Publisher: QuaverEd, Inc

Program Title: *Quaver’s General Music California Curriculum (K-5)*

Approved by the State Board of Education July 8, 2020

Components: *To use links, be sure you are logged in at QuaverEd.com/CA-reviewers/. Screen Address - 5LP12-14 is 5 = 5th Grade, LP12 = Lesson 12, 14 = Screen 14*

# Standards Map Template–2021 Arts Education Adoption Grade Three Music

(Download and use to cite where instructional resources fully address each standard)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 3.MU:Cr1a | Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). | [3LP03-05 Improvisation](https://www.quavermusic.com/lpphost.aspx?lpGuid=7de4a54e-e1e9-4238-a767-7836c434eade&slideGUID=c5c70b1f-9825-11eb-aa16-02420a807bba)  [3LP05-08 Make It Your Own](https://www.quavermusic.com/lpphost.aspx?lpGuid=9647f2dc-9cde-487a-ab24-5a4312d69554&slideGUID=91cc78ff-9d6e-11eb-aa16-02420a807bba)  [3LP05-13 Improvising Across the Arts](https://www.quavermusic.com/lpphost.aspx?lpGuid=9647f2dc-9cde-487a-ab24-5a4312d69554&slideGUID=92008756-9d6e-11eb-aa16-02420a807bba)  [3LP21-11 Improvising on A and B](https://www.quavermusic.com/lpphost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2dd6e1d7-a323-11eb-aa16-02420a807bba)  [3LP24-14 The B-Lues (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=30020dde-a323-11eb-aa16-02420a807bba)  [3LP26-10 Level Up (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=3117e764-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cr1b | Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. | [3LP07-09 My Scaly Melody](https://www.quavermusic.com/lpphost.aspx?lpGuid=1536c5f2-62f9-4a3b-bb4b-ba3213e12850&slideGUID=9334f299-9d6e-11eb-aa16-02420a807bba)  [3LP09-06 Playing the Pentatonic](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=9467ef87-9d6e-11eb-aa16-02420a807bba)  [3LP16-17 Using Dynamics (Assignment)](https://www.quavermusic.com/lpphost.aspx?lpGuid=02d8e981-9b88-478e-bcc4-b9d5ae38f0e9&slideGUID=dcbdc7c8-a1e6-11eb-aa16-02420a807bba)  [3LP24-02 Makin' It Up (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=2f93baa3-a323-11eb-aa16-02420a807bba)  [3LP31-10 QGrooves - Latin Introductions](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=346f5a29-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cr2a | Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context. | [3LP02-04 Meters of 4](https://www.quavermusic.com/lpphost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c4f6c1ee-9825-11eb-aa16-02420a807bba)  [3LP09-05 Pentatonic Orff](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=945eaaa0-9d6e-11eb-aa16-02420a807bba)  [3LP09-13 Improvising Across the Arts](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=94acd62d-9d6e-11eb-aa16-02420a807bba)  [3LP31-07 Makin' It Up (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=3453e725-a323-11eb-aa16-02420a807bba)  [3LP31-09 Connections: Creating Introductions](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=3466589f-a323-11eb-aa16-02420a807bba)  [3LP32-04 Almost Summertime (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=34e1d4e1-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. | [3LP02-08 Meters of 2](https://www.quavermusic.com/lpphost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c5141ee1-9825-11eb-aa16-02420a807bba)  [3LP08-07 QComposer Lite](https://www.quavermusic.com/lpphost.aspx?lpGuid=b559d912-c54f-428e-b5fb-6b3bdd011868&slideGUID=93c92b5a-9d6e-11eb-aa16-02420a807bba)  [3LP09-05 Pentatonic Orff](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=945eaaa0-9d6e-11eb-aa16-02420a807bba)  [3LP15-11 Clap a Rhythm](https://www.quavermusic.com/lpphost.aspx?lpGuid=0220dbe4-caa3-4c77-a820-194df66d7f8b&slideGUID=dbd43e59-a1e6-11eb-aa16-02420a807bba)  [3LP31-09 Connections: Creating Introductions](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=3466589f-a323-11eb-aa16-02420a807bba)  [3LP33-08 Rhythm Selectah!](https://www.quavermusic.com/lpphost.aspx?lpGuid=64852851-bbfe-426e-8196-39853c3def30&slideGUID=35a71807-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cr3.1 | Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. | [3LP03-04 Meters of 4](https://www.quavermusic.com/lpphost.aspx?lpGuid=7de4a54e-e1e9-4238-a767-7836c434eade&slideGUID=c5bd5c74-9825-11eb-aa16-02420a807bba)  [3LP09-09 Melody Composer (Extended Pentatonic)](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=94868619-9d6e-11eb-aa16-02420a807bba)  [3LP31-12 QGrooves - RnB Introductions 3](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=348190f9-a323-11eb-aa16-02420a807bba)  [3LP33-07 QGrooves - Our ABA Piece](https://www.quavermusic.com/lpphost.aspx?lpGuid=64852851-bbfe-426e-8196-39853c3def30&slideGUID=359dcabc-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cr3.2 | Present the final version of personal created music to others and describe connection to expressive intent. | [3LP02-09 Meters of 3](https://www.quavermusic.com/lpphost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c51cfccd-9825-11eb-aa16-02420a807bba)  [3LP08-07 QComposer Lite](https://www.quavermusic.com/lpphost.aspx?lpGuid=b559d912-c54f-428e-b5fb-6b3bdd011868&slideGUID=93c92b5a-9d6e-11eb-aa16-02420a807bba)  [3LP25-10 QGrooves - Which Tempo?](https://www.quavermusic.com/lpphost.aspx?lpGuid=a264c34f-24fb-4f34-b63c-d4998233e602&slideGUID=308848e8-a323-11eb-aa16-02420a807bba)  [3LP31-11 QGrooves - Country Introductions 2](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=3478b9f7-a323-11eb-aa16-02420a807bba)  [3LP33-04 Create a Form Piece](https://www.quavermusic.com/lpphost.aspx?lpGuid=64852851-bbfe-426e-8196-39853c3def30&slideGUID=35823e46-a323-11eb-aa16-02420a807bba) |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 3.MU:Pr4.1 | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. | [3LP08-10 Connect with Music](https://www.quavermusic.com/lpphost.aspx?lpGuid=b559d912-c54f-428e-b5fb-6b3bdd011868&slideGUID=93e66edc-9d6e-11eb-aa16-02420a807bba)  [3LP13-12 Yere Yere Pausa (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6def7e6b-d607-4e4a-9796-43ade53e5250&slideGUID=da9e308a-a1e6-11eb-aa16-02420a807bba)  [3LP19-04 My Recorder (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=2365e57f-fbfd-488a-8613-9502773351f8&slideGUID=2c44be65-a323-11eb-aa16-02420a807bba)  [3LP24-03 Write a Blues Song](https://www.quavermusic.com/lpphost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=2f9d5318-a323-11eb-aa16-02420a807bba)  [3LP24-15 Recorder Review Game (Recorder Assessments)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=300b2fa9-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr4.2a | Demonstrate understanding of the structure in music selected from a variety of cultures for performance. | [3LP17-15 Ekamoda (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dd5c8683-a1e6-11eb-aa16-02420a807bba)  [3LP21-14 Obwisana (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2e15fc82-a323-11eb-aa16-02420a807bba)  [3LP26-06 Al Citron (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=30f34835-a323-11eb-aa16-02420a807bba)  [3LP29-12 Quaver's Jig (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=e526ba9e-470b-4187-854f-065cb1b4e4f1&slideGUID=332574a7-a323-11eb-aa16-02420a807bba)  [3LP31-16 My Bonnie Lies Over the Ocean (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=34a69d27-a323-11eb-aa16-02420a807bba)  [3LP32-11 Pela Pankhi (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=352217da-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr4.2b | When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. | [3LP08-05 The Star-Spangled Banner (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=b559d912-c54f-428e-b5fb-6b3bdd011868&slideGUID=93b4f155-9d6e-11eb-aa16-02420a807bba)  [3LP06-10 The Breeze (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=c5a71e9f-5d71-423d-b25f-804625e2c9b3&slideGUID=9268c9ad-9d6e-11eb-aa16-02420a807bba)  [3LP23-14 Hot Cross Buns (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=456122ee-aa1a-4bb1-8a2c-82f061284d7b&slideGUID=2f5546ca-a323-11eb-aa16-02420a807bba)  [3LP26-12 Sir Binko Larch Leads the March (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=312a6e9c-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr4.2c | Describe how context (such as personal and social) can inform a performance. | [3LP01-05 Welcome to Music (3rd) (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6bfc2f54-ee29-4b8f-8e4b-6bfb04c9de1f&slideGUID=c4725d16-9825-11eb-aa16-02420a807bba)  [3LP06-05 Robot Round (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=c5a71e9f-5d71-423d-b25f-804625e2c9b3&slideGUID=923612a5-9d6e-11eb-aa16-02420a807bba)  [3LP31-15 Erie Canal (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=349d2ecf-a323-11eb-aa16-02420a807bba)  [3LP32-06 Tideo (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=34f461d5-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr4.3 | Demonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo). | [3LP07-02 Robot Round (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=1536c5f2-62f9-4a3b-bb4b-ba3213e12850&slideGUID=92f7ac97-9d6e-11eb-aa16-02420a807bba)  [3LP17-05 Volcano! (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dceecf56-a1e6-11eb-aa16-02420a807bba)  [3LP17-15 Ekamoda (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dd5c8683-a1e6-11eb-aa16-02420a807bba)  [3LP26-11 Perry the Sheep (Changing Tempos)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=3120ed52-a323-11eb-aa16-02420a807bba)  [3LP27-04 Al Citron (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=138ad750-ce65-4da4-873b-4dafd2976a04&slideGUID=318562d2-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr5a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. | [3LP06-04 Canon and Round Definitions](https://www.quavermusic.com/lpphost.aspx?lpGuid=c5a71e9f-5d71-423d-b25f-804625e2c9b3&slideGUID=922b5c59-9d6e-11eb-aa16-02420a807bba)  [3LP21-09 Baba Oo La La (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2dc4c161-a323-11eb-aa16-02420a807bba)  [3LP24-15 Recorder Review Game (Recorder Assessments)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=300b2fa9-a323-11eb-aa16-02420a807bba)  [3LP26-03 Tempo Rap](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=30d967a8-a323-11eb-aa16-02420a807bba)  [3LP30-08 All Together](https://www.quavermusic.com/lpphost.aspx?lpGuid=599bd715-4ee5-4c6d-9f67-d3da0faacfe2&slideGUID=33b816a3-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr5b | Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. | [3LP06-17 Scotland's Burning (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=c5a71e9f-5d71-423d-b25f-804625e2c9b3&slideGUID=92c56bb7-9d6e-11eb-aa16-02420a807bba)  [3LP21-05 Baba Oo La La (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2da07dfe-a323-11eb-aa16-02420a807bba)  [3LP22-11 Perry the Sheep (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fce50238-1314-4121-83dc-996e7d7944f3&slideGUID=2e8b9123-a323-11eb-aa16-02420a807bba)  [3LP26-15 All the Pretty Little Horses (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6fe09efe-8cd4-464d-a14a-8913c61f9355&slideGUID=3145e1b1-a323-11eb-aa16-02420a807bba)  [3LP27-10 D.C. Jive (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=138ad750-ce65-4da4-873b-4dafd2976a04&slideGUID=31b0c8ab-a323-11eb-aa16-02420a807bba)  [3LP30-16 Simple Gifts (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=599bd715-4ee5-4c6d-9f67-d3da0faacfe2&slideGUID=34016bf2-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr6a | Perform music for a specific purpose with expression and technical accuracy. | [3LP05-06 Bought Me a Cat](https://www.quavermusic.com/lpphost.aspx?lpGuid=9647f2dc-9cde-487a-ab24-5a4312d69554&slideGUID=91ba1a09-9d6e-11eb-aa16-02420a807bba)  [3LP17-05 Volcano! (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dceecf56-a1e6-11eb-aa16-02420a807bba)  [3LP17-16 Scotland's Burning (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dd6924f4-a1e6-11eb-aa16-02420a807bba)  [3LP20-15 AAA (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=0b1bfe37-6af6-4304-a439-bea93f9ec196&slideGUID=2d402280-a323-11eb-aa16-02420a807bba)  [3LP21-06 Baba Oo La La (Tempo Challenge)](https://www.quavermusic.com/lpphost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2da88043-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context and venue. | [3LP01-04 Concert Manners](https://www.quavermusic.com/lpphost.aspx?lpGuid=6bfc2f54-ee29-4b8f-8e4b-6bfb04c9de1f&slideGUID=c46476f3-9825-11eb-aa16-02420a807bba)  [3LP04-18 Kye Kye Kule (Movement Videos)](https://www.quavermusic.com/lpphost.aspx?lpGuid=2f8c108f-bae6-4969-90c7-66538fcc9651&slideGUID=91724c91-9d6e-11eb-aa16-02420a807bba)  [3LP10-11 The Classical Period Song](https://www.quavermusic.com/lpphost.aspx?lpGuid=d5c1d84a-c6e9-4cdb-b9ed-bd447b435c5c&slideGUID=d8c4d3be-a1e6-11eb-aa16-02420a807bba)  [3LP22-18 Performance Practices](https://www.quavermusic.com/lpphost.aspx?lpGuid=fce50238-1314-4121-83dc-996e7d7944f3&slideGUID=2ec58b88-a323-11eb-aa16-02420a807bba)  [3LP22-19 Audience Actions](https://www.quavermusic.com/lpphost.aspx?lpGuid=fce50238-1314-4121-83dc-996e7d7944f3&slideGUID=2ecf7927-a323-11eb-aa16-02420a807bba)  [3LP20-14 Walk Like a Mummy (Animated Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=0b1bfe37-6af6-4304-a439-bea93f9ec196&slideGUID=2d387852-a323-11eb-aa16-02420a807bba) |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 3.MU:Re7.1 | Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. | [3LP01-07 Everything Is Better (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6bfc2f54-ee29-4b8f-8e4b-6bfb04c9de1f&slideGUID=c4869e97-9825-11eb-aa16-02420a807bba)  [3LP02-05 Fife and Drum and Lonesome Cowboy](https://www.quavermusic.com/lpphost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c500d18e-9825-11eb-aa16-02420a807bba)  [3LP02-14 Meet Pharrell Williams](https://www.quavermusic.com/lpphost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c54dddb5-9825-11eb-aa16-02420a807bba)  [3LP10-12 Fast Tempo Classical Music](https://www.quavermusic.com/lpphost.aspx?lpGuid=d5c1d84a-c6e9-4cdb-b9ed-bd447b435c5c&slideGUID=d8cf3e7f-a1e6-11eb-aa16-02420a807bba)  [3LP19-15 Meet Benjamin Britten](https://www.quavermusic.com/lpphost.aspx?lpGuid=2365e57f-fbfd-488a-8613-9502773351f8&slideGUID=2caee195-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Re7.2 | Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). | [3LP17-11 About the Piece (Piano Concerto in A minor, Op.7: Finale, Allegro non troppo)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dd35243b-a1e6-11eb-aa16-02420a807bba)  [3LP18-17 Music for the Royal Fireworks: La Réjouissance (Movement Videos)](https://www.quavermusic.com/lpphost.aspx?lpGuid=469a3f4d-058a-48eb-8938-0863eb4b267d&slideGUID=de1a580f-a1e6-11eb-aa16-02420a807bba)  [3LP31-18 Orpheus in the Underworld: Can Can (Movement Videos)](https://www.quavermusic.com/lpphost.aspx?lpGuid=36e2648a-61f6-4056-b6c5-de2ad8e2d6d0&slideGUID=34b8b292-a323-11eb-aa16-02420a807bba)  [3LP32-08 Freeze Dance Challenge](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=3506bbe3-a323-11eb-aa16-02420a807bba)  [3LP32-15 Click Go the Shears (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=3546bec1-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Re8 | Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ personal interpretations to reflect creators’ expressive intent. | [3LP04-05 Ain't Gonna Let Nobody Turn Me 'Round (About the Song)](https://www.quavermusic.com/lpphost.aspx?lpGuid=2f8c108f-bae6-4969-90c7-66538fcc9651&slideGUID=6657d6ec-a181-11eb-aa16-02420a807bba)  [3LP16-11 Old Blue (Full Score)](https://www.quavermusic.com/lpphost.aspx?lpGuid=02d8e981-9b88-478e-bcc4-b9d5ae38f0e9&slideGUID=dc84400c-a1e6-11eb-aa16-02420a807bba)  [3LP17-04 Volcano! (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dce5c1de-a1e6-11eb-aa16-02420a807bba)  [3LP18-09 Flight of the Bumblebee (Movement Videos)](https://www.quavermusic.com/lpphost.aspx?lpGuid=469a3f4d-058a-48eb-8938-0863eb4b267d&slideGUID=ddcdffcd-a1e6-11eb-aa16-02420a807bba)  [3LP18-13 About the Piece (Colorines)](https://www.quavermusic.com/lpphost.aspx?lpGuid=469a3f4d-058a-48eb-8938-0863eb4b267d&slideGUID=ddf5c52e-a1e6-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Re9 | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. | [3LP04-15 Oh Freedom! (Video Performance)](https://www.quavermusic.com/lpphost.aspx?lpGuid=2f8c108f-bae6-4969-90c7-66538fcc9651&slideGUID=666b2afb-a181-11eb-aa16-02420a807bba)  [3LP09-13 Improvising Across the Arts](https://www.quavermusic.com/lpphost.aspx?lpGuid=5313a8e8-27b1-4ada-b2c3-0d8bcdc1dd40&slideGUID=94acd62d-9d6e-11eb-aa16-02420a807bba)  [3LP18-12 Who's the Best Mixer?](https://www.quavermusic.com/lpphost.aspx?lpGuid=469a3f4d-058a-48eb-8938-0863eb4b267d&slideGUID=dde8f9fc-a1e6-11eb-aa16-02420a807bba)  [3LP22-04 Listening to the Blues](https://www.quavermusic.com/lpphost.aspx?lpGuid=fce50238-1314-4121-83dc-996e7d7944f3&slideGUID=2e4e77bb-a323-11eb-aa16-02420a807bba)  [3LP30-08 All Together](https://www.quavermusic.com/lpphost.aspx?lpGuid=599bd715-4ee5-4c6d-9f67-d3da0faacfe2&slideGUID=33b816a3-a323-11eb-aa16-02420a807bba)  [3LP36-19 Feedback Sandwich](https://www.quavermusic.com/lpphost.aspx?lpGuid=3f569672-01cf-4eef-8989-3c93081dc79d&slideGUID=37512c56-a323-11eb-aa16-02420a807bba) |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 3.MU:Cn10 | Identify and demonstrate how personal interests, experiences, and ideas relate to creating, performing, and responding to music. | [3LP03-02 Hey, Mr. Beat Boy! (Lyrics)](https://www.quavermusic.com/lpphost.aspx?lpGuid=7de4a54e-e1e9-4238-a767-7836c434eade&slideGUID=c5a94bd5-9825-11eb-aa16-02420a807bba)  [3LP08-07 QComposer Lite](https://www.quavermusic.com/lpphost.aspx?lpGuid=b559d912-c54f-428e-b5fb-6b3bdd011868&slideGUID=93c92b5a-9d6e-11eb-aa16-02420a807bba)  [3LP12-05 Which Period Is It?](https://www.quavermusic.com/lpphost.aspx?lpGuid=e27f005c-1bc3-4aad-9161-4a981758363f&slideGUID=d9cd351d-a1e6-11eb-aa16-02420a807bba)  [3LP23-10 Connect with Music](https://www.quavermusic.com/lpphost.aspx?lpGuid=456122ee-aa1a-4bb1-8a2c-82f061284d7b&slideGUID=2f30acab-a323-11eb-aa16-02420a807bba)  [3LP32-10 What's the Form?](https://www.quavermusic.com/lpphost.aspx?lpGuid=f7f072f4-568e-4ab4-8ff6-86decc293b45&slideGUID=35190d7f-a323-11eb-aa16-02420a807bba) |  |  |  |
| 3.MU:Cn11 | Identify and demonstrate connections between music and societal, cultural, and historical contexts. | [3LP04-05 Ain't Gonna Let Nobody Turn Me 'Round (About the Song)](https://www.quavermusic.com/lpphost.aspx?lpGuid=2f8c108f-bae6-4969-90c7-66538fcc9651&slideGUID=6657d6ec-a181-11eb-aa16-02420a807bba)  [3LP10-14 Talk to Mozart](https://www.quavermusic.com/lpphost.aspx?lpGuid=d5c1d84a-c6e9-4cdb-b9ed-bd447b435c5c&slideGUID=d8e3b8a3-a1e6-11eb-aa16-02420a807bba)  [3LP13-14 Yere Yere Pausa (About the Song)](https://www.quavermusic.com/lpphost.aspx?lpGuid=6def7e6b-d607-4e4a-9796-43ade53e5250&slideGUID=dab2bdee-a1e6-11eb-aa16-02420a807bba)  [3LP23-10 Connect with Music](https://www.quavermusic.com/lpphost.aspx?lpGuid=456122ee-aa1a-4bb1-8a2c-82f061284d7b&slideGUID=2f30acab-a323-11eb-aa16-02420a807bba) |  |  |  |

California Department of Education, July 2020