Expert Feedback on the Fine Arts TEKS

Presented by:
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1. Is a complete and logical development of fine arts concepts followed for each grade level or course? What recommendations do you have for improvement?

2. Have the correct vocabulary and terminology been used? Where could changes be made for accuracy and/or clarity?

3. Are there specific areas that need to be updated or reworked?

4. Are the fine arts concept/content statements grade-level appropriate? Are important concepts missing at any grade level?

5. Are the Student Expectations (SEs) clear and specific?

6. Is the subject area aligned horizontally and vertically?

7. Should consideration be given toward adding other courses at the high school level to provide more options for students?

8. Do you have any other suggestions for ways in which the fine arts TEKS can be improved?

1. I believe that a logical development is the fine arts concepts are presented for each grade level and course. Here are my content recommendations:

   Page 3 (K.3) strike (B) completely from this level

   Page 4 (b) under (K.1) (B) – *identify the timbre of adult voices*

   ADD – (K.1) (C) – *identify the timbre of instruments in the basic families:*

   • *Woodwind*
   • *Brass*
   • *String*
   • *Percussion*

   Page 8 (1.5) (D) – strike (D) completely from this level

2. Here are my suggestions for consistency of vocabulary:
Page 8 (1.5) (A) – identify and demonstrate appropriate audience behavior

Page 10 (2.6) (B) demonstrate appropriate audience behavior during live performances

Page 11 (2.5) (A) identify and demonstrate appropriate audience behavior

Page 13 (3.6) (B) demonstrate audience etiquette during live performances

Page 14 (3.5) (A) evaluate and demonstrate appropriate audience behavior consistently

Page 17 (4.6) (C) demonstrate concert etiquette as an actively involved listener during live performances.

Page 19 (4.5) (A) identify and demonstrate appropriate audience behavior at performances

Page 22 (5.6) (C) demonstrate concert etiquette as an actively involved listener during live performance

Page 24 (5.5) (A) analyze and demonstrate audience behavior at a variety of performances

Page 27 (6.6) (C) demonstrate appropriate concert etiquette as an informed, actively involved listener during live performances

Page 28 (6.5) (A) analyze and demonstrate appropriate audience etiquette at all performances

Page 32 (7.6) (C) demonstrate appropriate concert etiquette during live performances in a variety of settings

Page 37 (8.6) (D) demonstrate appropriate concert etiquette during live performances in a variety of settings

Page 39 (8.5) (A) analyze and demonstrate appropriate audience behavior at various types of live performances

Page 50 (6) (C) demonstrate appropriate concert etiquette during live performances in a variety of settings

Page 52 (6) (C) demonstrate appropriate concert etiquette during live performances in a variety of settings

Page 54 (6) (B) demonstrate appropriate concert etiquette during live performances in a variety of settings

Page 56 (6) (B) demonstrate appropriate concert etiquette during live performances in a variety of settings
3. It is my opinion that the lower elementary areas should be updated in Art and Music

4. I believe the content statements to be grade level appropriate. I do not find any important concepts missing at any grade level.

5. I believe the Student Expectations to be clear and specific

6. I believe that we will need to revisit and possibly update the vertical alignment more than the horizontal alignment.

7. Possible considerations for other courses might be Art History, an Integrated Production Class that might incorporate elements of art, music, theatre and dance to produce broadcast quality productions.

8. I do not have any other suggestions at this time…