



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NVA200002
Course Name	Spotlight on Music K
SCED Code	
Content Area	FA
Grade Level	Kindergarten
# 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>Kindergarteners learn about music through lively activities, including listening, singing, and moving. Through games and folk songs from diverse cultures, students learn musical concepts such as high and low, or loud and soft. Creative movement activities help students enjoy the music of composers such as Grieg and Haydn. Students will:</p> <ul style="list-style-type: none"> • Sing along with folk songs • Practice moving to music • Listen actively to different kinds of music • Understand concepts such as high and low, fast and slow, long and short, loud and soft • Identify and contrast Students learn about Beat and Students learn about Rhythm 	

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 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.
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.

Wyoming Content and Performance Standards

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' per Students 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
1 Spotlight on Music 1 Hello Everybody 2 Spotlight on America 3 Spotlight on Fu 4 Eency Weency 5 Music Moves Me 6 Practice with 7 Practice with Steady Students learn about Beat 8 Faster and Slower 9 Ways to Move 10 Our Five Voices 11 Sounds, Colors, Shapes 12 Walk, Gallop, Skip 13 Slower and Faster	FPA.4.1.M.1-5, FPA.4.2.M.1-4, FPA.4.3.M.1-3, FPA.4.4.M.1-4	Students learn about Beat Move to show the Students learn about Beat of a song. Describe, Sing, Move, And Listen. Students learn about Tempo. Move to show faster and slower. Students learn about Tempos. Describe, Sing, Move, And Listen. Signal to track Students learn about Beat icons Move, Listen, Sing. Students learn about Tone Color. Signal to show aural recognition of triangle, wood block, and hand drum. Sing, analyze, and play. Students learn about Beat Walk, Skip, or Gallop to the Students learns about Beat sing, listen, move, create. Listen to music. Signal to show recognition of singing voice. Move to show recognition of faster and slower. Signal to track Students learn about Beat icons. Find when the tempo gets

Scope and Sequence

		<p>faster in the song. Move to show faster and slower Students learn about Tempos. Move to show the Students learn about Beat of a song Identify movement in place and through space Name shapes in instruments. Describe what you hear Listen to music. Describe the speed of the song Listen to a song. Describe the five voices</p>
<p>2 Music Helps Me Learn 1</p> <p>Higher and Lower 2 Lower and Higher 3 Students learn about Rhythm and Students learn about Beat 4 Identify the Highest Pitch 5 Hunt for Rhythm 6 Listen for Higher and Lower 7 Counting Dinosaurs 8 Voices and Instruments 9 Days of the Week in Students learn about Rhythm</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 learn about Melody Signal to show Aural Recognition of a high pitch. (Octave interval). Clap to show the Students learn about Rhythm of one's own first name. Sing, Listen, Describe, Move. Point to beats as you sing. Use higher and lower sounds. Clap a pattern in a song. Move your hands to show higher and lower sounds. Identify the number word that rhymes. Listen to the pronunciation of the song Ushkana. Listen to each type of voice at home. Find patterns in songs.</p>
<p>3 Friends and Fun</p> <p>1 Higher and Lower Sounds 2 Lower and Higher 3 More with Lower and Higher 4 Jogging and Skipping 5 Same and Different Students learn about Tone Color 6 Same and Different Sections 7 Move to the Students learn about Beat 8 Expressive Students learn about Tone Color</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>Gallop to show aural recognition of the gallop Students learn about Rhythm (quarter and eighth note). Signal to show aural identification of lower to higher when middle C to G is heard Signal to show aural identification of pitches a fifth apart. Signal to show aural recognition of skipping Students learn about Rhythm (quarter and eighth note). Signal to show aural recognition of two verses sung exactly the same way. Show aural recognition of same and different sections by dramatization. March to the Students learn about Beat of music in 2/4 and 6/8 Students learn about Meter. Explain how Students learn about Tone Colors were used expressively with a poem.</p>
<p>4 Around the Town 1</p> <p>Neighborhood Students learn about Rhythms 2 One Sound and Two Sounds to a Students learn about Beat 3 Softer and Louder at the Bakery 4 One and Two Sounds to a Playground Students learn about Beat 5 Using Softer and Louder in the City 6 One and Two Sounds to a Students learn about Beat in Nature 7 Listening for Softer and Louder</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>Read icons for one and two sounds. Play and sing softer and louder Clap with the beat. Move with the beat. Plan and sing verses louder or softer Clap one and two sounds. Students learn about Beat. Move to show same and different sections. Sing softer and louder. Move to the strong Students learn about Beat. Students learn about Dynamics. Play and sing softer and louder. Describe, Sing, and Move, Play Students learn about Rhythm. Tap Students learn about Rhythm of a song having one and two sounds.</p>

Scope and Sequence

<p>8 Same and Different at the Pet Shop 9 Feeling the Strong Students learn about Beat at Home</p>		<p>Students learn about Beat. Sing, read, move, and play.</p>
<p>5 The Sounds Around Us 1 Students learn about Beats of Silence 2 Listening for Lower and Higher 3 A Students learn about Beat of Silence 4 Students learn about Rhythm in Our Feet 5 Instrumental and Environmental Sounds 6 Same and Different Sections 7 Musical Students learn about Styles: Opera 8 Softer and Louder: Parade Music 9 Students learn about Rhythm Party</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>Gesture to identify. Students learn about beats of silence in a song. Signal to identify a higher and lower pitch. Find the beat of silence. Pat a Students learn about Rhythm having one and two sounds to a Students learn about Beat. Use a "found sound" instrument to play a beat. Students learn about Rhythm pattern with a poem. Clap to the Students learn about Beat to identify a repeated section. Signal to identify characteristics of an opera pat to the Students learn about Beat, gesturing for the Students learn about Beat of silence, while singing a song. Play, getting louder and softer.</p>
<p>6 Animals! Animals! Animals! 1 Low, High, and Higher! 2 Same and Different 3 A Students learn about Beat of Silence at the Zoo 4 Low, High, and Higher 5 Low, High, and Higher with Bears! 6 Students learn about Beats of Silence on the Farm 7 More Farm Students learn about Rhythms 8 Students learn about Rhythms on Safari 9 Sounds of the Prairie 10 Animals and Imagination</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>Gesture to show low, high, and higher pitch (preparation for mi so la). Gesture to show identification of iconic. Students learn about beat of silence. Gesture to show identification of iconic. Students learn about Beat of silence. Listen for higher and lower sounds. Gesture to show low, high, and higher pitches. (Preparation for mi so la). Read and per Students learn about Form iconic notation for one sound and no sound. Students learn about Beat. Read and clap icons for one and two sound. Students learn about Beat. Move to the Students learn about Beat in 6/8 Students learn about Meter and play a steady beat. Students learn about Beat drum accompaniment to a poem read with free Students learn about Rhythm. Gesture to show aural identification of so la so mi melodic motive.</p>