

# 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-MU8F1	Grade Level	8
Course Name	WOL-Spotlight On Music B	# 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#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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, sightreading 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
Unit 1, Opener: Music Surrounds You Be Proud, Activities 1-7 Music Surrounds You, Activities 8-10 Music Surrounds You, Activities 11-15 Get Involved, Activities 1-6 Get Involved, Activities 7-11 Take Charge, Activities 1-6 Take Charge, Activities 7-8, 10 Recognize Talent, Activities 1-4, 6-8	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – beat and rhythm in 3/4, beat and rhythm in 2/4 Rhythm – dotted half notes, eighth notes, sixteenth notes, ostinatos Melody – C major scale Harmony – four-part harmony, chord symbols, chords, intervals, root, third, fifth, chord sequence Tonality – C major scale Texture – drumbeats accompanying a march, beat divisions in two and three, steel drums Form/Structure – canon, verse and refrain Tone Color – string orchestra, voice range, cambiata, steel drums Tempo – slow tempos Articulation – rhythm patterns in percussion Style/Background – English canon, American march, American popular song, Caribbean music, nature sounds, program music
Unit 1: Looking Back Unit 1 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – beat and rhythm in 3/4, beat and rhythm in 2/4 Rhythm – dotted half notes, eighth notes, sixteenth notes, ostinatos Melody – C major scale Harmony – four-part harmony, chord symbols, chords, intervals, root, third, fifth, chord sequence Tonality – C major scale Texture – drumbeats accompanying a march, beat divisions in two and three, steel drums Form/Structure – canon, verse and refrain Tone Color – string orchestra, voice range, cambiata, steel drums Tempo – slow tempos Articulation – rhythm patterns in percussion Style/Background – English canon, American march, American popular song, Caribbean music, nature sounds, program music
Unit 2, Opener: Beyond School Walls Youth Unite Through Music, Activities 1-6, 8 Youth Unite Through Music, Activities 11-15 Bands Abound, Activities 1-6 Bands Abound, Activities 7-11 Moving Out, Activities 1-6 Moving Out, Activities 7-10 Go for the Gold, Activities 1-4 Go for the Gold, Activities 5-6, 8	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Rhythm – eighth notes, quarter notes, half notes Dynamics – ff, f, p Articulation – walking-bass line Style/Background – Gospel music, jazz, Brazilian traditional rhythms, Brazilian samba
Unit 2: Looking Back Unit 2 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Rhythm – eighth notes, quarter notes, half notes Dynamics – ff, f, p Articulation – walking-bass line Style/Background – Gospel music, jazz, Brazilian traditional rhythms, Brazilian samba
Unit 3, Opener: Pass It On What's Your Story?, Activities 1-9 What's Your Story?, Activities 10-13	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – beat and rhythm patterns in 4/4, beat and rhythm

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What's Your Story?, Activities 15-17 A Joyful Noise, Activities 1-6 A Joyful Noise, Activities 7-12 A Joyful Noise, Activities 13-14 Let's Celebrate, Activities 1-5 Let's Celebrate, Activities 6-10 A Timeless Story, Activities 1-7 A Timeless Story, Activities 8-9	FPA8.4.M.1-3	patterns in 12/8, compound meter, simple meter Rhythm – eighth notes, quarter notes, eighth rests, quarter rests, dotted quarter notes, dotted quarter rests Melody – use notation to follow melodies, play three main melodies of a canon Harmony – identify harmony when two or more notes sound together, play chords for a bluegrass song Texture – rhythmic speaking of the lyrics of a song Form/Structure - AABAAB Tone Color – identify how music conveys celebration Style/Background – traditional Japanese percussion instruments, novelty song, jazz, bluegrass music, songs from a Broadway musical
Unit 3: Looking Back Unit 3 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – beat and rhythm patterns in 4/4, beat and rhythm patterns in 12/8, compound meter, simple meter Rhythm – eighth notes, quarter notes, eighth rests, quarter rests, dotted quarter notes, dotted quarter rests Melody – use notation to follow melodies, play three main melodies of a canon Harmony – identify harmony when two or more notes sound together, play chords for a bluegrass song Texture – rhythmic speaking of the lyrics of a song Form/Structure - AABAAB Tone Color – identify how music conveys celebration Style/Background – traditional Japanese percussion instruments, novelty song, jazz, bluegrass music, songs from a Broadway musical
Unit 4, Opener: Looking in the Mirror The Power of Song, Activities 1-10 The Power of Song, Activities 11-12, 13 (optional), 17 The Power of Song, Activities 18-22 A Changing Image, Activities 1-4 A Changing Image, Activities 5, 7-11 Getting Focused, Activities 1-9 Claim Your Domain, Activities 1-5 Claim Your Domain, Activities 6-7, 8 (optional), 9-12	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – 4/4, chords and rhythm patterns Rhythm – eighth notes, dotted eighth notes, sixteenth notes, quarter notes, dotted eighth notes, sixteenth notes, quarter rests Melody – melodies played on Asian and Western instruments Form/Structure – modified ternary, ABA, theme and variations Tone Color – voice solo with instrumental backing, membranophones and idiophones Style/Background – Chinese traditional song, Jamaican traditional song, Adenkum music
Unit 4: Looking Back Unit 4 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – 4/4, chords and rhythm patterns Rhythm – eighth notes, dotted eighth notes, sixteenth notes, quarter notes, dotted eighth notes, sixteenth notes, quarter rests Melody – melodies played on Asian and Western instruments Form/Structure – modified ternary, ABA, theme and variations Tone Color – voice solo with instrumental backing, membranophones and idiophones Style/Background – Chinese traditional song, Jamaican traditional song, Adenkum music
Unit 5, Opener: Show Me the Money The Bottom Line, Activities 1-6, 7 (optional), 8-9 The Bottom Line, Activities 10-15	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – 4/4, rhythm accompaniment, 2/4, 3/4 Rhythm – eighth notes, quarter notes, half notes, quarter rests,

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<p>Out on a Limb, Activities 1-6                      Out on a Limb, Activities 7-13                      Waistcoats and Powdered Wigs, Activities 1-5, 7, 8 (optional)                      Waistcoats and Powdered Wigs, Activities 9-12                      Keeper of the Keys, Activities 1-4                      Keeper of the Keys, Activities 5-10</p>		<p>half rests, whole rests                      Melody – read notation in different directions and with different key signatures                      Harmony – identify the tonic key and the dominant key, chords along with a piano arrangement, play a chord pattern                      Tonality – use major and minor keys to add excitement                      Texture – music meant to mimic nature                      Form/Structure – seamless transition between symphonic movements, ABA, ternary, AB, binary                      Tone Color – first use of trombones in a symphonic work                      Dynamics – p, f, sf                      Style/Background – music of the Romantic period, music of the Classical period, melodies and rhythms associated with popular music in Mexico, music of the Renaissance period</p>
<p>Unit 5: Looking Back                      Unit 5 Assessment</p>	<p>FPA8.1.M.1-5                      FPA8.2.M.1-4                      FPA8.3.M.1-3                      FPA8.4.M.1-3</p>	<p>Students will take a unit exam demonstrating knowledge in the following:                      Beat/Meter – 4/4, rhythm accompaniment, 2/4, 3/4                      Rhythm – eighth notes, quarter notes, half notes, quarter rests, half rests, whole rests                      Melody – read notation in different directions and with different key signatures                      Harmony – identify the tonic key and the dominant key, chords along with a piano arrangement, play a chord pattern                      Tonality – use major and minor keys to add excitement                      Texture – music meant to mimic nature                      Form/Structure – seamless transition between symphonic movements, ABA, ternary, AB, binary                      Tone Color – first use of trombones in a symphonic work                      Dynamics – p, f, sf                      Style/Background – music of the Romantic period, music of the Classical period, melodies and rhythms associated with popular music in Mexico, music of the Renaissance period</p>
<p>Unit 6, Opener: Music Makes Its Mark                      At the Cinema, Activities 1-7                      At the Cinema, Activities 8-9, 11                      On TV, Activities 1-4, 6-7                      On TV, Activities 8-10                      Over the Airwaves, Activities 1-6                      Over the Airwaves, Activities 9-12                      In the Concert Hall, Activities 1-5                      In the Concert Hall, Activities 6-11</p>	<p>FPA8.1.M.1-5                      FPA8.2.M.1-4                      FPA8.3.M.1-3                      FPA8.4.M.1-3</p>	<p>In this Unit, students will be able to demonstrate competency in the following:                      Beat/Meter – 4/4, finger snaps in 4/4, 4/4 rhythm patterns                      Rhythm – triplet motives in 4/4, sixteenth notes, dotted eighth notes, eighth notes, quarter notes, quarter rests, half rests, whole rests                      Melody – use notation to play a melody                      Texture – music meant to suggest sounds in nature                      Form/Structure – symphonic movements                      Tone Color – use of instrumentation to vary tone color                      Style/Background – movie music, TV show themes, radio music and music of The Beatles, blending of Russian traditional music and contemporary American music, contemporary American classical music</p>
<p>Unit 6: Looking Back                      Unit 6 Assessment</p>	<p>FPA8.1.M.1-5                      FPA8.2.M.1-4                      FPA8.3.M.1-3                      FPA8.4.M.1-3</p>	<p>Students will take a unit exam demonstrating knowledge in the following:                      Beat/Meter – 4/4, finger snaps in 4/4, 4/4 rhythm patterns                      Rhythm – triplet motives in 4/4, sixteenth notes, dotted eighth notes, eighth notes, quarter notes, quarter rests, half rests, whole rests                      Melody – use notation to play a melody                      Texture – music meant to suggest sounds in nature                      Form/Structure – symphonic movements                      Tone Color – use of instrumentation to vary tone color                      Style/Background – movie music, TV show themes, radio music</p>

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		and music of The Beatles, blending of Russian traditional music and contemporary American music, contemporary American classical music
Unit 7, Opener: Out in Front In the Classroom, Activities 1-8 In the Classroom, Activities 9-14, 16-17 At the Podium, Activities 1-6 At the Podium, Activities 7-10 On the Printed Page, Activities 1-5 On the Printed Page, Activities 6-9 New Frontiers, Activities 1-6 New Frontiers, Activities 7-8, 10-12	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – conducting patterns, 2/4, 3/4, 4/4 Rhythm – eighth notes, quarter notes, whole notes, chords Melody – melody as the main musical idea, piano playing Harmony – chords, sharps, flats Tonality – major and minor scales, major and minor chords Texture – strings, brass, timpani Form/Structure – ABA coda, theme and variations Tone Color – use of instrumentation to vary tone color Dynamics – decrescendo Tempo – changes in tempo to convey emotion or mood Style/Background – movie music, music of the Baroque period, Adenkum music, music of the Classical period
Unit 7: Looking Back Unit 7 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – conducting patterns, 2/4, 3/4, 4/4 Rhythm – eighth notes, quarter notes, whole notes, chords Melody – melody as the main musical idea, piano playing Harmony – chords, sharps, flats Tonality – major and minor scales, major and minor chords Texture – strings, brass, timpani Form/Structure – ABA coda, theme and variations Tone Color – use of instrumentation to vary tone color Dynamics – decrescendo Tempo – changes in tempo to convey emotion or mood Style/Background – movie music, music of the Baroque period, Adenkum music, music of the Classical period
Unit 8, Opener: Behind the Scenes Living the Dream, Activities 1-6 Living the Dream, Activities 7-14 Promoting Talent, Activities 1-6 Promoting Talent, Activities 7-12 Showing Your Stuff, Activities 1-5 Showing Your Stuff, Activities 6-9 Getting Discovered, Activities 1-6	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – 4/4, rhythm patterns Rhythm – eighth notes, quarter notes, dotted quarter notes, half notes, whole notes, quarter rests, half rests Tonality – major keys, minor keys Dynamics – loud/soft Tempo – rubato, fast/slow Style/Background – songs from Broadway musicals, American popular songs
Unit 8: Looking Back Unit 8 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – 4/4, rhythm patterns Rhythm – eighth notes, quarter notes, dotted quarter notes, half notes, whole notes, quarter rests, half rests Tonality – major keys, minor keys Dynamics – loud/soft Tempo – rubato, fast/slow Style/Background – songs from Broadway musicals, American popular songs
Unit 9, Opener: Making It Happen Getting the Word Out, Activities 1-3 Getting the Word Out, Activities 4-10 A Midnight Music Sale, Activities 1-6 A Midnight Music Sale, Activities 7-10 Playing the Crowd, Activities 1-4	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	In this Unit, students will be able to demonstrate competency in the following: Beat/Meter – 4/4, conducting in 2/4, 3/4, and 4/4 Rhythm – eighth notes, quarter notes, quarter rests, use rhythm notation to write a piece of music Melody – use melody notation to write a piece of music

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Playing the Crowd, Activities 5-8 Sealing the Deal, Activities 1-5 Sealing the Deal, Activities 6-9		Tonality – overtones, open intervals, dissonance Style/Background – jingles, music of the Classical period, Classical music written by contemporary composers
Unit 9: Looking Back Unit 9 Assessment	FPA8.1.M.1-5 FPA8.2.M.1-4 FPA8.3.M.1-3 FPA8.4.M.1-3	Students will take a unit exam demonstrating knowledge in the following: Beat/Meter – 4/4, conducting in 2/4, 3/4, and 4/4 Rhythm – eighth notes, quarter notes, quarter rests, use rhythm notation to write a piece of music Melody – use melody notation to write a piece of music Tonality – overtones, open intervals, dissonance Style/Background – jingles, music of the Classical period, Classical music written by contemporary composers