



## Indiana Content Standards for Educators

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### FINE ARTS—INSTRUMENTAL AND GENERAL MUSIC

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Instrumental and general music teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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## Fine Arts–Instrumental and General Music Educator Standards

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### **Standard 1: Musicianship**

Instrumental and general music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills.

### **Standard 2: Music Theory**

Instrumental and general music teachers have a broad and comprehensive understanding of the materials and procedures of common practice era and post-tonal music.

### **Standard 3: Composing, Arranging, and Improvising**

Instrumental and general music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising.

### **Standard 4: History, Literature, and Culture**

Instrumental and general music teachers have a broad and comprehensive understanding of music history and culture.

### **Standard 5: Conducting and Repertoire**

Instrumental and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for band, orchestra, and other school instrumental ensembles.

### **Standard 6: Instrumental Performance Techniques**

Instrumental and general music teachers have a broad and comprehensive understanding of instrumental performance techniques and solo repertoire for band and orchestral instruments.

### **Standard 7: Music Pedagogy**

Instrumental and general music teachers have a broad and comprehensive understanding of music methodologies.

The Indiana Educator Standards for Fine Arts–Instrumental and General Music describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Music. A link to relevant portions of the Indiana Academic Standards can be found below.

[Music](#)

## Fine Arts—Instrumental and General Music Educator Standards

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### Standard 1: Musicianship

**Instrumental and general music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills, including:**

- 1.1** aural identification of performance errors, including errors in pitch, rhythm, dynamics, articulation, phrasing, intonation, ensemble precision, and balance
- 1.2** aural identification of compositional elements, including rhythmic, melodic, harmonic, textural, formal, and stylistic characteristics
- 1.3** aural analysis of Western art music from the Middle Ages to the present
- 1.4** aural identification of instrumentation and characteristic elements of music from various world cultures
- 1.5** dictation of melodic and harmonic excerpts
- 1.6** techniques for sight-singing using various moveable and fixed solmization systems
- 1.7** keyboard harmony, including chord progressions, accompaniment patterns, melody harmonization, and modulation

### Standard 2: Music Theory

**Instrumental and general music teachers have a broad and comprehensive understanding of the materials and procedures of common practice era and post-tonal music, including:**

- 2.1** music notation, including clefs, key signatures, time signatures, symbols, and terms
- 2.2** rhythmic elements, including note values, rests, pulse, meter, tempo, and rhythmic devices and patterns
- 2.3** melodic elements, including intervals, modes, scales, and embellishments
- 2.4** harmonic elements, including intervals, chord construction, inversions, progressions, cadences, sequences, non-chord tones, and modulation techniques
- 2.5** procedures of four-part writing, including voice leading, counterpoint, and melody harmonization
- 2.6** harmonic analysis, including Roman numeral analysis
- 2.7** form and analysis, including phrase structures, compositional techniques and textures, single-movement forms, multi-movement forms, and cyclic forms
- 2.8** post-tonal techniques, including impressionism, atonality, serialism, and minimalism

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### Standard 3: Composing, Arranging, and Improvising

**Instrumental and general music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising, including:**

- 3.1** knowledge of instrumental transpositions, ranges, and idiomatic writing for various instruments and instrumental ensembles
- 3.2** knowledge of vocal ranges and idiomatic writing for various voice types and vocal ensembles
- 3.3** techniques for creating stylistically modeled compositions in various musical styles, including two-voice counterpoint and chorales
- 3.4** use of various compositional devices, elements, and techniques, such as sequences, modulations, voice leading, and counterpoint
- 3.5** techniques for creating transcriptions and arrangements for various school instrumental and vocal ensembles
- 3.6** techniques for using technology for composing and arranging music
- 3.7** techniques for improvisation on a primary instrument, basic keyboard improvisation, and improvisation on classroom instruments

### Standard 4: History, Literature, and Culture

**Instrumental and general music teachers have a broad and comprehensive understanding of music history and culture, including:**

- 4.1** stylistic characteristics, instrumentation, and context of Western music from the Middle Ages to 1750
- 4.2** major works and composers of Western music from the Middle Ages to 1750
- 4.3** stylistic characteristics, instrumentation, and context of Western music from 1750 to the present
- 4.4** major works and composers of Western music from 1750 to the present
- 4.5** stylistic characteristics, instrumentation, and context of U.S. music
- 4.6** major works and composers of U.S. music
- 4.7** stylistic characteristics, instrumentation, and context of traditional music from various world cultures

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### Standard 5: Conducting and Repertoire

**Instrumental and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for band, orchestra, and other school instrumental ensembles, including:**

- 5.1** preparatory beats, beat patterns, cueing techniques, releases, and hand independence
- 5.2** expressive techniques, including tempo changes and dynamic changes
- 5.3** instrumental ensemble rehearsal techniques, including warm-ups, technical exercises, rhythm drills, and sight-reading
- 5.4** identification of potential technical challenges presented in a score
- 5.5** knowledge of various types of instrumental ensembles in the school music program
- 5.6** knowledge of age-appropriate method books and repertoire for various school instrumental ensembles, including transcriptions and arrangements

### Standard 6: Instrumental Performance Techniques

**Instrumental and general music teachers have a broad and comprehensive understanding of instrumental performance techniques and solo repertoire for band and orchestral instruments, including:**

- 6.1** proficiency on a primary instrument through individual and ensemble performance
- 6.2** techniques for performing on flute, clarinet, and saxophone, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.3** techniques for performing on double reeds, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.4** techniques for performing on high brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.5** techniques for performing on low brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.6** techniques for performing on high strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.7** techniques for performing on low strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.8** techniques for performing on percussion, including modeling proper posture, grips, stick control, tone production, sticking patterns, and rudiments
- 6.9** techniques for proper instrument storage
- 6.10** knowledge of common technical challenges encountered in playing woodwind, brass, string, and percussion instruments, and techniques for addressing those challenges
- 6.11** knowledge of age-appropriate solo repertoire for woodwind, brass, percussion, and string instruments that are used in school band or orchestral ensembles

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### Standard 7: Music Pedagogy

**Instrumental and general music teachers have a broad and comprehensive understanding of music methodologies, including:**

- 7.1** philosophy of music education, and research supporting the inclusion of music taught by certified music specialists in the school program
- 7.2** techniques for teaching aesthetic valuing and music appreciation, including terminology, guided listening, text-music relations, concert attendance and etiquette, analysis, reflection, and modeling
- 7.3** knowledge of methods for general music instruction, including Dalcroze, Gordon Music Learning Theory, Kodály, and Orff
- 7.4** knowledge of methods for teaching aural knowledge and skills
- 7.5** knowledge of methods for teaching music literacy
- 7.6** choral techniques for general music classes, including vocal performance techniques and age-appropriate repertoire
- 7.7** techniques for playing classroom instruments, including recorder, keyboard, guitar, and percussion instruments
- 7.8** instructional techniques for facilitating equity, access, accommodation, and adaptation in instrumental and general music classes
- 7.9** techniques for music assessment, including the use of technology in assessment
- 7.10** relationships between music and the other arts and content areas, including terminology, concepts, and the relationship between literary and musical techniques in a given score; knowledge of children's literature that can be used in the general music classroom; and knowledge of techniques for correlating the general music curriculum with curricula in other content areas
- 7.11** techniques for using technology to promote students' music performance, learning, and creativity
- 7.12** administration of the school music program, including advocacy, recruiting and retaining for performance ensembles, budgeting, publicity, concert programming, and selecting textbooks for general music classes
- 7.13** knowledge of copyright law as it applies to the school music program, including video and mechanical licensing

## Selected Bibliography of Standards and Sources Related to Fine Arts—Instrumental and General Music

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### State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2007). *Indiana academic standards for fine arts: Music*. <http://dc.doe.in.gov/standards/academicstandards/PrintLibrary/docs-Arts/2007-10-04-INMusicStandards.pdf>
2. Consortium of National Arts Education Associations (CNAEA). (1994). *National standards for arts education*. <http://artsedge.kennedy-center.org/educators/standards.aspx?facet:ArtsSubjectName=Music#results>
3. National Association of Schools of Music. (2009). *Standards for accreditation*. [http://nasm.arts-accredit.org/site/docs/Handbook/NASM\\_HANDBOOK\\_2009-10\\_DEC2009.pdf](http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2009-10_DEC2009.pdf)
4. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. [http://www.iste.org/Libraries/PDFs/NETS\\_for\\_Teachers\\_2008\\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx)

### Sources on Fine Arts—Instrumental and General Music Content

5. Aldwell, E., Cadwallader, A., & Schachter, C. (2010). *Harmony and voice leading* (4th ed.). Boston: Schirmer-Cengage.
6. Burkholder, J. P., Grout, D., & Palisca, C. (2009). *History of music in Western culture* (8th ed.). New York: W. W. Norton.
7. Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student achievement and social development*. Washington, DC: Arts Education Partnership.

### Sources on Student Learning and Pedagogical Methodology

8. Campbell, P. S., & Scott-Kassner, C. (2010). *Music in childhood: From preschool through the elementary grades* (3rd ed.). Boston: Schirmer-Cengage.
9. Colwell, R., & Hewitt, M. (2010). *Teaching of instrumental music* (4th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
10. Colwell, R., & Richardson, C. (2002). *The new handbook of research on music teaching and learning: A project of the Music Educators National Conference*. New York: Oxford University Press.
11. Karpinski, G. (2000). *Aural skills acquisition: The development of listening, reading, and performing skills in college-level musicians*. New York: Oxford University Press.



## Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts– Instrumental and General Music	Indiana Academic Standards for Music	CNAEA National Standards for Arts Education	National Association of Schools of Music Standards for Accreditation	ISTE National Educational Technology Standards
<p><b><u>Standard 1: Musicianship</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills.</p>	<p>K.1-9; 1.1-9; 2.1-9; 3.1-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; IM6.1-9; EM7.1-9; IM7.1-9; MT7.1-9; EM8.1-9; IM8.1-9; MT8.1-9; IMH.1-9; MTCH.1-9; MHAH.1-3; MTCH.4-9; MTH.1-9</p>	<p>K-4: 1-3, 5-9; 5-8: 1-3, 5-9; 9-12: 1-3, 5-9</p>	<p>VII.D.2.a.(1-4); VIII.B.1.a.; c.-e.; VIII.B.2.a.-c.; VIII.B.3.; VIII.B.4.; VIII.B.6.; IX.L.3.b.(3-4); IX.L.3.c.(1)(a); (c); IX.L.3.d.(1); Appendix I.C.1.A.1-5; Appendix I.C.1.C.1</p>	
<p><b><u>Standard 2: Music Theory</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of the materials and procedures of common practice era and post-tonal music.</p>	<p>K.1-9; 1.1-9; 2.1-9; 3.1-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; IM6.1-9; EM7.1-9; IM7.1-9; MT7.1-9; EM8.1-9; IM8.1-9; MT8.1-9; IMH.1-9; MTCH.1-9; MHAH.1-9; MTH.1-9</p>	<p>K-4: 1-9; 5-8: 1-9; 9-12: 1-9</p>	<p>VII.D.2.a.(1-5); VIII.B.1.c.-e.; VIII.B.2.a.-c.; VIII.B.3.; VIII.B.4.; VIII.B.6.; IX.L.3.b.(1); (3-4); IX.L.3.c.(1)(a); (c); IX.L.3.d.(1); Appendix I.C.1.A.4-5; Appendix I.C.1.B.2; Appendix I.C.1.C.1</p>	
<p><b><u>Standard 3: Composing, Arranging, and Improvising</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising.</p>	<p>K.2-7; 9; 1.2-7; 9; 2.2-7; 9; 3.2-7; 9; 4.2-7; 9; 5.2-7; 9; 6.2-7; 9; EM6.2-7; 9; IM6.2-7; 9; EM7.2-7; 9; IM7.2-7; 9; MT7.2-7; 9; EM8.2-7; 9; IM8.2-7; 9; MT8.2-7; 9; IMH.2-7; 9; MTCH.2-7; 9; MHAH.2-7; 9; MTH.2-7; 9</p>	<p>K-4: 2, 4-7, 9; 5-8: 2, 4-7, 9; 9-12: 2, 4-7, 9</p>	<p>VII.D.2.a.(1-4); VIII.B.2.a.-c.; VIII.B.3.; VIII.B.5.; VIII.B.6.; IX.L.3.b.(1-2); (4); IX.L.3.c.(1)(b); IX.L.3.c.(3)(b); IX.L.3.d.(1-2); Appendix I.C.1.A.1-2; 4</p>	<p>2a</p>

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<p><b><u>Standard 4: History, Literature, and Culture</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of music history and culture.</p>	<p>K.2-9; 1.2-9; 2.2-9; 3.2-9; 4.2-9; 5.2-9; 6.2-9; EM6.2-9; IM6.2-9; EM7.2-9; IM7.2-9; MT7.2-9; EM8.2-9; IM8.2-9; MT8.2-9; IMH.2-9; MTCH.2-9; MHAH.2-9; MTH.2-9</p>	<p>K-4: 2-9; 5-8: 2-9; 9-12: 2-9</p>	<p>VII.D.2.a.(1-5); VIII.B.1.b.; f.; VIII.B.2.a.-c.; VIII.B.3.; VIII.B.4.; VIII.B.6.; IX.L.3.b.(1); (4); IX.L.3.c.(1)(b-c); IX.L.3.c.(3)(b); IX.L.3.d.(1); (4); Appendix I.C.1.A.1; 4-5; Appendix I.C.1.B.2; Appendix I.C.1.C.1; 3</p>	
<p><b><u>Standard 5: Conducting and Repertoire</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for band, orchestra, and other school instrumental ensembles.</p>	<p>K.2; 5-9; 1.2; 5-9; 2.2; 5-9; 3.2; 5-9; 4.2; 5-9; 5.2; 5-9; 6.2; 5-9; EM6.2; 5-9; IM6.2; 5-9; EM7.2; 5-9; IM7.2; 5-9; MT7.2; 5-9; EM8.2; 5-9; IM8.2; 5-9; MT8.2; 5-9; IMH.2; 5-9; MTCH.2; 5-9; MHAH.2; 5-9; MTH.2; 5-9</p>	<p>K-4: 2; 5-9; 5-8: 2; 5-9; 9-12: 2; 5-9</p>	<p>VII.D.2.a.(1-5); VIII.B.1.a.-f.; VIII.B.2.a.-c.; VIII.B.3.; VIII.B.4.; VIII.B.6.; IX.L.3.b.(1-4); IX.L.3.c.(1)(a-c); IX.L.3.c.(3)(a-c); IX.L.3.d.(1-6); Appendix I.C.1.A.1-5; Appendix I.C.1.B.1-2; Appendix I.C.1.C.1; 3</p>	
<p><b><u>Standard 6: Instrumental Performance Techniques</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of instrumental performance techniques and solo repertoire for band and orchestral instruments.</p>	<p>K.2-9; 1.2-9; 2.2-9; 3.2-9; 4.2-9; 5.2-9; 6.2-9; EM6.2-9; IM6.2-9; EM7.2-9; IM7.2-9; MT7.2-9; EM8.2-9; IM8.2-9; MT8.2-9; IMH.2-9; MTCH.2-9; MHAH.2-9; MTH.2-9</p>	<p>K-4: 2-9; 5-8: 2-9; 9-12: 2-9</p>	<p>VII.D.2.a.(1-5); VIII.B.1.a.-d.; f.; VIII.B.3.; VIII.B.4.; VIII.B.6.; IX.L.3.b.(1-3); IX.L.3.c.(1)(a-c); IX.L.3.c.(3)(a-c); IX.L.3.d.(1-6); Appendix I.C.1.A.1-5</p>	

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<p><b><u>Standard 7: Music Pedagogy</u></b></p> <p>Instrumental and general music teachers have a broad and comprehensive understanding of music methodologies.</p>	<p>K.1-9; 1.1-9; 2.1-9; 3.1-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; IM6.1-9; EM7.1-9; IM7.1-9; MT7.1-9; EM8.1-9; IM8.1-9; MT8.1-9; IMH.1-9; MTCH.1-9; MHAH.1-9; MTH.1-9</p>	<p>K-4: 1-9; 5-8: 1-9; 9-12: 1-9</p>	<p>VII.D.2.a.(1-5); VIII.B.1.a.-f.; VIII.B.2.a.-c.; VIII.B.3.; VIII.B.4.; VIII.B.5.; VIII.B.6.; IX.L.3.b.(1-4); IX.L.3.c.(1)(a-c); IX.L.3.c.(3)(a-c); IX.L.3.d.(1-6); Appendix I.C.1.A.1-5; Appendix I.C.1.C.1; 3</p>	<p>1a, 1c–d; 2a–d; 3c–d; 4a–c; 5a; 5c</p>