

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	FA
Course ID	WOL-MU1F1	Grade Level	1
Course Name	Spotlight on Music 1	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

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

WYOMING CONTENT AND STUDENTS WILL LEARN ABOUT FORMANCE 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.
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
1 Spotlight on Music 1-5 Steady 1 Spotlight on Music 1 In the Spotlight 1 Spotlight on Music 2 Share the Spotlight 1 Spotlight on Music 3 Spotlight on America 1 Spotlight on Music 4 Say Hello with a Song Students will learn about Beat, No Steady Students will learn about Beat	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students develop basic musicianship. Students will learn about Beat Students will learn about Form sounds and movements to show the difference between steady and no steady Students will learn about Beat. Sing, Describe, Move
1 Spotlight on Music 6 Upward and Downward	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Melody Create upward and downward melodic patterns. Sing, Create, Move
1 Spotlight on Music 7 Steady Students will learn about Beat	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Beat Move with the steady Beat at different tempos to represent different animals. Sing, Move, Describe
1 Spotlight on Music 8 Melodic Shapes	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Melody Match a vocal contour to a visual representation. Listen, Move, Sing
1 Spotlight on Music 9 Louder and Softer	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Dynamics Recognize dynamic levels based on the content of the poem. Listen, Describe, Move
1 Spotlight on Music 10 More Loud and Soft	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Expression Move to show recognition of louder and softer sounds. Listen, Play, Move
1 Spotlight on Music 11 More Steady Students will learn about Beat	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Beat Create and students will learn about Form Students will learn about body percussion patterns. Sing, Create, Read
1 Spotlight on Music 12 More Upward and Downward	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1	Students will learn about Melody Create sound patterns to match visual upward and downward patterns. Sing, Identify, Create
1 Spotlight on Music 13 Unit 1 Assessment <u>Row continues on next page . . .</u>	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Spotlight on Music Unit assessment will test student's ability to: Create sound patterns to match visual upward and downward patterns. Create and students will learn about Form 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 Beat at different tempos to represent different animals. Create upward and downward melodic patterns. Students will learn about Form Students will learn about sounds and movements to show the difference between steady and no steady Students will learn about Beat.
2 All About You and Me 1 Long and Short	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Move to show aural identification of long and short sounds. Describe, Sing, Move, Analyze
2 All About You and Me 2 High and Low	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Move to show aural recognition of high and low sounds. Describe, Sing, Move, Analyze
2 All About You and Me 3 Longer and shorter	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Match longer and shorter movements to longer and shorter sounds in a

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		song. Describe, Move, Analyze, Create
2 All About You and Me 4 Higher and Lower	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Identify higher and lower instrument sounds. Describe, Move, Listen, Compare
2 All About You and Me 5 Ways to Use Your Voice	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Speak, sing, whisper, call, and think when cued to show understanding of five ways to use the voice. Listen, Describe, Sing, Analyze
2 All About You and Me 6 Navajo Students will learn about Rhythms	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Read graphic notation for longer and shorter sounds. Listen, Sing, Read, Notate
2 All About You and Me 7 Call-and-Response Students will learn about Form	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 will learn about Form Signal to show recognition of solo and group sections of a song. Sing, Analyze, Move
2 All About You and Me 8 More Higher and Lower	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 will learn about Melody Create and students will learn about Form Student will learn about an “Animal Sound Symphony” with visuals to show higher and lower. Listen, Describe, Create
2 All About You and Me 9 Unit 2 Assessment <u>Row continues on next page . . .</u>	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	All About You and Me Unit assessment will test student’s ability to: Create and 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.
3 Making Friends 1 Students will learn about Rhythm	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Clap Rhythms to show one and two sounds to the Beat. Describe, Listen, Sing, Move
3 Making Friends 2 Play Students will learn about Rhythms using Different Students will learn about Tone Colors	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Recognize unpitched instruments by families. Listen, Describe, Play
3 Making Friends 3 Students will learn about Rhythm of the Words	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Read and learn about Form Students will learn about Rhythms using quarter and eighth notes. Move, Sing, Read, Play
3 Making Friends 4 Changing Students will learn about Rhythms	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Identify short patterns using quarter notes and eighth notes. Describe, Play, Listen, Read
3 Making Friends 5 Changing Tempos	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tempo Move to show change in tempo. Sing, Describe, Move
3 Making Friends 6 Students will learn about Rhythm Patterns and Students will learn about Forms	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Form Move to show Form. Sing, Move, Play

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3 Making Friends 7 Students will learn about Form: Sections	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 will learn about Form Signal to show recognition of different sections. Listen, Move, Play
3 Making Friends 8 Unit 3: Assessment	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	Making Friends Unit assessment will test student's ability to: Signal to show recognition of different sections. Move to show 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. Clap Rhythms to show one and two sounds to the Beat.
4 Hear and See 1 Higher and Lower	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Show recognition of the so-mi pitch relationship by forming higher/lower melodic patterns with gestures. Sing, Compare, Identify
4 Hear and See 2 So and Mi	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Sing and use hand signs to read so-mi from notation. Sing, Read
4 Hear and See 3 Faster and Slower	FPA.4.1.M.5	Students will work with music at different rhythms
4 Hear and See 4 Find So and Mi	FPA.4.1.M.5	Work with So and Mi
4 Hear and See 5 Louder and Softer	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Dynamics Students will learn about Form songs with chosen dynamics and tempos to express musical meaning. Sing, Read
4 Hear and See 6 Use What you Know 4 Hear and See 7 Story and Sound	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Signal to show recognition of selected pitched instruments. Listen, Describe
4 Hear and See 8 Same and Different Sections	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Play so and mi on pitched instruments. Listen, Analyze, Compare, Play
4 Hear and See 9 More So and Mi	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Sing so-mi patterns on chosen words Students will learn about Rhythms. Identify, Sing, Play
4 Hear and See 10 Loud and Soft, slow and fast	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Expressive Elements Move to show the Expressive Elements of a piece. Identify, Sing, Listen, Move
4 Hear and See 11 Unit 4: Assessment	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	Hear and See Unit assessment will test student's ability to: Move to show the Expressive Elements of a piece. Sing so-mi patterns on chosen words 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 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 forming higher/lower melodic patterns with gestures.
5 We Are a Community 1 A Students will learn about Beat with No Sound	FPA.4.1.M.1-5 FPA.4.2.M.1-3 FPA.4.3.M.1-3 FPA.4.4.M.1-4	Students will learn about Rhythm Move to show aural and visual recognition of no sound on the Beat. Move, Sing, Read

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5 We Are a Community 2 Sing with La	FPA4.1.M.5	Students will sing with la
5 We Are a Community 3 A New Pitch	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Indicate the placement relationship of a new pitch to known pitches mi and so Sing, Move, Identify
5 We Are a Community 4 Practice with la	FPA4.1.M.5	Students will practice with la
5 We Are a Community 5 Read a Rest!	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Read a quarter rest as no sound Students will learn about Beat Sing, Read, Play, Move
5 We Are a Community 6 Mi, So, La	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Read and sing pitches mi, so, and la Read, Identify, Sing
5 We Are a Community 7 Students will learn about Beats in Groups of Twos and Threes	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Distinguish between Beats in groups of twos and threes. Listen, Identify, Move
5 We Are a Community 8 Practice with Quarter Rest	FPA.4.1.M.1,2	Students will practice with quarter rest.
5 We Are a Community 9 More Students will learn about Beats in Groups of Twos	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Read created patterns Students will learn about Rhythm patterns from notation. Play, Read, Create
5 We Are a Community 10 More Mi, So, La	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Create and play melodic patterns using so mi la. Identify, Read, Play, Create
5 We Are a Community 11 Pitch and Students will learn about Rhythm Patterns	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Sing and play a four-beat pattern Students will learn about Beat, Pitch and Rhythm patterns. Sing, Move, Play
5 We Are a Community 12 Use What you Know 5 We Are a Community 13 Unit 5 Assessment	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	We are a Community Unit assessment will test student's ability to: Sing and play a four-beat pattern Students will learn about Beat pitch and Rhythm pattern. Create and play melodic patterns using so mi la. Read created music Students will learn about Rhythm patterns from notation. Distinguish beats in groups of twos and threes. Read and sing pitches mi, so, and la Read a quarter rest as no sound to a beat 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
6 Working Together 1 AB Students will learn about Form	FPA4.2.M.1,2	Students will learn about Form Play instruments to show aural recognition of two-part (AB) Students will learn about Form. Identify, Play
6 Working Together 2 Students will learn about Rhythm: Read and Play	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Rhythm Read and play patterns Students will learn about Rhythms from notation Students will learn about Form Read, Move

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6 Working Together 3 ABA Students will learn about Form	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Form Signal to show recognition of A B A Students will learn about Form. Play, Identify, Relate
6 Working Together 4 Create Melodies	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Melody Read and play a created Melody Students will learn about Melody using known pitches. Compose, Read, Notate
6 Working Together 5 Hear Instruments	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Signal to show aural and visual recognition of selected instruments. Listen, Play, Identify
6 Working Together 6 Create Students will learn about Rhythms	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Form Create and play patterns using known rhythms and pitches Students will learn about Form. Sing, Read, Create, Play
6 Working Together 7 Ways to Use the Voice	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Tone Color Signal to show aural recognition of singing, speaking, whispering, calling, and inner voices. Listen, Identify, Move
6 Working Together 8 More ABA Students will learn about Form	FPA.4.1.M.1-5 FPA.4.2.M.1,2 FPA.4.4.M.1-4	Students will learn about Form Move to show aural recognition of ABA Students will learn about Form. Listen, Describe, Move
6 Working Together 9 Unit 6 Assessment	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	Working Together Unit assessment will test student's ability to: Move to show aural recognition of ABA Form Signal to show aural recognition of singing, speaking, whispering, calling, and inner voices Create and play patterns using known Rhythms and pitches 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 Melody using known pitches Signal to show recognition of A B A Students will learn about Form Read and play patterns with known Rhythms from notation Play instruments to show aural recognition of two-part (AB)