

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

First Draft, June 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

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	Dance 6-8 TEKS	Committee Comments
(a)	<u>Introduction.</u>	
(1)	<p><u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant 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>	<p>To meet the needs of the 21st 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.</p>
(2)	<p><u>In grades 6-8 students understand the five basic strands: Foundations: Perception, Creative Expression: Artistic Process, Creative Expression: Performance, Historical and Cultural Relevance, and Critical Evaluation and Response. The 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></p>	
(b)	<u>Knowledge and skills.</u>	
(1)	Foundation: Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	demonstrate basic kinesthetic and spatial awareness individually and in groups	
(1)(B)	understand wellness for healthy lifestyle	
(1)(C)	implement body science applications	
(1)(D)	demonstrate movement principles	
(2)	Creative Expression: Artistic Process: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles. The student is expected to:	
(2)(A)	apply basic principles of proper skeletal alignment	

(2)(B)	<u>demonstrate knowledge of dance composition elements, improvisation skills, and intermediate choreographic processes</u>	
(2)(C)	<u>develop movement studies, rhythmical music skills, and technology; and</u>	
(2)(D)	<u>demonstrate expressions of ideas or emotions in movement</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 and apply various dance genres and styles; such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms</u>	
(3)(B)	<u>perform individually and in groups with internal focus with the intent to communicate and project to an audience</u>	
(3)(C)	<u>apply the use of dance elements in practice and performance incorporating the use technology</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>explore movement characteristics of world dance forms and the contributions of its artists</u>	
(4)(C)	<u>identify and perform a dance representative from one's heritage or environment; and</u>	
(4)(D)	<u>study dance in various medias</u>	
(5)	<u>Critical Evaluation and Response:</u> The student makes informed judgments about dance forms, meaning, and role in society. The student is expected to:	
(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>apply relationships between dance and other content subjects</u>	
(5)(C)	<u>compare and contrast the content and choreographic structures used by various 20th Century American choreographers</u>	
(5)(D)	<u>interpret, evaluate, and justify artistic decisions of personal dance works</u>	