

MUSIC: Singing

K-6 General Music

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

<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	By the end of Grade 3 students know and are able to:	<i>Grade 4</i>	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	<i>Grade 6</i>	
<i>1.K.1 Identify and sing high/low, fast/slow, loud/ soft.</i>	<i>1.1.1a Sing sol-mi and sol-mi-la patterns. b. Identify speaking vs. singing voice.</i>	<i>1.2.1 Sing and sign sol-mi-la patterns accurately.</i>	1.3.1 Sing pentatonic patterns with accurate pitch, using the head voice.	<i>1.4.1 Sing and sign pentatonic patterns with accurate pitch.</i>	1.5.1 Sing <i>diatonic melodies</i> independently and expressively.	<i>1.6.1 Sing more complex melodies expressively.</i>	Individual Singing Technique
			<i>1.3.2 Sing with attention focused on leader.</i>	<i>1.4.2 Sing with proper posture and energy.</i>	1.5.2 Sing in an ensemble while following a conductor.	<i>1.6.2 Sing with good blend and tone quality.</i>	Choral Singing Technique
		<i>1.2.3 Speak simple ostinati and canons.</i>	1.3.3 Sing simple ostinati and two-part rounds such as “Row, Row, Row Your Boat”	<i>1.4.3 Sing partner songs.</i>	1.5.3 Sing descants, partner songs, and three-part rounds.	<i>1.6.3 Sing simple two-part repertoire.</i>	Independent Part Singing
<i>1.K.4 Sing nursery rhymes and simple seasonal and children’s songs.</i>	<i>1.1.4 Sing simple folk songs.</i>	<i>1.2.4 Sing simple AB, verse/refrain, patriotic, multi-cultural, and singing games.</i>	1.3.4 Sing patriotic songs, folk songs, and multi-cultural selections.		1.5.4 Sing more complex patriotic songs, folk songs, and multi-cultural selections.	<i>1.6.4 Sing a variety of traditional and contemporary songs.</i>	Variety of Repertoire

Ostinati - Short musical patterns repeated persistently throughout a composition.

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Playing Instruments

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

<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	By the end of Grade 3 students know and are able to:	<i>Grade 4</i>	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	<i>Grade 6</i>	
2.K.1 <i>Play a steady beat using body percussion.</i>	2.1.1 <i>Play steady beat on unpitched instruments.</i>	2.2.1 <i>Play beat and repeated patterns on classroom instruments.</i>	2.3.1 Play classroom instruments using proper technique.	2.4.1 <i>Play the recorder as an introduction to wind instruments.</i>	2.5.1a Play rhythmic, melodic, and chordal patterns on classroom instruments. <i>b Play the violin as an introduction to string instruments.</i>	2.6.1 <i>Play multiple-line rhythmic scores, and more complex melodic and chordal patterns.</i>	Individual Playing Techniques
				2.4.2 <i>Play in a small ensemble of classroom instruments, maintaining a steady beat.</i>		2.6.2 <i>Play in a classroom instrument ensemble while following a conductor.</i>	Ensemble Playing Technique
				2.4.3 <i>Perform ostinati in an ensemble.</i>	2.5.3 <i>Perform a two-line score in an ensemble.</i>	2.6.3 <i>Perform multiple-line score in an ensemble.</i>	Independent Part Playing
			2.3.4 Accompany simple folk, traditional, and multicultural music.		2.5.4 Play or accompany folk, traditional, and multicultural music.		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.*

MUSIC: Improvising

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

			By the end of Grade 3 students know and are able to:		By the end of Grade 5 students know and are able to do everything required in previous grades and:		
<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>		<i>Grade 4</i>		<i>Grade 6</i>	
		<i>3.2.1 Improvise short rhythmic patterns.</i>	3.3.1 Improvise short melodic and rhythmic patterns.	<i>3.4.1 Improvise melodic and rhythmic question/answer patterns.</i>	3.5.1 Improvise melodic and rhythmic patterns within the context of a musical phrase.	<i>3.6.1 Improvise unpitched rhythmic accompaniments.</i>	Improvising Rhythms and Melodies
							Improvising Harmonies
		<i>3.3.3 Improvise movement.</i>		.	3.5.3 Improvise introductions and codas, B sections, and changing parts of the rondo (<i>e.g. movement, rhythmic and melodic patterns</i>).		Improvising Variations

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MUSIC: Writing

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

			By the end of Grade 3 students know and are able to:		By the end of Grade 5 students know and are able to do everything required in earlier grades and:		
<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>		<i>Grade 4</i>		<i>Grade 6</i>	
	<i>4.1.1 Create classroom instrument and body percussion sound effects.</i>	<i>4.2.1 Create sound effects to enhance a song, rhyme, poem or story.</i>	4.3.1 Create music to interpret stories, rhymes, and poetry.	<i>4.4.1 Create introductions, interludes and codas to enhance a song.</i>	4.5.1 Create music to interpret readings or dramatizations or moods.	<i>4.6.1 Create simple accompaniments.</i>	Creating
	<i>4.1.2 Create short rhythm patterns.</i>	<i>4.2.2 Create short melodic patterns.</i>	4.3.2 Create short songs and instrumental pieces.		4.5.2 Create and perform songs and instrumental pieces.		Composing
		<i>4.2.3 Organize patterns using a variety of sound sources.</i>	4.3.3 Organize pieces using a variety of sound sources.		4.5.3 Organize and perform pieces using a variety of sound sources.	<i>4.6.3 Organize and perform pieces using simple elements of music (i.e. tempo, dynamics).</i>	Arranging

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

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MUSIC: Reading

Content Standard 5.0: Students read and notate music.

Kindergarten	Grade 1	Grade 2	By the end of Grade 3 students know and are able to:	Grade 4	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Grade 6	
5.K.1 Track steady beat and short/long icons.	5.1.1 Read quarter and paired eighth note icons and quarter rests using Kodaly syllables.	5.2.1 Read quarter, paired eighth, and half notes and quarter rests using Kodaly syllables.	5.3.1 Read quarter notes, quarter rests, paired eighth notes, and whole notes using Kodaly syllables.	5.4.1 Read dotted half, whole notes and triplets, and half and whole rests.	5.5.1 Read whole, half, dotted half, quarter, eighth notes and rests, four sixteenths and syncopa using Kodaly syllables, number counting and/or other counting method in 2/4, 3/4 and 4/4.	5.6.1 Read two sixteenth and one eighth patterns using Kodaly syllables.	Rhythmic Reading
5.K.2 Track high/low icons.	5.1.2a Identify step, skip and same on pitch ladder or other visual, and staff. b. Identify line/ space notes. c. Read sol-mi, using Kodaly signs, on pitch ladder or other visual and on staff.	5.2.2 Read la patterns on pitch ladder and other visuals and on staff.	5.3.2 Read pentatonic melodic patterns on pitch ladder and staff using solfege , numbers and/or letters.	5.4.2 Read pentatonic patterns, including do ¹ .	5.5.2 Read diatonic melodic patterns in the treble clef using solfege, numbers and/or letters.	5.6.2 Read diatonic melodic patterns, including la ₁ and sol ₁ .	Melodic Reading
	5.1.3 Identify staff.	5.2.3 Use bar line and double bar lines, repeat sign, P/ F, cresc./dim.	5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines, D.C. al fine).	5.4.3 Use D.S. al fine.	5.5.3 Use complex music symbols (e.g. dynamics, tempo).	5.6.3 Apply music symbols to songs and instrument parts.	Musical Symbols
					5.5.4 Sight read rhythmic and melodic patterns.	5.6.5 Sight read rhythmic and melodic phrases.	Sight Reading
	5.1.5 Notate steady beat using icon.	5.2.5 Draw melodic graphs. Notate quarter note and rest and paired eighth notes.	5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	5.4.5 Notate simple melodic patterns on staff, using standard symbols.	5.5.5 Notate simple rhythms and melodies using standard symbols.		Notating

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MUSIC: Listening

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

			By the end of Grade 3 students know and are able to:		By the end of Grade 5 students know and are able to do everything required in earlier grades and:		
<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>		<i>Grade 4</i>		<i>Grade 6</i>	
<i>6.K.1 Identify familiar melodies.</i>	<i>6.1.1 Identify high/low, fast/slow, loud/soft, same/different.</i>	<i>6.2.1a Describe music using common vocabulary. b. Identify common classroom instruments.</i>	<i>6.3.1a Identify simple elements of music (e.g. beat/rhythm, melody, slow/fast, soft/loud, phrase, AB, ABA, rondo). b. Identify families of instruments (i.e strings, winds, percussion).</i>	<i>6.4.1 Describe music using simple music vocabulary.</i>	<i>6.5.1a Compare and contrast simple elements of music when presented aurally (e.g. major, minor, theme and variations). b. Identify the instruments of the orchestra.</i>	<i>6.6.1 Compare and contrast the music of various genres and styles using common vocabulary.</i>	Analysis of Elements of Music and Performance
				<i>6.4.2 Identify various folk instruments from America and other cultures.</i>	.		Analysis Within Cultural and Historical Context

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MUSIC: Evaluation

Content Standard 7.0: Students evaluate music and music performances.

<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	By the end of Grade 3 students know and are able to:	<i>Grade 4</i>	By the end of Grade 5 students know and are able to do everything required in previous grades and	<i>Grade 6</i>	
			7.3.1 Use criteria to evaluate performances and compositions, <i>using common vocabulary.</i>		7.5.1 Construct criteria using standard music vocabulary.		Developing Musical Criteria
		<i>7.2.2 Describe personal preferences in music.</i>	7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g. loud/soft; high/low).	<i>7.4.2 Evaluate own or others' performance.</i>	7.5.2 Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g. crescendo/decre-scendo; rondo form).	<i>7.6.2 Evaluate own or others' performance using musical vocabulary.</i>	Applying Musical Criteria

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MUSIC: Application to Life

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

			By the end of Grade 3 students know and are able to:		By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Grade 6	
.	<i>8.1.1 Add appropriate sound effects to a simple story or rhyme.</i>	<i>8.2.1 Perform a story using instruments and/or movement.</i>	<i>8.3.1 Match music to movement.</i>	<i>8.4.1 Match music to visual images.</i>	<i>8.5.1 Describe programmatic music.</i>	<i>8.6.1 Perform an integrated piece using music and at least one other art form.</i>	Commonalities Among the Arts
<i>8.K.1 Track simple rhythmic and melodic icons (pre-reading).</i>	<i>8.1.2 Perform songs and singing games from other cultures.</i>	<i>8.2.2a Read icons and simple rhythmic and melodic notation. b. Read lyrics of songs in rhythm. c. Perform music related to language arts curriculum.</i>	<i>8.3.2 Perform music related to social studies curriculum.</i>	<i>8.4.2a. Demonstrate rhythmic values using simple math graphics (i.e. pie chart, pyramid). b. Perform music related to Nevada history. c. Relate music to the science of sound.</i>	<i>8.5.2a Perform music related to American history. b. Demonstrate rhythmic values using fractions.</i>	<i>8.5.2a Listen to programmatic music and relate to other disciplines. b. Listen to and perform music from other countries and cultures. c. Relate music to mood, life management, concentration/ focus.</i>	Commonalities Between the Arts and Other Disciplines

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MUSIC: Cultural and Historical Connections

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

<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	By the end of Grade 3 students know and are able to:	<i>Grade 4</i>	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	<i>Grade 6</i>	
<i>9.K.1 Sing songs from different cultures, including cultures represented in the school.</i>	.	<i>9.2.1 Perform songs from other cultures, adding appropriate movement and/or instruments.</i>	9.3.1a Identify several styles of music from various cultures.	<i>9.4.1 Sing and listen to songs and music related to specific historical events.</i>	9.5.1 Identify by style aural examples from various historical periods, American musical history, and world cultures.		Cultural and Historical Context
			9.3.2 Identify various uses for music in daily experience.	<i>9.4.2 Identify ways in which everyone participates in music.</i>	9.5.2 Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).		Role of Music and Musicians

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