

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter E. Middle School, Adopted 2013	
Course	§117.206. Dance, Middle School 2, Adopted 2013.	
(a) Introduction.		
<p>(1) 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, higher-order thinking, communication, and collaboration skills, making 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, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>		
<p>(2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--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 develop movement principles and technical skills and explore choreographic and performance qualities. Students 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 their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</p>		
<p>(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.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) demonstrate basic kinesthetic and spatial awareness individually and in groups	(i) demonstrate basic kinesthetic awareness individually
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) demonstrate basic kinesthetic and spatial awareness individually and in groups	(ii) demonstrate basic kinesthetic awareness in groups
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) demonstrate basic kinesthetic and spatial awareness individually and in groups	(iii) demonstrate basic spatial awareness individually
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) demonstrate basic kinesthetic and spatial awareness individually and in groups	(iv) demonstrate basic spatial awareness in groups

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(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify the concepts of wellness for healthy lifestyles	(i) identify the concepts of wellness for healthy lifestyles
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) demonstrate body science applications through dance genres, styles, and vocabulary	(i) demonstrate body science applications through dance genres
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) demonstrate body science applications through dance genres, styles, and vocabulary	(ii) demonstrate body science applications through dance styles

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) demonstrate body science applications through dance genres, styles, and vocabulary	(iii) demonstrate body science applications through dance vocabulary
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(i) explore dance movement elements through space
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(ii) explore dance movement elements through energy

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(iii) explore dance movement elements through time
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(iv) demonstrate dance movement elements through space
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(v) demonstrate dance movement elements through energy

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) explore and demonstrate dance movement elements through space, energy, and time	(vi) demonstrate dance movement elements through time
(2) Creative expression: artistic process. 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:	(A) identify basic principles of proper body alignment	(i) identify basic principles of proper body alignment
(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(i) explore knowledge of dance composition elements

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(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(ii) explore knowledge of improvisational skills
(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(iii) explore knowledge of choreographic processes
(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(iv) describe knowledge of dance composition elements

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(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(v) describe knowledge of improvisational skills
(2) Creative expression: artistic process. 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:	(B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes	(vi) describe knowledge of choreographic processes
(2) Creative expression: artistic process. 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:	(C) distinguish between movement studies using rhythmical skills and spatial directions	(i) distinguish between movement studies using rhythmical skills

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(2) Creative expression: artistic process. 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:	(C) distinguish between movement studies using rhythmical skills and spatial directions	(ii) distinguish between movement studies using spatial directions
(2) Creative expression: artistic process. 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:	(D) explore and demonstrate expressions of ideas or emotions individually and in groups	(i) explore expressions of ideas or emotions individually
(2) Creative expression: artistic process. 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:	(D) explore and demonstrate expressions of ideas or emotions individually and in groups	(ii) explore expressions of ideas or emotions in groups

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(2) Creative expression: artistic process. 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:	(D) explore and demonstrate expressions of ideas or emotions individually and in groups	(iii) demonstrate expressions of ideas or emotions individually
(2) Creative expression: artistic process. 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:	(D) explore and demonstrate expressions of ideas or emotions individually and in groups	(iv) demonstrate expressions of ideas or emotions in groups
(3) Creative expression: performance. 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:	(A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms	(i) explore various dance genres

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<p>(3) Creative expression: performance. 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:</p>	<p>(A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance and world dance forms</p>	<p>(ii) explore various dance styles</p>
<p>(3) Creative expression: performance. 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:</p>	<p>(A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance and world dance forms</p>	<p>(iii) demonstrate various dance genres</p>

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<p>(3) Creative expression: performance. 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:</p>	<p>(A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance and world dance forms</p>	<p>(iv) demonstrate various dance styles</p>
<p>(3) Creative expression: performance. 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:</p>	<p>(B) perform individually and in groups with the intent to communicate and project to an audience</p>	<p>(i) perform individually with the intent to communicate to an audience</p>
<p>(3) Creative expression: performance. 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:</p>	<p>(B) perform individually and in groups with the intent to communicate and project to an audience</p>	<p>(ii) perform individually with the intent to project to an audience</p>

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(3) Creative expression: performance. 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:	(B) perform individually and in groups with the intent to communicate and project to an audience	(iii) perform in groups with the intent to communicate to an audience
(3) Creative expression: performance. 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:	(B) perform individually and in groups with the intent to communicate and project to an audience	(iv) perform in groups with the intent to project to an audience
(3) Creative expression: performance. 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:	(C) demonstrate the use of dance elements in practice and performance incorporating technology	(i) demonstrate the use of dance elements in practice incorporating technology

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(3) Creative expression: performance. 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:	(C) demonstrate the use of dance elements in practice and performance incorporating technology	(ii) demonstrate the use of dance elements in performance incorporating technology
(3) Creative expression: performance. 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:	(D) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills	(i) demonstrate an effective warm-up using elements of proper conditioning for performing skills
(3) Creative expression: performance. 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:	(D) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills	(ii) demonstrate an effective cool-down using elements of proper conditioning for performing skills

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(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(A) recognize the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history	(i) recognize the cultural significance as communicated through dance movement, identifying historical figures
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(A) recognize the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history	(ii) recognize the cultural significance as communicated through dance movement, identifying [historical figures'] contributions to dance history
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists	(i) interpret movement characteristics of historical dance forms

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(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists	(ii) interpret movement characteristics of cultural dance forms
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists	(iii) interpret the contributions of [historical dance form] artists
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists	(iv) interpret the contributions of [cultural dance form] artists

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(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) recognize a dance representative of one's heritage or environment	(i) recognize a dance representative of one's heritage
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) recognize a dance representative of one's heritage or environment	(ii) recognize a dance representative of one's environment
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) evaluate dance in various media and other content areas	(i) evaluate dance in various media
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) evaluate dance in various media and other content areas	(ii) evaluate dance in other content areas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:</p>	<p>(A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances</p>	<p>(i) demonstrate the quality of dance performances while incorporating appropriate etiquette in the classroom</p>
<p>(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:</p>	<p>(A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances</p>	<p>(ii) demonstrate the quality of dance performances while incorporating appropriate etiquette in performances</p>
<p>(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:</p>	<p>(A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances</p>	<p>(iii) demonstrate the effectiveness of dance performances while incorporating appropriate etiquette in the classroom</p>

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

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(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(C) demonstrate the content and choreographic structures used by various American choreographers	(ii) demonstrate the choreographic structures used by various American choreographers
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(D) interpret and evaluate artistic decisions of personal dance works	(i) interpret artistic decisions of personal dance works
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(D) interpret and evaluate artistic decisions of personal dance works	(ii) evaluate artistic decisions of personal dance works