
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
Explore and build foundational musical skills with <i>Spotlight On Music 3</i> 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.

Wyoming Content and Performance Standards

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.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p>Unit 1 Step into the Spotlight</p> <p>1 Spotlight on Music 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>	<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 FPA4.2.M.1 FPA 4.1.M.2 FPA4.1.M.1,</p>	<p>Read a rhythm pattern consisting of quarter notes, eighth notes and quarter rests. Perform eight-beat rhythm patterns containing. Read and identify rhythm patterns notated with. Signal to identify several groups of unpitched instruments. Signal to identify speaking or whispering. Sing a do, re, mi melody using pitch syllables and hand signs. Read a rhythm pattern consisting of quarter notes, eighth notes and quarter rests. Show lower and higher pitch patterns by clapping and snapping. Clap to show the difference between the beat and rhythm of words. Listen to music for a king's party Sing and move to songs from around the world Play rhythms and create your own music Listen and identify song changes. Discuss the meaning of the lyrics. Sing "One Small Voice." Learn about the different lessons in the course. Read and discuss what you think life was like for railroad workers.</p>

Scope and Sequence

<p>Unit 2 The World Around You</p> <p>1 The World Around You 2 Focus on Form 3 Rhythm or 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>	<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 fun song quickly, slowly, loudly and softly. Learn about Native American traditions. Create movement to imitate a clock. Signal to show aural identification of the beginning of a new section. Signal to identify sounds lasting two beats. Sing phrases with la and so using pitch syllables. Read and sing a melodic pattern including half notes. Signal to show aural identification of crescendo and decrescendo. Perform tempo changes on cue. Create and perform a piece showing a selected form with two contrasting sections. Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about the English Horn</p>
<p>Unit 3 Tunes, Tales, and Traditions</p> <p>1 Tunes, Tales, and Traditions 2 Treasure Your Tradition 3 Fiddling with Phrases 4 Step in Time 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</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 songs and play games from around the world. Learn how to conduct music. Move to show equal and unequal division of the beat. Move to show phrase length and AB form. Read and clap rhythm patterns that include equal and unequal beat divisions. Read and sing phrases including low so and low la using pitch syllables. Move to show meter. Perform a melody created by arranging patterns that include low so and low la. Move to show phrase length. Compare two singing games from different cultures. Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about quintets.</p>
<p>Unit 4 Music on the Go</p> <p>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</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 songs in canon. Hear and learn about an ancient Chinese instrument. Create your own rhythm conversation. Signal to show identical and similar phrases in a melody. Signal to show aural recognition of four sounds to a beat. Read rhythms containing sixteenth notes. Move to show the AABAA form of a listening selection. Move to show identification of repeated tones, steps, skips, and leaps. Create and perform answers to rhythmic questions. Perform rhythmic phrases as contrasting sections of a rondo. Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about the tuba.</p>
<p>Unit 5 Sing a Wish, Dance a Dream</p> <p>1 Sing a Wish, Dance a Dream 2 Hope and Dreams 3 An Upbeat Day 4 Three to Get Ready 5 What's the Whole Idea?</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>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</p>

Scope and Sequence

<p>6 Would You Repeat That? 7 Searching for Pitches 8 Wish for a Fish 9 Keeping Track of Rhythms 10 Unit 5 Assessment</p>		<p>containing dotted half notes. Perform ostinatos to create an introduction and coda to song. Sing a melody from notation using pitch names. Perform a choral accompaniment to change the texture of a song. Perform instrumental ostinato accompaniments to a dance song. Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about the cymbal.</p>
<p>Unit 6 Express Yourself 1 Express Yourself 2 Homeward Bound 3 Three to a Beat, a Mexican Treat 4 Something Old and Something New 5 On the Move 6 Check Your Speed 7 Smooth Move 8 Singing Brazilian Style 9 Cook Up Your Own Rhythms 10 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>Play a counting game in Spanish. Explore the sounds your voice can make. Create your own music. Complete a melody by singing the tonal center. Identify three sounds on one beat in a song. Read patterns that contains triplets and rests. Signal to show tempo changes in a listening selection. Move to show recognition of staccato and legato articulations. Perform the final pitch, or tonal center, of a melody and identify it as do or la. Move to show phrases in sections of a song. Create and perform a rhythm in meter using multiple styles of notes</p>