

MUSIC: Singing

STRINGS, GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take advanced orchestra at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced orchestra at the secondary level know and are able to do everything required in earlier grades and:	
		1.8.1 Sing with technical accuracy and good breath control throughout their singing ranges.		1.12.1 Perform with technical accuracy and good breath control throughout their singing ranges.	Individual Singing Technique
<i>1.6.2 Sing note names of songs/exercises in rhythm, using letter names, solfege, and/or numbers.</i>		1.8.2 Sing vocal literature <i>or sections of string literature</i> in small and large ensembles with expression, technical accuracy, and breath control.		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 note names of own part in a two-part song or round.</i>		1.8.3 Sing vocal literature <i>or instrumental phrases</i> written in two and three parts with and without accompaniment.		1.12.3 Perform choral literature <i>or instrumental phrases</i> written in three/four parts with and without accompaniments.	Independent Part Singing
		1.8.4 Sing music representing diverse genres and styles (e.g. Baroque, classical).		1.12.5 Perform music representing diverse genres and styles.	Variety of Repertoire

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Playing Instruments

STRINGS, GR. 6-12

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

<p><i>Students in elementary school beginning strings know and are able to:</i></p>	<p><i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i></p>	<p>Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:</p>	<p><i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i></p>	<p>Students who elect to take an advanced music class at the secondary level know and are able to do everything required in previous grades and:</p>	
<p>2.6.1a. Play right hand pizzicato in proper playing position.</p> <p>b. Identify name and function of instrument parts and demonstrate proper instrument care.</p> <p>c. Perform D and G one octave major scales.</p> <p>d. Play with correct posture (feet flat on floor, back away from chair), instrument hold and bow hold.</p> <p>e. Bow all open strings with correct right arm placement.</p>	<p>2.7.1a. Violins and violas play with 4th finger.</p> <p>b. Violins play low 1st finger on the E string.</p> <p>c. Basses play in 2nd position.</p> <p>d. Play one octave scales in D, G and C major.</p> <p>e. Play with refined bow hand.</p> <p>f. Play with refined left hand, finger position and placement.</p> <p>g. Play with proper right arm/bow placement and with proper bow usage for rhythms.</p>	<p>2.8.1a Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.*</p> <p>b. Play with bow control and good tone, using varying contact points on bow.</p> <p>c. Vln, vla, cello play two octave scales in D, G, and C major; bass play split octave scales.</p> <p>Violins also perform two octave Bb major scale.</p> <p>d. Play one octave scales and arpeggios in F, A and Bb major and in E and A minor.</p>	<p>2 Int. a Vln, vla, cello play D, G, C, F, A and B^b two octave major scales and arpeggios with accurate intonation.</p> <p>Basses play split octave scales in D and C major and two octaves in F and G major.</p> <p>b. Play two octave A, Bb major and D minor scales and arpeggios.</p> <p>c. Cellos play in 4th position.</p> <p>d. All instruments play in 3rd position.</p> <p>e. Play octave harmonic.</p>	<p>2.12.1a. Perform with expression, and technical accuracy on at least one string, wind, percussion, or classroom instrument.*</p> <p>b. Play fingered double-stops in a piece.</p> <p>c. Upper strings play with wrist or arm vibrato.</p> <p>d. Violins and violas play in 5th position.</p> <p>e. Basses play in 5th position.</p> <p>f. Violas read treble clef in a piece.</p> <p>g. Cellos and basses identify and define tenor clef.</p>	<p>Individual Playing Techniques</p>

<p><i>f. Play with good intonation, full and straight bow, good tone.</i></p> <p><i>g. Play with fingers kept down when appropriate (tunnels).</i></p> <p><i>h. Bass players play in 3rd position on G string.</i></p>	<p><i>h. Identify flatness or sharpness of pitch.</i></p>	<p><i>e. Basses play in 1/2 position on all strings.</i></p> <p><i>f. Basses play in 2nd and 3rd positions on D and G strings.</i></p> <p><i>g. Cellos play forward and backward extensions.</i></p> <p><i>h. Play appropriate one octave arpeggios.</i></p> <p><i>i. All instruments play beginning vibrato exercises.</i></p> <p><i>j. Use fine tuners while tuning open strings.</i></p>	<p><i>f. Tune open fifths using pegs and fine tuners. Basses use 3rd position harmonic tuning.</i></p> <p><i>g. Change one's own string.</i></p> <p><i>h. Describe concept of bridge placement.</i></p> <p><i>g. Play vibrato exercises and apply beginning vibrato to music.</i></p>	<p><i>i. Vln and vla play G major three octave scales.</i></p>	
<p><i>2.6.2a. Conduct 2/4, 3/4, and 4/4 patterns.</i></p> <p><i>b. Play while following a conductor.</i></p> <p><i>c. Demonstrate proper concert etiquette as a performer and as an audience member.</i></p>	<p><i>2.7.2 Respond to basic conducting gestures while playing.</i></p>	<p><i>2.8.2a Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.</i></p> <p><i>b. Play with good ensemble and intonation and with simple musical phrasing.</i></p>	<p><i>2.Int.2a. Perform pieces that shift into 3rd position (cello 4th position).</i></p> <p><i>b. Perform four and eight bar phrases.</i></p> <p><i>c. Describe and practice ensemble communication and leadership skills.</i></p>	<p><i>2.12.2a. Play in small and large ensembles demonstrating advanced ensemble technique.</i></p> <p><i>b. Play appropriate phrase shapes in a piece.</i></p> <p><i>c. Perform with ensemble communication and leadership.</i></p>	<p>Ensemble Playing Technique</p>

<i>2.6.3 Play simple rounds and two-part pieces.</i>		2.8.3 Perform multiple-part ensemble literature.		2.12.3 Perform contrapuntal ensemble literature.	Independent Part Playing
<i>2.6.4 Play a variety of seasonal, folk, traditional and multicultural music.</i>		2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.		2.12.4 Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.	Variety of Repertoire

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MUSIC: Improvising

STRINGS. GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra 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 music class at the middle school level know and are able to do everything required in previous grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music class at the secondary level know and are able to do everything required in previous grades and:	
<i>3.6.1</i> <i>Improvise simple rhythmic patterns by singing and/or playing on the D string, pizz. or arco.</i>	<i>3.7.1</i> <i>Improvise simple rhythms and melodic phrases in D major.</i>	3.8.1 Improvise simple melodies in G major.		3.12.1 Improvise complex melodies in a given key.	Improvising Rhythms and Melodies
		3.8.2 Improvise simple harmonies in a given key.		3.12.2 Improvise stylistically appropriate harmonies (e.g. 12-bar blues)	Improvising Harmonies
		3.8.3 Improvise melodic and rhythmic embellishments on given pentatonic melodies.		3.12.3 Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.	Improvising Variations

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Standards.

MUSIC: Writing

STRINGS, GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra 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 music class at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music theory class at the high school level know and are able to do everything required in earlier grades and:	
					Creating
		4.8.2 Compose short pieces using the elements of music.		4.12.2 Compose music in several distinct styles using the elements of music.	Composing
		4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		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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MUSIC: Reading

STRINGS, GR. 6-12

Content Standard 5.0: Students read and notate music.

<p><i>Students in elementary school beginning strings know and are able to:</i></p>	<p><i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i></p>	<p>Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:</p>	<p><i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i></p>	<p>Students who elect to take an advanced music class at the secondary level know and are able to do everything required in earlier grades and:</p>	
<p>5.6.1a. Read, count and play whole, half, quarter, eighth and dotted half notes and rests.</p>	<p>5.7.1 Read and play dotted quarter notes.</p>	<p>5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests and sixteenth, triplet, eighths and dotted eighths in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures, using a counting system.</p>	<p>5.Int.1a. Define and perform bowing symbols and articulation.</p> <p>b. Play sur ponticello and sul tasto.</p> <p>c. Define and perform tremolo, trill and grace note.</p>	<p>5.12.1 Read complex rhythms in all meters within the context of the repertoire.</p>	<p>Rhythmic Reading</p>
<p>5.6.2a. Read notation in the appropriate clef in D and G major.</p> <p>b. Identify D and G major in appropriate clef.</p> <p>c. Identify half and whole steps.</p>	<p>5.7.2a. Define and demonstrate half and whole steps.</p> <p>b. Play melodies in C major.</p> <p>c. Identify D, G, and C major scale patterns in a piece.</p>	<p>5.8.2a. Read simple melodies in the student's appropriate clef.</p> <p>b. Read half and whole steps accurately.</p> <p>c. Identify arpeggios in a piece.</p>		<p>5.12.2 Read complex melodies within the context of the repertoire.</p>	<p>Melodic Reading</p>

5.6.3a. Identify and perform arco, pizz., p, f, down bow, up bow, bow lift, repeat, tie, slur, 1 st and 2 nd endings, 2/4 3/4, 4/4, andante, moderato, allegro.	5.7.3a. Read staccato, legato, detache, four-note slurs, hooked bowings, fermata, ritardando, coda, DC, DS, fine, mp, mf, crescendo, and decrescendo. b. Read in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and common time. c. Count simple rhythms aloud.	5.8.3a. Apply music symbols to the repertoire. b. Read in 6/8 and 2/2 time signatures.	5.Int.3a. Read marcato, bounced staccato, portato, loure. b. Read simple, compound and changing meters.	5.12.3a. Apply standard and nonstandard music symbols within the context of the repertoire. b. Perform asymmetrical meter and mixed meter in a piece.	Musical Symbols
5.6.4 Sight read simple rhythms and melodies in D and G major.	5.7.4 Sight read in C major.	5.8.4 Sight read in unison with technical accuracy and expression in D, G, C and F major.	5.Int.4 Sight-read music one grade level below current level.	5.12.4 Sight read in parts with technical accuracy and expression.	Sight Reading
5.6.5 Notate clef; quarter, half, whole eighth, and dotted half notes; sharps and key signatures of D and G major.		5.8.5 Notate simple musical 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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MUSIC: Listening

STRINGS, GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music class at the secondary level know and are able to do everything required in earlier grades and:	
6.6.1 <i>Compare and contrast simple elements of music when presented aurally and in notation.</i>		6.8.1 Apply knowledge of the elements of music in aural examples.		6.12.1 Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.	Analysis of Elements of Music and Performance
		6.8.2a. Describe the uses of the elements of music in aural examples representing diverse genres and cultures. <i>b. Aurally identify and describe major and minor.</i> <i>c. Aurally identify and describe ABA form.</i>		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.	Analysis Within Cultural and Historical Context

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MUSIC: Evaluation

STRINGS, GR. 6-12

Content Standard 7.0: Students evaluate music and music performances.

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take a music class at the middle school level know and are able to do everything required in previous grades and	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music class at the high school level know and are able to do everything required in previous grades and:	
	<i>7.7.1 Define and use simple music vocabulary relating to intonation and quality of performance..</i>	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	<i>7.Int.1 Attend and evaluate amateur and professional concerts.</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
	<i>7.7.2 Evaluate one's own intonation and quality of performance.</i>	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		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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MUSIC: Application to Life

STRINGS, GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music class at the secondary level know and are able to do everything required in earlier grades and:	
		8.8.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g. motion, inspiration).		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).	Commonalities Among the Arts
		8.8.2 Compare 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).		8.12.2 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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MUSIC: Cultural and Historical Connections

STRINGS, GR. 6-12

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

<i>Students in elementary school beginning strings know and are able to:</i>	<i>Students who elect to take intermediate orchestra at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate orchestra at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take an advanced music class at the secondary level know and are able to do everything required in earlier grades and:	
		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 minuet and trio, and rondo forms.</i>	9.12.1a. Classify music examples by style, historical periods, American musical history, and world cultures. <i>b. Perform appropriate bowing styles for different periods.</i> <i>c. Identify Sonata form and four-movement symphonic form.</i>	Cultural and Historical Context
		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 Contribute to musical environment through performances in schools and in the community.</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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