

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

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

Final Recommendations, September 2012

These draft 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, Middle School 1	pages 1-3
Dance, Middle School 2	pages 4-6
Dance, Middle School 3	pages 7-9

<u>§117.xx</u>	<u>Middle School Dance 1</u>	
	Middle School Dance 1 TEKS	Committee Comments
(a)	<u>Introduction.</u>	
(1)	<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>	To meet the needs of the 21 st century required skills such as communication, collaboration, critical thinking, problem solving, creativity, and innovation we have made the following proposal for dance 6-8 TEKS. The Fine Arts TEKS committee implemented the directive from SBOE to revise the original proposal: Middle School 6-8 to Middle School 1-3.
(2)	<u>In Middle School Dance 1 students understand the four basic strands and sub-strands: foundations: perception, creative expression: artistic process/performance, historical and cultural relevance, and critical evaluation and response. 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 movement abilities in daily life, promoting an understanding of themselves and others. Students will develop movement principles, 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 a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of theirs and others, enabling them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and develops artistic creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</u>	<u>Recommendations for future professional development: The consensus of the Fine Arts TEKS review committee was to have four basic strands and sub- strands. Dance has two sub-strands for Creative Expression: Artistic Process and Performance.</u>
(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>	
(b)	<u>Knowledge and skills.</u>	
(1)	<u>Foundation: perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:</u>	This SE is consistent in all Middle School Dance levels to have a basic comprehension of these fundamental concepts.
(1)(A)	<u>demonstrate basic kinesthetic and spatial awareness individually and in groups,</u>	
(1)(B)	<u>recognize the concepts of wellness for healthy lifestyles,</u>	
(1)(C)	<u>define body science applications through dance genres, styles and vocabulary; and</u>	

(1)(D)	<u>identify dance movement elements through space, energy, and time.</u>	
(2)	<u>Creative expression: artistic process:</u> The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles. The student is expected to:	
(2)(A)	<u>recognize basic principles of proper body alignment.</u>	
(2)(B)	<u>define knowledge of dance composition elements, improvisation skills, and choreographic processes.</u>	
(2)(C)	<u>identify movement studies utilizing rhythmical skills and spatial directions; and</u>	
(2)(D)	<u>recognize expressions of ideas or emotions individually and in groups.</u>	
(3)	<u>Creative expression: performance:</u> The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:	
(3)(A)	<u>identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms.</u>	Recommendations for future professional development: World Dance Forms include: Social / Ballroom Dance Folk / Ethnic Dance Hip Hop Break Dance
(3)(B)	<u>perform in groups with the intent to communicate to an audience.</u>	
(3)(C)	<u>define the use of dance elements in practice and performance incorporating the use of technology; and</u>	
(3)(D)	<u>recall an effective warm-up and cool-down using elements of proper conditioning for performing skills.</u>	
(4)	<u>Historical and cultural relevance:</u> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	
(4)(A)	<u>define the cultural significance as communicated through dance movement identifying historical figures and their significance in dance history.</u>	
(4)(B)	<u>identify movement characteristics of historical and cultural dance forms and the contributions of its artists.</u>	
(4)(C)	<u>recall a dance representative from one's heritage or environment; and</u>	
(4)(D)	<u>understand dances in various media and other content areas.</u>	

<u>(5)</u>	Critical evaluation and response: The student makes informed personal judgments about dance, its meaning, and its role in society. The student is expected to:	
<u>(5)(A)</u>	define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.	
<u>(5)(B)</u>	identify relationships between dance and other content subjects.	
<u>(5)(C)</u>	define the content and choreographic structures used by various American choreographers; and	
<u>(5)(D)</u>	define artistic decisions of personal dance works.	

DRAFT

<u>§117.xx</u>	<u>Middle School Dance 2</u>	
	Middle School Dance 2 TEKS	Committee Comments
(a)	<u>Introduction.</u>	
(1)	<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>	To meet the needs of the 21 st century required skills such as communication, collaboration, critical thinking, problem solving, creativity, and innovation we have made the following proposal for dance 6-8 TEKS. The Fine Arts TEKS committee implemented the directive from SBOE to revise the original proposal: Middle School 6-8 to Middle School 1-3.
(2)	<u>In Middle School Dance Level 2 students understand the four basic strands and sub-strands: foundations: perception, creative expression: artistic process / performance, historical and cultural relevance, and critical evaluation and response. 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 movement abilities in daily life, promoting an understanding of themselves and others. Students will develop movement principles, 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 a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of theirs and others, enabling them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and develops artistic creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</u>	<u>Recommendations for future professional development: The consensus of the Fine Arts TEKS review committee was to have four basic strands and sub- strands. Dance has two sub-strands for Creative Expression: Artistic Process and Performance.</u>
(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>	
(b)	<u>Knowledge and skills.</u>	
(1)	<u>Foundation: perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:</u>	
(1)(A)	<u>demonstrate basic kinesthetic and spatial awareness individually and in groups,</u>	This SE is consistent in all Middle School Dance levels in order for student to have a basic comprehension of these fundamental concepts.
(1)(B)	<u>identify the concepts of wellness for healthy lifestyles,</u>	
(1)(C)	<u>demonstrate body science applications through dance genres , styles and vocabulary; and</u>	

(1)(D)	<u>explore and demonstrate dance movement elements through space, energy, and time.</u>	
(2)	<u>Creative expression: artistic process:</u> <u>The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles. The student is expected to:</u>	
(2)(A)	<u>identify basic principles of proper body alignment.</u>	
(2)(B)	<u>explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes.</u>	
(2)(C)	<u>distinguish movement studies utilizing rhythmical skills and spatial directions; and</u>	
(2)(D)	<u>explore and demonstrate expressions of ideas or emotions individually and in groups.</u>	
(3)	<u>Creative expression: performance.</u> <u>The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:</u>	
(3)(A)	<u>explore and demonstrate various dance genres and styles; such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms.</u>	<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>perform individually and in groups with the intent to communicate and project to an audience,</u>	
(3)(C)	<u>demonstrate the use of dance elements in practice and performance incorporating the use technology; and</u>	
(3)(D)	<u>use an effective warm-up and cool-down using elements of proper conditioning for performing skills.</u>	
(4)	<u>Historical and cultural relevance:</u> <u>The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</u>	
(4)(A)	<u>recognize the cultural significance as communicated through dance movement identifying historical figures and their significance in dance history.</u>	
(4)(B)	<u>interpret movement characteristics of historical and cultural dance forms and the contributions of its artists.</u>	
(4)(C)	<u>recognize a dance representative from one's heritage or environment; and</u>	
(4)(D)	<u>evaluate dance in various media and other content areas.</u>	

<u>(5)</u>	<u>Critical evaluation and response: The student makes informed personal judgments about dance, its meaning, and its role in society. The student is expected to:</u>	
<u>(5)(A)</u>	<u>demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.</u>	
<u>(5)(B)</u>	<u>interpret relationships between dance and other content subjects.</u>	
<u>(5)(C)</u>	<u>demonstrate the content and choreographic structures used by various American choreographers; and</u>	
<u>(5)(D)</u>	<u>interpret and evaluate artistic decisions of personal dance works.</u>	

DRAFT

<u>§117.xx</u>	<u>Middle School Dance 3</u>	
	Middle School Dance 3 TEKS	Committee Comments
(a)	<u>Introduction.</u>	
(1)	<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>	To meet the needs of the 21 st century required skills such as communication, collaboration, critical thinking, problem solving, creativity, and innovation we have made the following proposal for dance 6-8 TEKS. The Fine Arts TEKS committee implemented the directive from SBOE to revise the original proposal: Middle School 6-8 to Middle School 1-3.
(2)	<u>In Middle School Dance Level 3 students understand the four basic strands and sub-strands: foundations: perception, creative expression: artistic process / performance, historical and cultural relevance, and critical evaluation and response. 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 movement abilities in daily life, promoting an understanding of themselves and others. Students will develop movement principles, 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 a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of theirs and others, enabling them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and develops artistic creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</u>	<u>Recommendations for future professional development: The consensus of the Fine Arts TEKS review committee was to have four basic strands and sub- strands. Dance has two sub-strands for Creative Expression: Artistic Process and Performance.</u>
(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>	
(b)	<u>Knowledge and skills.</u>	
(1)	<u>Foundation: perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:</u>	
(1)(A)	<u>demonstrate basic kinesthetic and spatial awareness individually and in groups,</u>	This SE is consistent in all three Middle School dance levels in order for a student to have a basic comprehension of these fundamental concepts.
(1)(B)	<u>distinguish the concepts of wellness for healthy lifestyles,</u>	

(1)(C)	<u>implement body science applications through dance genres, styles and vocabulary; and</u>	
(1)(D)	<u>develop dance movement elements through space, energy, and time.</u>	
(2)	<u>Creative expression: artistic process.</u> The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles. The student is expected to:	
(2)(A)	<u>apply basic principles of proper body alignment,</u>	
(2)(B)	<u>demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes,</u>	
(2)(C)	<u>create movement studies utilizing rhythmical skills and spatial directions; and</u>	
(2)(D)	<u>design and demonstrate expressions of ideas or emotions individually and in groups.</u>	
(3)	<u>Creative expression: performance.</u> The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:	
(3)(A)	<u>apply various dance genres and styles: such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms,</u>	<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>perform individually and in groups with the intent to express emotions, communicate, and project to an audience,</u>	
(3)(C)	<u>evaluate the use of dance elements in practice and performance incorporating the use of technology and elements of dance production; and</u>	
(3)(D)	<u>practice an effective warm-up and cool-down using elements of proper conditioning for performing skills.</u>	
(4)	<u>Historical and cultural relevance:</u> The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	
(4)(A)	<u>compare and contrast the cultural significance as communicated through dance movement identifying historical figures and their significance in dance history,</u>	
(4)(B)	<u>evaluate movement characteristics of historical and cultural dance forms and the contributions of its artists,</u>	
(4)(C)	<u>perform a dance representing one's heritage or environment; and</u>	

(4)(D)	<u>create dances in various media and other content areas.</u>	
(5)	Critical evaluation and response: <u>The student makes informed personal judgments about dance, its meaning, and its role in society. The student is expected to:</u>	
(5)(A)	<u>design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.</u>	
(5)(B)	<u>create relationships between dance and other content subjects.</u>	
(5)(C)	<u>compare and contrast the content and choreographic structures used by various American choreographers; and</u>	
(5)(D)	<u>interpret, evaluate, and justify artistic decisions of personal dance works.</u>	

DRAFT