

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-MU5F5	Grade Level	5
Course Name	WOL-Spotlight on Music 5	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

SPOTLIGHT ON MUSIC 5

on Music is a comprehensive, interactive music curriculum designed to develop music concepts and skills for grades K–5. This program is delivered through Music Studio, a digital platform with a variety of online tools to support learning. Lessons cover music concepts, music theory, music reading, and performance while developing music appreciation. Spotlight on Music includes songs, creative movement, physical activities, dramatization, and engaging experiences to celebrate our rich musical heritage.

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, 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.
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
<p>Unit 1: Step Into the Spotlight Lesson 1: Step into the Spotlight Lesson 2: Home on the Range Lesson 3: Big Yellow Taxi Lesson 4: Patriotic Medley Lesson 5: Americans Sing Lesson 6: Sing Together in Rhythm Lesson 7: Pitch Power Lesson 8: Latin Rhythms Lesson 9: Pentatonic in Two Keys Lesson 10: Bluegrass Sounds Lesson 11: Hearing and Seeing Textures Lesson 12: Swing into a Form Lesson 13: A Dynamic Theme Lesson 14: Unit 1 Assessment Lesson 15: Music News: Spotlight Articles</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 1: Step Into the Spotlight Students will be able to:</p> <ul style="list-style-type: none"> • 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 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.
<p>Unit 2: Coming to America Lesson 1: Rhythms from Ireland Lesson 2: East Meets West Lesson 3: It's Great to Syncopate Lesson 4: Pentatonic in New Keys Lesson 5: Italians Bring Their Styles Lesson 6: Latin Rhythms Move North Lesson 7: Percussion Rhythms Lesson 8: Textures Create Interest Lesson 9: Unit 2 Assessment Lesson 10: Music News: Spotlight Articles</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 2: Coming to America Students will be able to:</p> <ul style="list-style-type: none"> • 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 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.
<p>Unit 3: The Old Becomes the New Lesson 1: Meter Makes a Difference Lesson 2: Steps of the Major Scale Lesson 3: Six-Eight Meter and Rhythms Lesson 4: Transform with Harmony Lesson 5: Changes in Style Lesson 6: Melodies Use Different Scales Lesson 7: Transform by Adding Rhythms</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 3: The Old Becomes the New Students will be able to:</p> <ul style="list-style-type: none"> • 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.

<p>Lesson 8: Express Yourself Lesson 9: Kwanzaa (Optional) Lesson 10: Unit 3 Assessment Lesson 11: Music News: Spotlight Articles</p>		<ul style="list-style-type: none"> • 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.
<p>Unit 4: A Tale to Be Told Lesson 1: Moving Rhythms Lesson 2: History in a New Key Lesson 3: Story Rhythms Lesson 4: Triad Messages Lesson 5: Three Songs Tell One Story Lesson 6: Tales in Different Cultures Lesson 7: Tales in Movement Lesson 8: Texture Gets Thicker Lesson 9: Unit 4 Assessment Lesson 10: Music News: Spotlight Articles</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 4: A Tale to Be Told Students will be able to:</p> <ul style="list-style-type: none"> • 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 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 Lesson 1: Chords from the Islands Lesson 2: Harmony on the Move Lesson 3: How Blue Are You? Lesson 4: Singin' the Blues Lesson 5: Sing in Two Parts Lesson 6: A Moving Form Lesson 7: Scandinavian Soundscape Lesson 8: Articulating in Circles Lesson 9: Unit 5 Assessment Lesson 10: Music News: Spotlight Articles</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 5: Expressions in Song Students will be able to:</p> <ul style="list-style-type: none"> • 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>Unit 6: Music for Changing Times Lesson 1: Turn the Beat Around Lesson 2: Meter in Three and Five Lesson 3: Meters That Change Lesson 4: Swinging with Sevens Lesson 5: Passing on Traditions Lesson 6: A Tone Color for Each Voice Lesson 7: Reach Out with Singing Lesson 8: Bring Harmony to the World Lesson 9: Powwow (Optional) Lesson 10: Unit 6 Assessment</p>	<p>FPA.8.1.M.1-5 FPA.8.2.M.1-4 FPA.8.3.M.1-3 FPA.8.4.M.1-4</p>	<p>Unit 6: Music for Changing Times Students will be able to:</p> <ul style="list-style-type: none"> • 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.