

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 21st 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 observationsetc...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,

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 21st Century. These strands include: foundations: Inquiry and Understanding, Creative Expression: Performance/Production, Historical and Cultural Relevance,

MUSIC Grades K-12

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 etcntnj E2 0 Tc 0 Tn 18.73c2gAnr-.73r-.73r-.73r-.73r-.73r-

1(C-0.004t Discus discipli2.51Tts of Art etc

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 instructors 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...

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

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.....

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

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" afterto 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

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 discuss

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-

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.**