



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS

MUSIC ENSEMBLE

GRADES K-12



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades K-12 Music Ensemble define what students should know and be able to do when participating in a Music Ensemble. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Music Ensemble consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Connect
- Listen/Respond
- Perform
- Create

Given that performing ensembles often include members from a variety of grade levels, indicators for these groups were organized based on the experience level of each ensemble (Beginning; Intermediate; Proficient; Advanced). The following definitions are based on information provided by the National Coalition for Arts Standards. Educators are encouraged to use these definitions when designing learning experiences that can be appropriately differentiated for students in relevant courses.

Beginning Nominally assigned to the late elementary/early middle school levels, students at the Beginning level have started specialization in a form of music of their choice. They are beginning to develop the basic music literacy, understanding, and technique necessary to advance their skill level. Their expressive skills may be identified and exploratory work begins. They may participate in presentation and performance opportunities as they are able. Their curiosity in music begins their journey toward personal realization and wellbeing.

Intermediate Nominally equivalent to the late middle school levels, students at the Intermediate level are continuing to study a form of music. Their development continues in music literacy, understanding, and technical and expressive skills enabling the student to begin to independently and collaboratively create, perform, and respond at their given skill level. They actively participate in rehearsals and other presentation and performance opportunities in ensembles at school and in the community. Through continued study of their form of music, they continue their journey toward personal realization and wellbeing.

Proficient A level of achievement attainable by most students who complete a high-school level course in music ensemble (or equivalent) beyond the foundation of quality PreK-8 instruction.

Advanced A level of achievement attainable by most students who complete a rigorous sequence of high school level courses (or equivalent) beyond the Proficient level.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Music (Ensemble): Connect	
<p>Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <p>Enduring Understanding: Musical preferences are often informed by personal experience and encounters with music in daily life.</p> <p>Essential Question(s): How do individuals experience and connect with music and develop preferences? How do individuals perceive and judge music that remains outside of their preferences?</p>	
EXPERIENCE/CONNECT	
Beginning	Cn.1.B.1 Demonstrate and explore how personal interests and skills relate to choices when performing music.
	Cn.1.B.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.
Intermediate	Cn.1.I.1 Identify and demonstrate individual preference for music that is performed and/or listened to in daily life.
	Cn.1.I.2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.
Proficient	Cn.1.P.1 Explore and evaluate personal benefits of performing and/or listening to music and how each can enrich one's life.
	Cn.1.P.2 Explore and describe the role of music and the arts in developing an empathic society through music that is performed and/or listened to in daily life.
	Cn.1.P.3 Discuss and debate the nature of music appreciation and justify music's value to society.
Advanced	Cn.1.A.1 Imagine and predict how interests, knowledge, and skills relate to personal musical choices.
	Cn.1.A.2 Utilize research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.
	Cn.1.A.3 Consistently demonstrate and apply life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Anchor Standard 2: Connect with a varied repertoire of music by exploring the relations between music, the other arts and disciplines outside the arts.

Enduring Understanding: Music has natural connections and applications to the other arts and disciplines outside the arts.

Essential Question(s): How do individuals apply and transfer knowledge and skills developed in music to the other arts and disciplines outside the arts? In which subjects and disciplines are individuals most likely to utilize the knowledge and skills acquired in music?

APPLY/TRANSFER

Beginning	Cn.2.B.1 Explore ways in which performed music connects with math, English/language arts, social studies, and science.
	Cn.2.B.2 Discover, identify, and explore how performed music connects to other arts and humanities.
Intermediate	Cn.2.I.1 Explore and demonstrate ways in which performed music connects with math, English/language arts, social studies, and/or science.
	Cn.2.I.2 Demonstrate and connect how the principles of performed music relate to other arts.
Proficient	Cn.2.P.1 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated within the performed music.
	Cn.2.P.2 Compare and describe how the characteristic elements of music and the other arts are used to depict and/or transform events, scenes, emotions, and/or ideas in performed music.
Advanced	Cn.2.A.1 Demonstrate ways in which the principles and subject matter of various disciplines outside the arts are interrelated within the performed music.
	Cn.2.A.2 Recognize the characteristic elements of other art forms and analyze how they are combined with performed music.

Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

Enduring Understanding: Music has its own unique history that has both influenced and been transformed by historical events.

Essential Question(s): What is the nature of music in various cultures and time periods throughout history? How have individuals utilized music to reflect and transform their culture throughout history?

EXPLORE

Beginning	Cn.3.B.1 Discuss and explore genre, style, composer, and historical background information in performed music.
	Cn.3.B.2 Discuss the roles of various ensembles throughout history and discuss opportunities for participation in their own community.
	Cn.3.B.3 Discuss opportunities of music careers.
Intermediate	Cn.3.I.1 Begin to demonstrate appropriate genre and style, while understanding

	composer, and historical background information in performed music.
	Cn.3.I.2 Explore the roles of various ensembles throughout history, culture and opportunities for participation in the community.
	Cn.3.I.3 Explore opportunities and preparation for careers in music.
Proficient	Cn.3.P.1 Demonstrate and apply appropriate genre and style and understand historical background information in performed music being studied.
	Cn.3.P.2 Research the roles of various ensembles throughout history, from various cultures and within the local community.
	Cn.3.P.3 Research opportunities for careers in music.
Advanced	Cn.3.A.1 Consistently recognize and apply appropriate genre and style and understand composer and historical background information in performed music being studied.
	Cn.3.A.2 Participate in an ensemble that demonstrates an understanding and appreciation of music throughout history, from various cultures and within the local community.
	Cn.3.A.3 Prepare for careers in music.

Music (Ensemble): Listen/Respond	
<p>Anchor Standard 4: Listen and respond to a varied repertoire of music by audiating music.</p> <p>Enduring Understanding: Individuals' first experiences with music are responding to the music they hear.</p> <p>Essential Question(s): What is the relationship between individuals' ability to audiate and their level of musicianship? What processes best develop the skill of audiation and enhance individuals' music literacy?</p>	
RESPOND	
Beginning	Lr.4.B.1 Audiate and speak or sing music written in the clef appropriate for their own voice/instrument and in major keys, and simple or compound meter using gesture, and/or traditional music notation.
	Lr.4.B.2 Audiate and perform basic scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation.
Intermediate'	Lr.4.I.1 Audiate and speak or sing music written in appropriate clefs, major and minor keys, and simple or compound meter using gesture and/or traditional music notation.
	Lr.4.I.2 Audiate and perform intermediate level scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation.
Proficient	Lr.4.P.1 Audiate and speak or sing music written in appropriate clefs, major and minor keys, and simple or compound meter using gesture and/or traditional music notation.
	Lr.4.P.2 Audiate and perform advanced scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation.

Advanced	Lr.4.A.1 Audiate and speak or sing music with a variety of voicings in multiple clefs, major and minor keys, and various meters using gesture and/or traditional music notation.
	Lr.4.A.2 Audiate and perform major/three forms of minor scales, all intervals, advanced rhythmic and melodic patterns using gesture, traditional, and non-standard music notation.
<p>Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</p> <p>Enduring Understanding: Individuals' responses to music are informed by their musical knowledge and understanding of how musicians manipulate musical elements within specific social, cultural, and historical contexts.</p> <p>Essential Question(s): How does understanding the structure and context of music inform individuals' responses to music? Does greater understanding of the elements of music impact individuals' ability to appreciate music that remains outside of their preferences?</p>	
UNDERSTAND/INFORM	
Beginning	Lr.5.B.1 Listen to ensembles performing appropriate repertoire. Describe style and genre, and compositional devices.
	Lr.5.B.2 Explore interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
	Lr.5.B.3 Using established criteria, recognize the structure and context of music.
Intermediate	Lr.5.I.1 Listen to ensembles performing appropriate repertoire. Explore instrumentation, compositional devices, form, style, and/or genre.
	Lr.5.I.2 Explain interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.
	Lr.5.I.3 Recognize and describe works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Proficient	Lr.5.P.1 Listen to ensembles performing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.
	Lr.5.P.2 Explain and support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
	Lr.5.P.3 Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	Lr.5.A.1 Listen to ensembles performing appropriate repertoire. Describe and analyze instrumentation, texture, compositional devices, form, style, and genre.
	Lr.5.A.2 Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other

	art forms.
	Lr.5.A.3 Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
<p>Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</p> <p>Enduring Understanding: Individuals' understanding of music is enhanced when the music is experienced and expressed through movement.</p> <p>Essential Question(s): How do individuals use movement to gain greater understanding of and enjoyment for music? How can individuals use movement to better communicate music's affect and/or the composer's intent?</p>	
INTERPRET/EXPRESS	
Beginning	Lr.6.B.1 Express differences in musical sounds that are higher or lower, faster or slower, louder or softer, and demonstrate them through movement, body percussion, and/or conducting.
Intermediate	Lr.6.I.1 Express rhythmic patterns in a variety of meters and demonstrate them through movement, body percussion, and/or conducting.
Proficient	Lr.6.P.1 Express rhythmic patterns, melodic contour, and harmonic progression in a variety of meters and tonalities and demonstrate them through movement, body percussion, and/or conducting.
Advanced	Lr.6.A.1 Express rhythmic patterns, melodic contour, harmonic progression, and expressive elements in a variety of meters and tonalities and demonstrate them through movement, body percussion, and/or conducting.

Music (Ensemble): Perform	
<p>Anchor Standard 7: Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</p> <p>Enduring Understanding: Singing is an essential musical skill that allows individuals to develop musical knowledge in the context of performance.</p> <p>Essential Question(s): What processes best develop the skill of singing and encourage individuals to be knowledgeable lifelong participants in music? Where and when do individuals sing in daily life?</p>	
DEVELOP/PERFORM	
Beginning	P.7.B.1 Choral and Instrumental: Begin to demonstrate proper vocal technique including good breath control, pitch, diction (choral only), tone quality, and posture.
	P.7.B.2 Choral and Instrumental: Appropriate to the ensemble, students will sing beginning musical selections, scales, and intervals using note names, solfège, syllables, or numbers and demonstrate sight reading at an appropriate level.
	P.7.B.3 Choral and Instrumental: Begin to sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.

	P.7.B.4 Choral: Explore, using proper vocal technique and expand vocal range through warm-ups, breathing exercises, and appropriate repertoire.
	P.7.B.5 Choral: Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory.
Intermediate	P.7.I.1 Choral and Instrumental: Demonstrate and begin to identify proper vocal technique including good breath control, pitch, diction (choral only), tone quality, and posture.
	P.7.I.2 Choral and Instrumental: Sing intermediate musical selections, scales, and intervals using note names, solfège, syllables, or numbers and demonstrate sight reading at an appropriate level.
	P.7.I.3 Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.
	P.7.I.4 Choral: Demonstrate, using proper vocal technique and expand vocal range through warm-ups, breathing exercises, and appropriate repertoire.
	P.7.I.5 Choral: Sing alone or in ensembles, historical and contemporary repertoire accompanied from Western and non-Western traditions and a cappella and with movement or body percussion when appropriate, to enhance authentic performance.
Proficient	P.7.P.1 Choral and Instrumental: Demonstrate, identify, and apply proper vocal technique including good breath control, pitch, diction (choral only), tone quality, and posture.
	P.7.P.2 Choral and Instrumental: Appropriate to the ensemble, students will sing medium advanced musical selections, scales, and intervals using note names, solfège, syllables, or numbers and demonstrate sight reading at an appropriate level.
	P.7.P.3 Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.
	P.7.P.4 Choral: Explore the concepts of vocal health and how they affect singing through warm-ups, breathing exercises, and appropriate repertoire.
	P.7.P.5 Choral: Accurately sing alone or in ensembles, accompanied by an a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and nontraditional notation.
Advanced	P.7.A.1 Choral and Instrumental: Be able to explain proper vocal technique including good breath control, pitch, diction (choral only), tone quality, and posture.
	P.7.A.2 Choral and Instrumental: Appropriate to the ensemble, students will sing advanced musical selections, scales, and intervals using note names, solfège, syllables, or numbers and demonstrate sight reading at an appropriate level.
	P.7.A.3 Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.
	P.7.A.4 Choral: Demonstrate consistently the concepts of vocal health within warm-ups, breathing exercises, and appropriate repertoire.

	<p>P.7.A.5 Choral: Consistently and accurately sing alone or in ensembles, accompanied by an a cappella, historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and nontraditional notation.</p>
<p>Anchor Standard 8: Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory, and written notation.</p> <p>Enduring Understanding: Playing instruments is an essential musical skill that allows individuals to develop musical knowledge in the context of performance.</p> <p>Essential Question(s): What processes best develop the skill of playing instruments and encourage individuals to be knowledgeable lifelong participants in music? Where and when do individuals play instruments in daily life?</p>	
<p>PERFORM</p>	
<p>Beginning</p>	<p>P.8.B.1 Play and become aware of correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position.</p>
	<p>P.8.B.2 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>
	<p>P.8.B.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance with beginning level music and demonstrate sight reading at an appropriate level.</p>
	<p>P.8.B.4 Instrumental: Play literature representing a variety of styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory.</p>
<p>Intermediate</p>	<p>P.8.I.1 Play and identify correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position.</p>
	<p>P.8.I.2 Demonstrate, using music reading skills where appropriate, how compositional devices employed and theory-based and structural aspects of musical works impact and inform prepared or improvised performances.</p>
	<p>P.8.I.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance in moderate level music and demonstrate sight reading at an appropriate level.</p>
	<p>P.8.I.4 Instrumental: Play alone or in ensembles, historical and contemporary repertoire from Western and non-Western traditions.</p>
<p>Proficient</p>	<p>P.8.P.1 Play and demonstrate correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position.</p>
	<p>P.8.P.2 Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theory based and structural aspects of musical works may impact and inform prepared and improvised performances.</p>
	<p>P.8.P.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance in medium-advanced level music and demonstrate sight</p>

	reading at an appropriate level.
	P.8.P.4 Instrumental: Accurately play alone or in ensembles historical and contemporary repertoire from Western and non-Western traditions using traditional and nontraditional notation.
Advanced	P.8.A.1 Consistently play and monitor correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position.
	P.8.A.2 Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
	P.8.A.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance in advanced level music and demonstrate sight reading at an appropriate level.
	P.8.A.4 Instrumental: Consistently and accurately play alone or in ensembles historical and contemporary repertoire from Western and non-Western traditions using traditional and nontraditional notation.

Music (Ensemble): Create	
Anchor Standard 9: Create a varied repertoire of music by improvising melodies, variations, and accompaniments.	
Enduring Understanding: Improvisation is a real-time embodiment of an individual's musicianship, depth of musical knowledge, and creativity.	
Essential Question(s): How might individuals use improvisation as a unique personal expression of their thoughts, feelings, and/or ideas? What processes best develop improvisation skills and enhance individuals' musicianship?	
IMAGINE	
Beginning	Cr.9.B.1 Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
	Cr.9.B.2 Improvise melodic and rhythmic ideas or motives that reflect the characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	Cr.9.I.1 Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
	Cr.9.I.2 Improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect the characteristic(s) of music from a variety of historical periods studied in rehearsal.
Proficient	Cr.9.P.1 Share personally developed arrangements, sections, and short compositions (individually or as an ensemble) that address identified purposes.
	Cr.9.P.2 Improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect the characteristic(s) of music from a variety of cultures studied in

	rehearsal.
Advanced	Cr.9.A.1 Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
	Cr.9.A.2 Improvise musical ideas for a variety of purposes and contexts.
<p>Anchor Standard 10: Create a varied repertoire of music by representing audiated music.</p> <p>Enduring Understanding: Creating visual representations of audiated and aurally perceived music is essential to preserving unique and expressive musical ideas.</p> <p>Essential Question(s): How do individuals transform sound and music into visual representations? What is the relationship between individuals' ability to transform sound and music into visible representations and their musicianship?</p>	
TRANSFORM	
Beginning	Cr.10.B.1 Use gesture, movement, and other visual representations to represent pitch and rhythm patterns, motifs, and short melodies that are aurally perceived and/or audiation.
Intermediate	Cr.10.I.1 Use gesture, movement, other visual representations, and both traditional and nontraditional music notation to represent pitch and rhythm patterns, motifs, and short melodies that are aurally perceived and/or audiation.
Proficient	Cr.10.P.1 Using traditional music notation, including common diacritical and expressive markings, students will accurately notate rhythmic and melodic motifs and melodies that are aurally perceived and/or audiation.
Advanced	Cr.10.A.1 Using traditional music notation, including common diacritical and expressive markings, students will accurately notate the rhythm, melody, harmonic structure, and form of three and four chord songs that are aurally perceived and/or audiation in Western and Non-Western music style.
<p>Anchor Standard 11: Create a varied repertoire of music by composing and arranging music with both traditional and nontraditional notation.</p> <p>Enduring Understanding: When individuals compose and arrange music, they creatively use music elements to create a musical product with an expected effect.</p> <p>Essential Question(s): How can individuals creatively produce unique contributions to music and society? What role do composers of music play within society?</p>	
CREATE	
Beginning	Cr.11.B.1 Create and notate rhythms and melodies (four to eight measures) in simple and/or compound meters using either traditional or nontraditional notation.
	Cr.11.B.2 Plan and arrange an accompaniment to a provided four measure melody which outlines a simple chord progression.
	Cr.11.B.3 Create and share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Intermediate	Cr.11.I.1 Use standard and nontraditional notation to create simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
	Cr.11.I.2 Arrange a given part song by reassigning voice or instrumentation for each part using traditional or electronic sources.
	Cr.11.I.3 Create and share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Proficient	Cr.11.P.1 Use standard and nontraditional notation to create rhythmic phrases, melodic phrases, and harmonic sequences that involve chord progressions.
	Cr.11.P.2 Arrange an intermediate melody and provide an accompaniment that demonstrates an effective beginning, middle, and ending using traditional or electronic sources.
	Cr.11.P.3 Create and share personally developed arrangements, sections, and short compositions (individually or as an ensemble) that address identified purposes.
Advanced	Cr.11.A.1 Use standard and/or nontraditional notation to create songs in a variety of meters that include accurate chord progressions and melodic/rhythmic phrases.
	Cr.11.A.2 Accurately arrange an advanced melody of their choice, including an accompaniment, and notate parts for their ensemble using traditional or electronic sources.
	Cr.11.A.3 Create and share varied, personally-developed musical works (individually or as an ensemble) that address identified purposes and contexts.