

# Indiana Academic Standards for Music

The IPFW Community Arts Academy Addresses these standards for grades K-12. For detail, see <http://ideanet.doe.state.in.us/standards/welcome2.html> or contact the IPFW Community Arts Academy (260-481-6959).

## Introduction

### **Standards: What are they and why are they necessary?**

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States

The new Music Standards were recommended by Indiana's Education Roundtable and approved by the State Board of Education in summer 2000 under the Indiana General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free, and by grade-level."

### **Quality Music Education: A Description**

Quality music education in the schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress (NAEP) in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program.

The first of these processes, *creating*, involves composing, arranging or improvising music. Through these activities students engage their aural skills and prior knowledge of music to create a personal and original musical idea. By including creative activities from the earliest grades onward, teachers provide opportunities for students to construct new ideas and find satisfying means of self-expression.

Since music is a form of communication, performing is a vital and natural aspect of music study. *Performing*, the second musical process identified, promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it.

*Responding* to music completes the trio of fundamental musical processes, and includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they further their cognitive development and ability to think logically by learning a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

## **Standards at the National Level**

The nine national standards for music education align closely with the processes described above. The musical process of creating is addressed in the national standards of improvising, composing, and arranging. Performing is described in the national standards of singing and playing an instrument. Responding to music is expressed through reading music, listening to and analyzing music, evaluating music, understanding music's historical and cultural context, and integrating musical studies with other subjects. These three fundamental processes are thoroughly addressed in the national standards; and because they are, they merit adoption as the standards for musical excellence in Indiana.

## **Philosophy and Rationale for the Fine Arts**

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

The development of artistic thinking, feeling, and understanding requires the establishment of a quality curriculum for the arts. Such an effective curriculum should identify the knowledge and skills that every student should have the opportunity to develop in the areas of:

- . •exploring and understanding the historical, cultural, and social contexts for the arts
- . •analyzing and critically examining the arts
- . •inquiring into the nature, meaning, and value of music and the aesthetic experience
- . •creating, performing, and producing music
- . •transmitting musical skills into everyday life and supporting our musical heritage
- . •integrating music and other disciplines to enhance learning

## **Goals of the Fine Arts**

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators,

performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- . •value the arts
- . •become confident in one's artistic abilities
- . •communicate in and through the arts
- . •develop one's artistic skills
- . •become creative problem solvers
- . •exhibit knowledge of the historical and cultural backdrop of the arts
- . •exhibit the ability to critique the arts
- . •exhibit the development of aesthetic awareness in the arts

## Kindergarten

**Singing alone and with others** Standard 1: *Students sing in a group on pitch and with a steady tempo. Students sing a variety of songs from memory.*

**Playing an instrument alone and with others** Standard 2: *Students play short rhythmic and melodic patterns with body sounds or on an instrument. Students maintain a steady tempo while playing in a group.*

**Reading, notating and interpreting music** Standard 3: *Students begin to read basic rhythmic notation.*

**Improvising melodies and accompaniments** Standard 4: *Students improvise musical responses to rhythms and pitch patterns given by the teacher. They improvise using instruments, body sounds, or electronic sounds.*

**Composing and arranging music within specified guidelines** Standard 5: *Students create a short melodic or rhythmic pattern. They use several sound sources when composing.*

**Listening to, analyzing, and describing music** Standard 6: *Students distinguish between a speaking voice and a singing voice. They know the difference between the volume levels of loud and soft. They can also distinguish between fast and slow musical pace. Students in Kindergarten move to music and use movement to show what is heard in the music.*

**Understanding relationships between music, the other arts,**

## **and disciplines outside the arts**

**Standard 7:** *Students begin to identify similarities and differences in the meanings of terms used in more than one art form. They identify differences between music activities and other classroom activities.*

## **Understanding music in relation to history and culture**

**Standard 8:** *Students identify how music is used in daily life.*

## **Evaluating music and music performances**

**Standard 9:** *Students understand the importance of proper concert behavior in a variety of settings.*

# **1<sup>st</sup> Grade**

**Singing alone and with others** **Standard 1:** *Students sing with a group on pitch and with the rhythm and tempo requested. They use good posture. Students in first grade sing expressively using dynamic contrasts. They sing from memory songs of different cultures.*

**Playing an instrument alone and with others** **Standard 2:** *Students perform basic rhythmic and melodic patterns on rhythmic and melodic instruments. They maintain a steady tempo and play with a group.*

**Reading, notating and interpreting music** **Standard 3:** *Students read and notate basic notation in simple meters or groupings using a system of numbers or syllables. They identify and notate musical symbols and terms.*

**Improvising melodies and accompaniments** **Standard 4:** *Students improvise rhythmic and melodic phrases that sound similar to those played by a teacher. They improvise using many sound sources, including sounds from the classroom, body sounds, and sounds from electronic sources.*

**Composing and arranging music within specified guidelines** **Standard 5:** *Students create music that will go with readings. They create short melodic or rhythmic patterns, using a variety of sound sources.*

**Listening to, analyzing, and describing music** **Standard 6:** *Students depict changes in music being heard, either through movement or verbal response. They also begin to identify musical pitches as being in a high or low range. They describe qualities of musical examples after listening to them. Students use correct terminology as terms are introduced in class.*

## **Understanding relationships between music, the other arts**

**and disciplines outside the arts** Standard 7: *Students identify similarities and differences in the meanings of terms used in more than one art form. They also identify similarities among different subject areas and the arts.*

## **Understanding music in relation to history and culture**

Standard 8: *Students identify musical works from other cultures. They also name various uses of music in everyday life.*

## **Evaluating and critiquing music and music performances**

Standard 9: *Students talk about what they hear in music.*

# **2<sup>nd</sup> Grade**

**Singing alone and with others** Standard 1: *Students sing independently or in groups, on pitch and using the indicated rhythm and tempo. They sing with good diction, tone, and posture. Students also sing expressively through the use of proper dynamic contrasts. They sing ostinatos and a variety of songs from many styles and cultures from memory.*

**Playing an instrument alone and with others** Standard 2: *Students perform accurate pitches, rhythms, and dynamic levels with a steady tempo. They echo and perform easy rhythmic and melodic patterns accurately. They also perform a variety of repertoire, either alone or in groups.*

**Reading, notating, and interpreting music** Standard 3: *Students in second grade read basic rhythmic and melodic notation. They use a system (syllables, numbers or letters) to read simple pitch notation. They also use standard symbols to notate rhythms, pitches, articulations, and dynamics in simple patterns presented by the teacher.*

**Improvising melodies and accompaniments** Standard 4: *Students improvise “answers” to given rhythmic or melodic phrases. They improvise simple rhythmic and melodic accompaniments, using instruments, classroom or body sounds, and electronic sounds.*

**Composing and arranging music within specified guidelines** Standard 5: *Students create music to accompany readings or dramas. They create short melodic and rhythmic phrases with guidelines from the instructor and use a variety of sound sources when composing.*

**Listening to, analyzing, and describing music** Standard 6: *Students discuss and describe aural examples of music of other cultures. They use proper terms to explain musical instruments and performances. They also identify the*

*sounds of the families of stringed instruments heard in an orchestra. Students respond through movement to prominent musical events while listening to music.*

**Understanding relationships between music, the other arts and disciplines outside the arts** Standard 7: *Students identify similarities and differences in the meanings of common terms used in the various arts. They also identify similarities among different subject areas and the arts.*

**Understanding music in relation to history and culture** Standard 8: *Students identify familiar examples of music from various eras, styles, or cultures. They identify uses of music in daily life and describe the roles of musicians in many settings.*

**Evaluating and critiquing music and music performances** Standard 9: *Students develop criteria for musical quality. They explain, using proper terminology, personal preferences for specific musical works and styles. They also understand the importance of proper concert behavior in a variety of concert settings.*

## 3<sup>rd</sup> Grade

**Singing alone and with others** Standard 1: *Students sing independently, with a clear tone and on pitch. They sing with correct rhythm, diction, and posture, while maintaining a steady tempo. They also sing expressively with appropriate dynamics and phrasing. Students in third grade sing from memory songs of various styles and cultures, along with ostinatos and partner songs. They sing in groups, blending vocal sounds, dynamic levels, and responding to the conductor.*

**Playing an instrument alone and with others** Standard 2: *Students perform on pitch and in rhythm independently and with a steady tempo. They echo rhythmic or melodic patterns accurately and perform a variety of pieces expressively. They also perform in groups, play accompaniments, and respond to a conductor's motions.*

**Reading, notating, and interpreting music** Standard 3: *Students read music notation in simple meters or groupings, using a system of syllables, numbers, or letters. They correctly name symbols and terms referring to dynamics, tempo, articulation, and perform them correctly when they appear in the music. They also use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.*

**Improvising melodies and accompaniments** Standard 4: *Students improvise musical responses that sound similar to the rhythmic and melodic*

*phrases given by the instructor. They improvise simple melodies and rhythmic and melodic ostinato accompaniments, using traditional sounds, sounds from the classroom, body sounds such as clapping, or electronic sounds.*

### **Composing and arranging music within specified guidelines**

*Standard 5: Students create music to accompany readings or dramas. They create short songs and instrumental pieces with help from the instructor, using a variety of sound sources.*

**Listening to, analyzing, and describing music** *Standard 6: Students identify simple musical forms when they are heard. They discuss and describe aural examples of music of many cultures, using proper terms as they are learned. They also identify the sounds of instruments. Students in third grade respond through movement to musical events while listening to music.*

### **Understanding relationships between music, the other arts and disciplines outside the arts**

*Standard 7: Students identify similarities and differences in the meanings of common terms used in all of the arts. They describe ways that the arts involve ideas that can apply to many situations.*

### **Understanding music in relation to history and culture**

*Standard 8: Students identify familiar examples of music of another historical period or culture. They identify the uses of music and the roles of musicians in daily life.*

### **Evaluating and critiquing music and music performances**

*Standard 9: Students develop criteria for musical quality. They discuss personal preferences for specific musical works.*

## **4<sup>th</sup> Grade**

**Singing alone and with others** *Standard 1: Students sing independently on pitch and in rhythm, with good tone, diction, breath control, posture, and a steady tempo. Sing expressively and accurately, with proper dynamics, phrasing, and interpretation. Sing a variety of songs from memory. Sing ostinatos, partner songs, and rounds. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to a conductor.*

**Playing an instrument alone and with others** *Standard 2: Students perform on one instrument independently, alone, and in groups. They correctly*

*echo or perform easy rhythmic, melodic, or chordal patterns. Students also perform a variety of music expressively, accurately, and with an appropriate tone quality. They perform in groups, blending instrumental sounds, matching dynamic levels, and following a conductor.*

**Reading, notating, and interpreting music** Standard 3: *Students read and notate music in simple meters and in treble and bass clef. They identify and correctly interpret symbols and terms for dynamics, tempo, articulation, and basic key signatures while playing.*

**Improvising melodies and accompaniments:** Standard 4

*Students improvise rhythmic and melodic accompaniments to a known melody. They improvise simple rhythmic variations of familiar songs.*

**Composing and arranging music within specified guidelines** Standard 5: *Students create and arrange music to go with readings or dramas. They create short songs or instrumental pieces and use a variety of sound sources when composing.*

**Listening to, analyzing, and describing music** Standard 6: *Students identify simple music forms when heard. They discuss and describe aural examples of music of many styles and cultures, using appropriate musical terms when doing so. They identify the sounds of orchestral and band instruments. They also respond through movement to selected musical events while listening to music.*

**Understanding relationships between music, the other arts and disciplines outside the arts** Standard 7: *Students identify similarities and differences in the meanings of common terms used in the fine arts. They identify similarities and differences in the meanings of common terms used between the arts and other subject areas.*

**Understanding music in relation to history and culture**

Standard 8: *Students identify examples of familiar music by historical period. They describe how elements of music are used in music of various cultures, and compare the roles of musicians in other cultures.*

**Evaluating and critiquing music and music performances**

Standard 9: *Students develop criteria for musical quality. They explain personal preferences for musical works and styles, using proper music terminology as it is learned. They evaluate the quality and effectiveness of their own and others' compositions and performances. They also learn importance of proper concert behavior.*

**Singing alone and with others** Standard 1: *Students sing alone or in groups, on pitch and in rhythm, using good tone, diction, breath control, and posture while maintaining a steady tempo. They sing from memory a variety of song repertoire, including ostinatos, partner songs, rounds, and music of many cultures and styles. They sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students in fifth grade sing in groups, blending vocal sounds, matching dynamics, and following the conductor.*

**Playing an instrument alone and with others** Standard 2: *Students perform accurately, independently, and expressively on an instrument, either alone or in an ensemble. They echo easy rhythmic, melodic, and chordal patterns. Students perform in groups, blending instrumental tones, matching dynamics, and responding to the conductor. They perform instrumental parts while other students sing or play different parts.*

**Reading, notating, and interpreting music** Standard 3: *Students read and write musical notation in simple meters. They identify symbols and musical terms referring to dynamics, tempo, and articulation, and interpret them correctly while performing.*

**Improvising melodies and accompaniments** Standard 4: *Students improvise simple harmonies to accompany pieces or songs. They improvise rhythmic and melodic ostinatos, as well as rhythmic or melodic variations on familiar melodies or themes. Students improvise short, unaccompanied melodies over a given rhythmic pattern.*

**Composing and arranging music within specified guidelines** Standard 5: *Students create an original composition according to the instructor's guidelines. They set the composition to words and perform it.*

**Listening to, analyzing, and describing music** Standard 6: *Students identify music forms when they are heard. They discuss music of various styles and cultures, using proper terminology when doing so. Students identify the sounds of various instruments and voices. They also use movement to respond to musical traits or events as they are heard.*

**Understanding relationships between music, the other arts and disciplines outside the arts** Standard 7: *Students identify similarities and differences in the meanings of terms common to other arts disciplines. They describe ways that music is related to other subject areas.*

**Understanding music in relation to history and culture** Standard 8: *Students identify examples of American music from various styles and historical periods when heard. They describe how musical elements are used in music of our own culture as well as other cultures. Students recognize the uses of music in everyday life and the roles of musicians in society.*

## **Evaluating and critiquing music and music performances**

**Standard 9:** *Students develop a list of criteria that exemplify musical quality. They use appropriate terms to explain preferences for musical works and styles. They also constructively evaluate the quality of their own and others' works and performances.*

### **6<sup>th</sup> Grade**

**Singing alone and with others** **Standard 1:** *Students sing on pitch and in rhythm, with proper tone, diction, posture, and with a steady tempo. They sing accurately, expressively, and with good breath control while they observe the indicated dynamics, phrasing, and interpretation. They also sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, rounds, and two-part songs. Students in sixth grade sing in groups, blending vocal timbres, matching dynamic levels, and following a conductor's cues.*

**Playing an instrument alone and with others** **Standard 2:** *Students perform a variety of works on one instrument accurately, expressively, and independently, alone or in a group, following the directions of a conductor. They perform or echo easy rhythmic, melodic, and chordal patterns accurately. They also perform independent instrumental parts while other students play or sing contrasting parts.*

**Reading, notating, and interpreting music** **Standard 3:** *Students read, perform, and notate music notation in simple meters, plus 6/8 meter. They identify and correctly observe symbols and terms for dynamics, tempo, and articulation while playing. Students in grade six sight-read melodies in treble and bass clef.*

**Improvising melodies and accompaniments** **Standard 4:** *Students invent simple melodic, rhythmic, or harmonic accompaniments to a piece or excerpt. They devise simple melodic embellishments to known melodies. Students also improvise short, unaccompanied melodies to be played or sung over given accompaniments.*

**Composing and arranging music within specified guidelines** **Standard 5:** *Students create and arrange music to accompany readings or dramas. They use several sound sources when composing or arranging.*

**Listening to, analyzing, and describing music** **Standard 6:** *Students identify musical forms when they are heard, as well as the sound of a major or minor tonality (key). They listen to examples of music that derive from various cultures and styles, and discuss them using appropriate musical terms. They also identify the sounds of voices and musical instruments. Students respond to musical events through movement.*

**Understanding relationships between music, the other arts, and disciplines outside the arts** Standard 7: *Students identify similarities and differences in the terms used in the arts. They name similarities and differences in the terms used in music and in other subject areas.*

### **Understanding music in relation to history and culture**

Standard 8: *Students develop an understanding of the relationship of music to the historical period in which it was composed. They describe how the elements of music are used in examples from world cultures. They also discuss the uses of music in everyday life and throughout history.*

### **Evaluating and critiquing music and music performances**

Standard 9: *Students develop criteria for high musical quality. They explain personal preferences for musical styles and pieces using proper terminology. They also constructively evaluate the quality of their performances and the performances of others. The students discuss the importance of proper concert behavior and demonstrate it.*

## **7<sup>th</sup> Grade**

**Singing alone and with others** Standard 1: *Students sing as a group accurately and expressively. They sing with a steady tone, consistent breath control throughout their vocal ranges, clear diction, and good posture.*

**Playing an instrument alone and with others** Standard 2: *Students perform on an instrument accurately and independently, alone and in a group. They play simple melodies by ear.*

**Reading, notating, and interpreting music** Standard 3: *Students read music notation in simple meters. They identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.*

**Improvising melodies and accompaniments** Standard 4: *Students create a simple harmonic accompaniment to enhance a given melody. They also create a short melody over a given accompaniment.*

**Composing and arranging music within specified guidelines** Standard 5: *Students compose short pieces with the instructor's guidance.*

**Listening to, analyzing, and describing music** Standard 6: *Students describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.*

**Understanding relationships between music, the other arts, and disciplines outside the arts** *Standard 7: Students apply the musical and non-musical skills learned in music study to other life situations. They describe similarities among different art forms across cultures. Students also observe and discuss similarities among different disciplines and the arts.*

**Understanding music in relation to history and culture** *Standard 8: Students learn works from other historical eras and other cultures. They identify the uses of music in daily life. They also compare and contrast the uses of music and musicians in world cultures.*

**Evaluating and critiquing music and music performances** *Standard 9: Students develop criteria for musical quality. They make informed judgments on the quality of musical works and performances, and discuss ways that musical works are meaningful to them.*

## 8<sup>th</sup> Grade

**Singing alone and with others** *Standard 1: Students sing accurately and expressively with good breath control, diction, and posture, both alone and in small groups.*

**Playing an instrument alone and with others** *Standard 2: Students play an instrument accurately and independently. They play simple melodies and accompaniments by ear and perform instrumental parts while others play or sing.*

**Reading, notating, and interpreting music** *Standard 3: Students read and notate rhythmic notation in various meters. They read and notate pitches in treble and bass clef. Students in Grade 8 identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.*

**Improvising melodies and accompaniments** *Standard 4: Students improvise simple short melodies, alone or accompanied, using a steady tempo and a consistent meter. They improvise simple accompaniments.*

**Composing and arranging music within specified guidelines** *Standard 5: Students compose music with the instructor's guidance. They use the elements of music to create unity and variety in the composition.*

**Listening to, analyzing, and describing music** *Standard 6: Students identify musical forms when they are heard. They talk about specific musical events heard, and using proper terminology, they define and use the musical elements of meter, rhythm, pitch, tonality, intervals, chords, and basic harmonic*

*progressions. Students also identify vocal characteristics, musical sounds, and instruments originating from other cultures.*

**Understanding relationships between music, the other arts, and disciplines outside the arts** Standard 7: *Students identify similarities among the various arts. They discuss similarities among other subject areas and the arts. Students also apply non-musical skills learned through music study to other life settings.*

**Understanding music in relation to history and culture** Standard 8: *Students identify works and composers of other historical eras. They identify examples of musical genres and styles. Students also understand the impact of historical events upon music, and discuss the uses of music. Students explore the variety of musical careers and the role of artists within the community.*

**Evaluating and critiquing music and music performances** Standard 9: *Students develop criteria for what defines musical quality, and constructively evaluate performances or compositions.*

## **9<sup>th</sup>-12<sup>th</sup> Grades**

**Singing alone and with others** Standard 1: *All Courses: Students identify vocal characteristics. They sing a varied repertoire of vocal literature.*

*Choral Ensembles (Proficient Level) and Applied Vocal Music: Students sing accurately and expressively from memory, with proper technique and steady breath control, alone or in ensembles. Choral music students sing music written in four parts, with or without accompaniment, and demonstrate well-developed ensemble skills.*

**Playing an instrument alone and with others** Standard 2: *All Courses: Students play by ear simple melodies or accompaniments on an instrument.*

**Reading, notating, and interpreting music** Standard 3: *All Courses: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.*

**Improvising melodies and accompaniments** Standard 4: *All Courses: Students improvise stylistically appropriate melodies or harmonies.*

**Composing and arranging music within specified guidelines** Standard 5: *All Courses: Students compose music creatively and expressively, using elements of music as they do so.*

**Listening to, analyzing, and describing music** Standard 6: *All Courses: Students identify basic music forms when heard. They also demonstrate knowledge of vocal and instrumental sounds from different cultures. Students describe specific music events in a given aural example, using appropriate terminology that demonstrates knowledge of the technical vocabulary of music.*

**Understanding relationships between music, the other arts, and disciplines outside the arts** Standard 7: *All Courses: Students describe similarities among different disciplines and the arts. They describe similarities among different art forms across cultures.*

**Understanding music in relation to history and culture** Standard 8: *All Courses: Students classify by historical context, genre, and style a varied body of exemplary musical works. They identify sources of American music genres and identify various roles that musicians perform within the surrounding culture. Students also identify the uses of music in daily life as well as within various eras.*

**Evaluating music and music performances** Standard 9: *All Courses: Students define the concept of musical quality. They evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. Students also demonstrate understanding of the importance of appropriate concert behavior.*

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