

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	<i>Students who elect to take a band music class at the middle school level know and are able to do everything required in earlier grades and:</i>	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	<i>Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in earlier grades and:</i>	
<i>1.6.1 Sing and Kodaly sign do-do and la-la melodies expressively.</i>	<i>1.7.1 Sing independent parts with proper phrasing.</i>	1.8.1 Sing with technical accuracy and good breath control throughout their singing ranges. <i>Sing their band parts in their own vocal ranges.</i>	<i>1.Int.1 Sing band chorales with good intonation, breath control and dynamics</i>	1.12.1 Perform with technical accuracy and good breath control throughout their singing ranges.	Individual Singing Technique
<i>1.6.2 Sing in an ensemble while following a conductor.</i>	<i>1.7.2 Sing in an ensemble while following more complex conducting patterns.</i>	1.8.2 Sing a repertoire of vocal literature (<i>instrumental phrases</i>) in small and large ensembles with expression, technical accuracy, and breath control.	<i>1.Int.2 Incorporate choral techniques and expression in performance of instrumental music.</i>	1.12.2 Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.	Choral Singing Technique
<i>1.6.3 Sing simple two-part repertoire.</i>	<i>1.7.3 Sing their individual band parts alone and with others.</i>	1.8.3 Sing choral (<i>instrumental</i>) literature written in two and three parts with and without accompaniment.	<i>1.Int.3 Perform choral (instrumental) literature written in three/ four parts with or without a conductor.</i>	1.12.3 Perform choral (<i>instrumental</i>) literature written in three/four/five parts with and without accompaniments.	Independent Part Singing
<i>1.6.4 Sing a variety of traditional and contemporary songs.</i>	<i>1.7.4 Sing instrumental music in a variety of traditional and contemporary styles with correct articulations and dynamics.</i>	1.8.4 Sing vocal (<i>instrumental</i>) music representing diverse genres and styles (e.g. Baroque, classical).	<i>1.Int.4 Play and sing instrumental music in the correct historical context and with multi-cultural awareness.</i>	1.12.5 Perform music representing diverse genres and styles.	Variety of Repertoire

Ostinati - A short musical pattern repeated persistently throughout a composition.

Italics indicate WCSD additions to NV Music Standards.

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take a band music class at the 8th grade school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in previous grades and:	
2.6.1 <i>Demonstrate proper playing posture, correct breathing to create a characteristic tone, and play both soft(p) and loud(f).</i>	2.7.1 <i>Play with increased awareness of balance, blend, intonation, expanded dynamic range of pp, p, mp, mf, f, and ff.</i>	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument * <i>Play with a full range of dynamics, articulation, phrasing, characteristic tone in all registers, embouchure, support, intonation, and hand/body position.</i>	2.Int.1 <i>Play with an increased range of dynamics, varied articulations and advanced phrasing.</i>	2.12.1 Perform with advanced expression, and technical accuracy on at least one string, wind, percussion, or classroom instrument.*	Individual Playing Techniques
2.6.2a <i>Play dynamics in relation to group balance and blend;</i> b <i>Play in an ensemble while following a conductor.</i>	2.7.2 <i>Play individual parts within the ensemble. Play dynamics in relation to group balance and blend.</i>	2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor. <i>Demonstrate increased awareness of balance and blend.</i>	2.Int.2 <i>Play in large and small ensembles, demonstrate and define awareness of balance and blend.</i>	2.12.2 Play in small and large ensembles demonstrating advanced ensemble technique.	Ensemble Playing Technique
2.6.3 <i>Perform two part Level 1 literature.</i>	2.7.3 <i>Perform multiple-part ensemble literature in large ensembles.</i>	2.8.3 Perform multiple-part ensemble literature <i>in small ensembles.</i>	2.Int.3 <i>Demonstrate an understanding of the weight or relationship of their individual part within the ensemble.</i>	2.12.3 Perform contrapuntal ensemble literature	Independent Part Playing
2.6.4 <i>Play simple melodies from various cultures.</i>	2.7.4 <i>Play instrumental literature representing differing genres and styles.</i>	2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.	2.Int.4 <i>Play a varied repertoire representing classics as well as current band works.</i>	2.12.4 Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.	Variety of Repertoire

* Classroom Instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, *fretted instruments, and electronic instruments. *Italics indicate WCSD additions to NV Music Standards.*

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in previous grades and:	
3.6.1 <i>Improvise a 4-measure pattern in relation to a given musical phrase.</i>	3.7.1 <i>Improvise simple melodies using a pentatonic scale.</i>	3.8.1 <i>Improvise simple melodies using a 6-note blues scale.</i>	3.Int.1 <i>Improvise using complex melodies and rhythms.</i>	3.12.1 <i>Improvise complex melodies in a given key.</i>	Improvising Rhythms and Melodies
3.6.2 <i>Play and describe the structure of a major scale.</i>	3.7.2 <i>Improvise in a variety of keys using a pentatonic scale.</i>	3.8.2 <i>Improvise simple harmonies in a given key, using a specified chord progression.</i>	3.Int.2 <i>Improvise melody in an appropriate style.</i>	3.12.2 <i>Improvise stylistically appropriate harmonies (e.g. 12-bar blues)</i>	Improvising Harmonies
3.6.3 <i>Improvise endings to a given melody.</i>	3.7.3 <i>Improvise rhythmic embellishments on given pentatonic melodies.</i>	3.8.3a <i>Improvise melodic and rhythmic embellishments on given pentatonic melodies.</i> <i>b. Improvise 6-note blues scales.</i>	3.Int.3 <i>Improvise melody and rhythm variations in a given key.</i>	3.12.3 <i>Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.</i>	Improvising Variations

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Content Standard 4.0: Students compose and arrange music within specified guidelines.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate music theory/band class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music theory/band class at the high school level know and are able to do everything required in earlier grades and:	
					Creating
4.6.2 Complete a familiar melody using proper music notation.	4.7.2 Compose phrases of music using the elements of music.	4.8.2 Compose short pieces using the elements of music.	4.Int.2 Compose more complex pieces using the elements of music.	4.12.2 Compose music in several distinct styles using the elements of music.	Composing
4.6.3 Create a variation to a given melody.	4.7.3 Transpose simple phrases from one key to another.	4.8.3 Arrange simple pieces for voices and/or instruments other than those for which the pieces were originally composed.	4.Int.3 Students will be able to demonstrate skills necessary to transpose up to 4 parts.	4.12.3 Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.	Arranging

*Elements of Music include pitch, rhythm, harmony, dynamics, timbre, texture, and form

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Content Standard 5.0: Students read and notate music.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in earlier grades and:	
5.6.1 Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter.	5.7.1 Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter.	5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.	5.Int.1 Read all previous rhythms and in various tempos.	5.12.1 Read complex rhythms in all meters within the context of the repertoire.	Rhythmic Reading
5.6.2 Read simple melodies in bass appropriate clef using numbers, solfege and/or letters.	5.7.2 Read transposition from concert pitch to student's instrument.	5.8.2 Read simple to complex melodies in the student's appropriate clef.	5.Int.2 Read complex melodies in various keys and time signatures.	5.12.2 Read complex melodies within the context of the repertoire.	Melodic Reading
5.6.3 Read symbols (e.g. dynamics, tempo). Use music notation (e.g. sharp, flat, natural, fermata, staccato, legato, slur). Read simple melodies using simple music notation.	5.7.3 Read slurs, legato, staccato, accents, forte-piano, DS, DC, repeats, ritardando, and rallentando in context of simple band repertoire.	5.8.3 Apply music symbols to the band repertoire using correct tempi, correct articulations and dynamics.	5.Int.3 Apply more complex music symbols. (i.e. coda, ornamentation, mordent, subito, ##, bb)	5.12.3 Apply standard and nonstandard music notation and symbols within the context of the repertoire.	Musical Symbols
5.6.4 Sight-read simple rhythmic and melodic patterns with technical accuracy.	5.7.4 Sight-read more complex rhythmic and melodic patterns with technical accuracy.	5.8.4 Sight-read in unison and in parts with technical accuracy and expression.		5.12.4 Sight-read in parts with technical accuracy and expression.	Sight Reading
5.6.5 Notate simple rhythm and melodic patterns using standard symbols.		5.8.5 Notate simple musical phrases with greater intervallic motion using standard symbols.	5.Int.5 Notate more complex phrases using standard symbols.	5.12.5 Notate musical phrases using standard and nonstandard symbols (e.g. used by some 20th century composers).	Notating

* Alla Breve is the meter signature indicating the equivalent of 2/2 time

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Content Standard 6.0: Students listen to, analyze, and describe music.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in earlier grades and:	
<p>6.6.1a <i>Recognize style (e.g. march, chorale) and form (e.g. ABA).</i></p> <p>b. <i>Identify basic articulation (e.g. tongued versus slurred) in combination.</i></p>	<p>6.7.1a <i>Recognize expanded ABA form, using diagnostic listening, and offering suggestions for improvement of own performance.</i></p> <p>b. <i>Identify additional articulations (e.g. staccato, tenuto) in regular phrases.</i></p>	<p>6.8.1 Apply knowledge of the elements of music in aural examples. <i>Continue to add more complex styles and forms (e.g. expanded ABA and rondo, march, ABC, coda) and irregular articulations.</i></p>	<p>6.Int.1 <i>Demonstrate increased knowledge of technical vocabulary, expanded forms and structure.</i></p>	<p>6.12.1 Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.</p>	<p>Analysis of Elements of Music and Performance</p>
<p>6.6.2 <i>Compare and contrast simple elements of music when presented in music of other cultures.</i></p>	<p>6.7.2 <i>Identify simple elements of music in diverse genres and styles.</i></p>	<p>6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.</p>	<p>6.Int.2 <i>Analyze simple music from diverse genres and styles.</i></p>	<p>6.12.2 Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.</p>	<p>Analysis Within Cultural and Historical Context</p>

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Content Standard 7.0: Students evaluate music and music performances.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the high school level know and are able to do everything required in previous grades and:	
7.6.1 <i>Make an aural evaluation of their performance using standard music vocabulary.</i>	7.7.1 <i>Apply knowledge of elements of music in evaluating music performance and simple composition.</i>	7.8.1 Develop music criteria for evaluating the quality and effectiveness of performances and compositions <i>in aural and/or written form.</i>	<i>7.Int.1 Continue to develop vocabulary necessary to evaluate music and performances.</i>	7.12.1 Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.	Developing Musical Criteria
7.6.2 <i>Explain personal preferences for specific musical compositions using basic music vocabulary. (e.g. dynamics, phrasing).</i>	7.7.2 <i>Evaluate the quality of others' and one's own performances and simple compositions, justifying opinions.</i>	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.	<i>7.Int.2 Demonstrate personal musical growth and maturity through evaluation and critiquing performances of exemplary models.</i>	7.12.2 Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.	Applying Musical Criteria

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Content Standard 8.0: Students demonstrate relationships between music, the other arts, and disciplines outside the arts.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in earlier grades and:	
	8.7.1 <i>Identify rhythm, color, motion, line (phrase), comparison with visual arts.</i>	8.8.1 <i>Identify</i> how the characteristics appropriate to each art form can be used to describe similar themes (e.g. motion, inspiration).	8.Int.1 <i>Demonstrate the ability to apply concepts acquired from the interrelationships of other art forms.</i>	8.12.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g. emotion, intensity, texture).	Commonalities Among the Arts
8.6.2 <i>Identify commonalities in symbols used in music and other subjects (i.e. < >, ' , fractions).</i>	8.7.2 <i>Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music.</i>	8.8.2 <i>Identify</i> concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g. the Underground Railroad and the use of spirituals for coded escape messages).	8.Int.2 <i>Implement concepts through inter-discipline techniques and cross curriculum development.</i>	8.12.2 Analyze concepts common to music and other disciplines outside the arts (e.g. conflict-resolution: English - "Romeo and Juliet," History - The Civil War, Science - chemical reactions, Music-tension and release).	Commonalities Between the Arts and Other Disciplines

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Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.

<i>Students in elementary school beginning band know and are able to:</i>	<i>Students who elect to take an intermediate band class at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the 8th grade school level know and are able to do everything required in previous grades and:	<i>Students who elect to take an intermediate band music class at the high school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced band music class at the secondary level know and are able to do everything required in earlier grades and:	
9.6.1 <i>Identify same and different in style.</i>	9.7.1 <i>Relate listening and performance examples to historical periods and world cultures.</i>	9.8.1 Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.	<i>9.Int. 1 Identify and classify music from various world cultures using recorded and performance examples.</i>	9.12.1 Classify music examples by style, historical periods, American musical history, and world cultures <i>using recorded and performance examples.</i>	Cultural and Historical Context
9.6.2 <i>Describe the role of musicians in familiar settings and cultures (e.g. performers, educators, movies, commercials).</i>	9.7.2 <i>Describe and compare the role of musicians in various settings (e.g. performers, educators, critics, composers).</i>	9.8.2 Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.	<i>9.Int.2 Describe and explore various career paths related to musical fields such as publishing, recording and performing.</i>	9.12.2 Describe various roles that musicians play and cite the achievements of representative individuals.	Role of Music and Musicians

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