

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>	
<i>2.K.1 Play a steady beat using body percussion.</i>	<i>2.1.1 Play steady beat on unpitched instruments.</i>	<i>2.2.1 Play beat and repeated patterns on classroom instruments.</i>	2.3.1 Play classroom instruments using proper technique.	<i>2.4.1 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>	<i>2.6.1 Play multiple-line rhythmic scores, and more complex melodic and chordal patterns.</i>	Individual Playing Techniques
				<i>2.4.2 Play in a small ensemble of classroom instruments, maintaining a steady beat.</i>		<i>2.6.2 Play in a classroom instrument ensemble while following a conductor.</i>	Ensemble Playing Technique
				<i>2.4.3 Perform ostinati in an ensemble.</i>	<i>2.5.3 Perform a two-line score in an ensemble.</i>	<i>2.6.3 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	
<i>5.K.1 Track steady beat and short/long icons.</i>	<i>5.1.1 Read quarter and paired eighth note icons and quarter rests using Kodaly syllables.</i>	<i>5.2.1 Read quarter, paired eighth, and half notes and quarter rests using Kodaly syllables.</i>	5.3.1 Read quarter notes, quarter rests, <i>paired eighth notes, and whole notes using Kodaly syllables.</i>	<i>5.4.1 Read dotted half, whole notes and triplets, and half and whole rests.</i>	5.5.1 Read whole, half, dotted half, quarter, eighth notes and rests, <i>four sixteenths and syncopa using Kodaly syllables, number counting and/or other counting method in 2/4, 3/4 and 4/4.</i>	<i>5.6.1 Read two sixteenth and one eighth patterns using Kodaly syllables.</i>	Rhythmic Reading
<i>5.K.2 Track high/low icons.</i>	<i>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.</i>	<i>5.2.2 Read la patterns on pitch ladder and other visuals and on staff.</i>	5.3.2 Read pentatonic melodic patterns on pitch ladder and staff using solfege , numbers and/or letters.	<i>5.4.2 Read pentatonic patterns, including do¹.</i>	5.5.2 Read diatonic melodic patterns in the treble clef using solfege, numbers and/or letters.	<i>5.6.2 Read diatonic melodic patterns, including la₁ and sol₁.</i>	Melodic Reading
	<i>5.1.3 Identify staff.</i>	<i>5.2.3 Use bar line and double bar lines, repeat sign, P/ F, cresc./dim.</i>	5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines, <i>D.C. al fine</i>).	<i>5.4.3 Use D.S. al fine.</i>	5.5.3 Use complex music symbols (e.g. dynamics, tempo).	<i>5.6.3 Apply music symbols to songs and instrument parts.</i>	Musical Symbols
					5.5.4 Sight read rhythmic and melodic patterns.	<i>5.6.5 Sight read rhythmic and melodic phrases.</i>	Sight Reading
	<i>5.1.5 Notate steady beat using icon.</i>	<i>5.2.5 Draw melodic graphs. Notate quarter note and rest and paired eighth notes.</i>	5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	<i>5.4.5 Notate simple melodic patterns on staff, using standard symbols.</i>	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:		
Kindergarten	Grade 1	Grade 2		Grade 4		Grade 6	
<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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