

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-MU7F1	Grade Level	7
Course Name	WOL-Spotlight On Music A	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

Spotlight on Music is a comprehensive, interactive music curriculum designed to develop music concepts and skills for grades 6–8. 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.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, Opener: Music in My World 1: Musical Styles and Generations, Activities 1-14, 16-17 2: Dance Styles, Activities 1-8 2: Dance Styles, Activity 13 2: Dance Styles, Activity 10 3: Creating and Performing, Activities 1-7 3: Creating and Performing, Activities 9, 11 4: By Popular Demand, Activities 1-5 4: By Popular Demand, Activities 6-8, 10-11	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Beat/Meter – steady beat rhythm patterns in 4/4, time signature 4/4, rhythm patterns in 2/4 • Rhythm – quarter notes, eighth notes, rests, ragtime patterns, syncopated patterns • Melody – playing a melodic accompaniment • Harmony – chords, chord symbols • Texture – melodic accompaniment on recorder and keyboard • Form/Structure – ABAB • Tone Color – instrumental and vocal tone color in different versions of a song • Style/Background – popular music and styles, dance styles, blues, fine art, ragtime, role of music critics, poetry
Unit 1: Looking Back Unit 1 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Beat/Meter – steady beat rhythm patterns in 4/4, time signature 4/4, rhythm patterns in 2/4 • Rhythm – quarter notes, eighth notes, rests, ragtime patterns, syncopated patterns • Melody – playing a melodic accompaniment • Harmony – chords, chord symbols • Texture – melodic accompaniment on recorder and keyboard • Form/Structure – ABAB • Tone Color – instrumental and vocal tone color in different versions of a song • Style/Background – popular music and styles, dance styles, blues, fine art, ragtime, role of music critics, poetry
Unit 2, Opener: Music in My School 1: Something for Everyone, Activities 1-5 1: Something for Everyone, Activity 6 1: Something for Everyone, Activities 7-10 2: Sounds of Our Band, Activities 1-10 2: Sounds of Our Band, Activity 11 2: Sounds of Our Band, Activities 12-14 3: Coming Together, Activities 1-7 3: Coming Together, Activities 8-13 4: On Stage with Our Strings, Activities 1-3 4: On Stage with Our Strings, Activity 4 4: On Stage with Our Strings, Activities 5-11	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Beat/Meter – rhythm patterns in 4/4 • Rhythm – creating, combining, notating, and performing patterns in 4/4; notes and rests; drum cadences • Melody – playing a melodic accompaniment • Harmony – major triad chords • Form/Structure – introduction, verse, refrain, coda, contrast, rondo • Tone Color – vocal imitation of instrumental sounds, glee club, marching band, a cappella singing, brass, woodwinds, percussion, vocal range, strings • Tempo – march • Articulation – performing a cheer
Unit 2, Lesson 4: Looking Back Unit 2 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: <ul style="list-style-type: none"> • Beat/Meter – rhythm patterns in 4/4 • Rhythm – creating, combining, notating, and performing patterns in 4/4; notes and rests; drum cadences • Melody – playing a melodic accompaniment • Harmony – major triad chords • Form/Structure – introduction, verse, refrain, coda, contrast, rondo • Tone Color – vocal imitation of instrumental sounds, glee club, marching band, a cappella singing, brass, woodwinds, percussion, vocal range, strings • Tempo – march • Articulation – performing a cheer

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 3, Opener: Music in Our Communities 1: Heritage Festivals, Activities 1-10 1: Heritage Festivals, Activities 11-18 2: Ceremonial Music, Activities 1-2 2: Ceremonial Music, Activities 3-7, 9 2: Ceremonial Music, Activities 10-12, 15-16 3: Music in the Parks, Activities 1-6 3: Music in the Parks, Activity 7 3: Music in the Parks, Activities 9-12 4: Parades and Processions, Activities 1-6 4: Parades and Processions, Activities 7-9 4: Parades and Processions, Activity 10	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Beat/Meter – mixed meter, rhythm patterns in 4/4, 6/4, 6/8, 2/8, 3/8 • Rhythm – quarter notes, eighth notes and rests in 4/4; creating a hand drum accompaniment; playing in 6/8, 3/8, and 2/8 in a mixed meter song; stepping patterns; syncopation; singing in 6/4 and 4/4; rhythmic ostinato; rap rhythms in 4/4; percussion patterns in 4/4 • Harmony – harmonic accompaniment, singing a song in five parts, descant • Texture – African percussion, harmonic and rhythmic rap accompaniment • Form/Structure – AB, binary form • Tone Color – mariachi bands, computer-generated sounds, analog synthesizers • Style/Background – Oktoberfest, Chinese New Year, Cinco de May, culture defined, mariachi bands, Cahuilla Indian song, Cameroon processional, Andean folk song, rap music
Unit 3: Looking Back Unit 3 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: <ul style="list-style-type: none"> • Beat/Meter – mixed meter, rhythm patterns in 4/4, 6/4, 6/8, 2/8, 3/8 • Rhythm – quarter notes, eighth notes and rests in 4/4; creating a hand drum accompaniment; playing in 6/8, 3/8, and 2/8 in a mixed meter song; stepping patterns; syncopation; singing in 6/4 and 4/4; rhythmic ostinato; rap rhythms in 4/4; percussion patterns in 4/4 • Harmony – harmonic accompaniment, singing a song in five parts, descant • Texture – African percussion, harmonic and rhythmic rap accompaniment • Form/Structure – AB, binary form • Tone Color – mariachi bands, computer-generated sounds, analog synthesizers • Style/Background – Oktoberfest, Chinese New Year, Cinco de May, culture defined, mariachi bands, Cahuilla Indian song, Cameroon processional, Andean folk song, rap music
Unit 4, Opener: Music in Our Cities 1: On the Broadway Stage, Activities 1-8 1: On the Broadway Stage, Activities 9-11 1: On the Broadway Stage, Activities 13-17 2: Major Music Festivals, Activities 1-9 3: In Arenas and Stadiums, Activities 1-4 3: In Arenas and Stadiums, Activities 6-11 4: In the Concert Halls, Activities 1-4 4: In the Concert Halls, Activities 5-10	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – tied and dotted rhythms; whole notes, half notes, and dotted rhythms in 4/4; gamelan rhythms; eighths and sixteenths in 2/4 and 4/4 • Melody – gamelan melodic patterns • Harmony – singing in two parts, harmonic accompaniment • Texture – instrumentation, SATB choral arrangement, layering strategies in Indonesian gamelan music • Form/Structure – AABA, AB, ternary form, rondo, D.C., C.S. al coda, coda, fine • Tone Color – all-male ensemble • Style/Background – Broadway musicals, copyright laws, opera and Broadway musicals, social issues in musical drama, Mardi Gras, Louisiana folk song, zydeco, mariachi music, “recomposed” opera, Grand Ole Opry and country music, crossover music, rock and roll, disco, tango, blues, soul, Balinese gamelan music, Mongolian folk tune

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 4: Looking Back Unit 4 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – tied and dotted rhythms; whole notes, half notes, and dotted rhythms in 4/4; gamelan rhythms; eighths and sixteenths in 2/4 and 4/4 • Melody – gamelan melodic patterns • Harmony – singing in two parts, harmonic accompaniment • Texture – instrumentation, SATB choral arrangement, layering strategies in Indonesian gamelan music • Form/Structure – AABA, AB, ternary form, rondo, D.C., C.S. al coda, coda, fine • Tone Color – all-male ensemble • Style/Background – Broadway musicals, copyright laws, opera and Broadway musicals, social issues in musical drama, Mardis Gras, Louisiana folk song, zydeco, mariachi music, “recomposed” opera, Grand Ole Opry and country music, crossover music, rock and roll, disco, tango, blues, soul, Balinese gamelan music, Mongolian folk tune
Unit 5, Opener: Our Musical Legacy 1: Baroque Highlights, Activities 1-5 1: Baroque Highlights, Activities 6-7 1: Baroque Highlights, Activities 8-12 2: Classical Timelines, Activities 1-5, 7-10 2: Classical Timelines, Activities 11-15 3: The Romantic Era, Activities 1-7 3: The Romantic Era, Activities 8-11 4: The Last Hundred Years, Activities 1-6 4: The Last Hundred Years, Activities 7-13	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – sixteenth-note patterns • Melody – melodic ostinato • Tonality – dissonance, atonality • Texture – monophony, homophony, polyphony • Form/Structure – toccata and fugue, ritornella, concertino, tutti, concerto, rondo, oratorio, symphony, suite, strophic form • Tone Color – pipe organ • Dynamics – dynamic changes in tutti and concertino sections, entrada • Tempo – slow tempo • Style/Background – music of the Baroque era, oratorios, music of the Classical period, music and fine art of the • Romantic period, opera, art songs, music of the twentieth century, experimental music
Unit 5: Looking Back Unit 5 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – sixteenth-note patterns • Melody – melodic ostinato • Tonality – dissonance, atonality • Texture – monophony, homophony, polyphony • Form/Structure – toccata and fugue, ritornella, concertino, tutti, concerto, rondo, oratorio, symphony, suite, strophic form • Tone Color – pipe organ • Dynamics – dynamic changes in tutti and concertino sections, entrada • Tempo – slow tempo • Style/Background – music of the Baroque era, oratorios, music of the Classical period, music and fine art of the • Romantic period, opera, art songs, music of the twentieth century, experimental music
Unit 6, Opener: The Many Moods of Music 1: Music Expresses Joy, Activities 1-8 1: Music Expresses Joy, Activities 9-12 2: Music Expresses Sorrow, Activities 1-9 2: Music Expresses Sorrow, Activities 11-13, 15-20 3: Music in the Workplace, Activities 1-10 3: Music in the Workplace, Activities 11-15 4: Music and the Quest for Peace, Activities 1-10 4: Music and the Quest for Peace, Activities 13-17	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – triplets, dotted rhythms, anticipation, calypso rhythms, rap rhythms combined with more traditional rhythms • Melody – phrases, melodic contour • Harmony – harmonic accompaniments, harmonic progressions • Tonality – accidentals, scales, borrowed chords • Texture – texture defined • Form/Structure – hymns • Tone Color – bugle, bagpipes, calypso instruments
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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Dynamics – dynamics influence how music affects listeners • Tempo – tempo influences how music affects listeners • Style/Background – music helps people express joy and sorrow, work songs, music as inspiration for peace, New Orleans jazz funeral, music at Ground Zero, military funerals, African work songs, Caribbean, American work songs
Unit 6: Looking Back Unit 6 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – triplets, dotted rhythms, anticipation, calypso rhythms, rap rhythms combined with more traditional rhythms • Melody – phrases, melodic contour • Harmony – harmonic accompaniments, harmonic progressions • Tonality – accidentals, scales, borrowed chords • Texture – texture defined • Form/Structure – hymns • Tone Color – bugle, bagpipes, calypso instruments • Dynamics – dynamics influence how music affects listeners • Tempo – tempo influences how music affects listeners • Style/Background – music helps people express joy and sorrow, work songs, music as inspiration for peace, New Orleans jazz funeral, music at Ground Zero, military funerals, African work songs, Caribbean, American work songs
Unit 7, Opener: Expressing with Music 1: Movement Sends a Message, Activities 1, 3-9 1: Movement Sends a Message, Activities 10-15 2: Instrumental Options, Activities 1-6 2: Instrumental Options, Activities 7-10 3: Exploring Your Own Voice, Activities 1-7 3: Exploring Your Own Voice, Activities 8-13 4: Dramatic Expression, Activities 1-5 4: Dramatic Expression, Activities 6-9	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – triplets, tied rhythms in 2/2, performing rhythm patterns in 6/8 • Melody – glissandos • Texture – singing in two and three parts • Form/Structure – theme and variations • Tone Color – aerophones, idiophones, chordophones, membranophones, electrophones, vocal tone color, speaking voice, voiced sounds, katadjait (throat songs) • Style/Background – popular dance music, line dancing with a street game, Civil War music, opera and Broadway connections
Unit 7: Looking Back Unit 7 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – triplets, tied rhythms in 2/2, performing rhythm patterns in 6/8 • Melody – glissandos • Texture – singing in two and three parts • Form/Structure – theme and variations • Tone Color – aerophones, idiophones, chordophones, membranophones, electrophones, vocal tone color, speaking voice, voiced sounds, katadjait (throat songs) • Style/Background – popular dance music, line dancing with a street game, Civil War music, opera and Broadway connections
Unit 8, Opener: Celebrating with Music 1: Honoring Your Past, Activities 1-8, 10 1: Honoring Your Past, Activities 11-14, 16-20 2: Patriotic Inspiration, Activities 1-7 2: Patriotic Inspiration, Activities 8-13 3: Celebrating Identity, Activities 1-9 3: Celebrating Identity, Activities 10-16 4: Music Inspires Dreams, Activities 1-4 4: Music Inspires Dreams, Activities 5-7 <u>Row continues on next page . . .</u>	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – dotted eighths and equal eighths, drum cadence, polyrhythms, calypso rhythms, dotted rhythms in a Native American song • Melody – modulation • Texture – multiple layers of rhythm patterns, polyrhythms, layered rhythms in Brazilian dance music, singing in two and three parts • Form/Structure – call and response • Tone Color – found instruments, steel drums, vocables, instruments imitating sounds of nature

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Articulation – trumpet fanfare • Style/Background – music in celebrations of national holidays, patriotic music, a Jewish Sabbath song, a popular American song, music of the civil rights movements in South Africa and the United States, a history of our national anthem, roots of calypso style in folk music of Trinidad, an inter-tribal Native American song, combining Native American and traditional European concert-style music in a composition, Brazilian dance music, unconventional Chinese composition
Unit 8: Looking Back Unit 8 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – dotted eighths and equal eighths, drum cadence, polyrhythms, calypso rhythms, dotted rhythms in a Native American song • Melody – modulation • Texture – multiple layers of rhythm patterns, polyrhythms, layered rhythms in Brazilian dance music, singing in two and three parts • Form/Structure – call and response • Tone Color – found instruments, steel drums, vocables, instruments imitating sounds of nature • Articulation – trumpet fanfare • Style/Background – music in celebrations of national holidays, patriotic music, a Jewish Sabbath song, a popular American song, music of the civil rights movements in South Africa and the United States, a history of our national anthem, roots of calypso style in folk music of Trinidad, an inter-tribal Native American song, combining Native American and traditional European concert-style music in a composition, Brazilian dance music, unconventional Chinese composition
Unit 9, Opener: Connecting Through Music 1: The Sounds of Freedom, Activities 1-10 1: The Sounds of Freedom, Activities 11-13, 15, 16 (optional), 17-19 2: Music and the Environment, Activities 1-8, 10-11 2: Music and the Environment, Activities 12-18 3: Styles Influencing Styles, Activities 1-11 3: Styles Influencing Styles, Activities 12-17 4: Connecting with Tomorrow, Activities 1-7 4: Connecting with Tomorrow, Activities 8-13	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: <ul style="list-style-type: none"> • Rhythm – quarter-eighth triplets in 4/4, African percussion patterns, dotted sixteenths, dotted eighths, accents on the offbeat • Harmony – descant, singing in four parts, chord roots, I, IV, and V chords, singing in two parts in open fifths • Form/Structure – tone poem, call and response • Articulation – communicating the meaning of staccato without words • Style/Background – protest music, world music, a multinational ensemble performance, Mexican and Canadian influences on American music, a Yoruban folk song
Unit 9: Looking Back Unit 9 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA.8.4.M.1-3	Students will complete an exam to show knowledge in: <ul style="list-style-type: none"> • Rhythm – quarter-eighth triplets in 4/4, African percussion patterns, dotted sixteenths, dotted eighths, accents on the offbeat • Harmony – descant, singing in four parts, chord roots, I, IV, and V chords, singing in two parts in open fifths • Form/Structure – tone poem, call and response • Articulation – communicating the meaning of staccato without words • Style/Background – protest music, world music, a multinational ensemble performance, Mexican and Canadian influences on American music, a Yoruban folk song