



Indiana Content Standards for Educators

FINE ARTS—VOCAL AND GENERAL MUSIC

Vocal 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—Vocal and General Music Educator Standards

Standard 1: Musicianship

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

Standard 2: Music Theory

Vocal 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

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

Standard 4: History, Literature, and Culture

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

Standard 5: Conducting and Repertoire

Vocal and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for school vocal ensembles.

Standard 6: Vocal Performance Techniques

Vocal and general music teachers have a broad and comprehensive understanding of vocal performance techniques, vocal health, and solo repertoire.

Standard 7: Music Pedagogy

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

Fine Arts–Vocal and General Music Educator Standards

The Indiana Educator Standards for Fine Arts–Vocal 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. The Indiana Academic Standards can be found [here](#).

Fine Arts–Vocal and General Music Educator Standards

Standard 1: Musicianship

Vocal 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, diction, 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, such as movable and fixed *do* systems and scale degrees
- 1.7 keyboard harmony, including chord progressions, accompaniment patterns, melody harmonization, and modulation

Standard 2: Music Theory

Vocal 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

Fine Arts—Vocal and General Music Educator Standards

Standard 3: Composing, Arranging, and Improvising

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

- 3.1 knowledge of vocal ranges and idiomatic writing for various voice types and vocal ensembles
- 3.2 knowledge of instrumental transpositions, ranges, and idiomatic writing for various instruments and instrumental 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 vocal improvisation, basic keyboard improvisation, and improvisation on classroom instruments

Standard 4: History, Literature, and Culture

Vocal 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

Standard 5: Conducting and Repertoire

Vocal and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for school vocal ensembles, including:

- 5.1 preparatory beats, beat patterns, cuing techniques, releases, and hand independence
- 5.2 expressive techniques, including tempo changes and dynamic changes
- 5.3 vocal ensemble rehearsal techniques, including warm-ups, vocal exercises, rhythmic precision and pulse, sight-reading, and appropriate use of keyboard
- 5.4 identification of potential technical challenges presented in a score
- 5.5 knowledge of various types of school-based vocal ensembles and seating plans
- 5.6 knowledge of age-appropriate repertoire in a variety of languages for various school vocal ensembles
- 5.7 knowledge of text-related considerations in repertoire selection, including techniques for evaluating the relationship between text and music, clarity of text setting, phrasing, and translation/transliteration

Standard 6: Vocal Performance Techniques

Vocal and general music teachers have a broad and comprehensive understanding of vocal performance techniques, vocal health, and solo repertoire, including:

- 6.1 vocal proficiency through individual and ensemble performance
- 6.2 knowledge of proper vocal technique, including posture, alignment, pitch and rhythmic accuracy, breath support, tone production, resonance, intonation, vowel purity, register, and passaggio
- 6.3 accurate pronunciation and diction for various languages commonly used in vocal and choral repertoire, including English, French, German, Italian, and Latin
- 6.4 knowledge of stylistically appropriate performance practice
- 6.5 knowledge of vocal classifications, vocal ranges, and techniques for range extension
- 6.6 knowledge of stages of vocal maturation and techniques for addressing the changing voice
- 6.7 techniques for music memorization
- 6.8 knowledge of common technical challenges encountered in vocal performance, and appropriate pedagogical techniques for addressing those challenges
- 6.9 knowledge of basic vocal anatomy, physiology, and techniques for maintaining good vocal health
- 6.10 knowledge of age-appropriate solo repertoire in various languages for various voice types

Fine Arts—Vocal and General Music Educator Standards

Standard 7: Music Pedagogy

Vocal 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 to 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 vocal 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
- 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–Vocal and General Music

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2007). *Indiana student standards for fine arts: music*.
<http://dc.doe.in.gov/standards/academicstandards/PrintLibrary/docs-Arts/2007-10-04-IN-MusicStandards.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
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

Sources on Fine Arts–Vocal 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). *A history of Western music* (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.
8. Rothgeb, J. (1981). Schenkerian theory: Its implications for the undergraduate curriculum. *Music Theory Spectrum*, 3, 142–149.

Sources on Student Learning and Pedagogical Methodology

9. Campbell, P. S., & Scott-Kassner, C. (2010). *Music in childhood: From preschool through the elementary grades* (3rd ed.). Boston: Schirmer-Cengage.
10. Phillips, K. (2004). *Directing the choral music program*. New York: Oxford University Press.
11. 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.
12. 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–Vocal and General Music	Indiana Academic Standards for Music	CNAEA National Standards for Arts Education	National Association of Schools of Music	ISTE National Educational Technology Standards
<u>Standard 1: Musicianship</u> Vocal and general music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills.	K.1-3; K.5-9; 1.1-3; 1.5-9; 2.1-3; 2.5-9; 3.1-3; 3.5-9; 4.1-3; 4.5-9; 5.1-3; 5.5-9; 6.1-3; 6.5-9; EM6.1-3; EM6.5-9; CM6.1-3; CM6.5-9; EM7.1-3; EM7.5-9; CM7.1-3; CM7.5-9; MT7.1-3; MT7.5-9; EM8.1-3; EM8.5-9; CM8.1-3; CM8.5-9; MT8.1-3; MT8.5-9; CMH.1-3; CMH.5-9; MTCH.1-3; MTCH.5-9; MHAH.1-3; MTH.1-3; ; MTH.5-9	K-4: 1-3; 5-9; 5-8: 1-3; 5-9; 9-12: 1-3; 5-9	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.c.(2)(d); IX.L.3.d.(1); Appendix I.C.1.A.1-5; Appendix I.C.1.C.1	
<u>Standard 2: Music Theory</u> Vocal and general music teachers have a broad and comprehensive understanding of the materials and procedures of common practice era and post-tonal music.	K.1-9; 1.1-9; 2.1-9; 3.1-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; CM6.1-9; EM7.1-9; CM7.1-9; MT7.1-9; EM8.1-9; CM8.1-9; MT8.1-9; CMH.1-9; MTCH.1-9; MHAH.1-9; MTH.1-9	K-4: 1-9; 5-8: 1-9; 9-12: 1-9	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	

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Vocal and General Music	Indiana Academic Standards for Music	CNAEA National Standards for Arts Education	National Association of Schools of Music	ISTE National Educational Technology Standards
<u>Standard 3: Composing, Arranging, and Improvising</u> Vocal and general music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising.	K.1; 3-7; 9; 1.1; 3-7; 9; 2.1; 3-7; 9; 3.1; 3-7; 9; 4.1; 3-9; 5.1; 3-7; 9; 6.1; 3-9; EM6.1; 3-7; 9; CM6.1; 3-7; 9; EM7.1; 3-7; 9; CM7.1; 3-7; 9; MT7.1; 3-7; 9; EM8.1; 3-9; CM8.1; 3-7; 9; MT8.1; 3-7; 9; CMH.1; 3-7; 9; MTCH.1; 3-7; 9; MHAH.1; 3-7; 9; MTH.1; 3-7; 9	K-4: 1; 3-7; 9; 5-8: 1; 3-7; 9; 9-12: 1; 3-7; 9	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.(2)(b); IX.L.3.d.(1-2); Appendix I.C.1.A.1-2; 4	2a
<u>Standard 4: History, Literature, and Culture</u> Vocal and general music teachers have a broad and comprehensive understanding of music history and culture.	K.1; 3-9; 1.1; 3-9; 2.1; 3-9; 3.1; 3-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; CM6.1-9; EM7.1-9; CM7.1-9; MT7.1; 3-9; EM8.1-9; CM8.1-9; MT8.1; 3-9; CMH.1-9; MTCH.1; 3-9; MHAH.1; 3-9; MTH.1; 3-9	K-4: 1; 3-9; 5-8: 1-9; 9-12: 1; 3-9	VII.D.2.a.(1-5); VIII.B.1.b.-d.; 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.(2)(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	

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<u>Standard 5: Conducting and Repertoire</u> Vocal and general music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for school vocal ensembles.	K.1; 5-9; 1.1; 5-9; 2.1; 5-9; 3.1; 5-9; 4.1; 5-9; 5.1; 5-9; 6.1; 5-9; EM6.1; 5-9; CM6.1; 5-9; EM7.1; 5-9; CM7.1; 5-9; MT7.1; 6-9; EM8.1; 5-9; CM8.1; 5-9; MT8.1; 6-9; CMH.1; 5-9; MTCH.1; 5-9; MHAH.1; 5-9; MTH.1; 6-9	K-4: 1; 5-9; 5-8: 1; 5-9; 9-12: 1; 5-9	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.(2)(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	
<u>Standard 6: Vocal Performance Techniques</u> Vocal and general music teachers have a broad and comprehensive understanding of vocal performance techniques, vocal health, and solo repertoire.	K.1; 3-9; 1.1; 3-9; 2.1; 3-9; 3.1; 3-9; 4.1; 3-9; 5.1; 3-9; 6.1; 3-9; EM6.1; 3-9; CM6.1; 3-9; EM7.1; 3-9; CM7.1; 3-9; MT7.1; 4; 6-9; EM8.1; 3-9; CM8.1; 3-9; MT8.1; 4; 6-9; CMH.1; 3-9; MTCH.1; 3-9; MHAH.1; 3-9; MTH.1; 3-9	K-4: 1; 3-9; 5-8: 1; 3-9; 9-12: 1; 3-9	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.(2)(a-d); IX.L.3.d.(1-6); Appendix I.C.1.A.1-5	

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Vocal and General Music	Indiana Academic Standards for Music	CNAEA National Standards for Arts Education	National Association of Schools of Music	ISTE National Educational Technology Standards
<u>Standard 7: Music Pedagogy</u> Vocal and general music teachers have a broad and comprehensive understanding of music methodologies.	K.1-9; 1.1-9; 2.1-9; 3.1-9; 4.1-9; 5.1-9; 6.1-9; EM6.1-9; CM6.1-9; EM7.1-9; CM7.1-9; MT7.1-9; EM8.1-9; CM8.1-9; MT8.1-9; CMH.1-9; MTCH.1-9; MHAH.1-9; MTH.1-9	K-4: 1-9; 5-8: 1-9; 9-12: 1-9	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.(2)(a-d); IX.L.3.d.(1-6); Appendix I.C.1.A.1-5; Appendix I.C.1.C.1; 3	1a, 1c–1d; 2a–2d; 3c–3d; 4a; 5a; 5c