

# Texas Educator Certification Examination Program

## Field 484: Core Subjects EC–6 Fine Arts, Physical Education, and Health Examination Framework

# DRAFT

Domain	Range of Competencies
V. Fine Arts, Physical Education, and Health	001–005

Copyright © 2024 Pearson Education Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliates.

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

**484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH  
EXAMINATION FRAMEWORK**

**DOMAIN V—FINE ARTS, PHYSICAL EDUCATION, AND HEALTH**

**Competency 001 (Visual Arts):** *Understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of visual art and apply that knowledge to plan and implement effective and engaging visual arts instruction, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Art (Kindergarten through Grade 6).*

For example:

- A. Apply knowledge of how to design and implement sensory experiences and instruction using a variety of art materials for students' exploration and of how to support students as they gather information from subjects in the environment using the senses.
- B. Demonstrate knowledge of how to promote students' understanding of the elements of art (i.e., line, shape, color, texture, form, space, and value), as well as students' ability to apply that understanding in creating, presenting, and responding to art.
- C. Demonstrate knowledge of how to promote students' understanding of the principles of design (e.g., emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity), as well as students' ability to apply that understanding in creating, presenting, and responding to art.
- D. Demonstrate knowledge of how to promote students' understanding of characteristics and qualities of a variety of media (e.g., drawing, painting, printmaking, sculpture, ceramics, electronic and other contemporary art), as well as students' ability to select and safely use appropriate tools, materials, and techniques to create original artworks.
- E. Demonstrate knowledge of how to promote students' understanding of the characteristics of visual art from various historical periods and cultures.
- F. Apply knowledge of how to design and implement activities that promote students' awareness and appreciation of visual art, as well as their understanding of how the visual arts shape and reflect history, society, and culture.
- G. Apply knowledge of how to promote the development of students' observation skills, perception, reflective thinking, imagination, and creative problem-solving skills to plan and create artworks.
- H. Demonstrate knowledge of how to promote students' understanding of the principles of art criticism, as well as students' ability to think critically when responding to and analyzing one's own artworks and the artworks of others.
- I. Apply knowledge of visual arts content and curricula and of students' development to plan and implement effective and age-appropriate art education that promotes an understanding of visual art concepts for all learners.
- J. Demonstrate knowledge of how to promote students' understanding of the connections between visual art concepts and other disciplines.
- K. Demonstrate knowledge of how to use assessments to monitor student growth and inform future instruction in the visual arts.
- L. Demonstrate knowledge of careers in the visual arts and professional responsibilities and development in art education.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

## 484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH EXAMINATION FRAMEWORK

**Competency 002 (Music):** *Understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and apply that knowledge to plan and implement effective and engaging music instruction, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Music (Kindergarten through Grade 6).*

For example:

- A. Apply knowledge of how to design and implement music instruction using a variety of classroom instruments and of how to support students as they respond to different musical styles through movement, vocalization, and play.
- B. Demonstrate knowledge of how to promote students' understanding of the elements of music (e.g., pitch, melody, harmony, rhythm, tempo, dynamics, texture, timbre, form), as well as students' ability to apply that understanding in creating, performing, and responding to music.
- C. Demonstrate knowledge of how to promote students' understanding of standard music notation (e.g., identifying notes, intervals, and chords), as well as students' ability to apply that understanding in creating, performing, and responding to music.
- D. Demonstrate knowledge of how to promote students' understanding of musical composition and improvisation and of how to arrange music for specific purposes, ensembles, and classroom settings (e.g., simple song arrangements and accompaniments using voices, classroom percussion, and melody instruments).
- E. Demonstrate knowledge of how to promote students' understanding of the characteristics of music from various historical periods and cultures.
- F. Apply knowledge of how to design and implement activities that promote students' awareness and appreciation of music, as well as their understanding of how music shapes and reflects history, society, and culture.
- G. Demonstrate knowledge of how to promote students' understanding of techniques and methods for singing and playing instruments, as well as students' ability to sing and play music with expression both independently and in groups.
- H. Demonstrate knowledge of how to conduct and select appropriate repertoire for various vocal and instrumental ensembles.
- I. Apply knowledge of how to promote students' ability to critically listen to, analyze, evaluate, and respond to music and musical performances in both formal and informal settings, as well as students' understanding of proper stage, concert, and audience etiquette in a variety of settings.
- J. Apply knowledge of music content and curricula and of students' development to plan and implement effective and age-appropriate music education that promotes an understanding of music concepts for all learners.
- K. Demonstrate knowledge of how to promote students' understanding of the connections between music content and processes and other disciplines.
- L. Demonstrate knowledge of how to use assessments to monitor student growth and inform future instruction in music.
- M. Demonstrate knowledge of careers in music and professional responsibilities and development in music education.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

**484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH  
EXAMINATION FRAMEWORK**

**Competency 003 (Theatre):** *Understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of theatre and apply that knowledge to plan and implement effective and engaging theatre instruction, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Theatre (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' ability to use their bodies and voices creatively through dramatic play to re-create stories, moods, and experiences and to communicate ideas and feelings.
- B. Demonstrate knowledge of how to promote students' understanding of the elements of drama and conventions of theatre.
- C. Demonstrate knowledge of how to promote students' ability to apply their understanding of the elements of drama and conventions of theatre in creating, performing, and responding to theatre.
- D. Demonstrate knowledge of how to promote students' understanding of acting methods and techniques and of how to design and implement physical warm-ups and vocal warm-ups, as well as activities that promote students' ability to develop characters and perform improvised and scripted scenes.
- E. Demonstrate knowledge of how to promote students' understanding of methods and techniques for designing, directing, and producing theatrical productions, as well as students' ability to plan dramatizations collaboratively.
- F. Demonstrate knowledge of how to promote students' understanding of the technical elements of theatre (e.g., properties, scenery, sound, costumes, lighting), as well as students' ability to apply that understanding in defining and enhancing characterization, mood, theme, and setting in dramatic play and performance.
- G. Demonstrate knowledge of how to promote students' understanding of the characteristics of theatre from various historical periods and cultures.
- H. Apply knowledge of how to design and implement activities that promote students' awareness and appreciation of theatre, as well as their understanding of how theatre shapes and reflects history, society, and culture.
- I. Apply knowledge of how to promote the development of students' concepts about self, human relationships, and the environment, as well as the development of students' inquiry skills and perception.
- J. Apply knowledge of how to promote the development of students' ability to respond to and evaluate theatre and theatrical performances in both formal and informal settings, as well as students' understanding of stage and audience etiquette in a variety of settings.
- K. Apply knowledge of theatre content and curricula and of students' development to plan and implement effective and age-appropriate theatre education that promotes an understanding of theatre concepts for all learners.
- L. Demonstrate knowledge of how to promote students' understanding of how to integrate theatre knowledge with other content areas in a relevant manner, as well as students' ability to identify and discuss how movement, music, and visual elements enhance ideas and emotions depicted in theatre.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

**484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH  
EXAMINATION FRAMEWORK**

- M. Demonstrate knowledge of how to use assessments to monitor student growth and inform future instruction in theatre.
- N. Demonstrate knowledge of careers in theatre and professional responsibilities and development in theatre education.

**Competency 004 (Physical Education):** *Understand the concepts, principles, skills, and practices of physical education and apply that knowledge to plan and implement effective and engaging physical education instruction, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Physical Education (Kindergarten through Grade 6).*

For example:

- A. Apply knowledge of how to design and implement physical education activities that promote self-expression, enjoyment, and challenge, as well as the emergence and development of coordination, balance, strength, control, and overall physical literacy.
- B. Demonstrate knowledge of how to promote students' understanding of characteristics and elements of movement patterns and movement skills, as well as students' ability to perform developmentally appropriate locomotor, non-locomotor, body control, and manipulative skills.
- C. Demonstrate knowledge of how to promote students' understanding of characteristics and elements of spatial and body awareness through activities that explore elements such as pathways, shapes, levels, speed, direction, and force.
- D. Demonstrate knowledge of how to promote students' understanding of characteristics and elements of rhythm, as well as students' ability to apply that understanding in performing combinations and routines that utilize various locomotor and coordination skills individually, with a partner, and in groups.
- E. Apply knowledge of how to promote students' understanding of techniques, skills, etiquette, and rules for a variety of activities and games, as well as students' ability to apply that understanding in utilizing performance strategies in invasion, target, net, wall, fielding, striking, and cooperative games.
- F. Apply knowledge of how to promote students' understanding of outdoor and recreational pursuits (e.g., hiking, paddle sports, rock climbing, cycling, archery, challenge courses, camping, horseshoes, fishing, cornhole), as well as students' ability to apply that understanding through participation in organized outdoor recreational skills, activities, and games.
- G. Demonstrate knowledge of how to promote students' understanding of principles, procedures, and activities for developing and maintaining health-related fitness, as well as students' ability to apply that understanding in developing personal fitness goals and analyzing data used during fitness activities.
- H. Demonstrate knowledge of how to promote students' understanding of the correlation between nutrition, hydration, and physical activity, as well as students' ability to apply that understanding in identifying healthy foods that support physical activity and in properly hydrating before, during, and after physical activity.
- I. Apply knowledge of how to promote students' understanding of environmental awareness and safety practices in physical education contexts, as well as students' ability to apply that understanding while participating in a variety of dynamic activities, games, and sports.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

**484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH  
EXAMINATION FRAMEWORK**

- J. Apply knowledge of how to identify and select proper attire and safety equipment that promote safe participation and injury prevention while participating in a variety of dynamic activities, games, and sports.
- K. Apply knowledge of strategies for promoting students' health, as well as students' ability to apply self-management skills, such as executive functioning and social skills.
- L. Apply knowledge of physical education content and curricula and of students' development to plan and implement effective and age-appropriate physical education that promotes an understanding of physical education concepts for all learners.
- M. Demonstrate knowledge of how to use assessments to monitor student growth and inform future instruction in physical education.
- N. Demonstrate knowledge of physical education–related careers and professional responsibilities and development in physical education.

**Competency 005 (Health):** *Understand the concepts and purposes of health education and apply that knowledge to plan and implement effective and engaging health instruction as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Health (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of personal health and hygiene, as well as students' ability to apply that understanding in developing personal safety, health, hygiene, nutrition, and exercise habits that contribute to optimal health throughout the lifespan.
- B. Demonstrate knowledge of how to promote students' understanding of the structure, function, and relationships of major body systems (e.g., skeletal, muscular, circulatory, respiratory), as well as students' ability to apply that understanding in identifying, describing, and maintaining the health of major body systems.
- C. Demonstrate knowledge of how to promote students' understanding of principles of healthy eating and physical activity, as well as students' ability to apply that understanding in developing strategies for enhancing and maintaining optimal personal fitness throughout the lifespan.
- D. Demonstrate knowledge of how to promote students' understanding of elements of mental health and wellness, as well as students' ability to apply that understanding in identifying and managing mental health and wellness concerns, developing self-regulation skills, and building healthy relationships and self-concepts.
- E. Demonstrate knowledge of how to promote students' understanding of reproductive and sexual health (e.g., anatomy, puberty, reproduction, pregnancy), as well as students' understanding of healthy romantic relationships and risks associated with sexual activity.
- F. Demonstrate knowledge of how to promote students' understanding of the use, misuse, and physiological effects of alcohol, tobacco, vaping, and other drugs, as well as students' understanding of risk and protective factors, preventative factors, and treatments related to substance misuse.
- G. Demonstrate knowledge of how to promote students' understanding of interpersonal relationships and of healthy boundaries and safe relationships within families, communities, and digital spaces, as well as students' ability to apply that understanding in developing effective communication, refusal, and conflict-resolution skills.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.

**484: CORE SUBJECTS EC–6 FINE ARTS, PHYSICAL EDUCATION, AND HEALTH  
EXAMINATION FRAMEWORK**

- H. Demonstrate knowledge of how to promote students' understanding of injury and violence prevention, as well as students' ability to apply that understanding in reducing hazards, avoiding accidents, creating emergency response plans, and treating injuries with first aid skills.
- I. Apply knowledge of how to promote students' understanding of health literacy, as well as students' ability to apply that understanding in utilizing preventative health behaviors, accessing and evaluating health-care information, and making informed health-related decisions (e.g., decisions about food, health, products, and services).
- J. Apply knowledge of health education content and curricula and of students' development to plan and implement effective and age-appropriate health education that promotes an understanding of health concepts for all learners.
- K. Demonstrate knowledge of how to use assessments to monitor student growth and inform future instruction in health education.
- L. Demonstrate knowledge of health-related careers and professional responsibilities and development in health education.

Copyright © 2024 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, 300 Venture Way, Hadley, MA 01035

This draft includes some materials that are test secure and/or confidential.  
It should not be circulated to unauthorized persons.