

## **Expert Reviewer Recommendations for Fine Arts TEKS**

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### **PREFACE:**

Students on a secondary 4-year plan towards graduation technically are required to only complete ONE FINE ARTS credit towards graduation completion. But because we do have students set on career paths in Fine Arts, many students will take every course level of their particular field of study in Fine Arts while they are completing their high school degree.

Students not necessarily pursuing one of the Fine Arts fields as a career, but still on a path of college-readiness will be required at the collegiate level to take at least 3-6 hours of Fine Arts in their basic core of college requirements for most liberal arts degrees.

The Texas Higher Education Coordinating Board and the Commissioner of Education have adopted the Texas College and Career Readiness Standards with the expectation that the SBOE will ensure the implementation of these guidelines with the curriculum expectations of the Texas Essential Knowledge and Skills mandates. Although the Fine Arts were not included as part of the core in these guidelines, the Texas SBOE can be on the cutting edge of essential knowledge and skills by viewing the Fine Arts as part of the assurance that Texas students will be educated with a well-balanced curriculum that will prepare them for all fields of study as they step into the higher education world and options for career paths in all fields of study.

Based on this knowledge and understanding of the course that Texas has branched out

**THE BIG PICTURE PERSPECTIVE:**

At present, there are four strands for all the art and all grade levels:

- Perception
- Creative expression/performance
- Historical/cultural heritage
- Critical Evaluation (Response/evaluation)

It is my understanding the developers of the original TEKS were mandated to adhere to the same strands and guidelines for all divisions within the Fine Arts. The previous committee did a respectable job adhering to these guidelines that required the basic knowledge and learning skills of each section



## **RECOMMENDATION FOR ORGANIZATION OF THE INTRODUCTION USED IN ALL OF THE FIELDS AND GRADE LEVELS**

For simplicity of reading and understanding, I strongly recommend reorganizing the structure of the introduction outline.

Presently, it is listed in the following manner:

(b) Introduction

(1)

(2)

This seems simple enough but the outline is very confusing although the content of the statements are excellent and applicable.

Under (1) the four basic strands are listed followed by a statement explaining the first two strands in an essay formatting.

Under (2) the essay form continues explaining the content of the second two strands.

Something similar to the following is recommended after the consideration of additional strands for clarification.

(b) Introduction

(1) One sentence stating the



The GENERAL REQUIREMENTS for Art is very thorough. Theater and Music follow with reasonable general requirement course descriptors.

It is recommended that the DANCE COMMITTEE take a look at better clarification of possible courses rather than just a generic descriptor of Dance 1, Dance 2, and Dance 3 etc. Schools with Dance programs tend to specialize in classes of ballet, jazz, tap, modern dance etc. This clarification again could help with correct distribution of students into classes by more definitive course numbers.

**4. Are the fine arts concept/content statements grade-level appropriate? Are important concepts missing at any grade level?**

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