

Joe Lombardo
Governor

Steve Canavero, Ph.D.
Interim Superintendent
of Public Instruction



Southern Nevada Office
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

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To Whom It May Concern,

The Nevada Department of Education is pleased to share the attached **Modern Band: Contemporary Music Ensemble Curriculum Map** as a *suggested model* to support the development and implementation of contemporary music programming in Nevada high schools.

Commercial Music provides students with the opportunity to engage in music-making that reflects their cultural backgrounds and lived experiences through genres such as rock, pop, R&B, and hip-hop. The course emphasizes instrumental and vocal skill development, ensemble performance, songwriting, and the integration of music technology. It is particularly effective in engaging students who may not otherwise participate in traditional concert band, orchestra, or choir.

This curriculum is fully aligned with the Nevada Academic Content Standards (NVACS) for Music and supports multiple Nevada Educator Performance Framework (NEPF) instructional standards. It has been designed as a repeatable course that allows students to progress over multiple semesters with increasing depth, leadership, and creativity.

Until a dedicated SCED code is assigned for Commercial Music, the course may be housed under the existing SCED code:

05105G0.5011F – Instrumental Ensemble
(commonly used for nontraditional groups such as guitar or percussion ensemble)

We encourage districts and schools to consider offering Commercial Music as a credit-bearing course during the school day. The Nevada Department of Education is happy to assist with implementation, curriculum adaptation, or additional support materials as needed.

Sincerely,

Patrick E. Collins
Visual and Performing Arts Coordinator
Nevada Department of Education

Commercial Music: Contemporary Music Ensemble (Repeatable) Curriculum Map

Nevada Department of Education | Visual and Performing Arts

Note: This curriculum map is a *suggested model* developed by the Nevada Department of Education. Districts and educators are encouraged to adapt it to meet local needs, provided instruction remains aligned to Nevada Academic Content Standards.

Course Title: Commercial Music: Contemporary Music Ensemble

Course Length: One semester or full year (repeatable for credit)

Grade Levels: 9–12

Prerequisites: None

Credit Type: Elective / Fine Arts

Course Overview

Commercial Music empowers students to learn, perform, create, and connect through music that reflects their lived experiences and cultural identities. The course focuses on contemporary genres—rock, pop, hip-hop, R&B, and more—while teaching foundational music skills, ensemble collaboration, music technology, and student-led creativity.

This course is aligned with the **Nevada Academic Content Standards (NVACS)** for Music, and it supports the **Nevada Educator Performance Framework (NEPF)** by fostering student engagement, ownership, and culturally responsive teaching.

Core Course Goals

Students will:

- Perform music in contemporary genres using rhythm section instruments and voice
- Build technique and musical fluency appropriate to student-selected roles
- Collaborate in small and large group ensembles with shared responsibility
- Create and arrange original music through songwriting and improvisation
- Analyze and respond to popular music using music literacy and personal reflection
- Apply music technology tools for live performance and basic recording

Strand-Based Learning Outcomes (Tiered by Experience)

Strand	Beginning	Intermediate	Advanced
Instrumental/Vocal Skills	Basic chords, rhythms, tuning, vocal tone	Genre-specific techniques, expanded range	Improvisation, advanced stylization
Repertoire	2–3 chord covers, simple forms	Multi-section songs, transitions	Original songs, mashups, lead sheets
Theory & Analysis	Song form, tempo, key	Chord progressions, scales	Modulation, production elements
Composition & Arranging	Lyric and melody basics	Structured song creation	Ensemble arrangements, harmony
Production & Technology	Amp/mic setup, live sound basics	DAW intro, mic placement	Multi-track recording, EQ/mix
Ensemble Skills	Rehearsal etiquette, peer feedback	Section leadership	Musical direction, show design

Thematic Unit Structure (Repeatable Year-to-Year)

Each year, students revisit core units with increasing depth, differentiated by skill level and role.

Unit 1: Band Foundations & Rehearsal Practice

Duration: 2–3 weeks

Key Concepts:

- Group dynamics and communication
- Warm-up routines and listening skills
- Rehearsal pacing and shared leadership

Assessments:

- Participation rubric
- Rehearsal plan reflection
- Group critique session

Unit 2: Instrumental/Vocal Technique

Duration: Ongoing

Key Concepts:

- Technique appropriate to role
- Practice habits and personal goal-setting
- Expression and stylistic awareness

Assessments:

- Individual performance checks
- Practice journal
- Peer and self-evaluation videos

Unit 3: Song Analysis and Music Literacy

Duration: 3 weeks

Key Concepts:

- Song forms (verse/chorus/bridge)
- Harmonic structure and chord progressions
- Lyric content and cultural context

Assessments:

- Listening log
- Annotated lead sheet
- Comparative analysis project

Unit 4: Repertoire Development & Performance Prep

Duration: 4–5 weeks

Key Concepts:

- Selecting and adapting songs
- Ensemble rehearsal techniques
- Stage readiness and performance planning

Assessments:

- Group performance
- Peer and instructor feedback
- Reflection on growth

Unit 5: Composition & Songwriting

Duration: 4 weeks

Key Concepts:

- Lyric writing and song structure
- Hook and groove development
- Arranging for ensemble

Assessments:

- Original song demo or live performance
- Group songwriting rubric
- Reflective artist statement

Unit 6: Live Sound & Recording Basics

Duration: 2–3 weeks

Key Concepts:

- Sound system setup and troubleshooting
- DAW basics (Soundtrap, BandLab, etc.)
- Mic techniques and audio capture

Assessments:

- Recording project
- Sound equipment quiz
- Group production critique

Unit 7: Final Showcase & Reflection

Duration: Final 2–3 weeks

Key Concepts:

- Concert/setlist planning
- Audience engagement and stagecraft
- Self-reflection and goal setting

Assessments:

- Final live or recorded showcase
- Written artist reflection
- Peer and teacher feedback

Assessment Overview (Flexible Model)

Category	Weight (Suggested)
Participation & Collaboration	30%
Musical Skill & Creativity	20%
Composition & Songwriting	20%
Tech & Production Integration	15%

Final Project/Performance 15%

Standards Alignment

Aligned with Nevada Fine Arts Standards (Music):

- **Creating:** MU:Cr1.1.HS–MU:Cr3.1.HS
- **Performing:** MU:Pr4.1.HS–MU:Pr6.1.HS
- **Responding:** MU:Re7.1.HS–MU:Re9.1.HS
- **Connecting:** MU:Cn10.0.HS–MU:Cn11.0.HS

Supports NEPF Instructional Standards:

- Standard 1: New Learning is Based on Students' Prior Knowledge
- Standard 2: Learning Tasks Have High Cognitive Demand
- Standard 3: Students Engage in Meaning-Making through Discourse and Reflection
- Standard 4: Students Engage in Metacognitive Activity to Increase Understanding
- Standard 5: Assessment is Integrated into Instruction

Additional Notes:

- Designed for mixed-experience classes with repeatable enrollment
- Encourages culturally responsive practice and musical identity
- Flexible for performance, recording, or hybrid production
- Ideal for expanding access to music for students outside traditional ensembles