

Identifier	Nevada - Kindergarten - Music	Introduced	Completed
K Mus 1	<b>SINGING</b>		
K Mus 1.3.1	Sing a simple melody with accurate pitch.		
K Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
K Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
K Mus 2	<b>PLAYING INSTRUMENTS</b>		
K Mus 2.3.1	Play classroom instruments using proper technique.		
K Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
K Mus 3	<b>IMPROVISATION</b>		
K Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
K Mus 4	<b>WRITING</b>		
K Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
K Mus 4.3.2	Create short songs and instrumental pieces.		
K Mus 4.3.3	Organize pieces using a variety of sound sources.		
K Mus 5	<b>READING</b>		
K Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
K Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
K Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
K Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
K Mus 6	<b>LISTENING</b>		
K Mus 6.3.1	Identify simple elements of music.		
K Mus 7	<b>EVALUATION</b>		
K Mus 7.3.1	Use criteria to evaluate performances and compositions.		
K Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
K Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
K Mus 9.3.1	Identify several styles of music from various cultures.		
K Mus 9.3.2	Identify various uses for music in daily experience.		
K Mus 10	<b>CROSS-CURRICULAR</b>		
K Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 1 - Music	Introduced	Completed
1 Mus 1	<b>SINGING</b>		
1 Mus 1.3.1	Singing: Sing a simple melody with accurate pitch.		
1 Mus 1.3.3	Singing: Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
1 Mus 1.3.4	Singing: Sing patriotic songs, folk songs, and multicultural selections.		
1 Mus 2	<b>PLAYING INSTRUMENTS</b>		
1 Mus 2.3.1	Playing Instruments: Play classroom instruments using proper technique.		
1 Mus 2.3.4	Playing Instruments: Accompany simple folk, traditional, and multicultural music.		
1 Mus 3	<b>IMPROVISATION</b>		
1 Mus 3.3.1	Improvisation: Improvise short melodic and rhythmic patterns.		
1 Mus 4	<b>WRITING</b>		
1 Mus 4.3.1	Writing: Create music to interpret stories, rhymes, and poetry.		
1 Mus 4.3.2	Writing: Create short songs and instrumental pieces.		
1 Mus 4.3.3	Writing: Organize pieces using a variety of sound sources.		
1 Mus 5	<b>READING</b>		
1 Mus 5.3.1	Reading: Read quarter notes, quarter rests, and eighth notes in duple meter.		
1 Mus 5.3.2	Reading: Read melodic patterns using solfege, numbers, and/or letters.		
1 Mus 5.3.3	Reading: Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
1 Mus 5.3.5	Reading: Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
1 Mus 6	<b>LISTENING</b>		
1 Mus 6.3.1	Listening: Identify simple elements of music.		
1 Mus 7	<b>EVALUATION</b>		
1 Mus 7.3.1	Evaluation: Use criteria to evaluate performances and compositions.		
1 Mus 7.3.2	Evaluation: Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
1 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
1 Mus 9.3.1	Cultural and Historical Connections: Identify several styles of music from various cultures.		
1 Mus 9.3.2	Cultural and Historical Connections: Identify various uses for music in daily experience.		
1 Mus 10	<b>CROSS-CURRICULAR</b>		
1 Mus 10.3.1	Cross-curricular: Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 2 - Music	Introduced	Completed
2 Mus 1	<b>SINGING</b>		
2 Mus 1.3.1	Sing a simple melody with accurate pitch.		
2 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
2 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
2 Mus 2	<b>PLAYING INSTRUMENTS</b>		
2 Mus 2.3.1	Play classroom instruments using proper technique.		
2 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
2 Mus 3	<b>IMPROVISATION</b>		
2 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
2 Mus 4	<b>WRITING</b>		
2 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
2 Mus 4.3.2	Create short songs and instrumental pieces.		
2 Mus 4.3.3	Organize pieces using a variety of sound sources.		
2 Mus 5	<b>READING</b>		
2 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
2 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
2 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
2 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
2 Mus 6	<b>LISTENING</b>		
2 Mus 6.3.1	Identify simple elements of music.		
2 Mus 7	<b>EVALUATION</b>		
2 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
2 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
2 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
2 Mus 9.3.1	Identify several styles of music from various cultures.		
2 Mus 9.3.2	Identify various uses for music in daily experience.		
2 Mus 10	<b>CROSS-CURRICULAR</b>		
2 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 3 - Music	Introduced	Completed
3 Mus 1	<b>SINGING</b>		
3 Mus 1.3.1	Sing a simple melody with accurate pitch.		
3 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
3 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
3 Mus 2	<b>PLAYING INSTRUMENTS</b>		
3 Mus 2.3.1	Play classroom instruments using proper technique.		
3 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
3 Mus 3	<b>IMPROVISATION</b>		
3 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
3 Mus 4	<b>WRITING</b>		
3 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
3 Mus 4.3.2	Create short songs and instrumental pieces.		
3 Mus 4.3.3	Organize pieces using a variety of sound sources.		
3 Mus 5	<b>READING</b>		
3 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
3 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
3 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
3 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
3 Mus 6	<b>LISTENING</b>		
3 Mus 6.3.1	Identify simple elements of music.		
3 Mus 7	<b>EVALUATION</b>		
3 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
3 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
3 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
3 Mus 9.3.1	Identify several styles of music from various cultures.		
3 Mus 9.3.2	Identify various uses for music in daily experience.		
3 Mus 10	<b>CROSS-CURRICULAR</b>		
3 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 4 - Music	Introduced	Completed
4 Mus 1	<b>SINGING</b>		
4 Mus 1.5.1	Sing independently and expressively.		
4 Mus 1.5.2	Sing in an ensemble while following a conductor.		
4 Mus 1.5.3	Sing descants, partner songs, and three-part rounds.		
4 Mus 1.5.4	Sing more complex patriotic songs, folk songs, and multicultural selections.		
4 Mus 2	<b>PLAYING INSTRUMENTS</b>		
4 Mus 2.5.1	Play rhythmic, melodic, and chordal patterns.		
4 Mus 2.5.4	Play or accompany folk, traditional, and multicultural music.		
4 Mus 3	<b>IMPROVISATION</b>		
4 Mus 3.5.1	Improvise melodic and rhythmic patterns within the context of a musical phrase.		
4 Mus 3.5.3	Improvise introductions and codas, B sections, and changing parts of the rondo.		
4 Mus 4	<b>WRITING</b>		
4 Mus 4.5.1	Create music to interpret readings or dramatizations.		
4 Mus 4.5.2	Create and perform songs and instrumental pieces.		
4 Mus 4.5.3	Organize and perform pieces using a variety of sound sources.		
4 Mus 5	<b>READING</b>		
4 Mus 5.5.1	Read whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meter.		
4 Mus 5.5.2	Read melodic patterns in the treble clef using solfege, numbers, and/or letters.		
4 Mus 5.5.3	Use complex music symbols (e.g., dynamics, tempo).		
4 Mus 5.5.4	Sight read rhythmic and melodic patterns.		
4 Mus 5.5.5	Notate simple rhythm and melody using standard symbols.		
4 Mus 6	<b>LISTENING</b>		
4 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
4 Mus 7	<b>EVALUATION</b>		
4 Mus 7.5.1	Construct criteria using standard music vocabulary.		
4 Mus 7.5.2	Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g., crescendo/decrescendo; rondo form).		
4 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
4 Mus 9.5.1	Identify by style aural examples from various historical periods, American musical history, and world cultures.		
4 Mus 9.5.2	Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).		
4 Mus 10	<b>CROSS-CURRICULAR</b>		
4 Mus 10.5.1	Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 5 - Music	Introduced	Completed
5 Mus 1	<b>SINGING</b>		
5 Mus 1.5.1	Sing independently and expressively.		
5 Mus 1.5.2	Sing in an ensemble while following a conductor.		
5 Mus 1.5.3	Sing descants, partner songs, and three-part rounds.		
5 Mus 1.5.4	Sing more complex patriotic songs, folk songs, and multicultural selections.		
5 Mus 2	<b>PLAYING INSTRUMENTS</b>		
5 Mus 2.5.1	Play rhythmic, melodic, and chordal patterns.		
5 Mus 2.5.4	Play or accompany folk, traditional, and multicultural music.		
5 Mus 3	<b>IMPROVISATION</b>		
5 Mus 3.5.1	Improvise melodic and rhythmic patterns within the context of a musical phrase.		
5 Mus 3.5.3	Improvise introductions and codas, B sections, and changing parts of the rondo.		
5 Mus 4	<b>WRITING</b>		
5 Mus 4.5.1	Create music to interpret readings or dramatizations.		
5 Mus 4.5.2	Create and perform songs and instrumental pieces.		
5 Mus 4.5.3	Organize and perform pieces using a variety of sound sources.		
5 Mus 5	<b>READING</b>		
5 Mus 5.5.1	Read whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meter.		
5 Mus 5.5.2	Read melodic patterns in the treble clef using solfege, numbers, and/or letters.		
5 Mus 5.5.3	Use complex music symbols (e.g., dynamics, tempo).		
5 Mus 5.5.4	Sight read rhythmic and melodic patterns.		
5 Mus 5.5.5	Notate simple rhythm and melody using standard symbols.		
5 Mus 6	<b>LISTENING</b>		
5 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
5 Mus 7	<b>EVALUATION</b>		
5 Mus 7.5.1	Construct criteria using standard music vocabulary.		
5 Mus 7.5.2	Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g., crescendo/decrescendo; rondo form).		
5 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
5 Mus 9.5.1	Identify by style aural examples from various historical periods, American musical history, and world cultures.		
5 Mus 9.5.2	Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).		
5 Mus 10	<b>CROSS-CURRICULAR</b>		
5 Mus 10.5.1	Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 6 - Music	Introduced	Completed
6 Mus 1	<b>SINGING</b>		
6 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
6 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
6 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
6 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
6 Mus 2	<b>PLAYING INSTRUMENTS</b>		
6 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
6 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
6 Mus 2.8.3	Perform multiple-part ensemble literature.		
6 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
6 Mus 3	<b>IMPROVISATION</b>		
6 Mus 3.8.1	Improvise simple melodies.		
6 Mus 3.8.2	Improvise simple harmonies in a given key.		
6 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
6 Mus 4	<b>WRITING</b>		
6 Mus 4.8.2	Compose short pieces using the elements of music.		
6 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
6 Mus 5	<b>READING</b>		
6 Mus 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.		
6 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
6 Mus 5.8.3	Apply music symbols to the repertoire.		
6 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
6 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
6 Mus 6	<b>LISTENING</b>		
6 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
6 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
6 Mus 7	<b>EVALUATION</b>		
6 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
6 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
6 Mus 8	<b>APPLICATION TO LIFE</b>		
6 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
6 Mus 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).		
6 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
6 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
6 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 7 - Music	Introduced	Completed
7 Mus 1	<b>SINGING</b>		
7 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
7 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
7 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
7 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
7 Mus 2	<b>PLAYING INSTRUMENTS</b>		
7 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
7 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
7 Mus 2.8.3	Perform multiple-part ensemble literature.		
7 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
7 Mus 3	<b>IMPROVISATION</b>		
7 Mus 3.8.1	Improvise simple melodies.		
7 Mus 3.8.2	Improvise simple harmonies in a given key.		
7 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
7 Mus 4	<b>WRITING</b>		
7 Mus 4.8.2	Compose short pieces using the elements of music.		
7 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
7 Mus 5	<b>READING</b>		
7 Mus 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.		
7 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
7 Mus 5.8.3	Apply music symbols to the repertoire.		
7 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
7 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
7 Mus 6	<b>LISTENING</b>		
7 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
7 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
7 Mus 7	<b>EVALUATION</b>		
7 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
7 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
7 Mus 8	<b>APPLICATION TO LIFE</b>		
7 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
7 Mus 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).		
7 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
7 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
7 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 8 - Music	Introduced	Completed
8 Mus 1	<b>SINGING</b>		
8 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
8 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
8 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
8 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
8 Mus 2	<b>PLAYING INSTRUMENTS</b>		
8 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
8 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
8 Mus 2.8.3	Perform multiple-part ensemble literature.		
8 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
8 Mus 3	<b>IMPROVISATION</b>		
8 Mus 3.8.1	Improvise simple melodies.		
8 Mus 3.8.2	Improvise simple harmonies in a given key.		
8 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
8 Mus 4	<b>WRITING</b>		
8 Mus 4.8.2	Compose short pieces using the elements of music.		
8 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
8 Mus 5	<b>READING</b>		
8 Mus 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.		
8 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
8 Mus 5.8.3	Apply music symbols to the repertoire.		
8 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
8 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
8 Mus 6	<b>LISTENING</b>		
8 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
8 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
8 Mus 7	<b>EVALUATION</b>		
8 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
8 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
8 Mus 8	<b>APPLICATION TO LIFE</b>		
8 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
8 Mus 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 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
8 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
8 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 9 - Music	Introduced	Completed
9 Mus 1	<b>SINGING</b>		
9 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
9 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
9 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
9 Mus 1.12.5	Perform music representing diverse genres and styles.		
9 Mus 2	<b>PLAYING INSTRUMENTS</b>		
9 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
9 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
9 Mus 2.12.3	Perform contrapuntal ensemble literature.		
9 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
9 Mus 3	<b>IMPROVISATION</b>		
9 Mus 3.12.1	Improvise complex melodies in a given key.		
9 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
9 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
9 Mus 4	<b>WRITING</b>		
9 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
9 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
9 Mus 5	<b>READING</b>		
9 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
9 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
9 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
9 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
9 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
9 Mus 6	<b>LISTENING</b>		
9 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
9 Mus 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.		
9 Mus 7	<b>EVALUATION</b>		
9 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
9 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
9 Mus 8	<b>APPLICATION TO LIFE</b>		
9 Mus 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).		
9 Mus 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).		
9 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
9 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
9 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 10 - Music	Introduced	Completed
10 Mus 1	<b>SINGING</b>		
10 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
10 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
10 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
10 Mus 1.12.5	Perform music representing diverse genres and styles.		
10 Mus 2	<b>PLAYING INSTRUMENTS</b>		
10 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
10 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
10 Mus 2.12.3	Perform contrapuntal ensemble literature.		
10 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
10 Mus 3	<b>IMPROVISATION</b>		
10 Mus 3.12.1	Improvise complex melodies in a given key.		
10 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
10 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
10 Mus 4	<b>WRITING</b>		
10 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
10 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
10 Mus 5	<b>READING</b>		
10 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
10 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
10 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
10 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
10 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
10 Mus 6	<b>LISTENING</b>		
10 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
10 Mus 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.		
10 Mus 7	<b>EVALUATION</b>		
10 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
10 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
10 Mus 8	<b>APPLICATION TO LIFE</b>		
10 Mus 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).		
10 Mus 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).		
10 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
10 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
10 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 11 - Music	Introduced	Completed
11 Mus 1	<b>SINGING</b>		
11 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
11 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
11 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
11 Mus 1.12.5	Perform music representing diverse genres and styles.		
11 Mus 2	<b>PLAYING INSTRUMENTS</b>		
11 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
11 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
11 Mus 2.12.3	Perform contrapuntal ensemble literature.		
11 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
11 Mus 3	<b>IMPROVISATION</b>		
11 Mus 3.12.1	Improvise complex melodies in a given key.		
11 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
11 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
11 Mus 4	<b>WRITING</b>		
11 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
11 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
11 Mus 5	<b>READING</b>		
11 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
11 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
11 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
11 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
11 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
11 Mus 6	<b>LISTENING</b>		
11 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
11 Mus 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.		
11 Mus 7	<b>EVALUATION</b>		
11 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
11 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
11 Mus 8	<b>APPLICATION TO LIFE</b>		
11 Mus 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).		
11 Mus 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).		
11 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
11 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
11 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 12 - Music	Introduced	Completed
12 Mus 1	<b>SINGING</b>		
12 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
12 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
12 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
12 Mus 1.12.5	Perform music representing diverse genres and styles.		
12 Mus 2	<b>PLAYING INSTRUMENTS</b>		
12 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
12 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
12 Mus 2.12.3	Perform contrapuntal ensemble literature.		
12 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
12 Mus 3	<b>IMPROVISATION</b>		
12 Mus 3.12.1	Improvise complex melodies in a given key.		
12 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
12 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
12 Mus 4	<b>WRITING</b>		
12 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
12 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
12 Mus 5	<b>READING</b>		
12 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
12 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
12 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
12 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
12 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
12 Mus 6	<b>LISTENING</b>		
12 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
12 Mus 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.		
12 Mus 7	<b>EVALUATION</b>		
12 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
12 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
12 Mus 8	<b>APPLICATION TO LIFE</b>		
12 Mus 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).		
12 Mus 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).		
12 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
12 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
12 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		