

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills (TEKS)  
Fine Arts, High School Dance

---

Prepared by the State Board of Education (SBOE) TEKS Review Committees

**Final Recommendations, September 2012**

These proposed revisions reflect the recommended changes to the fine arts Texas Essential Knowledge and Skills (TEKS) for dance that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**ER**—information added, changed, or deleted based on expert reviewer feedback

**MV**—multiple viewpoints from within the committee

**VA**—information added, changed, or deleted to increase vertical alignment

**TABLE OF CONTENTS**

Dance, Level I.....	pages 1-4
Dance, Level II.....	pages 5-8
Dance, Level III.....	pages 9-11
Dance, Level IV .....	pages 12-15

§117.56 Dance, Level I		
	TEKS with Edits	Committee Comments
(a)	<p>General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of the following dance courses: <del>Dance I (one credit)</del>, <u>Foundations of Dance I, Ballet I, Modern/Contemporary I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance and Media Communication I (prerequisite is Middle School Dance 1, or Middle School Dance 2, or Middle School Dance 3), Dance Production I, and Dance Wellness I (one credit per course).</u></u></p>	<p>To meet the needs of the 21<sup>st</sup> century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level I courses as well as align dance with other fine arts TEKS.</p> <p><u>Comments and recommendations for future professional development:</u></p> <p>a) The principles of standards included in the revised TEKS provide the foundation for each of the proposed dance courses.</p> <p>b) Only Dance and Media Communication I course requires a prerequisite of Middle School Dance 1, 2 or 3.</p> <p>c) Recent data has proven that there are an increased number of students enrolled in dance in the state Texas. These offerings will provide a more in-depth course of study and offers greater flexibility for school districts.</p> <p>d) Implementing dance technology and media courses in the revised TEKS endorses the need of increase course offerings, addressing the need of dance technology courses.</p>
(b)	Introduction.	
(1)	<p><u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u></p>	

(2)(4)	<p><del>Four basic strands</del> In Dance Level I, students understand the four basic strands and sub-strands: <u>foundations: perception, creative expression: artistic process/ <del>creative expression: performance,</del> historical and cultural <del>heritage, relevance, and critical evaluation and response.</del> The strands and sub-strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and <del>moving movement abilities</del> in daily life <del>that promote, promoting an</del> understanding of themselves and others <del>and allow them to interact effectively in the community.</del> <u>Students will develop</u> <del>By mastering</del> movement principles, <u>and technical skills, and explore choreographic and performance qualities.</u> <u>S</u>students <u>will</u> develop self-discipline, <del>and healthy bodies that move expressively, efficiently, and safely through space and time with</del> <del>with controlled energy, a sensitive kinesthetic awareness.</del> Students recognize dance as a vehicle for understanding <del>cultural and historical contexts, historical and cultural relevance,</del> increasing an awareness of <del>their own and others'</del> heritage and traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens <u>decision-making skills, develops</u> critical and creative thinking, and <del>enable students</del> <u>develops</u> artistic and creative processes. <u>Students will continue to explore technology and its application to dance and movement, enabling them to</u> make informed decisions about dance <del>and the world around them.</del></u></p>	Committee felt the need to: separate creative expression and performance into two different strands to give equal value, as well as align all fine arts strands.
(3)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<b>Foundations: Pperception.</b> The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	<u>define demonstrate</u> basic kinesthetic and spatial awareness <u>individually and in groups</u> <del>with others</del>	Emphasize working individually and in groups.
(1)(B)	<u>identify define a comprehensive understanding of health, safety, and wellness for dancers; develop sensitivity toward others when working in groups;</u>	Emphasize of health, safety and wellness values.
(1)(C)	<u>recognize demonstrate knowledge of dance genres, styles, and vocabulary</u> <del>express ideas and emotions through movement;</del> and	Stress the importance of the knowledge of dance genres, styles, and dance vocabulary.
(1)(D)	<u>identify interpret</u> images found in the environment through movement.	
(2)	<b>Creative expression: performance artistic process.</b> The student <del>applies body sciences and fitness principles to dance</del> <u>develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>explain demonstrate basic principles of proper skeletal body alignment</u> <del>communicate using appropriate anatomical terminology;</del>	Rearranged the SE's to reflect the knowledge statement.
(2)(B)	<u>explore, improvise, and demonstrate original movement during creative process</u> <del>demonstrate basic principles of proper skeletal alignment; and</del>	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.

(2)(C)	<u>express ideas and emotions through movement; and practice an effective warm-up and cool-down, using elements of proper conditioning.</u>	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>create basic compositional forms using fundamental dance elements for choreographic processes.</u>	Added SE to reflect the significance of creative expression and creative artistic process.
(3)	<b>Creative expression: performance.</b> <u>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> <del>The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles.</del> The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	perform memorized movement sequences with rhythmical accuracy in <del>several dance</del> <u>genres and styles such as including classical ballet, tap, modern, and ethnic dance modern dance, tap, jazz, musical theatre dance, and world dance forms;</u>	Stresses the importance of offering a variety of dance genres and styles. <u>Recommendations for future professional development:</u> <u>World Dance Forms include:</u> <u>Social / Ballroom Dance</u> <u>Folk / Ethnic Dance</u> <u>Hip Hop</u> <u>Break Dance</u>
(3)(B)	identify the effective use of dance elements in practice and performance;	
(3)(C)	<del>improvise and demonstrate original movement-</del> <u>perform basic compositional forms using fundamental choreographic processes;</u> and	Rearranging the SEs. Moved from 3D.
(3)(D)	<u>understands the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills</u> <del>perform basic compositional forms, using fundamental choreographic processes.</del>	Rearranging the SEs. Original 3D moved to 3C.
(4)	<b>Historical/and cultural relevance heritage.</b> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	<u>perform analyze</u> the characteristics of dances from several diverse cultures <u>or historical periods;</u>	
(4)(B)	perform dance phrases or dances from several time periods with an understanding of historical and social contexts; <del>and</del>	
(4)(C)	identify historical figures and their significance in dance history; <u>and</u>	
(4)(D)	<u>identify dance in various media and content areas.</u>	Highlighting the importance of technology usage and incorporating CCRS.

(5)	<b>Critical evaluation and Response/evaluation.</b> The student makes informed <u>personal</u> judgments about dance, <del>its forms</del> , <u>its</u> meaning, and <u>its</u> role in society. The student is expected to:	
(5)(A)	incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance <del>and</del> <u>or</u> production in dance;	
(5)(B)	demonstrate appropriate audience behavior and etiquette in the classroom and at performances;	
(5)(C)	identify relationships between dance and other <u>content</u> <del>fine-art areas</del> <u>subjects</u> ; and	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<del>identify knowledge and skills of technology in dance distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.</del>	Highlighting technology requirements.

DRAFT

§117.57 Dance, Level II		
	TEKS with Edits	Committee Comments
(a)	<p>General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of the following dance courses: Principles of Dance II, Ballet II, Modern/Contemporary II, Jazz II, Tap II, World Dance Forms II, Dance Composition/Improvisation II, Dance Theory II, Dance Performance/Ensemble II, Dance Production II, Dance Wellness II, and Dance and Media Communications II (one credit per course). The prerequisite for each Level II dance course is one credit of Dance Level I in the corresponding discipline. <del>Dance II (one credit). Dance I is a prerequisite for Dance II.</del></u></p>	<p>To meet the needs of the 21<sup>st</sup> century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level II courses as well as align dance with other fine arts TEKS.</p> <p><u>Comments and recommendations for future professional development:</u></p> <p>a) The principles of standards included in the revised TEKS provide the foundation for each of the proposed dance courses.</p> <p>b) Only Dance and Media Communication II course requires a prerequisite of Dance Level I.</p> <p>c) Recent data has proven that there are an increased number of students enrolled in dance in the state Texas. These offerings will provide a more in-depth course of study and offers greater flexibility for school districts.</p> <p>d) Implementing dance technology and media courses in the revised TEKS endorses the need of increase course offerings, addressing the need of dance technology courses.</p>
(b)	Introduction.	
(1)	<p><u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u></p>	

(2)(4)	<p><del>Four basic strands</del> In Dance Level II, students understand the four <del>five</del> basic strands and sub-strands: <u>foundations: perception, creative expression: artistic process/</u> <del>creative expression: performance,</del> historical and cultural <del>heritage, relevance, and</del> critical evaluation <u>and response.</u> The strands and sub-strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and <del>moving</del> <u>movement abilities</u> in daily life <del>that promote, promoting</del> <u>an</u> understanding of themselves and others <del>and allow them to interact effectively in the community.</del> <u>Students will develop</u> <del>By mastering</del> movement principles and <u>technical</u> skills, <u>and explore choreographic and performance qualities.</u> <del>S</del>students <u>will</u> develop self-discipline, <del>and</del> healthy bodies that move expressively, efficiently, and safely through space and time with <del>with controlled energy, a sensitive</del> <u>kinesthetic awareness.</u> Students recognize dance as a vehicle for understanding <del>cultural and historical contexts, historical and cultural relevance,</del> increasing an awareness of <del>their own and others'</del> heritage and traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens <u>decision-making</u> skills, develops <u>critical and creative</u> thinking, and <del>enable</del> <u>students</u> <del>develops</del> artistic and creative processes. <u>Students will continue to explore technology and its application to dance and movement, enabling them to</u> make informed decisions about dance <del>and the world around them.</del></p>	Committee felt the need to separate creative expression and performance into two different strands to give equal value as well as align all Fine Art strands.
(3)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<b>Foundations: Pperception.</b> The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	demonstrate <del>a developing</del> kinesthetic and spatial awareness <u>individually and in groups.</u>	Emphasize working individually and in groups.
(1)(B)	<u>expand a comprehensive understanding of health, safety, and wellness for dancers;</u> <del>demonstrate respect for others when working in groups</del>	Emphasize health, safety and wellness values.
(1)(C)	<u>demonstrate effectively knowledge of dance genres, styles, and vocabulary</u> <del>demonstrate effectively the connection between emotions and movement;</del> and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	<u>interpret</u> <del>identify</del> details in movement in natural and constructed environments.	Higher order thinking skill, per Bloom's Taxonomy
(2)	<b>Creative Eexpression performance: artistic process.</b> The student <del>applies body sciences and fitness principles to dance.</del> <u>develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>expand a comprehensive understanding of principles of proper</u> <del>skeletal</del> <u>body alignment</u> <del>communicate using appropriate anatomical and dance terminology;</del>	Rearranged the SE's to reflect the knowledge statement.

(2)(B)	<u>explore, improvise, and perform original movement during creative process</u> <del>perform with proper skeletal alignment</del>	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.
(2)(C)	<u>expand the expression of ideas and emotions through movement</u> <del>exhibit strength, flexibility, and endurance in dance training and performances;</del> and	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>create enhanced compositional forms using fundamental dance elements for choreographic processes.</u> <del>incorporate proper conditioning and injury prevention practices.</del>	Added SE to reflect the significance of creative expression and creative artistic process.
(3)	<b>Creative Expression: performance.</b> <u>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> <del>The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles.</del> The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	perform extended movement patterns with rhythmical accuracy in <del>traditional concert</del> dance <u>genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;</u>	Stresses the importance of offering a variety of dance genres and styles. <u>Recommendations for future professional development:</u> <u>World Dance Forms include:</u> <u>Social / Ballroom Dance</u> <u>Folk / Ethnic Dance</u> <u>Hip Hop</u> <u>Break Dance</u>
(3)(B)	demonstrate the elements of dance effectively;	
(3)(C)	<u>perform enhanced compositional forms using sound choreographic processes</u> <del>improvise dance phrases, using the concept of abstractions;</del> and	Rearranging the SEs.
(3)(D)	<u>implement an effective warm-up and cool-down employing the elements of proper conditioning for performing skills.</u> <del>incorporate choreographic processes such as retrograde and inversion in dance styles.</del>	Rearranging the SEs.
(4)	<b>Historical/and cultural relevance heritage.</b> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	<u>analyze</u> <del>perform</del> dances of various cultures <u>or historical periods;</u>	
(4)(B)	choreograph short dance phrases that exhibit an understanding of various historical periods and <u>social contexts;</u> <del>and</del>	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	perform dances in various <u>media and content areas</u> <del>mediums such as musical theatre, film, and digital formats;</del> <u>and</u>	Highlighting the importance of technology usage and incorporating CCRS.

(4)(D)	<u>interpret</u> <del>research</del> <u>historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	<b><u>Critical evaluation and R</u>response/evaluation.</b> The student makes informed <u>personal</u> judgments about dance's <del>forms</del> , <u>its</u> meaning, and <u>its</u> role in society. The student is expected to:	
(5)(A)	identify characteristics of a variety of dances;	
(5)(B)	analyze qualities of performance and <u>proper etiquette</u> <del>production</del> in dance; <del>and</del>	Emphasize the importance of dance etiquette in class and performances
(5)(C)	identify similarities of form and expression in dance and other <u>content areas</u> <del>subjects fine arts</del> ; and	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<u>apply knowledge and skills of technology in dance</u> <del>identify and apply dance and dance-related skills such as creative problem solving, cooperation, and self-discipline to various work experience.</del>	Highlighting technology requirements.

DRAFT

§117.58	Dance, Level III	
	TEKS with Edits	Committee Comments
(a)	<p>General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: <u>Principles of Dance III, Ballet III, Modern/Contemporary III, Jazz III, Tap III, World Dance Forms III, Dance Composition/Improvisation III, Dance Theory III, Dance Performance/Ensemble III, Dance Production III, Dance Wellness III, Dance History I, Dance International Baccalaureate (IB) I, (one credit per course). The prerequisite for each Level III dance course is one credit of Dance Level II in the corresponding discipline, excluding Dance History I, Dance International Baccalaureate (IB) I courses. <del>Dance III (one credit), Dance I and Dance II are prerequisites for Dance III.</del></u></p>	<p>To meet the needs of the 21<sup>st</sup> century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level III courses as well as align dance with other fine arts TEKS.</p> <p><u>Comments and recommendations for future professional development:</u></p> <p>a) The principles of standards included in the revised TEKS provide the foundation for each of the proposed dance courses.</p> <p>b) Recent data has proven that there are an increased number of students enrolled in dance in the state Texas. These offerings will provide a more in-depth course of study and offers greater flexibility for school districts.</p>
(b)	Introduction.	
(1)	<p><u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u></p>	
(4)(2)	<p><del>Four basic strands</del> <u>In Dance Level III, students understand the four <del>five</del>-basic strands and sub-strands: foundations: perception, creative expression: artistic process/ <del>creative expression: performance,</del> historical and cultural <del>heritage, relevance, and critical evaluation and response.</del> <u>The strands and sub-strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and <del>moving movement abilities</del> in daily life <del>that promote, promoting an</del> understanding of themselves and others <del>and allow them to interact effectively in the community.</del> <u>Students will develop <del>By mastering</del> movement principles and technical skills, and explore choreographic and performance qualities. Students will develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with <del>with controlled energy, a sensitive kinesthetic awareness.</del> Students recognize dance as a vehicle for understanding <del>cultural and historical contexts, historical and cultural relevance,</del> increasing an awareness of <del>their own and others'</del> heritage and traditions <del>of theirs and others, enabling thus helping</del> them to participate in a diverse society. Evaluating and</u></u></u></p>	<p>Committee felt the need to: separate creative expression and performance into two different strands to give equal value, as well as align all Fine Art stands.</p>

	analyzing dance strengthens decision-making skills, develops critical and creative thinking, and <del>enable students</del> develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance <del>and the world around them.</del>	
(3)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	<b>Foundations: P</b> erception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	<del>analyze demonstrate a developing</del> kinesthetic and spatial awareness <u>individually and in groups;</u>	Emphasize working individually and in groups on a higher level of thinking skills.
(1)(B)	<u>distinguish a comprehensive understanding of health, safety, and wellness for dancers;</u> <del>work respectfully with others;</del>	Emphasize health, safety and wellness values
(1)(C)	<u>compare knowledge and skills of dance genres, styles, and vocabulary</u> <del>demonstrate effectively the connection between emotions and ideas and movement;</del> and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	<u>differentiate</u> <del>identify explore</del> designs and images in natural and constructed environments.	Higher order thinking skills, per Bloom's Taxonomy.
(2)	<b>Creative E</b> xpression/ <del>performance</del> : <b>artistic process.</b> The student <u>develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> <del>applies body sciences and fitness principles to dance.</del> The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>create dance studies using original movement based on theme and variation</u> <del>communicate using appropriate anatomical and dance terminology;</del>	Rearranged the SE's to reflect the knowledge statement as well as to reflect the strand.
(2)(B)	<u>experiment, improvise, and perform original movement during creative process</u> <del>perform using basic principles of skeletal alignment;</del>	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.
(2)(C)	<u>compare and contrast the expression of ideas and emotions through movement</u> <del>exhibit strength, flexibility, and endurance in training and performances;</del> and	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>differentiate compositional forms using intermediate dance elements for choreographic processes.</u> <del>incorporate injury prevention procedures when exercising, practicing, and performing.</del>	Added SE to reflect the significance of creative expression and creative artistic process on an advanced level.
(3)	<b>Creative E</b> xpression: <b>performance.</b> The student <u>demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> <del>develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles.</del> The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.

(3)(A)	perform <u>and examine</u> memorized complex movement sequences with rhythmical accuracy in <del>traditional concert</del> dance <u>genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;</u>	Stresses the importance of offering a variety of dance genres and styles. <u>Recommendations for future professional development:</u> <u>World Dance Forms include:</u> <u>Social / Ballroom Dance</u> <u>Folk / Ethnic Dance</u> <u>Hip Hop</u> <u>Break Dance</u>
(3)(B)	<u>execute</u> <del>demonstrate</del> a wide range of dynamics in quality movement;	Higher level of performing skills.
(3)(C)	perform with projection, confidence, and expression when executing dance movements; and	
(3)(D)	<u>distinguish an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills.</u> <del>create dance studies, using original movement, based on theme, variation, and/or chance.</del>	Rearranging the SEs.
(4)	<b>Historical/ and cultural relevance heritage.</b> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	To stress the importance of Historical and Cultural Relevance
(4)(A)	<u>compare</u> <del>describe</del> similarities and differences in steps, styles, and traditions <del>in dances</del> from various cultures <u>or</u> <del>and</del> historical periods; <del>and</del>	Higher order thinking skills per Bloom's Taxonomy.
(4)(B)	<u>recognize and evaluate dances as they relate to various historical periods and social contexts;</u> <del>appraise dances that exhibit an understanding of various historical periods and social contexts choreograph a dance based on historical event or theme.</del>	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	<u>create and experiment with dances in various medias and content areas-; and</u>	Highlighting the importance of technology usage and incorporating CCRS.
(4)(D)	<u>research</u> <del>appraise</del> <u>historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student makes informed <u>personal</u> judgments about dance's <del>forms</del> , <u>its</u> meaning, and <u>its</u> role in society. The student is expected to:	
(5)(A)	compare characteristics and qualities of a variety of dances;	
(5)(B)	analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member;	
(5)(C)	<u>understand the relationship of dance performance skills and other content areas</u> <del>distinguish compare and contrast the use of form and expression performance skill in dance in comparison with their use in art, music, theatre, and other content subject areas; and</del>	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<u>experiment with knowledge and skills of technology through a dance portfolio</u> <del>identify opportunities in dance as a profession.</del>	Highlighting technology and portfolio requirements.

§117.59 Dance, Level IV		
	TEKS with Edits	Committee Comments
(a)	<p>General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: <u>Principles of Dance IV, Ballet IV, Modern/Contemporary IV, Jazz IV, Tap IV, World Dance Forms IV, Dance Composition/Improvisation IV, Dance Theory IV, Dance Performance/Ensemble IV, Dance Production IV, Dance Wellness IV, Dance History II, Dance International Baccalaureate (IB) II (one credit per course). The prerequisite for each Level IV dance course is one credit of Dance Level III in the corresponding discipline.</u> <del>Dance IV (one credit). Dance I, Dance II, and Dance III are prerequisites for Dance IV.</del></p>	<p>To meet the needs of the 21<sup>st</sup> century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level IV courses as well as align dance with other fine arts TEKS.</p> <p><u>Comments and recommendations for future professional development:</u></p> <p>a) The principles of standards included in the revised TEKS provide the foundation for each of the proposed dance courses.</p> <p>b) Recent data has proven that there are an increased number of students enrolled in dance in the state Texas. These offerings will provide a more in-depth course of study and offers greater flexibility for school districts.</p>
(b)	Introduction.	
(1)	<p><u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u></p>	
(2)(4)	<p><del>Four basic strands</del> <u>In Dance Level IV, students understand the four <del>five</del> basic strands and sub-strands; foundations: <del>P</del>erception, <del>creative expression: artistic process,</del> <u>creative expression: performance,</u> historical and cultural <del>heritage, relevance, and critical evaluation and response.</del> <u>The strands and sub -strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and <del>moving movement abilities</del> in daily life <del>that promote, promoting</del> <u>an understanding of themselves and others and allow them to interact effectively in the community.</u> <u>Students will develop <del>By mastering</del> movement principles and technical skills, and explore choreographic and performance qualities. S</u>tudents <u>will</u> develop self-discipline, <del>and</del> healthy bodies that move expressively, efficiently, and safely through space and time with <del>with controlled energy, a sensitive</del> <u>kinesthetic awareness.</u> Students recognize dance as a vehicle for understanding <del>cultural and historical contexts, historical and cultural relevance,</del> increasing an awareness of <del>their own and others'</del> heritage and</u></u></p>	<p>Committee felt the need to: separate creative expression and performance into two different strands to give equal value as well as align all fine arts strands.</p>

	traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens <u>decision-making skills, develops critical and creative thinking, and enable students-develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to</u> make informed decisions about dance <del>and the world around them.</del>	
(3)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<b>Foundations: P</b> erception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	<u>evaluate explore appraise demonstrate refined</u> kinesthetic and spatial awareness, <del>using self-evaluation, insights, movement inflection, and interpretation</del> <u>individually and in groups;</u>	Emphasize working individually and in groups on a higher level of thinking skills.
(1)(B)	<u>develop demonstrate a working defend</u> knowledge of health, safety, and wellness for dancers; <del>lead peers with understanding and respect</del>	Emphasize health, safety and wellness values.
(1)(C)	<u>demonstrate and evaluate a working knowledge and skills of dance genres, styles and vocabulary</u> <del>communicate nonverbally using dance movements;</del> and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	<u>create assemble apply</u> designs and images found in natural and constructed environments <del>to dance.</del>	Higher order thinking skills per Bloom's Taxonomy.
(2)	<b>Creative E</b> xpression/ <b>performance: artistic process.</b> The student develops knowledge and skills of <u>dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> <del>The student applies body sciences and fitness principles to dance.</del> The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea;</u> <del>communicate using anatomical and dance terminology correctly;</del>	Rearranged the SEs to reflect the knowledge statement as well as to reflect the strand.
(2)(B)	<u>improvise, construct, and evaluate defend the original movement studies;</u> <del>create an effective personal conditioning program; and</del>	Emphasize the importance of evaluating creativity of the original movement.
(2)(C)	<u>evaluate the expression of ideas and emotions through movement; and</u> <del>demonstrate a knowledge of injury prevention rules and other health related principles when exercising, practicing, and performing-</del>	Rearranged the SEs to reflect the knowledge statement to support the strand.
(2)(D)	<u>design compositional forms implementing advanced dance elements for choreographic processes.</u> <del>incorporate injury prevention procedures when exercising, practicing, and performing.</del>	Added SE to reflect the significance of creative expression and creative artistic process on an advanced level.

(3)	<b>Creative Expression: performance/performancee.</b> The student <u>demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> <del>develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles.</del> The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	<del>assess-appraise performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles;</del>	Stresses the importance of offering a variety of dance genres and styles. <u>Recommendations for future professional development:</u> <u>World Dance Forms include:</u> <u>Social / Ballroom Dance</u> <u>Folk / Ethnic Dance</u> <u>Hip Hop</u> <u>Break Dance</u>
(3)(B)	perform dance movements with a refined sense of <del>rhythm and</del> musicality, <del>and with clarity,</del> expressiveness, and a wide range of spatial qualities;	Higher level of performing skills.
(3)(C)	<del>evaluate adjudicate the performance of projection, confidence, and expression in the movement create original dances, using improvisation and other choreographic processes;</del> and	Higher level of performing and thinking skills per Bloom's Taxonomy
(3)(D)	<del>design an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills. create a solo and/or group dance using thematic development, variation, and resolution to successfully communicate an idea.</del>	Higher level of performing and thinking skills, per Bloom's Taxonomy.
(4)	<b>Historical/and cultural relevance heritage.</b> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	<del>evaluate analyze</del> choreography in dances from various cultures <u>or historical periods;</u> <del>and</del>	Higher order thinking skills, per Bloom's Taxonomy.
(4)(B)	research and create a project <u>using technology to</u> illustrate <del>ing</del> an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts;	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	<u>improvise and construct dances in various medias and content areas; and</u>	Highlighting the importance of technology usage and incorporating CCRS.
(4)(D)	<u>evaluate historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student makes informed <u>personal</u> judgments about dance's <del>forms,</del> <u>its</u> meaning, and <u>its</u> role in society. The student is expected to:	
(5)(A)	evaluate personal <u>dance compositions</u> <del>work</del> and the work of others, <del>using a valid rationale and demonstrating sensitivity toward others;</del>	Meaning clarification and higher order thinking skills, per Bloom's Taxonomy.

(5)(B)	<u>create and reconstruct a choreographic study using varied media and environments;</u> <del>analyze the role of dance and other fine arts in society;</del>	At this level students should be able to choreograph a dance.
(5)(C)	<u>create a portfolio based on personal artistic works, performance works, or research,</u> <del>the effects of dance and other content areas,</del> <u>perform and evaluate a choreographic study using varied media and environments;</u> <del>and analyze technology's effects on the profession of dance and other fine arts.</del>	At this level students should be able to perform their choreography and to prepare their portfolio.
(5)(D)	<u>perform and evaluate a choreographic study using varied media and environments;</u> <del>and formulate the effects of dance and other content areas.</del>	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS).

DRAFT