

## **Expert Feedback on the Texas Fine Arts TEKS 2011-2012**

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### ***GENERAL REVIEW OF K-12:***

In reviewing the standards for K-12, I found them to be too vague and lacking in high student expectations. Some standards are not grade specific but instead use repetitive, generic phrases that are incomprehensible to the reader as to what is expected of the student.

Strand #1 seems to be inappropriately named and identified. It is labeled "Perception," which is not measurable. Some of the standards for this strand are measurable, but others are not.

The strands should be revised as follows: (1) Aesthetic and Critical Analysis, (2) Creative

More emphasis should be placed on the study of the rich heritage of our American fine arts. It is important that our students understand and develop pride in the many artistic accomplishments of Americans.

### ***MUSIC***

I have attached my recommended model for grade level 5.

### ***THEATRE***

Strand #1 "Perception" should be revised to reflect academic expectations rather than social expectations.

Strand #1 Standard A – Grades K, 1, 2 should be deleted entirely. Academic content should trump social and psychological expectations. Also, the standard as worded is not measurable.

### ***DANCE***

It is recommended that Strand #1 "Perception-Standard B" be deleted entirely for Levels I, II, III, and IV.

This standard is inappropriate and does not fit what is expected of superior Fine Arts curriculum standards. It is one with a social behavior expectation rather than academic. It is understood in our society that we work respectfully with others; and thus, this should not be part of academic curriculum standards.

### **SUMMARY**

The current Fine Arts curriculum standards (TEKS) must be revised throughout all grade levels and subject areas so that they are rigorous, knowledge based, content rich, academic, measurable, explicit, grade level specific, and able to be tested objectively whenever possible.

## **117.18. Music, Grade 5—Sample Model of Curriculum Standards**

**by Carole Hornsby Haynes**

### **(a) Introduction**

**(1) The five basic strands—(1) Aesthetic and Critical Analysis, (2) Creative Expression, (3) Historical and Cultural Relationships, (4) Interdisciplinary Relationships, (5) Aesthetic Response and Evaluation – for the fine arts essential knowledge and skills provide a structure for a strong academic curriculum. Students are guided in the development of analytical and critical thinking skills that are transferable. Students learn discipline and are encouraged to express their creative ideas. These standards integrate knowledge and skills within the arts and across the various disciplines. With integration a greater depth of understanding of complex content material can be attained.**

### **(b) Knowledge and skills.**

**(5.1) Aesthetic and Critical Analysis. The student describes and analyzes music. The student is expected to:**

- (A) identify and describe characteristics of music forms such as AB, ABA, rondo, and theme/variations;**
- (B) analyze, orally and written, the characteristics of vocal and instrumental music selections employing music terminology;**
- (C) distinguish among a variety of musical timbres, such as saxophone, trumpet, clarinet, oboe;**
- (D) identify and classify, aurally and visually, orchestral instruments, both individual and family; and**
- (E) compare and contrast various styles and genres of music, vocal and instrumental, including American.**

**(5.2.1) Creative Expression. The student sings individually, and with a group, a varied repertoire of music.**

(C) sing selections from a variety of genres.

**(5.2.2) Creative Expression. The student plays an instrument, individually and with a group, performing a varied repertoire of music.** The student is expected to:

(A) perform in various genres demonstrating fundamental skills, including use of dynamics, phrasing, and expressions;

(B) perform an accompaniment for a variety of rhythmic and /melodic selections; and

(C) perform simple and complex patterns including syncopation, in a variety of meters, demonstrating fundamental skills.

**(5.2.3) Creative Expression. The student reads and writes music notation.** The student is expected to:

(A) read and write major and minor scales;

(B) read standard notation;

(C) use standard music symbols to notate meter, rhythm, and pitch using simple music patterns (manuscript);

(D) read and write music in rhythmic patterns in a variety of meters; and

(E) identify music symbols and terms with reference to dynamics, tempo, and articulation.

**(5.2.4) Creative Expression. The student arranges, improvises, and composes music using specified guidelines.** The student is expected to:

(A) compose/improvise music with basic rhythmic, chordal, and melodic patterns;

(B) compose/arrange simple accompaniment; and

(C) arrange familiar tune for voice or instrument.

**(5.3) Historical and Cultural Relationships. The student understands music as it relates to history and culture.** The student is expected to:

(A) sing/play important examples of music from various periods in American history such as “Yankee Doodle” and “Star Spangled Banner”;

(B) explain how these examples of music reflect the times during which they were created;

(C)

- (3) describe the impact of technology upon music (computerized music notation rather than manual notation and electronic keyboards with broad range of instrumental sounds);
- (4) describe the literary characteristics of selected song lyrics; and

**(5.5) Aesthetic Response and Evaluation. The student will evaluate music and music performances.** The student is expected to:

- (A) identify criteria for evaluating musical perform[mf.nsi 14(p)TmiidentmDat c(1 )TJ tnatl ins