

# FINAL FEEDBACK FOR FIRST DRAFT REVIEW OF FINE ARTS TEKS

Submitted by  
Debra Flourney-Buford, Ph.D.

To All Committees:

First of all, let me commend all of you for your hard work and diligence to such an important aspect of our education process. Thank you for helping to ensure that the teaching of Fine Arts continues to be carried out at a superior level of excellence for Texas students.

Giving my testimony along with the other experts in July, listening to questions from the Board, and hearing the testimonies from your committees most certainly gave all of us a better sense of connectivity on how to complete this process in an efficient manner.

On that note, I've chosen to present my feedback in a little different manner than the first time so that it might aid each committee more sufficiently in this second step of revisions.

I've used the expert questions as the guide for the suggestions that follow in this document but have split them out by divisions as much as possible for ease of reading and application.

I will be present for questions and assistance with verbiage as needed on September 21, 2012. At that time, please do not hesitate to ask for clarity on any of my suggestions. The collaborative recommendations of experts and committees should prove to provide a document that ALL can be proud of and be of use for educators for several years to come.

Sincerely,

*Debra Buford*

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## FOR CONSIDERATION BY ALL COMMITTEES:

1. **READ TESTIMONY and REVIEW HANDOUT GIVEN TO STATE BOARD**(located at the back of this document)

I've provided a written out version of my testimony. I encourage you to read it and refer to the handout which includes my overall review and suggestions for change after only having your first submission for a few days.

2. **PREPARE A 'BACK-MAPPING' CHART for YOUR CONTENT AREA**

The term "back-mapping" actually comes from the College/Career Readiness document. I noticed in the revisions of the art committee that you mentioned you had a skills list that you prepared as your guideline. I strongly encourage each committee to create such a list as your CHECK LIST to make sure all elements and skills have been included in your content area. This should not take very long since you are all experts in your fields!

After the creation of your list, this can serve as a guide to make sure your content and submissions for each grade level are sequential and align with each other within the subject area.

3. **CHECK TO MAKE SURE THAT YOU HAVE NOT CREATED "CLUSTERED-STANDARDS" AS REFERRED TO IN THE CCRS.**

Read what you have written *objectively* and make sure that in the process of writing throughout the day that you did not get "tired" per say, and lose focus on descriptions within each strand.

4. **SPOT CHECK TECHNOLOGY REFERENCES AND CONNECTIONS**

Make sure you have included current technology applications and the option for future technology application in any of the strands or suggested usage.

5. **SPOT CHECK ACTION VERBS LINKED TO STRAND LEARNING DESCRIPTORS.**

I HAVE INCLUDED A SECTION specifically related to the action verb descriptors in each content area and grade level.. I encourage committee members to DOUBLE CHECK this important component and . MAKE SURE ALL DESCRIPTORS ARE CONNECTED TO..."students are expected to:"

6. I'd like ALL committees to review and consider any verbiage that could be significant in helping school districts and administrators with identifying PEIMS numbers for courses. One of the biggest complaints that I've heard, especially from heavily designated Title 1 schools, is the misunderstanding and improper identification of PEIMS numbers for Fine Arts Courses. I can explain more of this in person but wanted to encourage the committees to ponder this significant dilemma for SOME schools. This causes problems sometimes with differentiation in advanced and not so advanced such as art or dance, male and female placement in choirs, and varsity and non-varsity ensembles in vocal and instrumental music classes. JUST MORE TO THINK ABOUT!

## **THE INTRODUCTION THAT IS USED BY ALL CONTENT AREAS RECOMMENDATIONS AND SUGGESTIONS FOR DISCUSSION**

**Author's Note:** *As promised, I've reworked the introduction paragraph to help incorporate the college/career readiness application and tweaked verbiage that gives a little more academic "bite" to the opening paragraph. I spent time studying the introductions of other content areas and believe the following paragraph comes close to following that protocol and indeed aligning the arts as a "core subject."*

*The use of the sentence structure in this paragraph related to the CCRS will eliminate the need to reiterate the CCRS connection within the strands.*

### **OPENING INTRODUCTION REVISION RECOMMENDATION:**

The Fine Arts incorporate the study of dance, music, theater, and the visual arts. These content areas offer students the opportunity for experiences that are applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. The Fine Arts ensure all students are engaged in active learning, critical thinking, and innovative problem-solving activities. The disciplines of dance, music, theater, and the visual arts can effectively impact cognitive functioning, increase student academic achievement, encourage higher order thinking skills, improve communication abilities, and develop collaboration expertise. Students are encouraged to develop an understanding of aesthetic experiences as related to the arts as well as cultivating an awareness of the effects of diversity within society and culture. Students in all content areas will have the opportunity to explore creative expression and engage in activities that allow for improvisatory problem-solving and critical-thinking endeavors. Such creativity is essential to the nurturing and development of the whole child.

## **SPECIFIC INTRODUCTION RECOMMENDATIONS FOR CONTENT AREAS:**

### VISUAL ART Grades K-12

Recommended changes are in bold.

*In Grades K-12, Visual Art students are instructed through a broad, unifying structure that organizes the knowledge and skills of student expectations through four basic strands important for educational development in the 21<sup>st</sup> Century. These strands include: foundations: observation and perception, creative expression, historical / cultural relevance, and critical evaluation/response. Each strand is of equal value and may be presented in any order throughout the year....*

***Author's Note:** I recommend the following sentences start with the statement of which strand this represents. **Example: Through Foundations: observation and perception,** students rely on personal observations and perceptions etc etc. **Through Creative Expression,** students increase visual literacy, sensitivity to surroundings, etc etc. **Through historical/cultural relevance, students....etc.,. Through Critical Evaluation/Response, students etc etc***

Students rely on personal observations .....etc...Students communicate their thoughts and ideas with innovation and creativity. **Students will continue to explore technology and its application to the Visual Arts, enabling students to make informed decisions concerning this content area. The skills mastered by grade level through the four basic knowledge and skills strands, enable students to develop a solid foundation of understanding and active engagement in the visual arts.**

***Author's Note:** Please consider adding the additional statement you see below. I found this in several of the other core subjects and think it could possibly be relevant to the Fine Arts TEKS. It can be added to the end of the specific introduction paragraph or possibly, as in some of the core subjects, numbered as (3) within the introduction.*

**(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**

## DANCE Grades 6-12

**Recommended Changes are in BOLD**

***In Grades 6-12, Dance students are instructed through a broad, unifying structure that organizes the knowledge and skills of student expectations through four basic strands important for educational development in the 21<sup>st</sup> Century. . These strands include: foundations: perception, creative expression: Artistic process/Performance, historical / cultural relevance, and critical evaluation/response. Each strand is of equal value and may be presented in any order throughout the year.***

***Author's Note: I recommend the following sentences start with the statement of which strand this represents. Example: Through Foundations: Perception, Dance students develop perceptual thinking etc...Through Creative Expression: Artistic Process/Performance students will develop movement principles...etc etc Continue with this pattern in this portion of the specific introduction.***

Dance students develop perceptual thinking etc etc.....  
...develops artistic creative processes. **Students will continue to explore technology and its application to Dance and Movement, enabling students to make informed decisions concerning this content area. The skills mastered by grade level through the four basic knowledge and skills strands, enable students to develop a solid foundation of understanding and active engagement in the dance.**

***Author's Note: Please consider adding the additional statement you see below. I found this in several of the other core subjects and think it could possibly be relevant to the Fine Arts TEKS. It can be added to the end of the specific introduction paragraph or possibly, as in some of the core subjects, numbered as (3) within the introduction.***

***(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.***

## THEATRE Grades K-12

***In Grades 6-12, Theatre students are instructed through a broad, unifying structure that organizes the knowledge and skills of student expectations through four basic strands important for educational development in the 21<sup>st</sup> Century. These strands include: foundations: Inquiry and Understanding, Creative Expression: Performance/Production, Historical and Cultural Relevance, and Critical Evaluation/Response. Each strand is of equal value and may be presented in any order throughout the year. Through the Foundations: etc etc...develop the ability to appreciate and evaluate live theatre. **Students will continue to explore technology and its application to Theatre, enabling students to make informed decisions concerning this content area. The skills mastered by grade level through the four basic knowledge and skills strands, enable students to develop a solid foundation of understanding and active engagement in theatre.*****

***Author's Note:*** Please consider adding the additional statement you see below. I found this in several of the other core subjects and think it could possibly be relevant to the Fine Arts TEKS. It can be added to the end of the specific introduction paragraph or possibly, as in some of the core subjects, numbered as (3) within the introduction.

***(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.***

## MUSIC Grades K-12

***In Grades K-12, Music students are instructed through a broad, unifying structure that organizes the knowledge and skills of student expectations through four basic strands important for educational development in the 21<sup>st</sup> Century. These strands include: Foundations: Music Literacy, creative expression, Historical/Cultural Heritage, and Critical Evaluation/Response. . Each strand is of equal value and may be presented in any order throughout the year. Through Foundations, music literacy is fostered....etc Through creative expression....etc Through Historical/Cultural Relevance, students experience musical periods and styles developing an understanding of music to history, culture etc Through Critical Evaluation/Response, students develop critical listening skills and learn how to analyze, evaluate, and respond to music, etc etc. Students will continue to explore technology and its application to music, enabling students to make informed decisions concerning this content area. The skills mastered by grade level through the four basic knowledge and skills strands, enable students to develop a solid foundation of understanding and active engagement in music.***

***Author's Note:*** Please consider adding the additional statement you see below. I found this in several of the other core subjects and think it could possibly be relevant to the Fine Arts TEKS. It can be added to the end of the specific introduction paragraph or possibly, as in some of the core subjects, numbered as (3) within the introduction.

***(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.***

## REVIEW OF ACTION VERBS FOR LEARNING DESCRIPTORS WITHIN STRANDS:

For ease of understanding, I have listed the content area and grade level with the section number and letter that I believe needs reviewing. The recommended changes are **STATED ON THIS SHEET**. Please review the original document to see the word/words that I am suggesting need review/change.

# VISUAL ART

## ART: kindergarten

2(C))“Use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through etc etc “

## ART: Grade 1

OKAY

## ART: Grade 2

OKAY

## ART: Grade 3

1(B) Identify and use appropriate vocabulary etc...

1(C) Discuss and explain the Elements of Art etc

3(B) Discover and research career opportunities within the visual arts such as: etc

3(C) Examine interdisciplinary connections etc

4(A) Analyze the Elements of Art...etc etc

## ART: Grade 4 and Grade 5

1(B) Identify and use.....

1(C) Discuss and explain the Elements of Art....etc

3(B) Discover and research career opportunities within the visual arts such as etc

3(C) Examine interdisciplinary connections etc

4(A) Analyze the Elements of Art etc

4(B) Collaborate and acknowledge identifiable elements (or criteria) such as mood in original artworks by self etc

*(Author's Note: Really take another look at the verbiage on this one. I've just made a suggestion here for consideration)*

### **(as noted in Grade 5)**

4(B) says:

Collaborate and apply simple criteria to identify theme in original works by self, by peers, and in exhibitions by major historical and contemporary artists.



*Author's Note: Now the inclusion of to identify theme or to "identify themes" or to "identify a theme" adds more validity to the verbiage in this statement. I would discuss as a committee your intentions here and adjust the verbiage to fit.*

*SPECIAL AUTHOR'S NOTE: Please review your standards, especially in Grades 3, 4, and 5. These have implication of being "clustered standards." This was the format of the original TEKS. The new criteria is steering away from this and being more specific per grade level. I recommend making some clear distinctions of learning at each grade level that are clear and detailed.*

## **DANCE**

### **DANCE: Grades 6-8**

Learning action verbs connected to strands are all OKAY.

The problem is the "clustered standard" effect for and lack of examples in each expectation. I suggest including information within each line using "such as" This allows the teacher to implement some of the suggestions and still allow room to expand into other areas as we know dance is constantly evolving. It seems to me MORE explanation related to dance fundamentals could be used rather just generic dance terminology. As noted in the additional statement I suggested for the FINE ARTS, the use of "including" can be used to clarify what IS EXPECTED TO BE TAUGHT.

4(C) (Author's Note: I like the use of "or" in this context. Perhaps this verbiage could be applied in other areas so dance instructors have clear identification for CHOICES. I say this because of my visits with several dance intructors complaining the unrealistic expectations outlined in the OLD TEKS that made it seem that the teacher had to incorporate ALL styles of dance in one class. I encourage as a committee to work on verbiage that helps distinguish the types of dance classes within the strands that can be offered and how the TEKS can be applied to a particular genre of performance.

### **DANCE Level 1**

Learning action verbs OKAY

4(A) (Author's Note: Again, I like the use of "or" in this line. ) add such as...(is it possible to create a description her explaining the characteristics based on the class that students are taking?)

4(C) Add such as.....

4(D) ....study dance in various Medias such as

5(A) Apply and incorporate...

5(B) Add including/ such as.....

### **DANCE Level 1, 2, 3, and 4**

5(D) is a very good example of following a progressive learning scale within that particular statement. You “identify”, then “apply” at Level 2, BUT Level 3 is a little shaky using “experiment” knowledge. This needs more clarity and definition. Level 4 is clear using “formulate.”

### **DANCE: Level 3**

4(B) Evaluate and recognize dances that...

*(Author’s note: Appraise tends to point towards the value of something. ALSO, dances do not exhibit understanding...needs rewording)*

*Suggestion: Evaluate and recognize dance forms as they relate to various historical periods and social contexts such as:.....*

4(C) Create and experiment with dances in various medias such as.....

4(D) Research and examine historical and cultural dance forms using technology

5(C) Discover and understand the relationship of dance performance skills and other cross-cultural and interdisciplinary content areas.

5 (D) See recommendations above. This statement lacks clarity and understanding.

### **DANCE: Level 4**

1(A) Explore kinesthetic and spatial awareness individually and in groups

1(B) Demonstrate a working knowledge of health, safety, and wellness for dancers

1(C) Demonstrate a working knowledge of dance genres, dance styles, and dance vocabulary

1(D) Create and assemble designs and images found in....etc (I would take a look at using the word “assemble.” Is this the picture of identity you want to create for this statement?)

3(A) Assess performance of memorized complex movement.....etc

3(C) (Consider the use of adjudicate..this indicates a competition or contest. Perhaps “assessment” would be a better word here also?)

5(D) Consider and articulate the effects of dance within other cross-cultural and interdisciplinary content areas.

## **THEATRE**

### **Theatre: Kindergarten**

5(A) Identify and discover appropriate audience behavior expectations (need to start with the action verb)

**Theatre: Grade 1**

OKAY

**Theatre: Grade 2**

5(C) Improvise and implement music, creative movement etc in dramatic play

**Theatre: Grade 3**

3(B) Apply use of simple technical theatre elements..... OR just "USE OF simple"...(action verb needs to be first)

**Theatre: Grade 4**

1(F) (Please look at the meaning of the sentence. I realize "represent" is from the original TEKS but it doesn't make sense to "represent the setting." What are you trying to say here?)

2(B) Describe with understanding Characters, their relationships, and....etc

2(D) Demonstrate a logical connection of events through dramatization of literary selections I through unison, pairs, or groups describing the characters etc etc

3(B) Design and alter space to create suitable OR Create suitable environments for play-making through altered performance space etc etc

3(E) Compare and contrast artists and their contributions to theatre.

4(A) Understand and discuss theater as a reflection etc .....

5(C) Discover, discuss, and identify how MOVEMENT(misspelling), music, or visual etc etc

**Theatre: Grade 5**

1(G) Demonstrate correct use of basic theatrical terminology consistently

2(A) Demonstrate a working knowledge of safe use of voice and body

3(B) Design and alter space to create suitable OR Create suitable environments for play-making through altered performance space etc etc

3(E) Compare and contrast artists and their contributions to theatre...

4(A) Understand and discuss theater as a "reflection....(USE VERBIAGE FROM Theatre Grade 4)

4 (B) Examine the role of live theatre, film etc etc

5(A) Reflect on the elements of appropriate audience behavior and apply understanding through observation of a variety of performances

### **Theatre Grade 6**

3(B) Design and alter space to create suitable OR Create suitable environments for dramatizations through altered performance space etc etc

3(C) Collaborate to plan brief .....

4(A) Demonstrate the role of theatre as a reflection of everyday life through participation in dramatic activities

5(A) Identify and apply audience behavior etiquette at all performances

5(B) (This really doesn't make sense. I suggest revising this on the basis of WHAT your intended action is for this element. My first reaction is "apply" HOW and WHAT "criteria?" Are you dismissing the oral and written portion of this element? This is part of the evaluation section. What is being evaluated?

5(C) (missing a word) identify production elements OF theatre etc

5(D) Compare and Contrast OR Examine selected occupations in theatre such as...(include examples)

### **Theatre Grade 7**

1(D) Comprehend an increased understanding....

1(F) Analyze and evaluate the structure and form.....

2(E) Apply knowledge.....

4(B) GOOD JOB ON THIS ONE!! CONSIDER APPLYING TO OTHER GRADE LEVELS

5(A) Understand and demonstrate.....

5(C) Demonstrate a working knowledge of the use of production elements in theater..

5(D) I THINK THAT ADDING COMPARE AND CONTRAST DRAMATIC PERFORMANCES TO LIFE IS TOO MUCH LIKE 4(B) Perhaps some of this verbiage can be used in 4(B)

5(D) Recommend: Explore career and avocational opportunities in theatre

### **Theatre Grade 8**

1(B) Explore preparation and warm-up techniques

1(F) Analyze and evaluate the structure and form

3(A) Recognize and select specific technical elements....

3(B) Create theatrical elements such as etc etc using the principles of design

5(A) Understand and demonstrate.....

5(B) Develop a working knowledge of the terminology and process of evaluation etc etc

5(C) Demonstrate a working knowledge of the use of production elements in theater..

5(D) Explore career and avocational opportunities in theatre

### **Theatre Level 1**

(b) 3 INTRODUCTION: Excellent verbiage. Be sure and review the recommendations I made for (b)2...some of this may connect and can be blended together

1(E) analyze characters etc....through reading scripts of published plays

1(F) Demonstrate and working knowledge of the language of theater etc etc

1(G) Explore and discuss the interdependence etc

1(H) Understand and recognize the collaborative relationships etc

1(K) Develop a working knowledge of safe theater practices such as.....(give examples)

2(B) Demonstrate an understanding of creativity as it relates to personal expression

2(C) Discover and use effective voice and diction etc etc

2(E) Demonstrate physical techniques...

3(B) Apply technical knowledge and skills accurately to create or operate theatrical elements such as.....

3(C) Participate in production decision making and collaborate with others to perform a role such as etc etc, tell a story through live media etc etc

3(D) Demonstrate a working knowledge in one or more areas of theater production such as: etc

4(B) Explore the historical and cultural influences applicable to theater

4(C) Explore and understand the roles of.....

4(D) Recognize the value of understanding the cultural heritages etc

4(E) Recognize and understand the significance of the multi-cultural heritages etc

4(F) Explore and recognize the innovations and contributions of the United States etc

5(A) Identify and apply appropriate audience behavior etiquette at various types etc

5(C) Demonstrate the ability to give and receive constructive criticism of peer performances

5(D) Demonstrate a working knowledge of live theatre using appropriate theater vocabulary (intent, structure, effectiveness, value)through precise and specific observations using written and oral forms.

### **THEATRE Level 2**

1(B) Demonstrate a working knowledge of stage movement etc

2(A) Demonstrate and model etc

2(B) Explore and demonstrate creativity as it relates etc

2(C) Recognize and demonstrate effective voice and diction etc

2(E) Apply and use physical techniques on a consistent basis to express thoughts, feelings etc

3(C) Analyze characters, themes etc

3(E) Demonstrate responsibility, artistic discipline, and creative problem solving through focus of one or more areas of theater production

4(A) Explore and reflect on historical and cultural influences etc

4(B) Explain ....

4(E) Research and study the influences of multi-cultural etc...

4(F) Explore and recognize the innovations and contributions etc

5(A) ....evaluate and apply.....audience behavior etiquette....

5(C) Demonstrate the ability to give and receive constructive criticism of peer performances

5(D) Evaluate dramatic performances with precise and specific observations by applying theater vocabulary terminology, identifying emotional responses, determining the impact of personal preferences, and using the concepts of evaluation(intent, structure, effectiveness, value) as it relates to live theater, film, television, and other media using written and oral form

5(D) (There seems to be TWO 5(D)'s OR is this an extension of the 5(D) above? I recommend you make the second 5(D) a 5(E) and use the following verbiage Explore and examine career.....(the rest of this is excellent...)

5(F) Develop a working knowledge of technological usage to document and present information...

5(G) (This is really related to 5(E)...I would combine 5(E) and 5(G) into one statement

### **Theatre, Level 3**

(b) 3 INTRODUCTION: Excellent verbiage. Be sure and review the recommendations I made for (b)2...some of this may connect and can be blended together

1(C) Develop and understand...

1(F) Explore and evaluate

1(G) Develop and apply a working knowledge of memorization skills practice

2(A) Demonstrate and apply appropriate techniques that safely allow for physical, vocal, and emotional expression

2(D) Improvise scripted scenes of various styles etc

2(E) Develop written dialogue that reveals character.....

3(A) Experiment with technical elements of theater safely and effectively using improvised scripted scenes or plays

4(A) Explore and reflect on historical and cultural influences etc

- 4(C) Evaluate and explain the roles of live theater etc....
- 4(D) Recognize the influences ....
- 4(E) Explore and recognize....

5(A) Evaluate and apply appropriate audience behavior etiquette at various types of performances

5(E) Explore and examine career and avocational opportunities in theater etc

5(F) Develop a working knowledge of technological usage to document and present information...

5(G) (This is really related to 5(E)...I would combine 5(E) and 5(G) into one statement

#### **Theatre Level 4**

- 1(C) Demonstrate proper techniques...
- 1(E) Explore and recognize theatrical...
- 1(F) Understand the interdependence of all....

1(G) Develop and apply a working knowledge of memorization skills practice

2(A) Demonstrate safe.....

2(B) Recognize and demonstrate creativity....

3(A) Experiment with technical elements of theater safely and effectively using improvised scripted scenes or plays

3(B) Analyze, evaluate, and direct dramatic texts and brief scenes

4(A) Explore and reflect on historical and cultural influences etc

4(C) Evaluate and explain the roles of live theater etc

4(D) Recognize the influences ....

4(E) Explore and recognize....

5(A) Evaluate and apply appropriate audience behavior etiquette at various types of performances

5(B) Recognize theater as an art form....

5(D) Explore, recognize, and compare the elements.....

5(E) Explore and examine career and avocational opportunities in theater etc

5(F) Develop a working knowledge of technological usage to communicate and present findings in a clear and coherent manner

5(G) (This is really related to 5(E)...I would combine 5(E) and 5(G) into one statement

For Musical Theater, Technical Theater, and Theater/Media Communication recheck the action verbiage by looking at my suggestions and recommendations for Theater Levels 1-4. I suggest avoiding the use of "employ" and "appraise" as I indicated in the statements above by giving alternative verbiage that is more directly related to academic core.

## MUSIC

**Author's Note:** Has there been a discussion of including the divisions of vocal and instrumental within the upper level standards of musical standards? In my first review, I referenced the past TEKS standards with divisional application as it is posted on the TMEA website. The music committees have done a pretty good job of including element descriptions that encompass both vocal and instrumental standards in one statement. Do we want to consider some sort of divisi that would clarify the specific expectations within the standards? This is just a suggestion for discussion unless you have been told you CANNOT do this at all...

### Music: Kindergarten

2(D) Demonstrate the ability to perform simple and separate parts including beat and rhythm

3(B) Identify simple interdisciplinary concepts relating to music **such as...**

4(A) Identify and demonstrate appropriate audience behavior **etiquette** during....

4(B) Compare and understand the variance of same/different..etc etc

### Music: Grade 1

1(A) Identify selected voices including.... (remember that include means to require whereas "such as" is just a suggestion)

1(B) Identify selected instruments from various instrument families **including OR such as...**

1(C) Describe changes in tempo and dynamics using basic music terminology such as: allegro/largo and forte/piano

2.....The student reads, writes, and reproduces **what is heard** using rhythmic and melodic music notation.....etc



2(A) Read, write and **reproduce the demonstrated beat through** rhythmic notation including etc

2(B) Read, write, and **reproduce pitched intervals through** melodic notation including...etc

3. ....The student performs a variety of developmentally appropriate repertoire....etc

3(D) Demonstrate the ability to perform simple and separate parts including beat and rhythm

4(C) Explore and **improvise** new musical ideas....

5(B) could use "such as" after ....to music....and give a couple of examples

6(B) Compare and understand the variance between same/different...etc

6(A) Identify and demonstrate appropriate audience behavior **etiquette** during....

6(C) Use known **music terminology to recognize and identify rhythmic and melodic elements in simple aural examples**

## **MUSIC: Grade 2**

1(C) Use known music terminology including presto, moderato, adagio, fortissimo, and pianissimo to identify tempo and dynamics in various music examples

2.....The student reads, writes, and reproduces **what is heard** using rhythmic and melodic music notation.....etc

2(A) Read, write and **reproduce the demonstrated beat through** rhythmic notation in 2/4 meter including...etc

3. ....The student performs a variety of developmentally appropriate repertoire....etc

3(D) Demonstrate the ability to perform simple and separate parts including.....

4(C) Explore and **improvise** new musical ideas...

5(??) (Coding seems to be incorrect here..bottom of p. 7 and top of P. 8) Examine short musical excerpts from various cultures and specific time periods of history such as.....(give a couple of examples)

5(B??) could use "such as" after ...."to music"....and give a couple of examples

6(B) Compare and understand the variance between.....

6(A) .....audience behavior etiquette....

6(C) Use known **music terminology to recognize and identify rhythmic and melodic elements in simple aural examples**

### **MUSIC: Grade 3**

2.....The student reads, writes, and reproduces **what is heard** using rhythmic and melodic notation of a specific musical system.....etc

2(A) Identify musical symbols and music terminology for dynamics, tempo, and articulation. Include crescendo/decrescendo, accelerando/ritardando, and staccato/legato.

2(F) Compose and/or improvise simple vocal.....

3(E) ISN'T THIS THE SAME INFORMATION AS 2(A)??

5(c) .....such as.....

6(A) exhibit audience **behavior** etiquette....

6(C) Use appropriate terminology to identify changes in timbre, texture, form, dynamics, and articulation in specific musical aural examples

### **MUSIC: Grade 4**

2.....The student reads, writes, and reproduces **what is heard** using rhythmic and melodic notation of a specific musical system ( or using a musical staff system).....etc

3. ....The student performs a variety of developmentally appropriate repertoire in both formal and informal.....

5(A)...(need comma after "movement," )

6(C) Use appropriate terminology to identify changes in timbre, texture, form, dynamics, and articulation in specific musical aural examples

6(D) Evaluate and recognize a variety of formal or informal compositions and musical performances using specific criteria such as:.....( give examples)

6(E) Justify personal preferences for specific music works and styles using appropriate music terminology

### **MUSIC: Grade 5**

1(A) Describe and identify a variety of musical timbres....etc

3. ....The student performs a variety of developmentally appropriate repertoire in both formal and informal

4...The student constructs a musical composition based on specific guidelines given through directed instruction.

5(B) Perform music clearly connected to the United States of America and Texas. This includes The Star Spangled Banner and (I suggest including a specific Texas song such as Texas, our Texas etc)

5(D)....such as...

6(A)....audience **behavior** etiquette....

6(C) Use appropriate terminology to identify changes in timbre, texture, form, dynamics, and articulation in specific musical aural examples

6(D) Evaluate and recognize a variety of formal or informal compositions and musical performances using specific criteria such as:.....( give examples)...(examples will help identify specifics to each grade level since this standard is used in other grade levels)

6(E) Justify personal preferences for specific music works and styles using appropriate music terminology

### **MUSIC Grade 6**

(1)...The student develops an understanding of the fundamentals of musical sound through identification and analysis of rhythmic patterns and pitched intervals. The student is expected to....

1(A) Describe intervals, music notation, musical instruments or voices, and musical performances using standard music terminology

1(B) Identify musical forms found in selected compositions using aural presentation and/or musical scores.

(2) The student reads and writes music using an established staff system that identifies rhythm and pitches through a specialized form of notation.

2(A) Identify and demonstrate an understanding of musical symbols and music terminology related to dynamics, tempo, and articulation.

2(B) Notate meter, rhythm, pitch, and dynamics through manuscript paper or computer generated software using standard music symbols such as (give a couple of examples)

2(C) Use an established system of notation to create a manuscript that exhibits the creation of composed rhythmic and melodic phrases

2(D) (Decode or read) and understand music notation using .....

2(E) Sight-read and/or sight-sing unison and (2/3 part inclusion ?)polyphonic music notated on the treble or other clefs. Demonstrate proficiency in sight-reading and/or sight-singing using a variety of keys and meters such as: (Give examples appropriate for this grade level)

(3).....performing a variety of unison and polyphonic repertoire

**AUTHOR NOTE'S:** While I understand the use of the word polyphonic to describe elementary grade level two-part music which mostly consists of partner songs, canons, and rounds, I question the legitimacy of USING ONLY this term especially for sixth grade choir programs which sometime sing in two parts or more BUT in the context of homophonic harmony NOT polyphonic harmony. Let's discuss this one further!

3(F) Interpret terminology and symbols appropriately when referring to dynamics, tempo, intervals, and articulation while performing

(4)....The student develops an understanding of the global significance of music, history, and cultural connections throughout the world

4(B) Recognize and describe manuscripted compositions and/or aural music examples that reflect diverse styles, time periods, and cultures;

4(C).....such as.....

4(D) Explore and identify music-related (careers?) vocations and avocations such as.....

5(C) Evaluate performances through listening and identifiable criteria such as.....

### **MUSIC: Grade 7**

(1)...The student develops an understanding of the fundamentals of musical sound through identification and analysis of rhythmic patterns and pitched intervals. The student is expected to....

1(B) Identify musical forms found in selected compositions using aural presentation and/or musical scores.

(2) The student reads and writes music using an established staff system that identifies rhythm and pitches through a specialized form of notation.

2(A) Identify and demonstrate an understanding of musical symbols and music terminology related to dynamics, tempo, and articulation.

2(B) Notate meter, rhythm, pitch, and dynamics through manuscript paper or computer generated software using standard music symbols such as (give a couple of examples)

2(C) Use an established system of notation to create a manuscript that exhibits the creation of increasingly complex rhythmic and melodic phrases

2(D) (Decode or read) and understand music notation using .....

2(E) see 2(E) in grade 6...discussion of polyphonic

(3) ...polyphonic reference again needs to be discussed

3(E) (should another aspect of vocal fundamentals be included in the such as???)

3(F) Interpret terminology and symbols appropriately when referring to dynamics, tempo, intervals, and articulation while performing

(4)...The student develops an understanding of the global significance of music, history, and cultural connections throughout the world

4(B) Compare and contrast manuscripted compositions and/or aural music examples that reflect diverse styles, time periods, and cultures;

4(C)....such as.... OR...including

4(D) Explore and identify music-related (careers?) vocations and avocations such as.....

5(C) Evaluate music performances through listening and identifiable criteria such as.....

5(D) Evaluate personal performances through the design of identifiable criteria such as.....(give examples)

### **MUSIC: Grade 8**

1)...The student develops an understanding of the fundamentals of musical sound through identification and analysis of rhythmic patterns and pitched intervals. The student is expected to

1(B) Identify musical forms found in selected compositions using aural presentation and/or musical scores.

(2) The student reads and writes music using an established staff system that identifies rhythm and pitches through a specialized form of notation.

2(A) Identify and demonstrate an understanding of musical symbols and music terminology related to dynamics, tempo, and articulation.

2(B) Notate meter, rhythm, pitch, and dynamics through manuscript paper or computer generated software using standard music symbols such as (give a couple of examples)

2(C) Use an established system of notation to create a manuscript that exhibits the creation of increasingly complex rhythmic and melodic phrases

2(D) (Decode or read) and understand music notation using .....

2(E) see 2(E) in grade 6...discussion of polyphonic

(3) ...polyphonic reference again needs to be discussed

3(E) (should another aspect of vocal fundamentals be included in the such as???)

(4)...The student develops an understanding of the global significance of music, history, and cultural connections throughout the world

4(B) Compare and contrast manuscripted compositions and/or aural music examples that reflect diverse styles, time periods, and cultures;

4(C)...such as.... OR...including

4(D) Explore and identify music-related (careers?) vocations and avocations such as.....

5(C) Evaluate music performances through listening and identifiable criteria such as.....

5(D) Evaluate personal performances through the design of identifiable criteria such as.....(give examples that are grade appropriate)

5(E).....using constructive suggestions for improvement

### **MUSIC Level 1**

1)... Music literacy enables the student to develop an understanding of the fundamentals of musical sound through identification and analysis of rhythmic patterns and pitched intervals. The student is expected to....

1(A) Explore and experience exemplary musical examples through the use of technology and availability of live performances

2).....and explore the properties and **design** of various musical forms...The student etc

2(A) Sight-read and/or sight-sing.....

3) The student, individually and in groups, performs appropriate level of difficulty musical selections from printed scores as well as by memory when appropriate. Students also perform various genres of music in formal and informal settings. The student is expected to:

- 4(A) create and improvise original musical phrases etc
- 4(B) Record or notate original musical phrases through the use of technology

5(C).....such as (give examples)

6(C)Author's Note: I understand this is part of the original TEKS. Do we as educators read this as the behavior of our students who are PERFORMING in a concert or does this include the behavior of the students when they are the AUDIENCE???

Discuss the implications and whether the audience behavior etiquette needs to be addressed also as it is in the other grade level TEKS

7) The individual student cultivates college and career readiness preparedness through participation in advanced solo and ensemble competitions, development of an e-portfolio, ,and individual studies related to audition techniques and strategies. The student is expected to:

#### SUGGESTIONS:

7(A) Actively participate in advanced solo and ensemble competitions

7(B) Explore and identify music-related vocations, avocations, and opportunities for job related endeavors

7(C) Author's Note: A Curriculum vitae is used primarily for job applications related to research, education, or scientific positions. The development of an eportfolio would include honors, awards, recordings of musical excerpts from individual performances, transcripts, objectives, repertoire list, AND a resume. So following is my suggestion for 7(B) in actuality will be 7(C)

7(C) Development of an e-portfolio that includes pictures, honors, awards, recordings of musical excerpts from individual performances, transcripts, objectives, repertoire lists, ensemble participation, and a resume all presented electronically using power point or a web-based format.

7(D) Create a database of recordings from the development of a personal and comprehensive performance list

7(E) Demonstrate and exhibit an understanding of effective audition and interview techniques

#### **MUSIC: Level 2, 3, and 4**

Look at the introduction. There are two NUMBER 2's. Should this be (3)???

Read and apply changes from Level 1 accepted in statements almost identical in Levels 2,3, and 4.

2(A)...Excellent differentiation of sight reading descriptions per grade level.

**Author's Note:** I recommend the committee review these levels and incorporate as many grade level descriptions within your very accurate statements to ensure that the standards are not identified as "clustered standards."

In some statements, a simple application of "includes or such as" helps separate the expectations by grade level as you have done with sight reading on 2(A)

**Author's Note:** Excellent differentiation of LEVELS in Strand (3) and the statements following

5(B) **Author's Note:** Use the verbiage in Level 3 and replace the verbiage in Level 4

### **MUSIC STUDIES:**

1)... Music literacy enables the student to develop an understanding of the fundamentals of musical sound through identification and analysis of rhythmic patterns and pitched intervals. The student is expected to....

1(A) Explore and experience exemplary musical examples through the use of technology and availability of live performances

2).....and explore the properties and **design** of various musical forms...The student etc

2 A-E **Author's Note:** BRAVO!!!

(3).....makes music **at** an appropriate level  
Review notes for this standard in Level 1

5(C) Explore and identify

**Author's note:** We explore then we identify

See notes and recommendations in Levels 1-4 that use the same verbiage as MUSIC STUDIES. Align as needed if changes are made in the levels.

Your assessment of "Music History" as a upper level course is correct. The music appreciation designation could lead to credit for **non-music majors and serve as a fine arts credit.**