

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

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NAC Section 389: Revision to Fine Arts Language

~~[NAC 389.030 “Level of musical difficulty” defined. (NRS 385.080) “Level of musical difficulty” means a level of difficulty for playing music on a scale with six levels that are more particularly described as follows:~~

~~— 1. Level 1 is the “very easy” level and is characterized by the ability of the pupil to perform music that uses easy keys, meters and rhythms, and contains limited ranges.~~

~~— 2. Level 2 is the “easy” level and is characterized by the ability of the pupil to perform music that may include changes of tempo, key and meter, and contains modest ranges.~~

~~— 3. Level 3 is the “moderately easy” level and is characterized by the ability of the pupil to perform music that contains moderate technical demands, expanded ranges and varied interpretive requirements.~~

~~— 4. Level 4 is the “moderately difficult” level and is characterized by the ability of the pupil to perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.~~

~~— 5. Level 5 is the “difficult” level and is characterized by the ability of the pupil to perform music that requires advanced technical and interpretive skills, the ability to perform unusual meters, complex rhythms and subtle dynamic requirements, and contains key signatures with numerous sharps and flats.~~

~~— 6. Level 6 is the “very difficult” level and is characterized by the ability of the pupil to perform music that is suitable for pupils who are musically mature and of exceptional competence.~~

~~— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)]~~

NAC 389.030 “Level of difficulty” defined. (NRS 385.080) “Level of difficulty” within the high school standards are presented as levels of proficiency to accommodate varying degrees of achievement by students during high school, including those who build on their PreK-8 foundation by pursuing deeper engagement in one arts discipline, as well as those who explore a wide range of artistic pursuits and experiences. These proficiency level designations include, without limitation:

- a) novice;
- b) proficient;
- c) intermediate;
- d) accomplished; and
- e) advanced

NAC 389.042 “Visual arts” defined. (NRS 385.080) “Visual arts” means a broad category of art that includes, without limitation:

1. Traditional fine art such as drawing, painting, printmaking, photography and sculpture;

2. ~~[Communication and design art such as film, television, graphics and production design;]~~

Media arts including film, graphic communications, animation, and emerging technologies;

3. Architectural and environmental and industrial art such as urban, interior, product, folk arts, and landscape design;

~~— [4. Folk art; and]~~

5. Works of art such as ~~[in]~~ ceramic, fibers, jewelry, wood, paper and other materials.

~~— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)~~

NAC 389.0355 “The arts” defined. (NRS 385.080) “The arts” means the areas of visual arts, music, dance, media arts, and theater.

~~(Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)~~

~~**NAC 389.043 “Visual characteristics” defined.** (NRS 385.080) “Visual characteristics” means distinguishing traits, qualities or properties that may be seen and identified in a work of visual art.~~

~~—(Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)~~

NAC 389.XXX “Dance” defined. (NRS 385.080) “Dance” means a broad category of art that includes, without limitation:

1. discovering the expressive elements of dance;
2. knowing the terminology that is used to comprehend dance;
3. having a clear sense of embodying dance; and
4. being able to reflect, critique, and connect personal experience to dance.

NAC 389.022 “Theatre” defined (NRS 385.080) “Theatre” means a broad category of art that includes, without limitation:

1. drama processes encompassing envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues;
2. theatrical conventions of the craft that have been developed over the centuries— scripted plays, acting, public performance, and stagecraft

NAC 389.XXX “Media Arts” defined (NRS 385.080) “Media arts” means a broad category of art that includes, without limitation:

1. imaging;
2. sound;
3. moving image;
4. virtual; and
5. interactive

NAC 389.XXX “Music” defined (NRS 385.080) “Music” ” means a broad category of art that includes, without limitation:

1. analyzing, critiquing, describing, evaluating, and moving to musical works;
2. synthesizing knowledge of music in relation to history, culture, heritage, other content areas, ideas, and life
3. presenting or demonstrating an existing work, informally or formally; and
4. expressing ideas and feelings through improvising, composing, arranging, and interpreting music.

NAC 389.XXX “Traditional Ensembles” defined (NRS???) “Traditional ensembles” means a broad category of art that includes, without limitation: individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

NAC 389.XXX “Harmonizing Instruments” defined (NRS???) “Harmonizing Instruments” means a broad category of art that include, without limitation: individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

NAC 389.XXX “Composition and Theory” defined (NRS???) “Composition and Theory” means a broad category of art that include, without limitation: techniques that a composer initiates and continues in pieces to develop musical ideas to convey meaning and intent using basic elements of music, their subsets, and how they interact.

NAC 389.XXX “Music Technology” defined (NRS???) “Music Technology” means a broad category of art that include, without limitation: forms of technology involved with the musical arts, particularly the use of electronic devices and computer software to facilitate playback, recording, composition, storage, analysis, and performance.

NAC 389.195 Elementary school. (NRS 385.080, 385.110, 389.0185)

1. The State Board of Education prescribes the following courses of study for elementary schools:

- (a) Reading.
- (b) Language.
- (c) Social studies.
- (d) Mathematics.
- (e) Science.
- (f) Visual Art.
- (g) Music.
- (h) Health.
- (i) Physical education.
- (j) Computers.
- (k) Media Arts
- (l) Dance
- (m) Theatre

2. In addition to the courses prescribed by subsection 1, a course of study in:

- (a) Introduction to technology is prescribed for pupils in sixth, seventh or eighth grade.
- (b) Academic achievement, career exploration, and personal and social development is prescribed for pupils in seventh or eighth grade.

3. A local school board may offer:

- (a) A course in a world language as an elective course for pupils in kindergarten through the eighth grade.

(b) A course in home and career skills as an elective course for pupils in seventh and eighth grades.

(Added to NAC by Bd. of Education, 8-26-85, eff. 8-1-86; A 5-27-92; R065-97, 12-10-97; R010-03, 10-30-2003; R063-14, 10-24-2014)

~~[NAC 389.272 The arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the third grade, each pupil must know and be able to do everything required in the previous grades for courses in the arts offered in public elementary schools. Instruction in the arts in the third grade must be designed so that pupils meet the following standards of performance by the completion of the third grade:~~

~~—1. For the area of music:~~

~~—(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:~~

~~——(1) Sing folk songs, patriotic songs and multicultural songs with the correct pitch and mood using the head tone;~~

~~——(2) Sing simple ostinatos on pitch; and~~

~~——(3) Maintain a part while singing a round in an ensemble.~~

~~—(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:~~

~~——(1) Play a melodic or rhythmic pattern on instruments in the classroom using the proper technique; and~~

~~——(2) Accompany simple folk, traditional and multicultural music using accurate rhythmic and melodic patterns.~~

~~—(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise a rhythmic and melodic phrase while maintaining a steady beat.~~

~~—(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:~~

~~——(1) Organize sounds into musical interpretations of stories, rhymes and poetry in large groups;~~

~~——(2) With assistance from the teacher, create a two-phrase song or instrumental piece with a beginning, middle and end using a pentatonic scale; and~~

~~——(3) Organize simple pieces of music using a variety of sound sources.~~

~~—(e) Read and notate music as demonstrated by the ability of the pupil to:~~

~~——(1) Read quarter notes, quarter rests and eighth notes and perform through speaking, body percussion and instruments that are out of pitch;~~

~~——(2) Sing and play simple pentatonic patterns using solfege, numbers or letters;~~

~~——(3) Use music symbols such as fermata, repeat signs and double bar lines;~~

~~——(4) Notate a simple oral rhythmic pattern; and~~

~~——(5) Notate a simple oral melodic pattern.~~

~~—(f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:~~

~~——(1) Identify rhythmic and melodic patterns that are repeated within a musical piece;~~

~~——(2) Describe a simple musical form;~~

~~——(3) Recognize the difference in vocal timbres among the male and female voices of children when presented separately; and~~

~~——(4) Recognize instruments that are out of pitch in a musical example.~~

~~—(g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:~~

~~——(1) Use criteria provided by the teacher to evaluate performances and compositions; and~~

- ~~— (2) Evaluate performances and compositions in his or her own words.~~
- ~~— (h) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to:~~
 - ~~— (1) Identify various styles of music from diverse cultures; and~~
 - ~~— (2) Recognize that various styles of music are used in different settings.~~
- ~~— 2. For the area of theater:~~
 - ~~— (a) Understand the components of a theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Write or improvise a simple script based on personal experience, imagination or the retelling of a story;~~
 - ~~— (2) Create simple sets and sound effects for a dramatized idea or story; and~~
 - ~~— (3) Create props, costumes, masks or makeup for a dramatized idea or story.~~
 - ~~— (b) Understand and demonstrate the role of an actor in the theater as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Identify two of the different traits of a given person, animal or object;~~
 - ~~— (2) Portray two of the traits of a given person, animal or object; and~~
 - ~~— (3) Vocally and physically portray in a dramatized idea or story the varied emotions of a character.~~
 - ~~— (c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Express opinions related to a performance of another student or a visiting artist; and~~
 - ~~— (2) Differentiate between what is real and what is make believe.~~
 - ~~— (d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to state the similarities and differences between dramatic characters and real people.~~
- ~~— 3. For the area of visual arts:~~
 - ~~— (a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to create works of visual art using different media, techniques and processes and meeting most criteria assigned by the teacher.~~
 - ~~— (b) Use knowledge of the characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Identify selected elements and principles of design in nature and works of visual art; and~~
 - ~~— (2) Create works of visual art using various visual characteristics of visual art.~~
 - ~~— (c) Choose, apply and evaluate a range of subject matter, symbols and ideas for visual art as demonstrated by the ability of the pupil to create works of visual art that demonstrate a choice of subject matter and symbols to communicate meaning through such works.~~
 - ~~— (d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Match a work of visual art to a particular culture, time or place; and~~
 - ~~— (2) Create a work of visual art that is influenced by a particular historical period or culture.~~
 - ~~— (e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to brainstorm possible meanings for a work of visual art.~~
- ~~— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)]~~

~~[NAC 389.2949 Fifth grade: The arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fifth grade, each pupil must know and be able to do everything required in previous grades for courses in the arts offered in public elementary schools. Instruction in the arts in the fifth grade must be designed so that pupils meet the following standards of performance by the completion of the fifth grade:~~

~~—1. For the area of music:~~

~~—(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:~~

~~——(1) Sing folk songs, patriotic songs and multicultural songs demonstrating correct pitch, mood and tempo while using the head voice;~~

~~——(2) Respond to cues from a conductor;~~

~~——(3) Consistently sing complex ostinatos on pitch; and~~

~~——(4) Maintain his or her own parts while singing descants, partner songs and three-part rounds in a large ensemble.~~

~~—(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:~~

~~——(1) Play a melodic, rhythmic and chordal pattern on instruments in the classroom using the proper technique;~~

~~——(2) Echo an eight-beat rhythmic and melodic pattern; and~~

~~——(3) Play or accompany folk, traditional and multicultural music using accurate rhythm and melodic patterns.~~

~~—(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:~~

~~——(1) Two rhythmic and melodic phrases while maintaining a steady beat; and~~

~~——(2) By playing, speaking or singing a specific section of music, such as introductions and codas.~~

~~—(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:~~

~~——(1) Organize sounds into musical representations of characters, places, objects, actions, events or feelings to accompany readings and dramatizations in a large group; and~~

~~——(2) With assistance from the teacher, create and perform songs and instrumental pieces in a specific form using a variety of sound sources.~~

~~—(e) Read and notate music as demonstrated by the ability of the pupil to:~~

~~——(1) Demonstrate knowledge of whole, half, dotted half, quarter and eighth notes and rests through speaking and body percussion;~~

~~——(2) Read melodic patterns in the treble clef with solfege, letters or numbers;~~

~~——(3) Define and use musical symbols such as dynamics and tempo;~~

~~——(4) Sight-read a rhythmic and pentatonic pattern;~~

~~——(5) Notate an eight-beat rhythmic pattern in standard notation; and~~

~~——(6) Notate an eight-beat melodic pattern in standard notation.~~

~~—(f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:~~

~~——(1) Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form;~~

~~——(2) Describe musical examples using appropriate musical terminology such as tempo, dynamics and mood; and~~

- ~~—— (3) Identify families of instruments.~~
- ~~—— (g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:
 - ~~—— (1) Construct criteria for evaluating musical performances and compositions; and~~
 - ~~—— (2) Evaluate performances and compositions using standard musical vocabulary.~~~~
- ~~—— (h) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to:
 - ~~—— (1) Connect music with various historical periods and various cultures of the world; and~~
 - ~~—— (2) Identify roles of musicians and offer an example of each.~~~~
- ~~—— 2. For the area of theater:
 - ~~—— (a) Understand the components of a theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:
 - ~~—— (1) Write or improvise a script with two or more characters which has a beginning, middle and end and which has a setting and character descriptions;~~
 - ~~—— (2) Plan, rehearse and present a dramatized idea or story in a cooperative setting;~~
 - ~~—— (3) Draw or build a simple model set utilizing basic craft materials; and~~
 - ~~—— (4) Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event.~~~~
 - ~~—— (b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:
 - ~~—— (1) Describe the traits of characters by examining their specific actions and what they say;~~
 - ~~—— (2) Demonstrate character through movement, pantomime, improvisation or voice; and~~
 - ~~—— (3) Portray the traits of a character through appropriate movement, voice and language in a dramatized idea or story.~~~~
 - ~~—— (c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:
 - ~~—— (1) Discuss what the pupil sees and hears in a performance;~~
 - ~~—— (2) Explain how a performance made him or her feel and state his or her preference for a particular genre; and~~
 - ~~—— (3) Explain two differences between comedy and tragedy, giving examples.~~~~
 - ~~—— (d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:
 - ~~—— (1) Cite two examples from movies or television that give historical and cultural information; and~~
 - ~~—— (2) Identify the conflict between characters in a dramatized event.~~~~~~
- ~~—— 3. For the area of visual arts:
 - ~~—— (a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:
 - ~~—— (1) Cite one example that demonstrates the different uses of media, techniques and processes in works of art;~~
 - ~~—— (2) Describe how the response of the audience changes because of different media, techniques and processes; and~~
 - ~~—— (3) Identify and demonstrate the appropriate use of various media, techniques and processes to communicate ideas.~~~~
 - ~~—— (b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:
 - ~~—— (1) Describe selected visual characteristics of visual art;~~~~~~

- ~~—— (2) Explain purposes and functions of selected works of visual art;~~
- ~~—— (3) Explain how visual characteristics, purposes and functions of selected works of visual art cause different responses from the audience; and~~
- ~~—— (4) Choose visual characteristics to create a work that communicates an intended purpose to the audience.~~
- ~~—— (c) Choose, apply and evaluate a range of subject matter, symbols and ideas as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Explain what a work of visual art is about by identifying subject matter, symbols and ideas;~~
 - ~~—— (2) Create a work of visual art that integrates subject matter and symbols with ideas to convey meaning to the audience; and~~
 - ~~—— (3) Explain how and why subject matter, symbols and ideas are chosen to present meaning in the pupil's work.~~
- ~~—— (d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Place accurately a variety of works of visual art in historical or cultural contexts; and~~
 - ~~—— (2) Create works of visual art that show the influence of a particular time and place.~~
- ~~—— (e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Compare and contrast two works of visual art based on the observations of the pupil;~~
 - ~~—— (2) Identify merits in various works of visual art;~~
 - ~~—— (3) Present various interpretations of a work of visual art; and~~
 - ~~—— (4) Identify preferred characteristics or meanings in works of visual art.~~
- ~~—— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)]~~

NAC 389.2949 Kindergarten through Fifth grade: The arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fifth grade, each pupil must know and be able to do everything required in the previous grades for the courses in the arts offered in public elementary schools. Instruction in the arts at the fifth grade must be designed so that pupils meet the following standards of performance by the completion of the fifth grade:

1. For the area of visual arts, media arts, dance, theatre, and music:
 1. Create by conceiving and developing new artistic work alone and with others as demonstrated by a pupils ability to:
 - 1) Generate and conceptualize artistic ideas and work;
 - 2) Organize and develop artistic ideas and work;
 - 3) Refine and complete artistic work and present culminating presentations of completed work.
 2. Perform artistic work through interpretation and presentation alone and with others as demonstrated by a pupils ability to:
 - 1) Select, analyze, and interpret artistic work for presentation;
 - 2) Develop and refine artistic techniques and work for presentation;
 - 3) Convey meaning through presentation of artistic work.
 3. Responding, understanding, and evaluating how the arts convey meaning alone and with others as demonstrated by a pupils ability to:
 - 1) Perceive and analyze work;

- 2) Interpret intent and meaning in artistic work;
- 3) Apply criteria to evaluate work.
- 4. Connecting artistic ideas and work with personal meaning and external context as demonstrated by the pupils ability to:
 - 1) Apply an relate knowledge and personal experiences to make art;
 - 2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

~~[NAC 389.443 The arts: Instruction in sixth through eighth grades. (NRS 385.080, 385.110, 389.520) Each pupil who elects to take a class in the arts in the sixth, seventh or eighth grade must know and be able to do everything required in the previous grades for the elected course of study that is offered in the public elementary schools. Instruction in the arts in the sixth, seventh or eighth grade must be designed so that pupils meet the following standards of performance by the completion of the eighth grade:~~

- ~~— 1. For the area of music:~~
 - ~~— (a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to sing:

 - ~~— (1) With expression, technical accuracy, good breath control and correct intonation, articulation and rhythm throughout the singing ranges of the pupil while singing alone and with others;~~
 - ~~— (2) In small and large ensembles while following a conductor; and~~
 - ~~— (3) A repertoire in two and three parts, with and without accompaniment, maintaining the pupil's own part.~~~~
 - ~~— (b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to play:

 - ~~— (1) With expression, technical accuracy and appropriate ensemble skills on at least one instrument and with a varied repertoire with a level of musical difficulty of 2 in small and large ensembles while following a conductor;~~
 - ~~— (2) A mixed-meter repertoire, making a smooth transition from one meter to another; and~~
 - ~~— (3) Diverse genres with stylistic accuracy and appropriate expression.~~~~
 - ~~— (c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:

 - ~~— (1) Simple musical phrases in a given key;~~
 - ~~— (2) Simple harmonies in a given key; and~~
 - ~~— (3) Melodic and rhythmic embellishments on given pentatonic melodies.~~~~
 - ~~— (d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:

 - ~~— (1) Compose short pieces of music in groups using the elements of music; and~~
 - ~~— (2) Arrange simple pieces of music for voices or instruments.~~~~
 - ~~— (e) Read and notate music as demonstrated by the ability of the pupil to:

 - ~~— (1) Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in various meters through speaking or body percussion in two or three parts;~~
 - ~~— (2) Read simple melodies in clefs that are appropriate for the pupil;~~
 - ~~— (3) Apply standard symbols of music within the context of the repertoire with a level of musical difficulty of 2;~~~~

- ~~—— (4) Sight read music with technical accuracy and expression and with a level of musical difficulty of 1; and~~
- ~~—— (5) Use standard notation to record simple musical ideas.~~
- ~~— (f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Apply knowledge of rhythm, melody and musical forms to aural examples using musical terminology that is appropriate; and~~
 - ~~—— (2) Describe the uses of the elements of music in aural examples representing diverse genres and cultures.~~
- ~~— (g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Develop musical criteria for evaluating the quality and effectiveness of performances and compositions; and~~
 - ~~—— (2) Evaluate the quality of the pupil's own performance and composition and the performances and compositions of others and offer justification for his or her evaluation.~~
- ~~— (h) Demonstrate relationships between music, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to compare:~~
 - ~~—— (1) Similar themes found in music and other art forms; and~~
 - ~~—— (2) Concepts common to music and other disciplines outside the arts.~~
- ~~— (i) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to discuss:~~
 - ~~—— (1) Distinguishing characteristics of styles of music from various historical periods and cultures; and~~
 - ~~—— (2) The roles of musicians and the conditions under which they perform in several cultures of the world and in various historical periods.~~
- ~~— 2. For the area of theater:~~
 - ~~— (a) Understand the components of theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Create an original script that is properly formatted, incorporating a cast of characters, prop list, costume list, simple stage directions and technical needs;~~
 - ~~—— (2) Use vocabulary that is appropriate for stage directing to direct actors or to be directed on stage;~~
 - ~~—— (3) Explain the roles and responsibilities of the various personnel involved in a stage production;~~
 - ~~—— (4) Explain the intention of the playwright in a play;~~
 - ~~—— (5) Design and create a program and one of the following promotional materials for production:~~
 - ~~—— (I) Posters;~~
 - ~~—— (II) Flyers;~~
 - ~~—— (III) Tickets; or~~
 - ~~—— (IV) Public service announcements;~~
 - ~~—— (6) Work in a group and in a safe manner to design and construct a unit set for a production;~~
 - ~~—— (7) Design and assemble all the props, costumes and makeup for characters with attention to age, culture and overall interpretation of a production;~~
 - ~~—— (8) Describe simple sound and lighting effects for any dramatized event; and~~
 - ~~—— (9) Implement specific sound effects and suggested lighting conditions for a dramatized event.~~

~~— (b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:~~

~~—— (1) Examine the text to determine logically the actions and intentions of a character;~~

~~—— (2) Use basic acting skills, including, without limitation, focus, concentration, breathing and vocal techniques, memory and sensory recall, and physical movement; and~~

~~—— (3) Portray characters that are believable to an audience in informal productions.~~

~~— (c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:~~

~~—— (1) Write a review of a dramatized production that addresses two or more of the elements of theater;~~

~~—— (2) Present through any artistic media a clear representation of the emotional impact on an audience of the visual, aural or kinesthetic elements of a performance; and~~

~~—— (3) In most instances, differentiate between farce, satire, high and low comedy, and epic tragedy.~~

~~— (d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:~~

~~—— (1) Cite two examples from theater that give historical and cultural information; and~~

~~—— (2) Give reasons for conflicts among characters.~~

~~— (e) Make connections between theater and other academic disciplines as demonstrated by the ability of the pupil to:~~

~~—— (1) Find common components used in at least two works from two of the three areas of the arts and explain how they relate to one another;~~

~~—— (2) Identify and explain the roots of theater in western civilization; and~~

~~—— (3) Describe how three scientific advances have improved dramatic events.~~

~~— 3. For the area of visual arts:~~

~~— (a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Compare and contrast the use of media, techniques and processes in works of visual art;~~

~~—— (2) Give purposeful responses to the use of media, technique and processes; and~~

~~—— (3) Communicate ideas and experiences through the works of visual art of the pupil using media, techniques and processes.~~

~~— (b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Define and evaluate the effects of visual characteristics in works of visual art;~~

~~—— (2) Define and evaluate the effects of purposes in works of visual art;~~

~~—— (3) Discuss the effectiveness of visual characteristics, purposes and functions in works of visual art; and~~

~~—— (4) Use various visual characteristics to communicate original ideas in the works of visual art of the pupil.~~

~~— (c) Choose, apply and evaluate a range of subject matter, symbols and ideas as demonstrated by the ability of the pupil to:~~

~~—— (1) Discuss the visual, spatial, temporal and formal aspects of a work of visual art as it relates to history and culture;~~

~~—— (2) Plan and create an original work of visual art that uses subject matter, symbols and ideas which demonstrate knowledge of culture; and~~

- ~~— (3) Discuss in groups whether subject matter, symbols and ideas successfully convey an intended result to the audience.~~
- ~~— (d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Discover and organize visual characteristics of selected works of visual art with regard to history and culture;~~
 - ~~— (2) Describe and discuss the purposes and meanings of works of visual art from various cultures, times and places; and~~
 - ~~— (3) Create a work of visual art based on cultural research that shows how time and place influence visual characteristics of the work.~~
- ~~— (e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Explain works of visual art based on themes, styles, purposes and subject matter;~~
 - ~~— (2) Compare and contrast the degrees of merit in works of visual art;~~
 - ~~— (3) Analyze and generate new interpretations of works of visual art; and~~
 - ~~— (4) Develop and explain, with guidance from the teacher, an aesthetic position and use it to critique a work of visual art.~~
- ~~— (f) Demonstrate relationships between the visual arts, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:~~
 - ~~— (1) Explain how the principles of the visual arts are similar to principles of other disciplines;~~
 - ~~— (2) Discover and explain the relationships between the visual arts and other arts in terms of principles and subject matter; and~~
 - ~~— (3) Create a work of visual art that reflects principles common to the arts and multiple disciplines.~~
- ~~— 4. As used in this section:~~
 - ~~— (a) "High comedy" means farce and satirical forms of comedy.~~
 - ~~— (b) "Low comedy" means burlesque and slapstick forms of comedy.~~
- ~~— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)]~~

NAC 389.443 The arts. Instruction in sixth through eighth grade (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the eighth grade, each pupil must know and be able to do everything required in the previous grades for the courses in the arts offered in public middle/junior high school. Instruction in the arts at the eighth grade must be designed so that pupils meet the following standards of performance by the completion of the eighth grade:

1. For the area of visual arts, media arts, dance, theatre, and music:
 1. Create by conceiving and developing new artistic work alone and with others as demonstrated by a pupils ability to:
 - 1) Generate and conceptualize artistic ideas and work;
 - 2) Organize and develop artistic ideas and work;
 - 3) Refine and complete artistic work and present culminating presentations of completed work.
 2. Perform artistic work through interpretation and presentation alone and with others as demonstrated by a pupils ability to:
 - 1) Select, analyze, and interpret artistic work for presentation;
 - 2) Develop and refine artistic techniques and work for presentation;
 - 3) Convey meaning through presentation of artistic work.

3. Responding, understanding, and evaluating how the arts convey meaning alone and with others as demonstrated by a pupils ability to:
 - 1) Perceive and analyze work;
 - 2) Interpret intent and meaning in artistic work;
 - 3) Apply criteria to evaluate work.
4. Connecting artistic ideas and work with personal meaning and external context as demonstrated by the pupils ability to:
 - 1) Apply an relate knowledge and personal experiences to make art;
 - 2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

NAC 389.452 Arts and humanities. (NRS 385.080, 385.110, 389.0185) The required course of study in arts and humanities may be one of the following:

1. Visual arts.
2. Music: without limitation.
 - a) Composition and Theory
 - b) Harmonizing Instruments
 - c) Music Theory
 - d) Traditional Ensembles
3. Theater.
4. World language.
5. Other courses which are submitted to and approved by the State Board of Education, which may include the following:
 - (a) American literature.
 - (b) Mythology.
 - (c) The novel.
 - (d) Shakespearean literature.
 - (e) The short story.
 - (f) Modern literature.
 - (g) English literature.
 - (h) World literature.
 - (i) Creative writing.
 - (j) The history of humans.
 - (k) Psychology.
 - (l) Creative thinking.
 - (m) Humanities.
 - (n) Sociology.
 - (o) Cultural anthropology.

6 Media Arts

7 Dance

(Added to NAC by Bd. of Education, eff. 5-4-87; A 5-19-88; R073-00, 6-20-2000; R063-14, 10-24-2014)

NAC 389.541 The arts. (NRS 385.080, 385.110, 389.0185, 389.520) Pupils in the 9th, 10th, 11th or 12th grade who elect to take a class in the arts must know and be able to do everything required in the previous grades of public school for the elected course of study in the arts. Instruction in the arts in the 9th, 10th, 11th or 12th grades must be designed ~~[so that pupils meet the following standards of performance by the completion of the 12th grade:]~~ to account for pupils levels of proficiency rather than by grade; providing opportunity to learn across developmentally appropriate knowledge, skills, and dispositions such as: Novice, Intermediate, Proficient, Accomplished, and Advanced.

~~— [1. For the area of music:~~

~~— (a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:~~

~~— (1) Sing his or her repertoire in small and large ensembles using expression, technical accuracy, good breath control, intonation, diction and articulation, and tone and timbre quality while maintaining his or her part; and~~

~~— (2) Sing in four parts with and without accompaniment.~~

~~— (b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:~~

~~— (1) Perform a large and varied repertoire with expression, technical accuracy and appropriate ensemble skills, with a level of musical difficulty of 4 and in small and large ensembles while following a conductor; and~~

~~— (2) Perform contrapuntal music with accuracy of rhythm and melody and with appropriate balance.~~

~~— (c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:~~

~~— (1) Melodies over a simple chord progression;~~

~~— (2) Harmonies that are appropriate for the pupil; and~~

~~— (3) Variations of melody and rhythm on pentatonic melodies and melodies in major keys that are provided by the teacher.~~

~~— (d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:~~

~~— (1) Compose music in more than two distinct styles incorporating the elements of music; and~~

~~— (2) Arrange a piece of music for voices or instruments incorporating correct transposition and appropriate vocal and instrumental ranges.~~

~~— (e) Read and notate music as demonstrated by the ability of the pupil to:~~

~~— (1) Read complex rhythms in all meters within the context of the repertoire with a level of musical difficulty of 4;~~

~~— (2) Read complex melodies within the context of the repertoire with a level of musical difficulty of 4;~~

~~— (3) Apply all standard musical symbols within the context of the repertoire with a level of musical difficulty of 4;~~

~~— (4) Sight read music with technical accuracy and with a level of musical difficulty of 3; and~~

~~— (5) Use nonstandard notation symbols.~~

~~— (f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:~~

- ~~—— (1) Apply knowledge of the technical vocabulary of the elements of music in analyzing aural examples; and~~
- ~~—— (2) Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expression.~~
- ~~— (g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Develop specific musical criteria for making informed critical evaluations of the quality and effectiveness of performances and compositions;~~
 - ~~—— (2) Evaluate the pupil's personal participation in musical performances and compositions applying specific criteria for music and justify his or her opinion; and~~
 - ~~—— (3) Evaluate performances or compositions by comparing them to similar or exemplary models and justify his or her opinion by describing several of the most distinguishing features of each performance or composition using appropriate terminology relating to music.~~
- ~~— (h) Demonstrate relationships between music, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Compare similar themes found in music and other art forms and analyze how themes are expressed in each; and~~
 - ~~—— (2) Analyze concepts that are common to music and other disciplines outside the arts.~~
- ~~— (i) Demonstrate knowledge of the historical periods and cultural diversity of music, including, the ability to:~~
 - ~~—— (1) Classify musical examples by style, historical periods and cultures; and~~
 - ~~—— (2) Discuss the achievements of musicians from various historical periods and cultures.~~
- ~~— 2. For the area of theater:~~
 - ~~— (a) Understand the components of theatrical production, including scriptwriting, directing and production as demonstrated by the ability of the pupil to:~~
 - ~~—— (1) Use historical or cultural research to write a script which is well structured and properly formatted and which is appropriate for stage, television, film or electronic media;~~
 - ~~—— (2) Create a theatrical performance that includes, without limitation, auditions, casting characters, directing scenes and organizing and facilitating production meetings;~~
 - ~~—— (3) Explain the varied responsibilities of technical personnel involved in theater, film, television or electronic media;~~
 - ~~—— (4) Develop a unified production concept for informal theater, film, television or electronic media;~~
 - ~~—— (5) Design and create for a theatrical, film, television or electronic media production a program, poster and one of the following:~~
 - ~~—— (I) Tickets;~~
 - ~~—— (II) Flyers;~~
 - ~~—— (III) Print Ads;~~
 - ~~—— (IV) Print media; or~~
 - ~~—— (V) Television or radio public service announcements;~~
 - ~~—— (6) Design or construct with other group members a variety of devices that are used for scenery in an informal production for theater, film, television or electronic media;~~
 - ~~—— (7) Explain the pupil's choice of costumes, props and makeup as they relate to the interpretation of an informal production for theater, film, television or electronic media;~~
 - ~~—— (8) Describe different light and sound equipment and techniques in theater, film, television and electronic media and demonstrate a practical application of such equipment and techniques in one area; and~~

~~—— (9) Create or implement a functional light or sound plot for an informal production for theater, film, television or electronic media.~~

~~—— (b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:~~

~~—— (1) Explain and practice various classical and contemporary techniques and methods of acting;~~

~~—— (2) Interpret and explain the physical, emotional and social dimensions of characters found in a variety of text; and~~

~~—— (3) Portray characters within an ensemble for theater, film, television and electronic media in an informal production.~~

~~—— (c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:~~

~~—— (1) Generate and justify personal aesthetic criteria and use that criteria to critique the effectiveness of the visual, aural and kinesthetic elements of a performance; and~~

~~—— (2) Compare and contrast one of the following in various media:~~

~~—— (I) Classical and contemporary dramas; or~~

~~—— (II) Classical and contemporary comedies.~~

~~—— (d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:~~

~~—— (1) Show similarities and differences in the way themes and archetypes are portrayed in dramatized events in another culture and historical period; and~~

~~—— (2) Evaluate the ways that characters in dramatized events resolve conflict and cite some alternative means for resolving such conflict.~~

~~—— (e) Make connections between theater and other academic disciplines as demonstrated by the ability of the pupil to:~~

~~—— (1) Compare and contrast the ways that themes, stories or motifs are interpreted in works from the three different areas of the arts;~~

~~—— (2) Identify and explain three significant events in the development of dramatic forum, production practices and theatrical traditions across cultures and historical periods; and~~

~~—— (3) Describe and assess three different ways technology enhances theater, film, television and electronic media.~~

~~—— 3. For the area of visual arts:~~

~~—— (a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Explain why he or she chose a particular medium, technique and process in his or her works of visual art;~~

~~—— (2) Revise the pupil's works of visual art based on criteria established by the teacher; and~~

~~—— (3) Create works of visual art that reveal control over a variety of media, tools, techniques and processes.~~

~~—— (b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Explain in a logical manner an interpretation of visual characteristics of works of visual art;~~

~~—— (2) Explain in a logical manner an interpretation of the purposes of works of visual art;~~

~~—— (3) Analyze at a basic level the effectiveness of, and relationships among, visual characteristics, purposes and functions in works of visual art; and~~

~~—— (4) Demonstrate control of visual characteristics of visual art to convey ideas in a series of the pupil's works of visual art.~~

~~—— (e) Choose, apply and evaluate a range of subject matter, symbols and ideas relating to the visual arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Evaluate and summarize the origins of subject matter, symbols and ideas in works of visual art;~~

~~—— (2) Plan and create an original work of visual art using subject matter, symbols and ideas to communicate an intended meaning; and~~

~~—— (3) Justify the subject matter, symbols and ideas used in works of visual art.~~

~~—— (d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:~~

~~—— (1) Interpret works of visual art of various cultures and eras while differentiating among relationships of form, context and purposes in such works;~~

~~—— (2) Analyze at a basic level similarities in works of visual art from various times and cultures while interpreting the meanings of such works; and~~

~~—— (3) Analyze at a basic level relationships between works of visual art of the pupil and influences on such works from the history, aesthetics and culture of the pupil.~~

~~—— (e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and in the works of others as demonstrated by the ability of the pupil to:~~

~~—— (1) Evaluate his or her works of visual art and the works of visual art of others based on themes, styles, purposes and subject matter;~~

~~—— (2) With guidance from the teacher, create criteria and use such criteria to assess merits of a work of visual art;~~

~~—— (3) Study and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views and intentions through works of visual art; and~~

~~—— (4) Develop a personal aesthetic position and explain its level of success when applied to a work of visual art.~~

~~—— (f) Demonstrate relationships between the visual arts, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:~~

~~—— (1) Demonstrate how ideas, issues and themes of a particular period are used in the visual arts and other disciplines;~~

~~—— (2) Compare the use of materials, techniques, media and processes of the visual arts with those of other art disciplines; and~~

~~—— (3) Create works of visual art that reflect the research of multiple disciplines.~~

~~—— 4. As used in this section:~~

~~—— (a) "Aesthetic criteria" means criteria developed by a pupil about the visual, aural and oral aspects of a performance that are derived from cultural and emotional values and cognitive meaning.~~

~~—— (b) "Aesthetics" means the philosophical study of the visual arts, focusing on broad questions on the nature of art in general rather than the study of specific works of art.~~

~~—— (c) "Unified production concept" means a brief statement, metaphor or expression of the essential meaning of a play that orders and patterns all the parts of the play.~~

~~—— (Added to NAC by Bd. of Education by R073-00, eff. 6-20-2000)]~~

1. [For the area of visual arts, media arts, dance, theatre, and music:](#)

1. [Create by conceiving and developing new artistic work alone and with others as demonstrated by a pupils ability to:](#)

- 1) Generate and conceptualize artistic ideas and work;
 - 2) Organize and develop artistic ideas and work;
 - 3) Refine and complete artistic work and present culminating presentations of completed work.
2. Perform artistic work through interpretation and presentation alone and with others as demonstrated by a pupils ability to:
 - 1) Select, analyze, and interpret artistic work for presentation;
 - 2) Develop and refine artistic techniques and work for presentation;
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3. Responding, understanding, and evaluating how the arts convey meaning alone and with others as demonstrated by a pupils ability to:
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4. Connecting artistic ideas and work with personal meaning and external context as demonstrated by the pupils ability to:
 - 1) Apply an relate knowledge and personal experiences to make art;
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