

State of Texas State Board of Education
Revision of the Fine Arts TEKS
Report on the First Draft

Submitted by Janice LaPointe-Crump, Ph.D.
Professor Emerita
School of the Arts – Texas Woman’s University
Denton, TX 76204
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While science states meaning, the arts express meaning.

John Dewey

Introduction

st century skills are incorporated throughout the Fine Arts TEKS. The arts are about innovation, creativity, critical thinking, collaboration and communication through the diverse expressions of skills, knowledges and expression of self within a community. Students are guided to make informed decisions, appreciating self and others, by examining and appreciating diverse viewpoints. Concern for the whole child is found in accessible opportunities to explore imagination and express emotions, observations and ideas creatively. For example 21st century skills are collaboration, group inquiry and accountability here demonstrated in Art Level III. *Creative Expression* (2)(D) states “create original artwork to communicate thoughts, feelings, ideas, or impressions” and (2)(E) stipulates “collaborate to create original works of art.” Music Grade 6 *Critical Evaluation and Response* added an expectation that ~~exposure to sensitivity music and music performances~~ and access inner focus (5)(B) “demonstrate appropriate kinesthetic The arts demonstrate practical learning fulfilled in expression, performance and production. Students present the results of their work by sharing their work in exhibitions, productions and performances. Art making, production

2. Have the correct vocabulary and terminology been used?

I am inspired by the way the committees better represent common artistic principles yet document more completely

- Take advantage of the Musical Theatre specialization in Theatre. Include musical theatre dance to the list of course options at Dance I - IV. Include content statements that refer to storytelling in dance, character development, mime, physical acting and composition.
- Include dance production content beginning in elementary and middle school. Add to *Creative Expression*:

Dance, Level I

is no longer primarily an introductory course for absolute beginners, but should build upon K – 8 yet reiterate basic principles and knowledge so that new students can grasp concepts.

- *Foundation: Perception* (1)(A) states “understand kinesthetic and spatial awareness individually and in groups.” Kinesthetics and spatial awareness are valid concepts but do not completely define the movement experience. Typically dance elements include time, space and energy. Refine the description of dance elements throughout K – 8 and Dance I - IV.
- Move (3)(D) to (1) *Foundations: Perception* (“understand the principles of an effective warm-up and cool-down implementing elements of proper conditioning to enhance performing skills”). Warm-up and cool-down are important pre-performance and post-performance activities. Is this appropriate for the Performance strand?
- *Creative expression: Artistic Process* (2)(A) “demonstrate basic principles of proper skeletal alignment.” Skeletal alignment is one facet for safely preparing and using the body. Alignment is dynamic incorporating body placement and centering contextualized by the dancer’s physique and how the body instrument operates within a particular genre and cultural context.
- *Critical Evaluation and Response* Reorder (5)(A) “identify qualities and discuss meaning in dance performances using appropriate movement vocabulary accurately”
- Avoid over simplifying the expectations. Increase rigor in (5)(D) “identify knowledge and skills of technology in dance”. Take into account the experiences students will have had before Dance I and their eagerness to apply not merely identify.

Dance, Level II

integrates and develops foundations from K – 8 and Dance I.

- *Creative Expression: Performance* Rephrase (3)(C) “apply enhanced artistic elements of dance accurately in the choreographic process” What does enhanced artistic elements mean?
- Move (3)(D) to *Foundations: Perception*
- Add (3)(D) “perform a role (dancer, choreographer, designer, technician) in collaborating to create and produce a short dance”
- *Historical and Cultural Relevance* Delete (4)(C) because it isn’t relevant to this section. Replace with “analyze the influence of American society on dance created and performed on film and selected media”
- *Critical Evaluation and Response* Move (5)(A) “ identify characteristics of a variety of dances” to Level I and grades 6 – 8. Replace with “analyze creativity as it relates to oneself and others”
- Add (5)(E) “offer and receive supportive and respectful constructive criticism verbally and in written forms”
- Add (5)(F) “evaluate vocational and avocational opportunities in dance (such as dance therapy, dance education, physical medicine, professional performance, choreography, management, recreation)”

Dance, Level III

demonstrates a more intense focus on artistic practice, principles of design and composition, experimentation, creation, performance, production skills, applied technology

