



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NVA200502
Course Name	Spotlight on Music 5
SCED Code	
Content Area	FA
Grade Level	5
# 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.	
<p>Explore and build foundational musical skills with <i>Spotlight on Music 5</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.</p>	

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, and 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.

Wyoming Content and Performance Standards

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.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
Unit 1 Step into the Spotlight 1 Step into the Spotlight 2 Home on the Range 3 Big Yellow Taxi 4 Patriotic Medley 5 Americans Sing Spotlight 6 Sing Together in Rhythm 7 Pitch Power 8 Latin Rhythms 9 Pentatonic in Two Keys 10 Bluegrass Sounds 11 Hearing and Seeing Textures 12 Swing into a Form 13 A Dynamic Theme 14 Unit 1 Assessment 15 Music News: Spotlight Articles	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4	Listen to "Home on the Range" and read the lyrics. Describe your own favorite place, real or imagined. 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

Scope and Sequence

		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. 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.
Unit 2 Coming to America 1 Rhythms from Ireland 2 East Meets West 3 It's Great to Syncopate 4 Pentatonic in New Keys 5 Italians Bring Their Styles 6 Latin Rhythms Move North 7 Percussion Rhythms America 8 Textures Create Interest 9 Unit 2 Assessment 10 Music News: Spotlight Articles	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4	Perform dotted rhythm patterns using quarter and eighth notes. Identify the names of Korean musical elements. Read and clap syncopation with and without ties. Sing an F- pentatonic melody with pitch syllables and pitch letter names after transposing it from G- pentatonic. Describe ways in which a popular Italian song and an operatic aria are the same and different. Perform a rhythm ostinato accompaniment-using concept. Perform layered rhythm patterns. Perform and describe music with thinner and thicker textures. 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.
Unit 3 The Old Becomes the New 1 Meter Makes a Difference 2 Steps of the Major Scale 3 Six-Eight Meter and Rhythms 4 Transform with Harmony 5 Changes in Style 6 Melodies Use 7 Transform by Adding Rhythms 8 Express Yourself 9 Unit 3 Assessment 10 Music News: Spotlight Articles	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. 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.
Unit 4 A Tale to Be Told 1 Moving Rhythms Told 2 History in a New Key 3 Story Rhythms 4 Triad Messages 5 Three Songs Tell One Story 6 Tales in Different Cultures 7 Tales in Movement 8 Texture Gets Thicker 9 Unit 4 Assessment 10 Music News: Spotlight Articles	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4	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

Scope and Sequence

		describe a set of musical variations. Aurally identify different vocal textures. 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>Unit 5 Expressions in Song 1 Chords from the Islands 2 Harmony on the Move 3 How Blue Are You? 4 Singin' the Blues 5 Sing in Two Parts 6 A Moving Form 7 Scandinavian Soundscape 8 Articulating in Circles 9 Unit 5 Assessment 10 Music News: Spotlight Articles</p>	<p>FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-4</p>	<p>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. Play the 12-bar blues progression in two keys. Sing a song in two parts. Describe form through movement. Describe and identify tone colors. Sing expressively, showing the difference between legato and non-legato. Listen to music and describe changes in tempo. Listen to an interview. Evaluate a piece of music. Learn about music careers. Learn about the xylophone.</p>
<p>Unit 6 Music for Changing Times 1 Turn the Beat Around Times 2 Meter in Three and Five 3 Meters That Change 4 Swinging with Sevens 5 Passing on Traditions 6 A Tone Color for Each Voice 7 Reach Out with Singing 8 Bring Harmony to the World 9 Unit 6 Assessment</p>	<p>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: Move to show 5/8 meter. Create and perform a movement sequence to show the beat grouping of 3 + 2 in 5/8 meter. Signal to show changes between 2/4 and 3/4 meter. Move to show the beat groupings in 7/8 meter. Signal to show recognition of musical elements of Native American music. Identify chamber ensembles aurally. Evaluate diction, posture, and breathing of singers. Aurally identify unison singing, two-part harmony, and canons.</p>