



INDIANA  
DEPARTMENT *of*  
EDUCATION

2023 INDIANA ACADEMIC STANDARDS  
**MUSIC**

**GRADES K-12**



## Indiana Academic Standards Context and Purpose

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

- Connect
- Listen/Respond
- Perform
- Create

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.

<b>Music (General): Connect</b>	
<p><b>Anchor Standard 1:</b> Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <p><b>Enduring Understanding:</b> Musical preferences are often informed by personal experience and encounters with music in daily life.</p> <p><b>Essential Question(s):</b> 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>	
<b>EXPERIENCE/CONNECT</b>	
K-Grade 2	<b>Cn.1.2.1</b> Explore how music is used for a variety of purposes and occasions, and discuss personal preference for different musical works.
Grades 3-5	<b>Cn.1.5.1</b> Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.
	<b>Cn.1.5.2</b> 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.
Grades 6-8	<b>Cn.1.8.1</b> Identify and demonstrate individual preference for music that is performed, created, and/or listened to in daily life.
	<b>Cn.1.8.2</b> Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.
Grades 9-12	<b>Cn.1.12.1</b> Explore and evaluate personal benefits of listening to, performing, and creating music and how each can enrich one's life.
	<b>Cn.1.12.2</b> Explore and describe the role of music and the arts in developing an empathic society through music that is performed, created, and/or listened to in daily life.
	<b>Cn.1.12.3</b> Discuss and debate the nature of music appreciation and justify music's value to society.
<p><b>Anchor Standard 2:</b> Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</p> <p><b>Enduring Understanding:</b> Music has natural connections and applications to the other arts and disciplines outside the arts.</p> <p><b>Essential Question(s):</b> 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?</p>	
<b>APPLY/TRANSFER</b>	
K-Grade 2	<b>Cn.2.2.1</b> Identify music concepts and explore ways they are used in other disciplines.
Grades 3-5	<b>Cn.2.5.1</b> Discover, identify, and explore how music connects to language arts, mathematics, and/or science.
	<b>Cn.2.5.2</b> Discover, identify, and explore how music connects to other arts and humanities.

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Grades 6-8	<b>Cn.2.8.1</b> Describe and explore how the study of music applies to language arts, mathematics, and/or science.
	<b>Cn.2.8.2</b> Compare and describe how the characteristic elements of music and the other arts can be used to depict and/or transform events, scenes, emotions, or ideas into works of art.
	<b>Cn.2.8.3</b> Apply music for learning and recalling knowledge and information in other disciplines.
Grades 9-12	<b>Cn.2.12.1</b> Describe, explore, and critique how the principles of music relate to other disciplines.
	<b>Cn.2.12.2</b> Recognize the characteristic elements of music and those of at least one other art form and analyze how they were combined to create a unique work of art.
	<b>Cn.2.12.3</b> Describe and analyze how technology has changed who might participate in music and how various technologies can both enhance and diminish music and the other arts.
<p><b>Anchor Standard 3:</b> Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</p> <p><b>Enduring Understanding:</b> Music has its own unique history that has both influenced and been transformed by historical events.</p> <p><b>Essential Question(s):</b> 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?</p>	
<b>EXPLORE</b>	
K-Grade 2	<b>Cn.3.2.1</b> Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.
Grades 3-5	<b>Cn.3.5.1</b> Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.
	<b>Cn.3.5.2</b> Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.
	<b>Cn.3.5.3</b> Recognize and describe various roles of musicians in society.
Grades 6-8	<b>Cn.3.8.1</b> Identify, describe, and perform the distinguishing characteristics of musical works from a variety of genres, styles, historical periods, and cultures.
	<b>Cn.3.8.2</b> Identify, describe, and apply through performance uniquely American music genres, trace their evolution, and explore the life and work of musicians associated with each.
	<b>Cn.3.8.3</b> Compare and contrast, in various cultures and historical periods, the functions of music, the roles of musicians, and the conditions under which participation in music typically occurs.
Grades 9-12	<b>Cn.3.12.1</b> Identify, describe, and perform the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context.

	<b>Cn.3.12.2</b> Identify and explore music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history.
	<b>Cn.3.12.3</b> Classify unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification.

<b>Music (General): Listen/Respond</b>	
<p><b>Anchor Standard 4:</b> Listen and respond to a varied repertoire of music by audiating music.</p> <p><b>Enduring Understanding:</b> Individuals' first experiences with music are responding to the music they hear.</p> <p><b>Essential Question(s):</b> 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>	
<b>RESPOND</b>	
K-Grade 2	<b>Lr.4.2.1</b> Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.
Grades 3-5	<b>Lr.4.5.1</b> Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.
Grades 6-8	<b>Lr.4.8.1</b> Audiate and recognize age appropriate pitch and rhythm patterns, motifs, and known melodies from movement, gesture, traditional, or nontraditional notation.
	<b>Lr.4.8.2</b> Audiate and accurately sing and perform pitch and rhythm patterns, motifs, and melodies in both major and minor modes and simple and compound meters on sight.
Grades 9-12	<b>Lr.4.12.1</b> Audiate and recognize age appropriate pitch and rhythm patterns, motifs, and known melodies from movement, gesture, traditional, or nontraditional notation.
	<b>Lr.4.12.2</b> Audiate and accurately sing and perform pitch and rhythm patterns, motifs, and melodies, including indicated expressive elements, in both major and minor modes and simple and compound meters on sight.
	<b>Lr.4.12.3</b> Audiate all the elements of music in a given excerpt or piece and perform it on sight in a musical and culturally authentic way.
<p><b>Anchor Standard 5:</b> Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</p> <p><b>Enduring Understanding:</b> 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><b>Essential Question(s):</b> 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>	
<b>UNDERSTAND/INFORM</b>	
K-Grade 2	<b>Lr.5.2.1</b> Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary.

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	<b>Lr.5.2.2</b> Apply learned criteria to perceive accuracy, expressiveness, and effectiveness of performances.
Grades 3-5	<b>Lr.5.5.1</b> Define expressive music terms and apply them to selected musical examples.
	<b>Lr.5.5.2</b> Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply these criteria to performances.
Grades 6-8	<b>Lr.5.8.1</b> Recall, explore, comprehend, and apply appropriate music vocabulary.
	<b>Lr.5.8.2</b> Identify elements of music and analyze/describe how they manifest in a musical example.
	<b>Lr.5.8.3</b> Develop criteria for evaluating the quality and effectiveness of music performers, performances, and compositions and apply the criteria to music that is listened to, performed, and/or created.
Grades 9-12	<b>Lr.5.12.1</b> Recall, explore, comprehend, and apply appropriate music vocabulary.
	<b>Lr.5.12.2</b> Identify elements of music and compare how they are utilized to create specific music styles and/or cultural traditions.
	<b>Lr.5.12.3</b> Evaluate the aesthetic impact of musical works by applying specific criteria and comparing them to known, exemplary models of similar style and/or cultural tradition.
<p><b>Anchor Standard 6:</b> Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</p> <p><b>Enduring Understanding:</b> Individuals' understanding of music is enhanced when the music is experienced and expressed through movement.</p> <p><b>Essential Question(s):</b> 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>	
<b>INTERPRET/EXPRESS</b>	
K-Grade 2	<b>Lr.6.2.1</b> Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.
	<b>Lr.6.2.2</b> Apply gross and fine motor movement to show upward and downward melodies.
	<b>Lr.6.2.3</b> Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games, and/or simple folk dances.
Grades 3-5	<b>Lr.6.5.1</b> Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.
	<b>Lr.6.5.2</b> Demonstrate changes in melodic contour and simple harmonic progression through movement.
	<b>Lr.6.5.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games, and/or simple folk dances.

Grades 6-8	<b>Lr.6.8.1</b> Explore the muscular sensations of time and energy through the performance of choreographed movement, including conducting, both in place and in space.
	<b>Lr.6.8.2</b> Identify and express the elements of music manifest in specific musical examples through choreographed folk dances, and explore the role of dance in various cultures.
	<b>Lr.6.8.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement and conducting in listening examples, singing games, and/or simple folk dances.
Grades 9-12	<b>Lr.6.12.1</b> Explore the muscular sensations of time and energy through the performance of choreographed and improvised movement, including conducting, both in place and in space.
	<b>Lr.6.12.2</b> Identify and express the elements of music, the implied meaning, and/or the subject of specific musical examples through choreographed folk dances and/or improvised movement, and explore the role of dance in various cultures.
	<b>Lr.6.12.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement and conducting in listening examples, singing games, and/or simple folk dances.

<b>Music (General): Perform</b>	
<b>Anchor Standard 7:</b> Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.	
<b>Enduring Understanding:</b> Singing is an essential musical skill that allows individuals to develop musical knowledge in the context of performance.	
<b>Essential Question(s):</b> 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?	
<b>DEVELOP/PERFORM</b>	
K-Grade 2	<b>P.7.2.1</b> Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.
	<b>P.7.2.2</b> Sing simple songs with expressive qualities, varied tonalities, and meters.
	<b>P.7.2.3</b> Perform appropriately for a variety of audiences and purposes.
Grades 3-5	<b>P.7.5.1</b> Sing in groups and independently while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.
	<b>P.7.5.2</b> Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.
	<b>P.7.5.3</b> Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.
	<b>P.7.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.
Grades 6-8	<b>P.7.8.1</b> Sing accurate pitches and rhythms, as modeled and/or visually notated, with

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	appropriate intonation, breath control, diction, and tone quality throughout one's singing range.
	<b>P.7.8.2</b> Sing with expressive qualities and technical accuracy, as modeled and/or visually notated, and portray appropriate style.
	<b>P.7.8.3</b> Sing tonal ostinati, canon, counter melodies, drones, or descants, as modeled and/or visually notated, to create harmony and sing in two and/or three parts.
	<b>P.7.8.4</b> Maintain pitch and rhythmic accuracy, tone quality, tonal center, a steady beat, and appropriate style while singing both with accompaniment and a cappella to portray the composer's intent.
Grades 9-12	<b>P.7.12.1</b> Sing accurate pitches and rhythms, as modeled and/or visually notated, in tune and with good breath control, diction, and tone quality throughout an expected and appropriate singing range.
	<b>P.7.12.2</b> Sing with expressive qualities and technical accuracy, as modeled and/or visually notated, and portray appropriate style and affect.
	<b>P.7.12.3</b> Sing tonal ostinati, canon, counter melodies, drones, or descants, as modeled and/or visually notated, to create harmony and sing in three or more parts.
	<b>P.7.12.4</b> Maintain pitch and rhythm accuracy, tone quality, tonal center, a steady beat, and appropriate style while singing both with accompaniment and a cappella to both portray and challenge the composer's intent.
<p><b>Anchor Standard 8:</b> Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.</p> <p><b>Enduring Understanding:</b> Playing instruments is an essential musical skill that allows individuals to develop musical knowledge in the context of performance.</p> <p><b>Essential Question(s):</b> 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>	
<b>PERFORM</b>	
K-Grade 2	<b>P.8.2.1</b> Accurately play a variety of classroom instruments alone and with others using appropriate technique.
	<b>P.8.2.2</b> Echo and read a variety of rhythmic and/or melodic patterns, and maintain a consistent steady beat while playing an instrument.
Grades 3-5	<b>P.8.5.1</b> Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.
	<b>P.8.5.2</b> Play melodic, rhythmic, and chordal patterns at a consistent tempo.
	<b>P.8.5.3</b> Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.
	<b>P.8.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.



Grades 6-8	<b>P.8.8.1</b> Play accurate pitches and rhythms, as modeled and/or visually notated, in tune with a steady beat, good tone quality, and appropriate technique throughout the known range of the instrument(s).
	<b>P.8.8.2</b> Play unpitched, melodic, and harmonic instruments with expression and technical accuracy, as modeled and/or visually notated, and portray appropriate style.
	<b>P.8.8.3</b> Play both rhythmic and tonal ostinati, canon, counter melodies, drones, and descants, as modeled and/or visually notated, to create harmony, and play instruments in two and/or three parts.
	<b>P.8.8.4</b> Maintain pitch and rhythm accuracy, tone quality, tonal center, a steady beat, appropriate technique, and appropriate style while playing unpitched, melodic, and harmonic instruments to portray the composer's intent.
Grades 9-12	<b>P.8.12.1</b> Play accurate pitches and rhythms, as modeled and/or visually notated, in tune with a steady beat, good tone quality, and exemplary technique throughout the entire range of the instrument(s).
	<b>P.8.12.2</b> Play unpitched, melodic, and harmonic instruments with expression and technical accuracy, as modeled and/or visually notated, and portray appropriate style and affect.
	<b>P.8.12.3</b> Play both rhythmic and tonal ostinati, canon, counter melodies, drones, and descants, as modeled and/or visually notated, to create harmony, and play instruments in three or more parts.
	<b>P.8.12.4</b> Maintain pitch and rhythm accuracy, tone quality, tonal center, a steady beat, exemplary technique, and appropriate style while playing unpitched, melodic, and harmonic instruments to both portray and challenge the composer's intent.

<b>Music (General): Create</b>	
<b>Anchor Standard 9:</b> Create a varied repertoire of music by improvising melodies, variations, and accompaniments.	
<b>Enduring Understanding:</b> Improvisation is a real-time embodiment of an individual's musicianship, depth of musical knowledge, and creativity.	
<b>Essential Question(s):</b> 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?	
<b>IMAGINE</b>	
K-Grade 2	<b>Cr.9.2.1</b> Improvise by singing a simple melody using self-created text.
	<b>Cr.9.2.2</b> Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
Grades 3-5	<b>Cr.9.5.1</b> Improvise independently and cooperatively successive melodic phrases to create a song.
	<b>Cr.9.5.2</b> Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments.

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	<b>Cr.9.5.3</b> Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources.
Grades 6-8	<b>Cr.9.8.1</b> Improvise short, unaccompanied rhythms and melodies with consistent style, meter, and/or tonality.
	<b>Cr.9.8.2</b> Improvise rhythmic and melodic embellishments and variations using a pentatonic scale and major keys.
	<b>Cr.9.8.3</b> Recognize important pitches within a melody and improvise simple harmonic accompaniments.
Grades 9-12	<b>Cr.9.12.1</b> Improvise rhythms and melodies with a complementary melody or rhythmic accompaniment, with consistent style, meter, affect, and/or tonality.
	<b>Cr.9.12.2</b> Improvise rhythmic and melodic embellishments and variations in both major and minor keys.
	<b>Cr.9.12.3</b> Identify and utilize harmonic pitches while improvising stylized melodies and accompaniments.
<p><b>Anchor Standard 10:</b> Create a varied repertoire of music by representing audiated and aurally perceived music.</p> <p><b>Enduring Understanding:</b> Creating visual representations of audiation and aurally perceived music is essential to preserving unique and expressive musical ideas.</p> <p><b>Essential Question(s):</b> 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>	
<b>TRANSFORM</b>	
K-Grade 2	<b>Cr.10.2.1</b> Create movement patterns and describe their relationships to audiation and/or aurally perceived songs.
Grades 3-5	<b>Cr.10.5.1</b> Demonstrate the rhythm, melody, and form of an audiation and/or aurally perceived song through traditional and/or nontraditional notation.
Grades 6-8	<b>Cr.10.8.1</b> Use movement, gesture, traditional, and/or nontraditional music notation to demonstrate pitch and rhythm patterns, motifs, and short melodies that are aurally perceived and/or audiation.
Grades 9-12	<b>Cr.10.12.1</b> Notate the rhythm, melody, harmonic structure, and form of three and four chord songs that are aurally perceived and/or audiation using traditional music notation, including common diacritical and expressive markings.

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

**Enduring Understanding:** When individuals compose and arrange music, they creatively use music elements to create a musical product with an expected effect.

**Essential Question(s):** How can individuals creatively produce unique contributions to music and society? What role do composers of music play within society?

<b>CREATE</b>	
K-Grade 2	<b>Cr.11.2.1</b> Utilize traditional and/or nontraditional notation to represent simple rhythms and rhythmic patterns of rhymes and songs.
	<b>Cr.11.2.2</b> Utilize traditional and/or nontraditional notation to demonstrate simple melodies and melodic patterns of rhymes and songs.
Grades 3-5	<b>Cr.11.5.1</b> Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.
	<b>Cr.11.5.2</b> Create, notate, and perform songs in a variety of meters.
	<b>Cr.11.5.3</b> Plan, arrange, and perform accompaniments to given melodies within specific guidelines.
Grades 6-8	<b>Cr.11.8.1</b> Arrange simple pieces for voices and instruments using performing forces and expressive qualities other than those originally utilized in the piece in ways that preserve the expressive effect of the music.
	<b>Cr.11.8.2</b> Utilize both traditional and/or nontraditional notation to compose short pieces within specified guidelines, and demonstrate one's knowledge of the elements of music and how they might be used to create unity or variety, tension and release, and/or balance.
	<b>Cr.11.8.3</b> Explore and utilize a variety of traditional and/or nontraditional sound sources and electronic media and technology when composing and arranging music.
Grades 9-12	<b>Cr.11.12.1</b> Arrange pieces for voices and instruments using performing forces and expressive qualities other than those originally utilized in the piece in ways that might enhance or alter the expressive effect of the music.
	<b>Cr.11.12.2</b> Utilize both traditional and nontraditional notation to compose music in several distinct styles that demonstrate one's knowledge of the elements of music and how they might be used to achieve aesthetic and expressive effect.
	<b>Cr.11.12.3</b> Explore and utilize a variety of traditional and nontraditional sound sources and electronic media and technology when composing and arranging music and articulate how they might enhance or diminish the music's aesthetic or expressive effect.