

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Fine Arts, Middle School Dance

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-

§117.xx	Dance, Grades 6-8	
	Dance 6-8 TEKS	Committee Comments
(a)	<u>Introduction.</u>	

(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. 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:</u>	
(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: The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</u>	
(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 ResponseThe student makes informed judgments about dance forms, meaning, and role in society. The student is expected to:</u>	
(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>	