

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R073-00**

Effective June 20, 2000

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §§1-19, NRS 385.080 and 389.0185.

**Section 1.** Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 14, inclusive, of this regulation.

**Sec. 2.** *“Aesthetic position” means a point of view concerning the nature of the visual arts such as formalism, functionalism, hedonism, expressionism and realism.*

**Sec. 3.** *“Dramatized event” means a method of telling a story through the use of stage, film, television, radio or computer disks.*

**Sec. 4.** *“Dramatized idea or story” means a method of communicating an idea or telling a story through a variety of theatrical techniques such as pantomime, creative movement, improvisation, creative drama, storytelling, choral reading, story theater, puppetry, readers’ theater, role-playing and theater games.*

**Sec. 5.** *“Elements of music” means pitch, rhythm, harmony, dynamics, timbre, texture and form.*

**Sec. 6.** *“Historical periods” means major points in the history of mankind in which significant contributions to the theater have been made, such as fifth century Greece, the Elizabethan era, the French neoclassic period and the Restoration.*

**Sec. 7.** *“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.*

**Sec. 8.** *“The arts” means the areas of visual arts, music and theater.*

**Sec. 9.** *“Visual arts” means a broad category of art that includes, without limitation:*

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

2. *Communication and design art such as film, television, graphics and production design;*

3. *Architecture and environmental art such as urban, interior and landscape design;*

4. *Folk art; and*

5. *Works in ceramic, fibers, jewelry, wood, paper and other materials.*

**Sec. 10.** *“Visual characteristics” means distinguishing traits, qualities or properties that may be seen and identified in a work of visual art.*

**Sec. 11.** *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 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 his 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.*

**Sec. 12.** *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 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 he sees and hears in a performance;*

*(2) Explain how a performance made him feel and state his 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 his 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.*

**Sec. 13.** *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 his 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 his own performance and composition and the performances and compositions of others and offer justification for his 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 his 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.*

**Sec. 14.** *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:*

*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 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 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 his personal participation in musical performances and compositions applying specific criteria for music and justify his opinion; and*

*(3) Evaluate performances or compositions by comparing them to similar or exemplary models and justify his 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 his 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 chose a particular medium, technique and process in his works of visual art;*

*(2) Revise his 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 his works of visual art.*

*(c) 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 his own works of visual art and in the works of others as demonstrated by the ability of the pupil to:*

*(1) Evaluate his 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.*

**Sec. 15.** NAC 389.011 is hereby amended to read as follows:

389.011 As used in this chapter, unless the context otherwise requires, the words and terms defined in NAC 389.015 to 389.040, inclusive, *and sections 2 to 10, inclusive, of this regulation* have the meanings ascribed to them in those sections.

**Sec. 16.** NAC 389.368 is hereby amended to read as follows:

389.368 1. ~~[NAC 389.370 to 389.390, inclusive,]~~ *The provisions of NAC 389.380, 389.385 and 389.390 and section 13 of this regulation* apply to courses of study required whether or not the majority of subjects offered by the school for a particular grade are taught to a pupil by a single teacher.

2. ~~[On and after September 1, 1992,]~~ *The provisions of* NAC 389.392 and 389.393 apply to courses of study required or elected whether or not the majority of subjects offered by the school for a particular grade are taught to a pupil by a single teacher.

3. ~~[On and after September 1, 1993,]~~ *The provisions of* NAC 389.391 ~~[applies]~~ *apply* to courses of study required whether or not the majority of subjects offered by the school for a particular grade are taught to a pupil by a single teacher.

**Sec. 17.** NAC 389.452 is hereby amended to read as follows:

389.452 The required course of study in arts and humanities may be one of the following:

1. ~~[Art, as set forth in NAC 389.540.]~~ *Visual arts.*

2. Music . ~~[, as set forth in NAC 389.626 to 389.642, inclusive.]~~

3. Theater . [~~as set forth in NAC 389.560.~~]
4. Foreign language, as set forth in NAC 389.570, in the third, fourth and fifth years of instruction.
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 man.
  - (k) Psychology.
  - (l) Creative thinking.
  - (m) Humanities.
  - (n) Sociology.
  - (o) Cultural anthropology.

**Sec. 18.** NAC 389.516 is hereby amended to read as follows:

389.516 A local school board may offer the following courses of study as elective courses in a public high school:

1. History, other than American history.
2. Government, other than American government.
3. Agriculture, which may include the courses of study described in NAC 389.520 to 389.538, inclusive.
4. ~~[Art.]~~ *The arts.*
5. Business, which may include the courses of study described in NAC 389.542 to 389.554, inclusive.
6. Communications, which may include the courses of study described in NAC 389.556 ~~to 389.558 and 389.560.~~ *and 389.558.*
7. Occupational education, in cooperation with private employers, as described in NAC 389.562, 389.564 and 389.566.
8. Drivers' education.
9. Foreign language.
10. Occupations, which may include the courses of study described in NAC 389.572 to 389.584, inclusive.
11. Occupations in trade and industry, which may include the courses of study described in NAC 389.586 to 389.618, inclusive.
12. Home economics.
13. Industrial arts.
14. Marketing.
15. ~~[Music, which may include the courses of study described in NAC 389.626 to 389.642,~~  
~~inclusive.~~

~~16.~~ Skills needed to obtain employment as described in NAC 389.644 to 389.650, inclusive.

~~17.~~ 16. Social studies.

~~18.~~ 17. Introduction to occupations which may include the courses of study described in NAC 389.6528 to 389.6547, inclusive.

~~19.~~ 18. Great Basin Native American languages.

**Sec. 19.** NAC 389.190, 389.225, 389.230, 389.270, 389.275, 389.320, 389.325, 389.370, 389.375, 389.540, 389.560, 389.626, 389.628, 389.630, 389.632, 389.634, 389.636, 389.638, 389.640 and 389.642 are hereby repealed.

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## TEXT OF REPEALED SECTIONS

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**389.190 Public kindergarten.** The state board of education prescribes the following courses of study for public kindergartens:

1. Reading.
2. Language.
3. Social studies.
4. Mathematics.
5. Art.
6. Music.
7. Health.

8. Physical education.

**389.225 Art.** The courses in art offered in public kindergartens must include instruction designed to teach the pupil to:

1. Hold crayons and pencils appropriately.
2. Hold and use scissors appropriately.
3. Trace, copy and draw basic shapes.
4. Complete simple designs.
5. Follow simple directions which include two or three steps.
6. Identify similar and different objects and pictures.
7. Match color, shape and size.
8. Appreciate differences in line, color, shape and texture by seeing and feeling various objects.
9. Express his individual ideas, thoughts and feelings in the media of clay, paint, string, crayons and chalk with minimal instruction.

**389.230 Music.** The courses in music offered in public kindergartens must include instruction designed to teach the pupil to:

1. Sing songs and participate in group singing of seasonal, standard, patriotic and popular songs.
2. Imitate a simple rhythmic pattern.
3. Move to a steady beat using his various body parts.
4. Discriminate aurally between high and low, fast and slow, loud and soft, upward and downward and long and short.
5. Develop an appreciation for music by listening to a variety of short selections.

**389.270 Art.** The courses in art offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

1. Visually explore his immediate environment (home and school) and recreate his impressions using drawing, painting, collage, modeling and elementary printmaking.
2. Identify basic tools such as brushes, crayon, pencils and clay and the fundamental concepts of color, line, shape and texture.
3. Create expressive forms based on a wide range of topics such as me, my home and relatives, music, literature, animals, holidays and other personal experiences.
4. Develop skill in speaking about his own works of art and that of others.
5. Follow procedures that encourage respect for property and safety in the area used for art activities.

**389.275 Music.** The courses in music offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

1. Clap, stamp, snap and pat short patterns using even rhythms in duple and triple meter.
2. Imitate and match nonpitched and pitched sounds and patterns in chant, rhymes, poetry and repeated patterns.
3. Sing, on pitch within a comfortable range, a variety of songs including folk, patriotic and seasonal songs, two-part rounds and those accompanied by a repeated vocal pattern.
4. Demonstrate differences in songs as to style, dynamics and tempo.
5. Play simple percussion and melodic instruments.
6. Vary pitch, tempo, dynamics and timbre to demonstrate an understanding of melody, harmony, rhythm and form within the music.



7. Respond with appropriate body movements to various elements of music including melody, rhythm, form, tempo, dynamics and timbre.
8. Understand the basic concepts of beat, accent, rhythmic patterns, and phrases in duple and triple meter.
9. Dance simple folk dances and participate in singing games.
10. Dramatize a song, story, poem or recorded music.
11. Create accompaniments to songs using natural and instrumental sounds.
12. Improvise simple accompaniments in repeated patterns to pentatonic songs.
13. Express ideas or moods of vocal and instrumental music and poetry through movement and imaginative use of instruments in the classroom.
14. Create simple, even, rhythmic and melodic patterns within a given structure.
15. Create simple introductions, interludes and codas.
16. Create rhythmic phrases in rondo and “A-B-A” forms.
17. Create and sing original melodies using ideas found in class reading material.
18. Use the diatonic and pentatonic scales to compose simple songs by phrases.
19. Plan contracts in dynamics, tempo, timbre and articulation in original songs.
20. Listen to music with specific musical directions.
21. Develop a simple vocabulary to describe music including concepts such as pitch, rhythm, meter, dynamics, timbre and form.
22. Identify visually and aurally the instruments in the classroom and basic orchestral instruments.
23. Listen to and describe various musical styles such as classical, popular, folk and ethnic.

24. Recognize the basic symbols of music notation including the staff, clef signs, meter notes, rests and pitch names.

25. Notate simple rhythmic patterns such as line notation, traditional notation or Kodaly rhythmic symbols.

**389.320 Art.** The courses in art offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Examine the community outside his home and school through directed assignments in nature, field trips and studies in art and cultural history.

2. Develop proficiency in the care and use of art materials through activities such as mixing paints, cutting and pasting, and assembling three-dimensional materials.

3. Use a variety of topics to stimulate his creative ability such as adventure, historical people and events, geography, sports, games and films.

4. Expand his vocabulary of art terms through:

(a) Discussions about artists, artworks and selected historical styles;

(b) Viewing of color reproductions such as prints and slides;

(c) Material on bulletin boards; and

(d) Field trips to places such as museums and art galleries.

**389.325 Music.** The courses in music offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Clap, stamp, snap and pat long patterns using even rhythms, syncopation and polyrhythm.

2. Sing from notation accurately and independently.

3. Understand melodic and rhythmic elements of music.

4. Control his voice to produce the desired musical quality when singing alone and with others.
5. Sing songs including rounds, repeated patterns, descants and songs with harmonies using thirds, sixths and counter melodies in limited ranges for changing voices.
6. Play percussion, melodic, folk and electronic instruments from notation, by ear and by improvisation.
7. Play the standard wind and string instruments of his choice, if any.
8. Perform and understand pieces in “A-B,” “A-B-A” and rondo forms.
9. Respond with creative body movements to various elements of music.
10. Perform singing games and circle, line and square dances from a variety of ethnological sources.
11. Understand syncopation and duple, triple and compound meters.
12. Display basic conducting skills.
13. Listen to music with understanding and describe what he hears in a musical composition using technical and nontechnical terms such as “mood,” “rhythm,” “theme” and “form.”
14. Identify and group, visually and aurally the brass, string, woodwind and percussion instruments in an orchestra.
15. Listen to many kinds of music including contemporary, classical and jazz.
16. Analyze vocal and instrumental performances in operas and by soloists and groups such as choirs and symphonies.
17. Interpret musical symbols while singing or playing melodic or rhythmic instruments.
18. Interpret the expressive elements in a musical score including tempo and dynamics.
19. Improvise accompaniments on pitched instruments using predetermined pitches.

20. Harmonize the parts in familiar songs.
21. Improvise accompaniment with even and uneven rhythms.
22. Notate given phrases within the forms of “A-B-A,” rondo and theme and other variations.
23. Work with others to compose music for instruments, voice and movement.

**389.370 Art.** The courses in art offered in public elementary schools must include instruction designed to teach the pupil by completion of the eighth grade to:

1. Demonstrate a working knowledge of more complex art processes such as:
  - (a) Printmaking;
  - (b) Carving;
  - (c) Those using textiles, including weaving and stitchery;
  - (d) The making of murals;
  - (e) Those combining different media;
  - (f) Those using a computer and video projector;
  - (g) Throwing on a potter’s wheel; and
  - (h) Basic techniques of commercial and graphic design.
2. Develop skills in pictorial composition with special attention to the illusion and depth of space, including shading, perspective and overlap.
3. Understand fundamental methods of displaying works of art by means of exhibits in classroom and school and visits to local art museums and galleries.
4. Speak and write his opinions about artists and their works by using comparative methods.
5. Expand his understanding of vocational art by visiting with artists such as graphic designers, fine artists and craftsmen at their places of work or in the classroom.

**389.375 Music.**

1. Each pupil in the seventh and eighth grades in a public elementary school must be given the opportunity to continue his musical education in the area which most interests him. The school shall provide at least one:

- (a) Band or woodwind ensemble;
- (b) Orchestra or stringed orchestra; and
- (c) Mixed choral group,

FLUSH in which he may choose to participate.

2. The school may develop courses of short duration and narrow scope regarding particular aspects of musical education such as performance, interpretation and composition which accommodate the desires of the students, the capabilities of the instructors and characteristics of the community.

**389.540 Art.** An elective course of study in art must include instruction designed to teach the pupil to do the following:

- 1. Develop perceptual awareness.
- 2. Respond by means of two-dimensional and three-dimensional art to ideas, experience and the environment.
- 3. Enhance creative expression through the understanding and application of:
  - (a) The elements of art, such as line, form, value, hue and texture; and
  - (b) The principles of design, including harmony, balance and rhythm.
- 4. Demonstrate manipulative and organizational skills for effective visual expression of ideas and feelings.

5. Undertake projects which communicate ideas and feeling through a variety of media including:
- (a) Two-dimensional or three-dimensional forms; or
  - (b) Multimedia forms such as light, computers and kinetics.
6. Identify, analyze and apply criteria in making aesthetic judgments of art.
7. Understand that both subjective and objective approaches to evaluation of art have value.
8. Recognize and respect originality in expression.
9. Exhibit work at a variety of shows.
10. Use the correct terminology to discuss and write about art.
11. Examine selected aspects of art in prehistory and history using printed material, exhibition, slides and other presentations.
12. Demonstrate awareness of periodicals and publications concerning art.
13. Develop his personal talents and interests in the visual arts and in occupations related to art.
14. Recognize hazards of health in the visual arts by identifying dangerous substances and practicing procedures for safety.

**389.560 Theater.** A course of study in theater must include instruction designed to teach the pupil to do the following:

- 1. Recognize the intent, structure, effectiveness and value of the theater.
- 2. Demonstrate basic movements on the stage.
- 3. Recognize different types of acting used in stage, radio, movies and television.
- 4. Relate pantomime to acting.
- 5. Recognize the purpose of theater in the modern world.

6. Examine the history and development of the theater.
7. Demonstrate poise and confidence while participating in theater and drama.
8. Demonstrate and recognize the dramatization of emotions.
9. Recognize that the theater is an artistic relationship among a group.
10. Practice vocal projection, articulation, variety and timing.
11. Examine the structure of a play and the varieties of drama.
12. Identify careers in theater.
13. Demonstrate a knowledge of lighting, sound, scenery, costumes, properties and backstage responsibilities.

**389.626 Instrumental music: Beginning level.** A course of study in instrumental music at the beginning level must include instruction designed to teach the pupil to do the following:

1. Demonstrate proper care of the instrument.
2. Understand the discipline required of a musician.
3. Demonstrate the proper position for playing the chosen instrument.
4. Produce a tone of acceptable quality.
5. Demonstrate the basic movements necessary to play an instrument.
6. Identify musical notes by name and by their position on the instrument.
7. Identify and define basic musical terms and symbols.
8. Perform rhythmic patterns in duple and triple meters at various tempos.
9. Play the major scales of the common keys.
10. Identify and interpret dynamic markings.
11. Develop an awareness and understanding of proper intonation.
12. Read by sight a simple line of music.

13. Develop an awareness of musical form and style.
14. Recognize the value of participating in the course of study in instrumental music.

**389.628 Instrumental music: Intermediate level.** A course of study in instrumental music at the intermediate level must include instruction designed to teach the pupil to do the following:

1. Continue to demonstrate the proper position for playing the chosen instrument.
2. Produce a controlled tone at various dynamic levels.
3. Demonstrate a variety of movements necessary to play the instrument.
4. Interpret musical terms and symbols in the literature of music.
5. Play the major scales of at least four key signatures.
6. Recognize and follow the basic patterns for conducting music.
7. Demonstrate the ability to play in compound meters.
8. Perform simple dotted and syncopated rhythms at various tempos.
9. Play 13 drum rudiments if a percussion instrument is played.
10. Play a selected chromatic scale of one octave ascending and descending.
11. Develop an awareness and understanding of the proper unison and chordal intonation needed to produce harmonic balance.
12. Perform a variety of music with an understanding of its historical background.
13. Read music by sight as part of an ensemble.
14. Demonstrate an expanded range of technical proficiency.

**389.630 Instrumental music: Advanced level.** A course of study in instrumental music at the advanced level must include instruction designed to teach the pupil to do the following:

1. Produce a controlled tone throughout the range of the instrument.



2. Demonstrate a variety of movements at various tempos.
3. Perform complex meters and rhythmic patterns.
4. Play 12 major and relative minor scales.
5. Play chromatic scales of two octaves within the range of the instrument.
6. Play 26 drum rudiments if a percussion instrument is played.
7. Identify key signatures and apply them to the music being performed.
8. Play with accurate melodic and harmonic intonation.
9. Experience music of various styles and techniques by various composers.
10. Play rhythmic patterns and phrases with dynamic control.
11. Read music by sight in moderately advanced rhythmic structures and keys.
12. Exhibit advanced technical skills and precision.
13. Be aware of opportunities for continued performance in music.

**389.632 Choral music: Beginning level.** A course of study in choral music at the beginning level must include instruction designed to teach a pupil to do the following:

1. Use the proper decorum and attitude during a rehearsal.
2. Sing with an acceptable tonal quality, demonstrating correct posture and support of breath.
3. Sing with purity of vowels and clarity of consonants.
4. Match pitches.
5. Sing simple melodic intervals.
6. Interpret symbols, terms and signs as used in choral music.
7. Follow a choral score.
8. Follow and respond to a conductor.

9. Sing music in unison and two parts.
10. Sing with expression through the use of proper dynamics, tempo and style.
11. Perform selections representative of contrasting periods and styles.
12. Recognize the value of participating in the course of study in choral music.

**389.634 Choral music: Intermediate level.** A course of study in choral music at the intermediate level must include instruction designed to teach a pupil to do the following:

1. Use the proper decorum and attitude during a rehearsal.
2. Demonstrate correct use of the voice.
3. Produce a good tone using proper support of the breath, posture and diction.
4. Read and sing by sight the notation of simple patterns.
5. Match pitches.
6. Sing intervals found in the major scales.
7. Respond appropriately to the director's instructions.
8. Sing music containing independent multiple parts.
9. Define signs, symbols and basic musical terms found in the music being studied.
10. Identify simple structural forms.
11. Perform and understand selections representative of contrasting periods and styles.

**389.636 Choral music: Advanced level.** A course of study of choral music at the advanced level must include instruction designed to teach the pupil to do the following:

1. Use the proper decorum and attitude during a rehearsal.
2. Demonstrate correct posture and breathing.
3. Demonstrate an intonation appropriate for the level of music being studied.

4. Sing with the purity of vowels and clarity of consonants appropriate to interpretive markings and musical styles.

5. Sing in a manner reflecting expressive and stylistic qualities of music.

6. Sing by sight in a variety of keys and meters.

7. Respond to the director.

8. Demonstrate the ability to conduct simple music.

9. Sing music containing independent multiple parts.

10. Perform selections of all major periods of music and demonstrate an awareness of stylistic differences.

11. Demonstrate a knowledge of form and structure in a choral score.

12. Recognize opportunities for continued performance in music.

**389.638 Appreciation of music.** A course of study in the appreciation of music must include instruction designed to teach the pupil to do the following:

1. Recognize musical notations.

2. Refine his ability to understand music.

3. Analyze performances of music which are unfamiliar to the pupil.

4. Analyze examples of music.

5. Become familiar with a wide variety of musical styles.

6. Demonstrate a knowledge of the evolution of musical styles.

7. Recognize various types of performing groups.

**389.640 Music in general.** A course of study in music in general must include instruction designed to teach the pupil to do the following:

1. Recognize the basic symbols of musical notations.

2. Notate pitch, rhythm and dynamics.
3. Demonstrate musical notation using the voice and instruments.
4. Demonstrate the ability to understand music.
5. Dramatize and interpret music and rhyme.
6. Identify instruments by sight and sound.
7. Use the proper vocabulary to discuss and describe music.
8. Listen to music of various styles and periods and use the proper vocabulary to discuss it.

**389.642 Theory and composition of music.** A course of study in the theory and composition of music must include instruction designed to teach the pupil to do the following:

1. Understand music and comment intelligently on its form, texture, historical period, instrumentation and composition.
2. Describe and analyze musical and theoretical concepts.
3. Develop an ability to hear a composition and reproduce it.
4. Compose original works in various styles.
5. Demonstrate a knowledge of the formal notation of music, including rhythm, harmony, melody and dynamics.

## LCB File No. R073-00

### NOTICE OF ADOPTION

The Council to Establish Academic Standards held a Workshop to Solicit Comments on Proposed Regulations on March 8, 2000. The Nevada State Board of Education held a one-time only public hearing on April 29, 2000, for the adoption of revisions to NAC 389, Content/Performance Standard for the Arts and Social Studies. Please accept the following for filing with the Secretary of State:

<u>Affected Regulation</u>	<u>LCB File #</u>	<u>Adoption Date</u>
NAC 389, Content/Performance Standards for the Arts and Social Studies	R073-00 R074-00	April 29, 2000

### INFORMATIONAL STATEMENT

#### NEVADA STATE BOARD OF EDUCATION NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION

#### LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066 NAC 389, Content/Performance Standards for The Arts and Social Studies (LCB Files R073-00& R074-00)

### IMPACT STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) 389:

- 1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.**

The Workshop to Solicit Comments on Proposed Regulations was held on March 8, 2000, by the Council to Establish Academic Standards for Public Schools.

The Notice of Intent to Act Upon a Regulation for public hearing and Board permanent adoption of the proposed revisions to NAC 389, Content/performance Standards for Health, Physical Education, and Computer and Technology Education, was sent to approximately one-hundred fifty individuals and educational organizations. One public hearing was conducted by the Nevada State Board of Education on April 29, 2000, to provide the opportunity for comments by affected parties and the public. There were comments from the public.

**2. The Number of Persons Who:**

a) **Attended Each Hearing:** 20

b) **Testified at Each Hearing;** 4

**and,**

c) **Submitted Written Statements:** 0

No written comments were submitted.

**3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.**

Comment was solicited through the public hearing notice of March 28, 2000.

At the April 29, 2000, public hearing, the following individuals addressed the proposed revisions: 1) Nancy Schkurman, Elementary Music Administrative Specialist, Clark County School District, expressed pleasure with the compromises made to bring the proposed language before the Board; 2) Dikka Rian, Elementary Arts Program, Clark County School District and member of the Arts Writing Team, advised that the new arts standards represent a realistic expectation for students in Nevada; 3) Susan Bonar, Teacher on Special Assignment, Clark County School District and member of the Social Studies Writing Team for Geography, noted the great care taken to develop the social studies standards to reflect the diversity of the student population in the state; and, 4) Vaughn Higbee, Superintendent, Lincoln County School District, assured the Board members that every effort will be made to implement the new standards, but cautioned about the need for training of teachers.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

**4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.**

The permanent regulation language was adopted by the Nevada State Board of Education at the public hearing held April 29, 2000, without revision to the proposed language for an effective date of July 1, 2000.

**5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must**

**include:**

There is no economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

**6. The estimated cost to the agency for enforcement of the adopted regulation.**

There is no additional cost to the agency for enforcement of this regulation.

**7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.**

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

**8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

**9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.