Indiana Fine Arts

Music Ensemble: Grades K-12

Connect

1 **Connect with a varied repertoire of music by exploring the relationships between music and personal experience.**

EXPERIENCE/CONNECT

Beginning

1 Demonstrate and explore how personal interests and skills relate to choices when performing music. CN.1.B.1

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. CN.1.B.2

Intermediate

1 Identify and demonstrate individual preference for music that is performed and/or listened to in daily life. CN.1.I.1

2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use. CN.1.I.2

Proficient

1 Explore and evaluate personal benefits of performing and/or listening to music and how each can enrich one's life. CN.1.P.1

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.2

3 Discuss and debate the nature of music appreciation and justify music's value to society. CN.1.P.3

Advanced

1 Imagine and predict how interests, knowledge, and skills relate to personal musical choices. CN.1.A.1

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.2

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. CN.1.A.3

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:onnect with a varied repertoire of music by exploring the relations between nusic, the other arts and disciplines outside the arts.

APPLY/TRANSFER

Beginning

1. Explore ways in which performed music connects with math, English/language arts, social studies, and science. CN.2.B.1
2. Discover, identify, and explore how performed music connects to other arts and humanities. CN.2.B.2

Intermediate

1. Explore and demonstrate ways in which performed music connects with math, English/language arts, social studies, and/or science. CN.2.I.1
2. Demonstrate and connect how the principles of performed music relate to other arts. CN.2.I.2

Proficient

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.1
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. CN.2.P.2

Advanced

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.1
2. Recognize the characteristic elements of other art forms and analyze how they are combined with performed music. CN.2.A.2

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

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EXPLORE

Beginning

1. Discuss and explore genre, style, composer, and historical background information in performed music. CN.3.B.1
2. Discuss the roles of various ensembles throughout history and discuss opportunities for participation in their own community. CN.3.B.2
3. Discuss opportunities of music careers. CN.3.B.3

Intermediate

1. Begin to demonstrate appropriate genre and style, while understanding composer, and historical background information in performed music. CN.3.I.1
2. Explore the roles of various ensembles throughout history, culture and opportunities for participation in the community. CN.3.I.2
3. Explore opportunities and preparation for careers in music. CN.3.I.3

Proficient

1. Demonstrate and apply appropriate genre and style and understand historical background information in performed music being studied. CN.3.P.1
2. Research the roles of various ensembles throughout history, from various cultures and within the local community. CN.3.P.2
3. Research opportunities for careers in music. CN.3.P.3

Advanced

1. Consistently recognize and apply appropriate genre and style and understand composer and historical background information in performed music being studied. CN.3.A.1
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.2
3. Prepare for careers in music. CN.3.A.3

Listen/Respond — **4 Listen and respond to a varied repertoire of music by audiating music.**

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RESPOND

Beginning

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.1

2 Audiate and perform basic scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation. LR.4.B.2

Intermediate'

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.1

2 Audiate and perform intermediate level scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation. LR.4.I.2

Proficient

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.1

2 Audiate and perform advanced scales, intervals, rhythmic and melodic patterns using gesture and/or traditional music notation. LR.4.P.2

Advanced

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.1

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. LR.4.A.2

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5 Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.

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UNDERSTAND/INFORM

Beginning

1. Listen to ensembles performing appropriate repertoire. Describe style and genre, and compositional devices. LR.5.B.1
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.2
3. Using established criteria, recognize the structure and context of music. LR.5.B.3

Intermediate

1. Listen to ensembles performing appropriate repertoire. Explore instrumentation, compositional devices, form, style, and/or genre. LR.5.I.1
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.2
3. Recognize and describe works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. LR.5.I.3

Proficient

1. Listen to ensembles performing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre. LR.5.P.1
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.2
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. LR.5.P.3

Advanced

1. Listen to ensembles performing appropriate repertoire. Describe and analyze instrumentation, texture, compositional devices, form, style, and genre. LR.5.A.1
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.2
3. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. LR.5.A.3

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isten and respond to a varied repertoire of music by interpreting and expressing nusic through movement.

INTERPRET/EXPRESS

Beginning

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. LR.6.B.1

Intermediate

1 Express rhythmic patterns in a variety of meters and demonstrate them through movement, body percussion, and/or conducting. LR.6.I.1

Proficient

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. LR.6.P.1

Advanced

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. LR.6.A.1

Perform

7 **Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.**

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DEVELOP/PERFORM

Beginning

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.1
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.2
3. Choral and Instrumental: Begin to sing expressively with attention to blend, balance, dynamics, phrasing, and articulation. P.7.B.3
4. Choral: Explore, using proper vocal technique and expand vocal range through warm-ups, breathing exercises, and appropriate repertoire. P.7.B.4
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. P.7.B.5

Intermediate

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.1
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.2
3. Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation. P.7.I.3
4. Choral: Demonstrate, using proper vocal technique and expand vocal range through warm-ups, breathing exercises, and appropriate repertoire. P.7.I.4
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. P.7.I.5

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Proficient

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.1
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.2
3. Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation. P.7.P.3
4. Choral: Explore the concepts of vocal health and how they affect singing through warm-ups, breathing exercises, and appropriate repertoire. P.7.P.4
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. P.7.P.5

Advanced

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.1
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.2
3. Choral and Instrumental: Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation. P.7.A.3
4. Choral: Demonstrate consistently the concepts of vocal health within warm-ups, breathing exercises, and appropriate repertoire. P.7.A.4
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.7.A.5

8. **Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory, and written notation.**

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PERFORM

Beginning

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.8.B.1
2. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. P.8.B.2
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.8.B.3
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.8.B.4

Intermediate

1. Play and identify correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position. P.8.I.1
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.8.I.2
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.8.I.3
4. Instrumental: Play alone or in ensembles, historical and contemporary repertoire from Western and non-Western traditions. P.8.I.4

Proficient

1. Play and demonstrate correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and/or correct hand position. P.8.P.1
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.8.P.2
3. Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance in medium-advanced level music and demonstrate sight reading at an appropriate level. P.8.P.3
4. Instrumental: Accurately play alone or in ensembles historical and contemporary repertoire from Western and non-Western traditions using traditional and nontraditional notation. P.8.P.4

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Advanced

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.1

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.2

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.3

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. P.8.A.4

Create

9 **Create a varied repertoire of music by improvising melodies, variations, and accompaniments.**

IMAGINE

Beginning

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.1

2 Improvise melodic and rhythmic ideas or motives that reflect the characteristic(s) of music or text(s) studied in rehearsal. CR.9.B.2

Intermediate

1 Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes. CR.9.I.1

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. CR.9.I.2

Proficient

1 Share personally developed arrangements, sections, and short compositions (individually or as an ensemble) that address identified purposes. CR.9.P.1

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. CR.9.P.2

Advanced

1 Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. CR.9.A.1

2 Improvise musical ideas for a variety of purposes and contexts. CR.9.A.2

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Create a varied repertoire of music by representing audiated music.

TRANSFORM

Beginning

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. CR.10.B.1

Intermediate

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. CR.10.I.1

Proficient

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. CR.10.P.1

Advanced

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. CR.10.A.1

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11 Create a varied repertoire of music by composing and arranging music with both traditional and nontraditional notation.

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CREATE

Beginning

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.1
2. Plan and arrange an accompaniment to a provided four measure melody which outlines a simple chord progression. CR.11.B.2
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. CR.11.B.3

Intermediate

1. Use standard and nontraditional notation to create simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas. CR.11.I.1
2. Arrange a given part song by reassigning voice or instrumentation for each part using traditional or electronic sources. CR.11.I.2
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. CR.11.I.3

Proficient

1. Use standard and nontraditional notation to create rhythmic phrases, melodic phrases, and harmonic sequences that involve chord progressions. CR.11.P.1
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.2
3. Create and share personally developed arrangements, sections, and short compositions (individually or as an ensemble) that address identified purposes. CR.11.P.3

Advanced

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.1
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.2
3. Create and share varied, personally-developed musical works (individually or as an ensemble) that address identified purposes and contexts. CR.11.A.3