

MUSIC: Singing

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus at the middle school level know and are able to do everything required in earlier grades and:</i>	Students who elect to take advanced chorus at the middle school level know and are able to do everything required in earlier grades and:	<i>Students who elect to take intermediate chorus at the secondary level know and are able to do everything required in earlier grades and:</i>	Students who elect to take advanced chorus at the secondary level know and are able to do everything required in earlier grades and:	
<i>1.7.1 Sing melodies independently and expressively.</i>	1.8.1 Sing with technical accuracy and good breath control throughout their singing ranges.	<i>1.Int.1 Perform with technical accuracy and good breath control throughout their singing ranges.</i>	1.12.1 Perform with technical accuracy and good breath control throughout their singing ranges.	Individual Singing Technique
<i>1.7.2 Sing with good blend and tone quality while following a conductor in a large ensemble.</i>	1.8.2 Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.	<i>1.Int.2 Sing with good blend, tone quality and intonation, following a conductor in a large and small ensemble.</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>1.7.3 Sing choral repertoire in 2 parts, with and without accompaniment.</i>	1.8.3 Sing choral literature written in two and three parts with and without accompaniment.	<i>1.Int.3 Perform choral literature written in three/four parts, with and without accompaniment.</i>	1.12.3 Perform choral literature 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).	<i>1.Int.4 Perform music representing diverse genres and styles.</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.

MUSIC: Playing Instruments

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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:	
2.7.1 <i>Play with technical accuracy on at least one classroom or percussion instrument.</i>	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.*		2.12.1 Perform with expression, and technical accuracy on at least one string, wind, percussion, or classroom instrument.*	Individual Playing Techniques
2.7.2 <i>Play in a large ensemble following a conductor.</i>	2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		2.12.2 Play in small and large ensembles demonstrating advanced ensemble technique.	Ensemble Playing Technique
2.7.3 <i>Play multiple part ensemble literature.</i>	2.8.3 Perform multiple-part ensemble literature <i>with accuracy.</i>		2.12.3 Perform contrapuntal ensemble literature	Independent Part Playing
	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

* 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

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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>3.7.1 Improvise rhythmic and melodic patterns.</i>	3.8.1 Improvise simple melodies.	<i>3.Int.1 Improvise simple melodies in a given key.</i>	3.12.1 Improvise complex melodies in a given key.	Improvising Rhythms and Melodies
	3.8.2 Improvise simple harmonies in a given key.	<i>3.Int.2 Improvise simple harmonies to a given chord progression.</i>	3.12.2 Improvise stylistically appropriate harmonies (e.g. 12-bar blues)	Improvising Harmonies
<i>3.7.3 Improvise rhythmic embellishments.</i>	3.8.3 Improvise melodic and rhythmic embellishments on given pentatonic melodies.	<i>3.Int.3 Improvise melodic and rhythmic embellishments on given pentatonic melodies and melodies in major keys.</i>	3.12.3 Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.	Improvising Variations

Italics indicate WCAS additions to NV Music Standards.

MUSIC: Writing

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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 earlier grades and:	
				Creating
<i>4.7.2 Compose and notate patterns and phrases using the elements of music.</i>	4.8.2 Compose and notate short pieces using the elements of music .		4.12.2 Compose and notate music in several distinct styles using the elements of music.	Composing
<i>4.7.3 Transpose simple phrases to another key.</i>	4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.	<i>4.Int.3 Create a descant above a given melody.</i>	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

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Reading

CHORAL, GR. 7-12

Content Standard 5.0: Students read and notate music.

<i>Students who elect to take intermediate chorus 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 chorus 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:	
<i>5.7.1 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, and 4/4.</i>	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.	<i>5.Int.1 Read rhythms in all meters within the context of the repertoire.</i>	5.12.1 Read complex rhythms in all meters within the context of the repertoire.	Rhythmic Reading
<i>5.7.2 Rread short melodic patterns in student's appropriate cleff.</i>	5.8.2 Read simple melodies in the student's appropriate clef.	<i>5.Int.2 Read melodies within student's vocal part.</i>	5.12.2 Read complex melodies within the context of the repertoire.	Melodic Reading
<i>5.7.3 Define and apply basic music symbols to repertoire.</i>	5.8.3 Apply music symbols to the repertoire.		5.12.3 Apply standard and nonstandard music symbols within the context of the repertoire.	Musical Symbols
<i>5.7.4 Read in unison with technical accuracy.</i>	5.8.4 Sight read in unison with technical accuracy and expression.	<i>5.Int.4 Sight read in parts with technical accuracy.</i>	5.12.4 Sight read in parts with technical accuracy and expression.	Sight Reading
	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

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Listening

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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:	
<i>6.7.1 Identify, compare and contrast elements of music in aural examples.</i>	6.8.1 Apply knowledge of the elements of music in aural examples.	<i>6.Int.1 Apply knowledge and basic vocabulary of the elements of music in aural examples.</i>	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
<i>6.7.2 Identify the elements of music in aural examples representing diverse genres and cultures.</i>	6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.	<i>6.Int.2 Describe the expressive devices in aural examples representing diverse genres and cultures.</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

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Evaluation

CHORAL, GR. 7-12

Content Standard 7.0: Students evaluate music and music performances.

<i>Students who elect to take intermediate chorus 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 chorus 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:	
	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	<i>7.Int.1 Develop more complex musical criteria for evaluating the quality and effectiveness of performances and compositions.</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 performances and compositions, using music vocabulary.</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

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Application to Life

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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:	
<p>8.7.1a <i>Identify characteristics appropriate to each art form.</i></p> <p><i>b. Identify those characteristics that two or more art forms have in common.</i></p>	<p>8.8.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g. motion, inspiration).</p>		<p>8.12.1a Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g. emotion, intensity).</p> <p><i>b. Integrate into a performance.</i></p>	<p>Commonalities Among the Arts</p>
<p>8.7.2 <i>Identify concepts common to music and to disciplines outside of music.</i></p>	<p>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).</p>		<p>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).</p>	<p>Commonalities Between the Arts and Other Disciplines</p>

Italics indicate WCSD additions to NV Music Standards.

MUSIC: Cultural and Historical Connections

CHORAL, GR. 7-12

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

<i>Students who elect to take intermediate chorus 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 chorus 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 Compare distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.</i>	9.12.1 Classify music examples by style, historical periods, American musical history, and world cultures.	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 Describe various roles that musicians play and cite the achievements of representative individuals.</i>	9.12.2 Describe, compare and contrast various roles that musicians play and cite the achievements of representative individuals.	Role of Music and Musicians

Italics indicate WCSD additions to NV Music Standards.