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Approved by the State Board of Education July 8, 2020

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Components: *[Enter Components]*

# 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). |  |  |  |  |
| 3.MU:Cr1b | Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. |  |  |  |  |
| 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. |  |  |  |  |
| 3.MU:Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. |  |  |  |  |
| 3.MU:Cr3.1 | Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. |  |  |  |  |
| 3.MU:Cr3.2 | Present the final version of personal created music to others and describe connection to expressive intent. |  |  |  |  |
| **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. |  |  |  |  |
| 3.MU:Pr4.2a | Demonstrate understanding of the structure in music selected from a variety of cultures for performance. |  |  |  |  |
| 3.MU:Pr4.2b | When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. |  |  |  |  |
| 3.MU:Pr4.2c | Describe how context (such as personal and social) can inform a performance. |  |  |  |  |
| 3.MU:Pr4.3 | Demonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo). |  |  |  |  |
| 3.MU:Pr5a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. |  |  |  |  |
| 3.MU:Pr5b | Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. |  |  |  |  |
| 3.MU:Pr6a | Perform music for a specific purpose with expression and technical accuracy. |  |  |  |  |
| 3.MU:Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context and venue. |  |  |  |  |
| **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. |  |  |  |  |
| 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). |  |  |  |  |
| 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. |  |  |  |  |
| 3.MU:Re9 | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. |  |  |  |  |
| **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. |  |  |  |  |
| 3.MU:Cn11 | Identify and demonstrate connections between music and societal, cultural, and historical contexts. |  |  |  |  |

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