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Indiana Music Standards, Grades 9–12

STANDARD	DEFINITION	STUDENT EDITION PAGE NUMBER
Standard 1: <i>Singing alone and with others. Students identify vocal characteristics. They sing a varied repertoire of vocal literature.</i>		
H.1.1	Describe various aspects of vocal sounds, including different vocal ranges and the desirable or undesirable aspects of vocal quality.	10, 71, 101, 121, 122, 123, 126, 131, 141, 219, 229, 136, 137, 148, 174, 180, 232, 271, 282, 347, 349, 518, 523
H.1.2	Sing songs or song excerpts in a style appropriate to each.	100, 107, 128, 131, 132, 184, 200, 208, 213, 271, 314, 356, 371, 384, 474, 519
<i>Instrumental Ensembles (Proficient Level) and Applied Instrumental Music: Students sing accurately and expressively from memory, with proper technique and steady breath control, alone or in ensembles. Choral music students sing music written in four parts, with or without accompaniment, and demonstrate well-developed ensemble skills.</i>		
H.1.3	Sing alone or with a group, on pitch and in tempo, with clear diction, consistent breath control, and appropriate posture for singing.	64, 100, 126, 128, 131, 132, 213, 271, 384, 474, 486
H.1.4	Sing expressively a variety of vocal literature, utilizing dynamic contrasts, phrasing that fits the musical work, a variety of articulations, and a style appropriate to the piece being sung.	128, 131, 132, 208, 314, 384, 213
H.1.5	Sing an independent vocal part while maintaining a balance of volume and a blend of vocal quality with other members of the ensemble.	213, 384, 486
H.1.6	Follow the cues of a conductor.	163, 164, 165, 384
Standard 2: <i>Playing an instrument alone and with others. Students play by ear</i>		

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<i>accompaniments on an instrument.</i>		
H.2.1	Echo melodic, rhythmic, or harmonic patterns.	18, 40, 41, 61, 62, 79, 84, 86, 88, 107, 290, 298, 386, 418
<i>Choral Ensembles (Proficient Level), Keyboard, Music Theory, and Electronic Music: Students perform an appropriate instrumental part in an ensemble, demonstrating well-developed ensemble skills.</i>		
H.2.2	Play a rhythmic or melodic instrument, maintaining tempo, balancing the sound with the rest of the ensemble, and following the conductor.	18, 79, 91, 108, 260, 298, 372, 390, 401, 420
<i>Instrumental Ensembles (Proficient Level) and Applied Instrumental Music: Students perform on at least on instrument accurately and independently, alone or in ensembles. They perform with expression and technical accuracy a varied repertoire of instrumental literature.</i>		
H.2.3	Perform on an instrument with appropriate posture, playing positions, and control of breath, bow, stick, or fingers.	86, 189, 260, 298, 372, 390, 401, 420
H.2.4	Play accurately and in tune while maintaining a steady tempo and following the director.	86, 112, 260, 371, 372, 401, 450
H.2.5	Maintain an independent instrumental part while others play different parts.	84, 260, 372, 401
H.2.6	Play expressively, incorporating appropriate contrasts of dynamics, phrasing, and articulations in the style of the music being performed.	86, 260, 450
Standard 3: Reading, notating, and interpreting music. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.		
H.3.1	Name and explain the meaning of symbols found on a musical score.	8, 18, 28, 53, 79, 81, 93, 101, 115, 148, 155, 216, 231, 235, 282, 294, 313, 356, 412, 419, 454, 465, 483, 518, 526
H.3.2	Demonstrate the correct use of musical terminology when discussing music.	8, 16, 27, 53, 59, 83, 77, 80, 81, 83, 91, 99, 115, 148, 191, 228, 231, 235, 246, 251, 282, 303, 323, 347, 349, 364, 411, 419, 454, 465, 479, 483, 495, 504, 518, 526
<i>Choral or Instrumental Ensembles, Proficient Level, and Applied Music, Keyboard, Music Theory, and Electronic Music: Students use standard notation to communicate musical ideas.</i>		
H.3.3	Accurately perform a musical score by observing all symbols pertaining to pitch, rhythm, dynamics, tempo, articulation,	33, 77, 108, 189, 216, 520

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	and expressive details.	
H.3.4	Read and perform musical excerpts never before seen, in the necessary clefs, in major and minor keys.	40, 41, 53, 108, 189, 356, 520
H.3.5	Notate rhythms and melodies in simple and compound meters.	86, 151, 377, 452, 502, 520
<i>Choral or Instrumental Ensembles, Advanced Level: Students interpret a full vocal or instrumental score including transpositions and clefs.</i>		
H.3.6	Read and accurately perform the contents of a full musical score of four or more staves, demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression.	208, 450
H.3.7	Accurately interpret nonstandard notation symbols used by some contemporary composers.	451, 452
Standard 4: Improvising melodies and accompaniments. Students improvise stylistically appropriate melodies or harmonies.		
H.4.1	Create a melody that is compatible with a given chord progression.	62, 64, 200, 246, 313, 377
H.4.2	Create a harmony for a given melody.	246, 377
<i>Choral or Instrumental Ensembles, Proficient Level, and Music Theory, and Composition: Students improvise rhythmic and melodic variations on given simple melodies in various keys and modes. They improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.</i>		
H.4.3	Embellish a melody by means of adding notes or by varying a portion of the rhythmic structure of the melody.	203, 377, 502
H.4.4	Upon hearing a series of chords being played, invent a melody that will match the chords and the style in which they are being played.	132, 133, 377, 502
<i>Choral or Instrumental Ensembles, Advanced Level, and Music Theory, and Composition: Students improvise harmonizing parts in a variety of styles.</i>		
H.4.5	Create a harmony part or chord progression for melodies in styles from various musical eras or cultural traditions.	64, 377
Standard 5: Composing and arranging music within specified guidelines. Students compose music creatively and expressively, using elements of music as they do so.		
H.5.1	Create short musical works, with assistance by the instructor as needed, to convey an original idea.	64, 86, 151, 246, 377, 451
<i>Choral or Instrumental Ensembles (Proficient Level), Electronic Music, or Music Theory: Students arrange pieces for voices or instruments other than those for which the pieces were originally written.</i>		
H.5.2	Arrange a piece of music or a song in a different manner than originally written.	111, 151, 152, 246, 377, 451, 502

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<p><i>Choral or Instrumental Ensembles (Advanced Level), Electronic Music, or Music Theory: Students compose music that exhibits imagination and technical skill in applying the principles of composition. They implement arranging techniques for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music. They compose and arrange music for voices, acoustical or electronic instruments, demonstrating knowledge of the pitch ranges and usages of the particular sound source used.</i></p>		
H.5.3	Create an original composition that skillfully utilizes melodic, harmonic, rhythmic, and formal properties found in exemplary musical works.	246, 377
H.5.4	Arrange a known work in a new way, using appropriate interpretive effects, and articulations so that the expressive content of the work is preserved.	246, 452, 502
H.5.5	Compose a work using more than one type of voice or instrument, in a way that fits the range of capabilities for each instrument.	151, 246, 377, 452
<p>Standard 6: <i>Listening to, analyzing, and describing music. Students identify basic music forms when heard. They also demonstrate knowledge of vocal and instrumental sounds from different cultures. Students describe specific music events in a given aural example, using appropriate terminology that demonstrates knowledge of the technical vocabulary of music.</i></p>		
H.6.1	Describe in musical terms the unique features of an instrumental work.	8, 18, 40, 41, 64, 110, 113, 140, 147, 157, 176, 178, 184, 202, 206, 232, 255, 259, 276, 277, 297, 308, 350, 392, 402, 405, 411, 445, 479, 483, 495, 518, 487
H.6.2	Use the correct terms when describing events, musical devices, or instruments used within an example from a musical work.	28, 35, 59, 91, 125, 140, 150, 174, 176, 184, 188, 198, 231, 276, 277, 357, 390, 396, 411, 412, 430, 431, 479, 518
H.6.3	Compare and contrast music of different styles, genres, and time periods.	5, 13, 17, 19, 31, 47, 56, 136, 155, 161, 235, 271, 276, 357, 368, 396, 526
<p><i>Choral Ensembles (Proficient Level): Students analyze a variety of aural examples of choral music for their uses of musical and expressive elements. They identify and explain compositional devices and techniques that provide unity, citing examples from choral or vocal works.</i></p>		
H.6.4	Listen to two recordings of a choral work being learned and compare similarities and differences in tempo, dynamic levels, tone quality, and use of accents or articulations for purposes of expression.	70, 136, 153, 229, 255, 271, 442, 523
H.6.5	Identify compositional devices and	127, 228, 255, 258, 262, 271,

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	musical events heard in choral works being studied, such as cadences, tempo, points of tension and release, and changes of key.	323, 396, 425, 442
<i>Choral Ensembles (Advanced Level): Students demonstrate advanced knowledge of the technical vocabulary of music as they describe significant or interesting events occurring in a given aural example. They compare similarity of form and usage of musical materials in works of the same style or genre.</i>		
H.6.6	Describe in musical terms the unique features of a choral work.	127, 228, 229, 232, 235, 251, 252, 257, 258, 262, 323, 325, 391, 392, 425
H.6.7	Identify and describe similar use of formal devices such as key relations, repetition, augmentation, and diminution found in choral works including the mass, oratorio, opera chorus, or song cycle.	251, 252, 257, 255, 258, 262, 323, 325, 347, 349, 391, 392, 396, 425, 442
<i>Instrumental Ensembles (Proficient Level): Students analyze a variety of aural examples of instrumental music for their uses of musical and expressive elements. They identify and explain compositional devices and techniques that provide unity, citing examples from instrumental works.</i>		
H.6.8	Compare two performances of a piece being learned and discuss differences in choices of tempo, dynamic variety, balance of instruments, and uses of expressive features.	70, 218, 277, 302, 431, 494, 496, 523
H.6.9	Describe the musical and compositional features of a piece being studied, including its orchestration, use of various instruments for effect, and use of melodic, rhythmic, and harmonic elements within the work.	44, 139, 140, 154, 157, 161, 217, 259, 276, 277, 289, 297, 402, 405, 431, 496, 494, 497
<i>Instrumental Ensembles (Advanced Level): Students demonstrate extensive knowledge of the technical vocabulary of music as they describe significant events in a given aural example. They compare similarity of form and uses of musical materials or devices within instrumental works of the same style or genre.</i>		
H.6.10	Describe in musical terms the unique features of an instrumental work.	216, 255, 259, 277, 297, 402, 405, 411, 419, 430, 433
H.6.11	Identify and describe similar formal devices as multiple examples of one genre such as string quartet, symphony, serenade, march, tone poem, or suite are heard.	402, 405, 411, 412, 430, 433
Standard 7: Understanding relationships between music, the other arts, and disciplines outside the arts. Students describe similarities among different disciplines and the arts. They describe similarities among different art forms across cultures.		
H.7.1	Compare and contrast the processes of	71, 95, 115, 121, 141, 143,

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	analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences.	221, 224, 225, 303, 317, 387, 463, 476, 502, 515
H.7.2	Compare and contrast artistic processes and principles as they are used within two or more fine arts areas.	31, 39, 89, 92, 101, 102, 187, 182, 193, 217, 224, 244, 337, 364, 374, 438, 445
<p><i>Choral and Instrumental Ensembles (including Electronic Music or Keyboard): Students apply the musical and non-musical skills learned through participation in performance ensembles to other life settings. They integrate the elements of music (such as form, texture, contrast, thematic material, and structure) with other art forms. They also compare and contrast the job descriptions involved within the various arts areas.</i></p>		
H.7.3	List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups.	31, 102, 161, 224, 244, 281, 364, 374, 438, 445, 515
H.7.4	Analyze another art form for its use of form, texture, contrast, or use of thematic material, and compare it to a similar analysis of a work of music.	31, 102, 161, 224, 244, 281, 364, 374, 438, 445, 515
H.7.5	Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines.	12, 47, 83, 102, 121, 174, 190, 241, 337, 438, 444
<p>Standard 8: <i>Understanding music in relation to history and culture. Students classify by historical context, genre, and style a varied body of exemplary musical works. They identify sources of American music genres and identify various roles that musicians perform within the surrounding culture. Students also identify the uses of music in daily life as well as within various eras.</i></p>		
H.8.1	Upon hearing works that have been studied, name the genre (such as opera), style, (such as classical or jazz) and historical background (period in history, country, and culture) for each, including the composer.	5, 31, 56, 103, 137, 188, 250, 279, 322, 335, 345, 464, 488, 526
H.8.2	Describe the origins and development of American genres such as jazz, the Broadway musical, and rock music, including well-known composers and performers within each genre.	121, 137, 193, 202, 206, 335, 345, 464, 483, 488, 526
H.8.3	Describe musical characteristics that make certain works suitable for specific situations.	5, 31, 52, 56, 57, 105, 180, 183, 240, 271, 276, 279, 296, 297, 300, 312, 345, 366, 463, 464, 525
H.8.4	Document times and places within a recent time period where you have heard music, and write down the function the	95, 154, 271, 281, 296, 297, 300, 366, 439, 463, 464, 525

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	music was serving, the type of performance and performance medium, and personal reactions to each.	
<p>Standard 9: <i>Evaluating music and music performances. Students define the concept of musical quality. They evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. Students also demonstrate understanding of the importance of appropriate concert behavior.</i></p>		
H.9.1	Name specific criteria to be used in evaluating the quality of a musical work or performance.	10, 31, 67, 71, 73, 115, 185, 206, 219, 240, 255, 281, 286, 454, 463, 484, 509, 525
H.9.2	Write or present a critique of a performance, composition, improvisation, or arrangement.	10, 67, 69, 71, 115, 206, 219, 240, 255, 281, 286, 445, 454, 483, 463, 509, 526
H.9.3	Take part in a class discussion of appropriate concert behavior, attend a concert, and evaluate your own behavior as well as that of the audience.	57
H.9.4	Apply specific criteria for musical quality to your personal participation in music.	213, 248