

Expert Feedback on the Texas Fine Arts TEKS 2011-2012

Carole Hornsby Haynes, Ph.D.

GENERAL REVIEW OF K-12:

In reviewing the standards for K-12, I found them to be too vague and lacking in high student expectations. Some standards are not grade specific but instead use repetitive, generic phrases that are incomprehensible to the reader as to what is expected of the student.

Strand #1 seems to be inappropriately named and identified. It is labeled “Perception,” which is not measurable. Some of the standards for this strand are measurable, but others are not.

The strands should be revised as follows: (1) Aesthetic and Critical Analysis, (2) Creative Expression, (3) Historical and Cultural Relationships, (4) Interdisciplinary Relationships, (5) Aesthetic Response and Evaluation.

To demonstrate a better model to use, I have attached Music Grade 5 that contains my revised strands and revised descriptions.

All standards for all grade levels and all subject areas need to be more explicit.

The standards should reflect higher student expectations. Students need to be motivated by more rigorous and exciting challenges.

The descriptions for each strand are not always appropriate for the standards that follow.

Within the strand “historical/cultural heritage” is a standard about opportunities for music and art vocations and avocations. This standard is irrelevant for the strand. This standard should be deleted from the “historical/cultural heritage” strand.

The Fine Arts TEKS content should be specifically integrated with the other core subjects for each grade level, especially for strand 3 (historical and cultural relationships) and strand 4 (interdisciplinary relationships).

For example, if students are studying the American Revolution in a particular grade level, the fine arts “historical and cultural relationships” strand should correlate with that same period of history.

The term “diverse” is used repeatedly and generically without showing any relationship or connection with other subject matter for that grade level. It appears that students currently study an array of information or ideas without developing an understanding of the interrelationships.

More emphasis should be placed on the study of the rich heritage of our American fine arts. It is important that our students understand and develop pride in the many artistic accomplishments of Americans.

MUSIC

I have attached my recommended model for grade level 5.

THEATRE

Strand #1 "Perception" should be revised to reflect academic expectations rather than social expectations.

Strand #1 Standard A – Grades K, 1, 2 should be deleted entirely. Academic content should trump social and psychological expectations. Also, the standard as worded is not measurable.

DANCE

It is recommended that Strand #1 "Perception-Standard B" be deleted entirely for Levels I, II, III, and IV.

This standard is inappropriate and does not fit what is expected of superior Fine Arts curriculum standards. It is one with a social behavior expectation rather than academic. It is understood in our society that we work respectfully with others; and thus, this should not be part of academic curriculum standards.

SUMMARY

The current Fine Arts curriculum standards (TEKS) must be revised throughout all grade levels and subject areas so that they are rigorous, knowledge based, content rich, academic, measurable, explicit, grade level specific, and able to be tested objectively whenever possible.

117.18. Music, Grade 5—Sample Model of Curriculum Standards

by Carole Hornsby Haynes

(a) Introduction

(1) **The five basic strands—(1) Aesthetic and Critical Analysis, (2) Creative Expression, (3) Historical and Cultural Relationships, (4) Interdisciplinary Relationships, (5) Aesthetic Response and Evaluation – for the fine arts essential knowledge and skills provide a structure for a strong academic curriculum. Students are guided in the development of analytical and critical thinking skills that are transferable. Students learn discipline and are encouraged to express their creative ideas. These standards integrate knowledge and skills within the arts and across the various disciplines. With integration a greater depth of understanding of complex content material can be attained.**

(b) Knowledge and skills.

(5.1) **Aesthetic and Critical Analysis. The student describes and analyzes music.** The student is expected to:

- (A) identify and describe characteristics of music forms such as AB, ABA, rondo, and theme/variations;
- (B) analyze, orally and written, the characteristics of vocal and instrumental music selections employing music terminology;
- (C) distinguish among a variety of musical timbres, such as saxophone, trumpet, clarinet, oboe;
- (D) identify and classify, aurally and visually, orchestral instruments, both individual and family; and
- (E) compare and contrast various styles and genres of music, vocal and instrumental, including American.

(5.2.1) **Creative Expression. The student sings individually, and with a group, a varied repertoire of music.** The student is expected to:

- (A) sing independently with accurate pitch and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) sing two-part harmony from a variety of selections and;

(C) sing selections from a variety of genres.

(5.2.2) Creative Expression. The student plays an instrument, individually and with a group, performing a varied repertoire of music. The student is expected to:

(A) perform in various genres demonstrating fundamental skills, including use of dynamics, phrasing, and expressions;

(B) perform an accompaniment for a variety of rhythmic and /melodic selections; and

(C) perform simple and complex patterns including syncopation, in a variety of meters, demonstrating fundamental skills.

(5.2.3) Creative Expression. The student reads and writes music notation. The student is expected to:

(A) read and write major and minor scales;

(B) read standard notation;

(C) use standard music symbols to notate meter, rhythm, and pitch using simple music patterns (manuscript);

(D) read and write music in rhythmic patterns in a variety of meters; and

(E) identify music symbols and terms with reference to dynamics, tempo, and articulation.

(5.2.4) Creative Expression. The student arranges, improvises, and composes music using specified guidelines. The student is expected to:

(A) compose/improvise music with basic rhythmic, chordal, and melodic patterns;

(B) compose/arrange simple accompaniment; and

(C) arrange familiar tune for voice or instrument.

(5.3) Historical and Cultural Relationships. The student understands music as it relates to history and culture. The student is expected to:

(A) sing/play important examples of music from various periods in American history such as “Yankee Doodle” and “Star Spangled Banner”;

(B) explain how these examples of music reflect the times during which they were created;

- (C) compose lyrics for a song
 - (1) use writing skills learned in Texas §110.16. English Language Arts and Reading, Grade 5, Standard 16 B -- <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html> ;
 - (2) depict an event or period studied in Texas §113.7. Social Studies, Grade 5 -- <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html> ;
 - (3) set the words to music using a basic rhythmic, chordal, and melodic pattern;
- (C) sing traditional songs from a variety of cultures such as Native American, Asian, African American, Latin American;
- (D) examine and prepare written summary of the evolution of American music (e.g., country, blues, gospel, folk, jazz, musical, and rock), and identify well-known musicians associated with each;
 - (1) use research and writing skills learned in Texas §110.16. English Language Arts and Reading, Grade 5, Standards 24, 25, 26 -- <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html> ;
- (E) sing/play musical selections from American music (jazz, blues, country, folk, gospel, jazz, stage or film), and describe how they were influenced by the historical events of that era (Texas §113.7. Social Studies, Grade 5 -- <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html>); and

(5.4) Interdisciplinary Relationships. The student understands relationships between music, the other arts, and the various academic disciplines. The student is expected to:

- (A) understand the relationships between music and the other fine arts
 - (1) identify how music and visual share common themes using *Rite of Spring* by Stravinsky and *Three Musicians* by Pablo Picasso; and
- (B) understand the relationships between music and other academic disciplines (such as history, science, language, math, literature, technology)
 - (1) investigate the relationship between math and musical note values and meter;
 - (2) investigate the relationship between science and the acoustical properties of instrumental music;

- (3) describe the impact of technology upon music (computerized music notation rather than manual notation and electronic keyboards with broad range of instrumental sounds);
- (4) describe the literary characteristics of selected song lyrics; and

(5.5) Aesthetic Response and Evaluation. The student will evaluate music and music performances. The student is expected to:

- (A) identify criteria for evaluating musical performances and compositions;
- (B) describe, using standard music terminology, music compositions and musical performances; and
- (C) demonstrate proper audience etiquette during performances.