

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-MUKFK	Grade Level	K
Course Name	Spotlight on Music K	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

SPOTLIGHT ON MUSIC

Spotlight 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 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
Unit 1: Spotlight on Music 1: Hello Everybody 2: Spotlight on America 3: Spotlight on Fun 4: Eency Weency 5: Music Moves Me	FPA.4.1.M.1-5 FPA.4.2.M.1-4 FPA.4.3.M.1-3 FPA.4.4.M.1-4	Unit 1: Spotlight on Music <ul style="list-style-type: none"> • Students learn about tempos. • Gallop or walk to show recognition of faster and slower. • Students learn about beat. • Walk, skip, or gallop to learn about beat.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
6: Practice with Steady Students learn about Beat 7: Faster and Slower 8: Ways to Move 9: More with Slower and Faster 10: Our Five Voices 11: Sounds, Colors, Shapes 12: Walk, Gallop, Skip 13: Slower and Faster 14: Unit 1 Assessment		<ul style="list-style-type: none"> • Students learn about tone color. • Signal to show aural recognition of triangle, wood block, and hand drum. • 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 faster in the song. • Identify movement in place and through space. • Name shapes in instruments. • Describe what you hear.
Unit 2: Music Helps Me Learn 1: 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 Rhythms 6: Listen for Higher and Lower 7: Counting Dinosaurs 8: Voices and Instruments 9: Days of the Week 10: Unit 2 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	Unit 2: Music Helps Me Learn Students will be able to: <ul style="list-style-type: none"> • Students learn about melody. • Signal to show aural recognition of a high pitch. (octave interval) • Students learn about Rhythm. • Clap to show the rhythm. • Students learn about rhythm of one's own first name. • Point to beats as you sing. • Use higher and lower sounds. • Clap a pattern in a song. • Move hands to show higher and lower sounds. • Identify number words that rhymes. • Find patterns in songs.
Unit 3: Friends and Fun 1: Higher and Lower Sounds 2: Lower and Higher 3: More with Lower and Higher 4: Jogging and Skipping 5: Same and Different 6: Same and Different Sections 7: Move to the Beat 8: Expressive Tone Color 9: 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	Unit 3: Friends and Fun Students will be able to: <ul style="list-style-type: none"> • Gallop to show aural recognition of the gallop and skipping. • Students learn about rhythm (quarter and eighth note). • Students learn about melody. • 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 two verses sung exactly the same way. • Show aural recognition of same and different sections by dramatization. • Explain about tone colors were used expressively with a poem.
Unit 4: Around the Town 1: Higher and Lower 2: So and Mi 3: Faster and Slower 4: Find So and Mi 5: Louder and Softer 6: Use What You Know 7: Story and Sound 8: Same and Different Sections 9: More So and Mi 10: Loud and Soft, Slow and Fast 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	Unit 4: Around the Town Students will be able to: <ul style="list-style-type: none"> • Read icons for one and two sounds to a beat. • Play and sing softer and louder. • Tap Students learn about rhythm of a song having one and two sounds to a beat. • Clap with the beat. • Move with the beat. • Plan and sing verses louder or softer. • Clap one and two sounds to a beat. • Move to show same and different sections. • Sing softer and louder. move to the strong beat.
Unit 5: The Sounds Around Us 1: Beats of Silence 2: Listening for Lower and Higher 3: Beat of Silence 4: Rhythm in Our Feet 5: Environmental Sounds 6: Same and Different 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	Unit 5: The Sounds Around Us Students will be able to: <ul style="list-style-type: none"> • Students learn about rhythm. • Gesture to identify beats of silence in a song. • Pat a rhythm having one and two sounds to a beat. • Students learn about tone color.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
7: Musical Styles: Opera 8: Softer and Louder: Parade Music 9: Rhythm Party 10: Unit 5 Assessment		<ul style="list-style-type: none">• Use a "found sound" instrument to play a rhythm pattern with a poem.• Students learn about form (same/different).• Clap to the beat to identify a repeated section.• Students learn about style.• Signal to identify characteristics of an opera.• Students learn about dynamics play, getting louder and softer.• Students learn about rhythm.• Pat to the beat, gesturing for the beat of silence, while singing a song.