

LCB File No. R073-00

**PROPOSED REGULATION OF THE STATE BOARD OF
EDUCATION/STATE BOARD FOR OCCUPATIONAL EDUCATION**

NOTICE OF HEARING

The State Board of Education will hold a one-time only public hearing on April 29, 2000.

Explanation: Matter in italics is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

Authority: 385.080 and 389.110.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 7, inclusive, of this regulation to read as follows:

Section 2. *By the end of the third grade, pupils 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 third grade in the arts must be designed so that pupils meet the following performance standards by the completion of third grade:*

1. For the area of music:

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

(1) Sing folk songs, patriotic songs, and multi-cultural selections with correct pitch and mood using the head tone.

(2) Sing simple ostinati on pitch.

(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 pupil's ability to:

(1) Play a melodic or rhythmic pattern on classroom instruments with proper technique.

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

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

(d) Compose and arrange music within specified guidelines as demonstrated by the pupil's ability to:

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

(2) Create, with teacher assistance, a two-phrase song/instrumental piece with a beginning, middle, and end using a pentatonic scale.

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

(e) Read and notate music as demonstrated by the pupil's ability to:

(1) Read quarter notes, quarter rests, and eighth notes and perform through speaking, body percussion, and unpitched instruments.

(2) Sing/play simple pentatonic patterns using solfege, numbers and/or letters.

(3) Utilize music symbols (e.g. fermata, repeat signs, and double bar lines).

(4) Notate a simple oral rhythmic pattern.

(5) Notate a simple oral melodic pattern.

(f) Listen to, analyze, and describe music as demonstrated by the pupil's ability to:

(1) Identify repeated rhythmic and melodic patterns within a musical piece.

(2) Identify and describe a simple musical form.

(3) Identify the difference in vocal timbres among children's, male and female voices when presented separately.

(4) Identify unpitched instruments in a musical example.

(g) Evaluate music and music performances as demonstrated by the pupil's ability to:

(1) Use provided criteria to evaluate performances and compositions.

(2) Verbalize responses to evaluate performances and compositions using their own words.

(h) Demonstrate knowledge of the historical periods and cultural diversity of music.

(1) Identify various styles of music from diverse cultures.

(2) Identify that various styles of music are used for different settings.

2. For the area of theater:

(a) Understand the components of theatrical production including script writing, directing, and production as demonstrated by the pupil's ability 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.

(3) Create props, costumes, masks, or make-up for a dramatized idea or story.

(b) Understand and demonstrate the role of the actor in the theater as demonstrated by the pupil's ability 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.

(3) Portray characters' varied emotions vocally and physically 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 pupil's ability to:

- (1) Explore and express opinions of performances of students and visiting artists.*
- (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 pupil's ability to state the similarities and differences between dramatic characters and real people.

3. For the area of visual arts:

(a) Know and apply visual arts media, techniques, and processes as demonstrated by the pupil's ability to create works of art using different media, techniques, and processes meeting most assigned criteria.

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

- (1) Identify selected elements and principles of design in nature and works of art.*
- (2) Create artwork using various visual characteristics.*

(c) Choose, apply, and evaluate a range of subject matter, symbols, and ideas as demonstrated by the pupil's ability to create artwork that demonstrates choice of subject matter and symbols to communicate meaning.

(d) Understand the visual arts in relation to history and culture as demonstrated by the pupil's ability to:

- (1) Match an artwork to a particular culture, time or place.*
- (2) Create a work of art that is influenced by a particular historical period or culture.*

(e) Analyze and assess characteristics, merits, and meaning in their own artwork and the work of others as demonstrated by the pupil's ability to brainstorm possible meanings for a work of art.

Section 3. *By the end of the fifth grade, pupils 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 fifth grade in the arts must be designed so that pupils meet the following performance standards by the completion of fifth grade:*

1. For the area of music:

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

- (1) Sing folk, patriotic, and multicultural songs demonstrating correct pitch, mood, and tempo while using the head voice*
- (2) Respond to conductor cues.*
- (3) Sing complex ostinati on pitch consistently.*

(4) Maintain their 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 pupil's ability to:

(1) Play a melodic, rhythmic, and chordal pattern on classroom instruments with proper technique.

(2) Echo an eight beat rhythmic and melodic pattern.

(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 pupil's ability to:

(1) Improvise two rhythmic and melodic phrases (16 beats) while maintaining a steady beat.

(2) Improvise 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 pupil's ability to:

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

(2) Create and perform with assistance songs/instrumental pieces in a specific form (AB, ABA and rondo), using a variety of sound sources.

(e) Read and notate music as demonstrated by the pupil's ability 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 and/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 rhythm pattern in standard notation.

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

(f) Listen to, analyze, and describe music as demonstrated by the pupil's ability 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.

(3) Identify families of instruments.

(g) Evaluate music and music performances as demonstrated by the pupil's ability to:

(1) Construct criteria for evaluating musical performances and compositions.

(2) Verbalize responses to evaluate performances and compositions using standard musical vocabulary.

- (h) Demonstrate knowledge of the historical periods and cultural diversity of music.*
- (1) Connect music with various historical periods and world cultures.*
 - (2) Identify roles of musicians and offer an example for each.*

2. For the area of theater:

(a) Understand the components of theatrical production including script writing, directing, and production as demonstrated by the pupil's ability to:

- (1) Write or improvise a script with two or more characters; a beginning, middle, and end; 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.*
- (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 pupil's ability to:

- (1) Describe characters' traits through examining their specific actions and what they say.*
- (2) Demonstrate character through movement, pantomime, improvisation, or voice.*
- (3) Portray a character's traits 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 pupil's ability to:

- (1) Discuss what they see and hear in a performance.*
- (2) Explain how a performance made them feel and state preference for a particular genre.*
- (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 pupil's ability to:

- (1) Cite two examples from movies or television that give historical and cultural information.*
- (2) Identify the conflict between characters in a dramatized event.*

3. For the area of visual arts:

(a) Know and apply visual arts media, techniques, and processes as demonstrated by the pupil's ability to:

- (1) Cite one example that demonstrates the different uses of media, techniques, and processes in works of art.*
- (2) Describe how responses change due to different media, techniques, and processes.*
- (3) Identify and demonstrate the appropriate use of various media, techniques, and processes to communicate ideas.*

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

- (1) Describe selected visual characteristics of art.*
- (2) Explain purposes and functions of selected artworks.*
- (3) Explain how visual characteristics, purposes, and functions of selected works of art cause different responses.*
- (4) Choose visual characteristics to create a work that communicates an intended purpose.*

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

- (1) Tell what an artwork is about by identifying subject matter, symbols, and ideas.*
- (2) Create a work of art that integrates subject matter and symbols with ideas to convey meaning.*
- (3) Explain how and why subject matter, symbols, and ideas are chosen to present meaning in student work.*

(d) Understand the visual arts in relation to history and culture as demonstrated by the pupil's ability to:

- (1) Place a variety of artwork in historical or cultural contexts accurately.*
- (2) Create works of art that show the influence of a particular time and place.*

(e) Analyze and assess characteristics, merits, and meaning in their own artwork and the work of others as demonstrated by the pupil's ability to:

- (1) Compare and contrast two artworks based on personal observations.*
- (2) Identify merits in various works of art.*
- (3) Present various interpretations of a work of art.*
- (4) Identify preferred characteristics, and/or meanings in works of art.*

Section 4. *For pupils in grades 6, 7, or 8 who elect to take a class in the arts know and are able to do everything required in the previous grades for courses in the arts offered in public schools. Instruction in grades 6, 7, or 8 in the arts shall be designed so that pupils who elect to take a class in the arts meet the following performance standards by the completion of eighth grade:*

1. *For the area of music:*

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

- (1) Sing with expression, technical accuracy, good breath control, correct intonation, articulation, and rhythm throughout their singing ranges, alone and with others.*
- (2) Sing in small and large ensembles while following a conductor.*
- (3) Sing repertoire in two and three parts, with and without accompaniment, maintaining their own parts.*

- (b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the pupil's ability to:*
- (1) Play with expression, technical accuracy, and appropriate ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles while following conductor.*
 - (2) Play mixed-meter repertoire, making a smooth transition from one meter to another.*
 - (3) Play diverse genres with stylistic accuracy and appropriate expression.*
- (c) Improvise melodies, variations, and accompaniments as demonstrated by the pupil's ability to:*
- (1) Improvise simple musical phrases in a given key.*
 - (2) Improvise simple harmonies in a given key.*
 - (3) Improvise melodic and rhythmic embellishments on given pentatonic melodies.*
- (d) Compose and arrange music within specified guidelines as demonstrated by the pupil's ability to:*
- (1) Compose short pieces in groups using the elements of music.*
 - (2) Arrange simple pieces for voices/instruments.*
- (e) Read and notate music as demonstrated by the pupil's ability to:*
- (1) Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meters through speaking/body percussion in two and three parts.*
 - (2) Read simple melodies in students' appropriate clefs.*
 - (3) Apply standard musical symbols within the context of the repertoire with a level of difficulty of 2 on a scale of 1 to 6.*
 - (4) Sight read, with technical accuracy and expression, music with a level of difficulty of 1 on a scale of 1 to 6.*
 - (5) Use standard notation to record simple musical ideas.*
- (f) Listen to, analyze, and describe music as demonstrated by the pupil's ability to:*
- (1) Apply knowledge of rhythm, melody and musical forms to aural examples using appropriate terminology.*
 - (2) Describe the uses of the elements of music in aural examples representing diverse genres and cultures.*
- (g) Evaluate music and music performances as demonstrated by the pupil's ability to:*
- (1) Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.*
 - (2) Evaluate the quality of their own and others' performances and compositions and offer justification.*
- (h) Demonstrate relationships between music, the other arts, and disciplines outside the arts as demonstrated by the pupil's ability to:*
- (1) Compare similar themes found in music and other art forms.*
 - (2) Compare concepts common to music and other disciplines outside the arts.*

(i) Demonstrate knowledge of the historical periods and cultural diversity of music.

(1) Discuss distinguishing characteristics of representative styles from a variety of historical periods and cultures.

(2) Discuss the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.

2. For the area of theater:

(a) Understand the components of theatrical production including script writing, directing, and production as demonstrated by the pupil's ability to:

(1) Create a properly formatted original script, incorporating a cast of characters, prop list, costumes list, simple stage directions, and technical needs.

(2) Use stage direction vocabulary to direct actors or be directed on a stage.

(3) Explain the roles and responsibilities of stage production personnel.

(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: posters, flyers, ticket, or PSA's.

(6) Work collaboratively and safely to design and construct a unit set for a production.

(7) Design and assemble all the props, costumes, and make-up for characters with attention to age, culture, and overall interpretation or a production.

(8) Describe simple sound and lighting effects for any dramatized event.

(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 pupil's ability to:

(1) Examine the text to determine logically a character's actions and intentions.

(2) Use basic acting skills, including focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.

(3) Portray believable characters in informal productions.

(c) Apply and demonstrate critical and creative thinking skills in theater, film, television, and electronic media as demonstrated by the pupil's ability 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 of the visual, aural, or kinesthetic elements of a performance.

(3) Differentiate in most cases 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 pupil's ability to:

(1) Cite two examples from theater that give historical and cultural information.

(2) Give reasons for conflicts among characters.

(e) Make connections between theater and other academic disciplines as demonstrated by the pupil's ability to:

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

(2) Identify and explain the roots of theater in Western civilization.

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

3. For the area of visual arts:

(a) Know and apply visual arts media, techniques, and processes as demonstrated by the pupil's ability to:

(1) Compare and contrast the use of media, techniques, and processes in works of art.

(2) Give purposeful responses to the use of media, technique and processes.

(3) Communicate ideas and experiences through their artwork using media, techniques, and processes.

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

(1) Define and evaluate the effects of visual characteristics in works of art.

(2) Define and evaluate the effects of purposes in works of art.

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

(4) Employ various visual characteristics for the purpose of communicating original ideas in their own artwork.

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

(1) Discuss the visual, spatial, temporal and formal aspects of an artwork as it relates to history and culture.

(2) Plan and create an original work of art that uses subject matter, symbols, and ideas which demonstrate knowledge of a culture.

(3) Discuss in groups whether subject matter, symbols, and ideas communicate successfully.

(d) Understand the visual arts in relation to history and culture as demonstrated by the pupil's ability to:

(1) Discover and organize visual characteristics of selected artworks with regard to history and culture.

(2) Describe and discuss the purposes and meanings of artworks from various cultures, times, and places.

(3) Create an artwork based on cultural research that shows how time and place influence visual characteristics.

(e) Analyze and assess characteristics, merits, and meaning in their own artwork and the work of others as demonstrated by the pupil's ability to:

(1) Explain artwork based on themes, styles, purposes, and subject matter.

- (2) *Compare and contrast the degrees of merit in artworks.*
- (3) *Analyze and generate new interpretations of artworks.*
- (4) *Develop and explain, with guidance, an aesthetic position and use it to critique an artwork.*

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

- (1) Explain how the principles of art 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.*
- (3) Create a work of art that reflects principles common to the arts and multiple disciplines.*

Section 5. *For pupils in grades 9 through 12 who elect to take a class in the arts know and are able to do everything required in the previous grades for courses in the arts offered in public schools. Instruction in grades 9 through 12 in the arts shall be designed so that pupils who elect to take a class in the arts meet the following performance standards by the completion of twelfth grade:*

1. For the area of music:

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

- (1) Sing repertoire in small and large ensembles using expression, technical accuracy, good breath control, intonation, diction/articulation, and tone/timbre quality, maintaining their own parts.*
- (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 pupil's ability to:

- (1) Perform with expression, technical accuracy, and appropriate ensemble skills a large and varied repertoire with a level of difficulty of 4 on a scale of 1 to 6 in small and large ensembles while following a conductor.*
- (2) Perform contrapuntal music with rhythmic and melodic accuracy and appropriate balance.*

(c) Improvise melodies, variations, and accompaniments as demonstrated by the pupil's ability to:

- (1) Improvise melodies over a simple chord progression.*
- (2) Improvise appropriate harmonies.*
- (3) Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.*

(d) Compose and arrange music within specified guidelines as demonstrated by the pupil's ability to:

- (1) *Compose music in more than two distinct styles incorporating the elements of music.*
- (2) *Arrange a piece for voices/instruments incorporating correct transposition and appropriate vocal/instrumental ranges.*

(e) *Read and notate music as demonstrated by the pupil's ability to:*

- (1) *Read complex rhythms in all meters within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6.*
- (2) *Read complex melodies within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6.*
- (3) *Apply all standard musical symbols within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6.*
- (4) *Sight read, with technical accuracy, music with a level of difficulty of 3 on a scale of 1 to 6.*
- (5) *Use non-standard notation symbols.*

(f) *Listen to, analyze, and describe music as demonstrated by the pupil's ability to:*

- (1) *Apply knowledge of the technical vocabulary of the elements of music in analyzing aural examples.*
- (2) *Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.*

(g) *Evaluate music and music performances as demonstrated by the pupil's ability to:*

- (1) *Develop specific musical criteria for making informed critical evaluations of the quality and effectiveness of performances and compositions.*
- (2) *Evaluate their personal participation in music performances and compositions applying specific music criteria and justifying their opinions.*
- (3) *Evaluate performances or compositions by comparing them to similar or exemplary models and justify their opinions by describing several of the most distinguishing features of each performance or composition using appropriate music terminology.*

(h) *Demonstrate relationships between music, the other arts, and disciplines outside the arts as demonstrated by the pupil's ability to:*

- (1) *Compare similar themes found in music and other art forms and analyze how themes are expressed in each.*
- (2) *Analyze concepts common to music and other disciplines outside the arts.*

(i) *Demonstrate knowledge of the historical periods and cultural diversity of music.*

- (1) *Classify musical examples by style, historical periods, and cultures.*
- (2) *Discuss the achievements of representative musicians from various historical periods and cultures.*

2. *For the area of theater:*

(a) *Understand the components of theatrical production including script writing, directing, and production as demonstrated by the pupil's ability to:*

(1) Use historical or cultural research to write a well-structured, properly formatted script appropriate for stage, television, film, or electronic media.

(2) Create a theatrical performance that includes conducting 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 an aesthetically unified production for informal theater, film, television, or electronic media.

(5) Design and create a program, poster, and one of the following for a theatrical, film, television, or electronic media production: tickets, flyers, print ads, print media, or television or radio PSA's.

(6) Design or construct with other group members a variety of functional scenic devices for an informal production.

(7) Explain their choices of costumes, props, and make-up as they relate to the interpretation of an informal production.

(8) Describe different light and sound equipment and techniques in theater, film, television, and electronic media and demonstrate practical application in one area.

(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 pupil's ability to:

(1) Explain and practice various classical and contemporary acting techniques and methods.

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

(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 pupil's ability to:

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

(2) Compare and contrast one each of the following in various media: classical and contemporary dramas and 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 pupil's ability to:

(1) Show similarities and differences in ways themes and archetypes in dramatized events are portrayed in another culture and historical period.

(2) Evaluate the ways in which characters in dramatized events resolve conflict and cite some alternate choices or resolutions.

(e) Make connections between theater and other academic disciplines as demonstrated by the pupil's ability to:

(1) Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from the four arts areas.

(2) Identify and explain three significant events in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods.

(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 visual arts media, techniques, and processes as demonstrated by the pupil's ability to:

(1) Explain why they chose a particular medium, technique, and process in their artwork.

(2) Revise their works of art based upon an established criteria.

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

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

(1) Explain an interpretation of visual characteristics in a logical sequence.

(2) Explain an interpretation of purposes in a logical sequence.

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

(4) Demonstrate control of visual characteristics to convey ideas in a series of their artworks.

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

(1) Evaluate and summarize the origins of subject matter, symbols, and ideas in works of art.

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

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

(d) Understand the visual arts in relation to history and culture as demonstrated by the pupil's ability to:

(1) Interpret artworks of various cultures and eras while differentiating among relationships of form, context, and purposes.

(2) Analyze at a basic level similarities in artworks of various times and cultures while interpreting meanings.

(3) Analyze at a basic level relationships between student art and influences from history, aesthetics, and culture.

(e) Analyze and assess characteristics, merits, and meaning in their own artwork and the work of others as demonstrated by the pupil's ability to:

(1) Evaluate own artwork and the artwork of others based on themes, styles, purposes, and subject matter.

(2) Create, with guidance, a criteria and use it to assess merits of an artwork.

(3) Study and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.

(4) Develop a personal aesthetic position and explain its level of success when applied to an artwork.

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

(1) Demonstrate how ideas, issues, and themes of a particular period are employed 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.

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

Section 6. NAC 389.452 is hereby amended to read as follows:

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

1. **Visual** Art; ~~[, as set forth in NAC 389.540.]~~
2. Music; **or** ~~[, as set forth in NAC 389.626 to 389.642, inclusive.]~~
3. Theater, as set forth in Section 5 of this regulation.
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.

Section 7. NAC 389.225, NAC 389.230, NAC 389.270, NAC 389.275, NAC 389.320, NAC 389.325, NAC 389.370, NAC 389.375, NAC 389.540, NAC 389.560, NAC 389.626, NAC 389.628, NAC 389.630, NAC 389.632, NAC 389.634, NAC 389.636, NAC 389.638, NAC 389.640, and NAC 389.642 are hereby repealed.

TEXT OF REPEALED SECTIONS

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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,

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.

NAC 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) Multi-media 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

NAC 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.

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

RULES FOR PUBLIC TESTIMONY

1. In accordance with NRS 233B.060, the Board, before adopting, amending or repealing any permanent or temporary regulations shall give at least 30 days of notice.
2. The Board will endeavor to hold public hearings on its intended action in two separate locations. The Board does reserve the right to hold only one hearing. A public hearing held by video telecommunication, allowing access at two separate locations, will be considered as two hearings. Also, under NRS 233B.060, the Board has the authority to promulgate emergency regulations which expire and then must go through the regular public hearing process.
3. All persons wishing to submit written testimony for a public hearing of the Board should do so at least five (5) working days before the scheduled public hearing.
4. Written submissions should be sent to the Board Secretary, State Board of Education, Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096. All materials will be duplicated for distribution to the Board members.
5. Persons wishing to give oral testimony at the public hearing should sign in at the meeting on the cards provided and submit the card to the Board secretary.
6. Each person giving oral testimony is asked to provide a single page abstract of comments, if possible.
7. The Board President, at the time of the public hearing, may ask a person to condense their testimony so that all persons wishing to speak will have the opportunity. Time limits on testimony may be placed at the discretion of the Board President.

Adopted 3/21/93

**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.