

DOCUMENT RESUME

ED 432 496

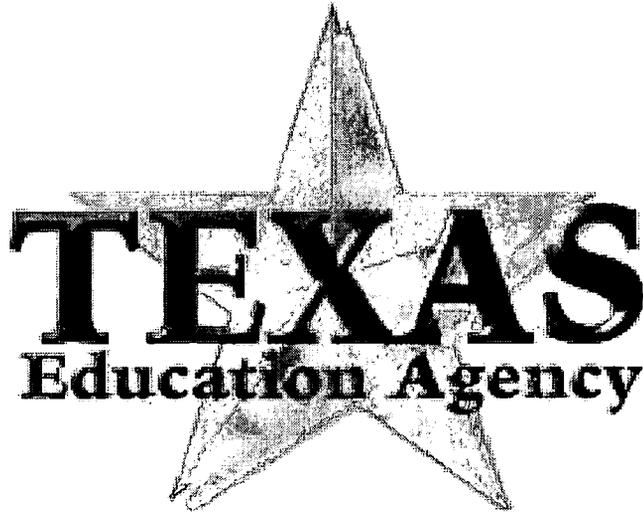
SO 030 678

TITLE Texas Essential Knowledge and Skills for Fine Arts: Chapter 117.
INSTITUTION Texas Education Agency, Austin.
PUB DATE 1998-09-01
NOTE 74p.
AVAILABLE FROM Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494; Tel: 512-463-8985.
PUB TYPE Guides - Non-Classroom (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Standards; Advanced Placement; Art; Dance; Elementary Secondary Education; *Fine Arts; Music; State Boards of Education; *State Curriculum Guides; State History; *State Standards; Theater ARTs
IDENTIFIERS International Baccalaureate; *Texas Essential Knowledge and Skills

ABSTRACT

This document contains Chapter 117 of the Texas Education Code, 28.002, and is related to the Texas Essential Knowledge and Skills for Fine Arts, originally adopted in September of 1997. The provisions and expectations for each area of the fine arts (art, music, dance, theater) and each grade level are provided. The document is divided into subchapters: (1) Elementary; (2) Middle School; (3) High School; and (4) Other Fine Arts Courses, including advanced placement courses and International Baccalaureate requirements. (MM)

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Chapter 117.
Texas Essential Knowledge and Skills
for
Fine Arts

Adopted September 1, 1998

Texas Education Agency
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(512)463-9734

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Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.

The provisions of this subchapter shall supersede §75.31(a)-(f) of this title (relating to Fine Arts) beginning September 1, 1998.

Source: The provisions of this §117.1 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.2. Art, Kindergarten.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(K.1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) glean information from the environment, using the five senses; and

(B) identify colors, textures, forms, and subjects in the environment.

(K.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks, using a variety of colors, forms, and lines;

(B) arrange forms intuitively to create artworks; and

(C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

(K.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify simple subjects expressed in artworks;
- (B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and
- (C) relate art to everyday life.

(K.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) express ideas about personal artworks; and
- (B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.

Source: The provisions of this §117.2 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.3. Music, Kindergarten.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(K.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify the difference between the singing and speaking voice; and
- (B) identify the timbre of adult voices and instruments.

(K.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play classroom instruments independently or in a group; and
- (B) sing songs from diverse cultures and styles or play such songs on musical instruments.

(K.3) Historical/cultural heritage. The student relates music to

history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from different cultures; and

(B) identify simple relationships between music and other subjects.

(K.4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify steady beat in musical performances; and

(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

Source: The provisions of this §117.3 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.4. Theatre, Kindergarten.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(K.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop self-awareness through dramatic play;

(B) explore space, using expressive movement;

(C) imitate sounds; and

(D) imitate and recreate objects in dramatic play.

(K.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation and recreation;

(C) identify the characteristics of dramatic play; and

(D) participate in dramatic play.

(K.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) create playing space, using simple materials;

(B) create costumes, using simple materials;

(C) plan dramatic play; and

(D) cooperate with others in dramatic play.

(K.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) play and replay real and imaginative situations of various cultures; and

(B) play and replay stories from American history.

(K.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) begin to identify appropriate audience behavior;

(B) respond to dramatic activities;

(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.4 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.5. Art, Grade 1.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse

cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) identify similarities, differences, and variations among subjects, using the senses; and

(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(1.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) invent images that combine a variety of colors, forms, and lines;

(B) place forms in orderly arrangement to create designs; and

(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

(1.3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple ideas expressed in artworks through different media;

(B) select artworks that show families and groups; and

(C) identify the use of art in everyday life.

(1.4) **Response/evaluation.** The student makes informed judgments about personal artworks and the works of others. The student is expected to:

(A) express ideas about personal artworks; and

(B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

Source: The provisions of this §117.5 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.6. Music, Grade 1.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of

musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1.1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify voices and selected instruments from various musical families;

(B) use basic music terminology in describing musical sounds; and

(C) identify repetition and contrast in music examples.

(1.2) **Creative expression/performance.** The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(1.3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) read simple examples of music notation; and

(B) write simple examples of music notation.

(1.4) **Creative expression/performance.** The student creates and arranges music within specified guidelines. The student is expected to:

(A) create short rhythmic patterns; and

(B) create short melodic patterns.

(1.5) **Historical/cultural heritage.** The student relates music to history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from diverse cultures; and

(B) identify simple relationships between music and other subjects.

(1.6) **Response/evaluation.** The student responds to and evaluates music and musical performance. The student is expected to:

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

(B) begin to practice appropriate audience behavior during live performances.

Source: The provisions of this §117.6 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.7. Theatre, Grade 1.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1.1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop confidence and self-awareness through dramatic play;

(B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;

(C) imitate actions and sounds; and

(D) imitate and create animate and inanimate objects in dramatic play.

(1.2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation;

(C) dramatize limited-action stories; and

(D) dramatize poems and songs.

(1.3) **Creative expression/performance.** The student applies design, directing, and theatre production concepts and skills. The

student is expected to:

- (A) select aspects of the environment for use in dramatic play;
- (B) adapt the environment for dramatic play, using simple materials;
- (C) plan dramatic play; and
- (D) cooperate with others in dramatic play.

(1.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

- (A) imitate life experiences from various historical periods in dramatic play; and
- (B) identify diverse cultural dimensions in dramatic play.

(1.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) identify appropriate audience behavior;
- (B) respond to and begin to evaluate dramatic activities;
- (C) identify the use of music, creative movement, and visual components in dramatic play; and
- (D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.7 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.8. Art, Grade 2.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(2.1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify variations in objects and subjects from the environment, using the senses; and

(B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

(2.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express ideas and feelings in artworks, using a variety of colors, forms, and lines;

(B) create effective compositions, using design elements and principles; and

(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.

(2.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify stories and constructions in a variety of artworks;

(B) compare ways individuals and families are depicted in different artworks; and

(C) identify different kinds of jobs in art.

(2.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) define reasons for preferences in personal artworks; and

(B) identify ideas in original artworks, portfolios, and exhibitions by peers and artists.

Source: The provisions of this §117.8 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.9. Music, Grade 2.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other

arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(2.1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify instruments visually and aurally;

(B) use music terminology to explain sounds and performances; and

(C) identify music forms such as AB and ABA.

(2.2) **Creative expression/performance.** The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(2.3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) read and write simple music notation, using a system (letters, numbers, syllables); and

(B) read and write music that incorporates basic rhythmic patterns in simple meters.

(2.4) **Creative expression/performance.** The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic phrases; and

(B) create melodic phrases.

(2.5) **Historical/cultural heritage.** The student relates music to history, to society, and to culture. The student is expected to:

(A) identify music from various periods of history and culture;

(B) sing songs and play musical games from diverse cultures; and

(C) identify relationships between music and other subjects.

(2.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
- (B) show appropriate audience behavior during live performances.

Source: The provisions of this §117.9 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.10. Theatre, Grade 2.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(2.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) react to sensory experiences;
- (B) expand spatial awareness in dramatic play, using expressive and rhythmic movement;
- (C) participate in dramatic play, using actions, sounds, and dialogue; and
- (D) role-play, imitate, and recreate dialogue.

(2.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
- (C) create dramatizations of limited-action stories, using simple

pantomime and puppetry; and

(D) dramatize poems and songs, using simple pantomime and puppetry.

(2.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) select aspects of the environment for use in dramatic play;

(B) adapt the environment for dramatic play, using simple materials;

(C) plan dramatic play; and

(D) cooperate and interact with others in dramatic play.

(2.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) imitate life experiences from various historical periods in dramatic play; and

(B) identify diverse cultural dimensions in dramatic play.

(2.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and apply appropriate audience behavior;

(B) react to and begin to evaluate dramatic activities;

(C) employ music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.10 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.11. Art, Grade 3.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(3.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and

(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

(3.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on personal observations and experiences;

(B) develop a variety of effective compositions, using design skills; and

(C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

(3.3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;

(B) compare selected artworks from different cultures; and

(C) relate art to different kinds of jobs in everyday life.

(3.4) **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) identify general intent and expressive qualities in personal artworks; and

(B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Source: The provisions of this §117.11 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.12. Music, Grade 3.**(a) Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(3.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;

(B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and

(C) identify music forms presented aurally such as AB, ABA, and rondo.

(3.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read music notation, using a system (letters, numbers, syllables);

(B) write music notation, using a system (letters, numbers, syllables);

(C) read and write music that incorporates basic rhythmic patterns in simple meters; and

(D) identify music symbols and terms referring to dynamics and tempo.

(3.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic phrases; and

(B) create melodic phrases.

(3.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

(B) perform songs and musical games from diverse cultures; and

(C) describe relationships between music and other subjects.

(3.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) define basic criteria for evaluating musical performances; and

(B) exhibit audience etiquette during live performances.

Source: The provisions of this §117.12 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.13. Theatre, Grade 3.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(3.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) react to sensory and emotional experiences;

(B) create playing space, using expressive and rhythmic movement;

(C) respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and

(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(3.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;

(C) dramatize literary selections, using shadow play and puppetry; and

(D) dramatize literary selections, using pantomime and imitative dialogue.

(3.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) identify technical theatre elements;

(B) begin to use simple technical theatre elements;

(C) plan dramatic play; and

(D) cooperate and interact with others in dramatic play.

(3.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) illustrate similarities and differences in life and theatre through dramatic play; and

(B) reflect historical and diverse cultural influences in dramatic activities.

(3.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) evaluate and apply appropriate audience behavior consistently;

(B) evaluate simple dramatic activities and performances;

(C) incorporate music, movement, and visual components in dramatic play; and

(D) observe the performance of amateur and professional artists and begin to compare vocations in theatre.

Source: The provisions of this §117.13 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.14. Art, Grade 4.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(4.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences; and

(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

(4.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) integrate a variety of ideas about self, life events, family, and community in original artworks;

(B) design original artworks; and

(C) invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.

(4.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify simple main ideas expressed in art;
- (B) compare and contrast selected artworks from a variety of cultural settings; and
- (C) identify the roles of art in American society.

(4.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) describe intent and form conclusions about personal artworks; and
- (B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

Source: The provisions of this §117.14 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.15. Music, Grade 4.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(4.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures;
- (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and
- (C) identify music forms presented

aurally such as AB, ABA, and rondo.

(4.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(4.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read and write music notation, using a system (letters, numbers, syllables);

(B) incorporate basic rhythmic patterns in simple meters in musical compositions; and

(C) identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.

(4.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and

(B) create simple accompaniments.

(4.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

(B) perform music and movement from diverse cultures;

(C) perform music representative of American and Texas heritage; and

(D) identify connections between music and the other fine arts.

(4.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) apply basic criteria in evaluating musical performances and compositions;

(B) justify, using music terminology, personal preferences for specific music works and styles; and

(C) practice concert etiquette as an actively involved listener during live performances.

Source: The provisions of this §117.15 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.16. Theatre, Grade 4.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students that are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) relate sensory and emotional responses to theatre;
- (B) develop body awareness and spatial perceptions, using rhythmic and expressive movement;
- (C) respond to sounds, music, images, and the written word, using movement;
- (D) express emotions and ideas, using interpretive movements, sounds, and dialogue;
- (E) imitate and synthesize life experiences in dramatic play; and
- (F) represent environment, characterization, and actions.

(4.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of the voice and body;
- (B) describe clearly characters, their relationships, and their surroundings;
- (C) develop characters and assume roles in short improvised scenes, using imagination, personal

experiences, heritage, literature, and history; and

(D) dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(4.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme;

(B) alter space to create suitable environments for play-making;

(C) plan brief dramatizations collaboratively; and

(D) interact cooperatively with others in brief dramatizations.

(4.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) explain theatre as a reflection of life in particular times, places, and cultures; and

(B) identify the role of live theatre, film, television, and electronic media in American society.

(4.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and apply appropriate audience behavior at performances;

(B) define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music;

(C) compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations; and

(D) compare theatre artists and their contributions.

Source: The provisions of this §117.16 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.17. Art, Grade 5.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(5.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences; and

(B) identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers.

(5.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) combine information from direct observation, experience, and imagination to express ideas about self, family, and community;

(B) compare relationships between design and everyday life; and

(C) create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

(5.3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare artworks from several national periods, identifying similarities and differences;

(B) compare cultural themes honoring history and traditions in American and other artworks; and

(C) identify the use of art skills in a variety of jobs.

(5.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze personal artworks to interpret meaning; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

Source: The provisions of this §117.17 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.18. Music, Grade 5.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) distinguish among a variety of musical timbres;

(B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and

(C) identify a variety of music forms such as AB, ABA, rondo, and theme and variations.

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, from memory and notation, a varied repertoire of music representing

styles from diverse cultures; and

(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(5.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read standard notation;

(B) use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated);

(C) read and write music that incorporates rhythmic patterns in various meters; and

(D) identify music symbols and terms referring to dynamics, tempo, and articulation.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and

(B) create/arrange simple accompaniments.

(5.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

(B) describe various music vocations and avocations;

(C) perform music and movement from diverse cultures;

(D) perform music representative of American and Texas heritage; and

(E) identify concepts taught in the other fine arts and their relationships to music concepts.

(5.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) apply criteria in evaluating musical performances and compositions;

(B) evaluate, using music terminology, personal preferences for specific music works and styles; and

(C) exhibit concert etiquette as an actively involved listener during varied live performances.

Source: The provisions of this §117.18 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.19. Theatre, Grade 5.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(5.1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop characterization, using sensory and emotional recall;

(B) develop body awareness and spatial perceptions, using pantomime;

(C) respond to sounds, music, images, and the written word, using movement;

(D) express emotions and relate ideas, using interpretive movement and dialogue;

(E) integrate life experiences in dramatic play; and

(F) portray environment, characterization, and actions.

(5.2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) describe characters, their relationships, and their surroundings in detail;

(C) select movements and portray a character, using dialogue appropriately; and

(D) dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(5.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) define character, environment, action, and theme, using props, costumes, and visual elements;

(B) alter space appropriately to create a suitable environment for play-making;

(C) plan brief dramatizations collaboratively; and

(D) interact cooperatively with others in brief dramatizations.

(5.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) relate theatre to life in particular times, places, and cultures; and

(B) analyze the role of live theatre, film, television, and electronic media in American society.

(5.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) analyze and apply appropriate audience behavior at a variety of performances;

(B) define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;

(C) compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations; and

(D) analyze and compare theatre artists and their contributions.

Source: The provisions of this §117.19 adopted to be effective September 1, 1998, 22 TexReg 4943.

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§117.31. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Middle School.

The provisions of this subchapter shall supersede §75.31(g) and §75.47 of this title (relating to Fine Arts) beginning September 1, 1998.

Source: The provisions of this §117.31 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.32. Art, Grade 6.

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following art course: Art 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(6.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

(6.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

(6.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;

(B) compare specific artworks from a variety of cultures; and

(C) compare career and avocational opportunities in art.

(6.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) conduct in-progress analyses and critiques of personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

Source: The provisions of this §117.32 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.33. Music, Grade 6.

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select a music course from the following: General Music 6, Band 6, Choir 6, Orchestra 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(6.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) individually demonstrate characteristic vocal or instrumental timbre;

(B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and

(C) identify music forms presented aurally and through music notation.

(6.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(6.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) sight-read simple music in treble and/or other clefs in various keys and meters;

(B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and

(C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

(6.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and

(B) arrange rhythmic and melodic phrases.

(6.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) describe aurally-presented music representing diverse styles, periods, and cultures;

(B) describe music-related vocations and avocations;

(C) perform music representative of diverse cultures, including American and Texas heritage; and

(D) relate the other fine arts to music concepts.

(6.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify criteria for evaluating performances;

(B) evaluate the quality and effectiveness of music and musical performances; and

(C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

Source: The provisions of this §117.33 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.34. Theatre, Grade 6.

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following theatre course: Theatre 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop characterization based on sensory and emotional recall;

(B) expand body awareness and spatial perceptions, using pantomime;

(C) respond to sounds, music, images, and the written word, incorporating movement;

(D) express emotions and ideas, using interpretive movements and dialogue;

(E) imitate and synthesize life experiences in dramatic play; and

(F) create environments, characters, and actions.

(6.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) imagine and clearly describe characters, their relationships, and their surroundings;

(C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, heritage, literature, and history; and

(D) dramatize literary selections in unison, pairs, and groups and incorporate dramatic elements in improvisation.

(6.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) define character, environment, action, and theme, using props, costumes, and visual elements collaboratively and safely;

(B) alter space appropriately to create a suitable environment for play-making;

(C) plan brief dramatizations collaboratively; and

(D) interact cooperatively with others in brief dramatizations.

(6.4) Historical/cultural heritage. The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:

(A) demonstrate in dramatic activities that theatre is a reflection of life; and

(B) explain the role of theatre, film, television, and electronic media in American society.

(6.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) analyze and apply audience behavior at all performances;

(B) develop simple oral and written observations about visual, aural, oral, and kinetic aspects of

informal play-making and formal theatre and describe these components in art, dance, and music;

(C) compare and contrast ideas and emotions depicted in art, dance, music, and theatre and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization; and

(D) compare selected occupations in theatre.

Source: The provisions of this §117.34 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.35. Art, Grade 7.

(a) General requirements. Students may select the following art course: Art 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(7.1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

(7.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;

(B) incorporate design into artworks for use in everyday life; and

(C) produce drawings, paintings, prints, sculptures, ceramics,

fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

(7.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways that international, historical, and political issues influence artworks;
- (B) analyze selected artworks to determine cultural contexts; and
- (C) identify career and avocational choices in art.

(7.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.

Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.36. Music, Grade 7.

(a) General requirements. Students may select a music course from the following: General Music 7, Band 7, Choir 7, Orchestra 7, Jazz Band 7, Instrumental Ensemble 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(7.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) demonstrate characteristic vocal or instrumental timbre

individually and in groups;

(B) describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology; and

(C) identify music forms presented aurally and through music notation.

(7.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(7.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) sight-read music in treble and/or other clefs in various keys and meters;

(B) notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated); and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(7.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create increasingly complex rhythmic and melodic phrases; and

(B) arrange increasingly complex rhythmic and melodic phrases.

(7.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;

(B) describe music-related vocations and avocations;

(C) perform music representative of diverse cultures, including American and Texas heritage; and

(D) identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(7.6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

(A) design and apply criteria for evaluating the quality and effectiveness of music and musical performances;

(B) evaluate the quality and effectiveness of personal performances; and

(C) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.36 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.37. Theatre, Grade 7.

(a) General requirements. Students may select the following theatre course: Theatre 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(7.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop characterization, using sensory and emotional recall;

(B) develop and apply theatre preparation and warm-up techniques;

(C) create expressive and rhythmic movements;

(D) express thoughts and feelings, using effective voice and diction;

(E) compare and contrast dramatic

performances to life; and

(F) include setting, character, and plot in improvised scenes.

(7.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) define characters by what they do, what they say, and what others say about them;

(C) select movements and dialogue to portray a character appropriately; and

(D) create and improvise collaboratively and individually stories that have a beginning (exposition), middle (climax), and ending (denouement, resolution).

(7.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) determine specific technical elements to safely provide setting and to support character and action in improvised and scripted scenes;

(B) create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;

(C) define the role of the director; and

(D) direct brief dramatizations.

(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) demonstrate in performances that theatre is a reflection of life in particular times, places, and cultures; and

(B) identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in daily American life.

(7.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior at various types of performances;

(B) evaluate the effectiveness of selected film and television performances;

(C) identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions; and

(D) compare career and avocational opportunities in theatre.

Source: The provisions of this §117.37 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.38. Art, Grade 8.

(a) General requirements. Students may select the following art course: Art 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(8.1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

(8.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to

communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

(8.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes; and

(C) survey career and avocational opportunities in art.

(8.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

Source: The provisions of this §117.38 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.39. Music, Grade 8.

(a) General requirements. Students may select a music course from the following: General Music 8, Band 8, Choir 8, Orchestra 8, Jazz Band 8, Instrumental Ensemble 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate

music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(8.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

(B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; and

(C) identify music forms presented aurally and through music notation.

(8.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, incorporating appropriate stylistic qualities;

(C) perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(D) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(8.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) sight-read music in treble and/or other clefs in various keys and meters;

(B) notate meter, rhythm, pitch, and dynamics, using standard symbols (manuscript or computer-generated); and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(8.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create complex rhythmic and melodic phrases; and

(B) arrange complex rhythmic and

melodic phrases.

(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify aurally-presented music representing diverse styles, periods, and cultures;
- (B) describe music-related vocations and avocations;
- (C) perform music representative of diverse cultures, including American and Texas heritage; and
- (D) relate the content, the concepts, and the processes of subjects other than the arts to those of music.

(8.6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

- (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;
- (B) evaluate the quality and effectiveness of personal musical performances;
- (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and
- (D) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.39 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.40. Theatre, Grade 8.

(a) General requirements. Students may select the following theatre course: Theatre 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(8.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) improvise, using emotional and sensory recall;

(B) apply preparation and warm-up techniques;

(C) create expressive movement and pantomime to define space and characters;

(D) express thoughts and feelings, using effective voice and diction;

(E) compare dramatic performances to life; and

(F) create setting, character, and plot in improvised and scripted scenes.

(8.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) analyze life interactions, choices, and responses to describe character motivation;

(C) portray characters through familiar movements and dialogue; and

(D) create, improvise, and record individually and collaboratively characters, setting, dialogue, and actions that have tension and suspense and that reflect a beginning (exposition), middle (climax), and ending (denouement, resolution).

(8.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions;

(B) create elements of scenery, properties, lighting, sound, costume, makeup, and publicity, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression);

(C) identify the director's role as a unifying force, problem-solver, interpreter of script, and collaborator; and

(D) direct brief dramatizations.

(8.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures; and

(B) define theatre heritage as it is preserved in dramatic text, traditions, and conventions and describe the roles of theatre, film, television, and electronic media in American society.

(8.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) analyze and practice appropriate audience behavior at various types of live performances;

(B) define the terminology and process of evaluation (intent, structure, effectiveness, value) and apply this process to performances, using appropriate theatre vocabulary;

(C) identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or music; and

(D) compare career and avocational opportunities in theatre.

Source: The provisions of this §117.40 adopted to be effective September 1, 1998, 22 TexReg 4943.

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§117.51. Implementation of Texas Essential Knowledge and Skills for Fine Arts, High School.

The provisions of this subchapter shall supersede §75.67 of this title (relating to Fine Arts) beginning September 1, 1998.

Source: The provisions of this §117.51 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.52. Art, Level I.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing the following art course: Art I (one credit).

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas for artworks from direct observation, experiences, and imagination; and

(B) compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately.

(2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create visual solutions by elaborating on direct observation, experiences, and imagination;

(B) create designs for practical applications; and

(C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.

(3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare and contrast historical and contemporary styles, identifying general themes and trends;

(B) describe general characteristics in artworks from a variety of cultures; and

(C) compare and contrast career and avocational opportunities in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) interpret, evaluate, and justify artistic decisions in personal artworks; and

(B) select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings.

Source: The provisions of this §117.52 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.53. Art, Level II.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Electronic Media II (one credit per course). The prerequisite for each Level II art course is one credit of Art I.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) interpret visual parallels between the structures of natural and human-made environments; and

(B) compare suitability of art materials and processes to express specific ideas relating to visual themes, using precise art vocabulary.

(2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with

appropriate skill. The student is expected to:

(A) formulate multiple solutions to expand personal themes that demonstrate intent;

(B) apply design skills in creating practical applications, clarifying presentations, and defining choices made by consumers; and

(C) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media-generated art.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) study a selected historical period or style of art;

(B) analyze specific characteristics of artworks in various cultures; and

(C) select and research career and avocational choices in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) select and critique artworks in progress, making decisions about future directions in personal work; and

(B) select and critique original artworks, portfolios, and exhibitions by peers or others.

Source: The provisions of this §117.53 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.54. Art, Level III.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Art History III, Graphic Design III, Electronic Media III, the College Board Advanced Placement (AP) Drawing, AP General Art Portfolio, AP History of Art, International Baccalaureate (IB) Art/Design SL Option A, IB Art/Design SL Option B, IB Art/Design HL (one credit per course). The prerequisite for Art History III, Graphic Design III, AP General Art Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL is one credit of any Art II course. The prerequisite for all other Level III art courses is one credit of Art II in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a

source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively; and

(B) analyze visual qualities to express the meaning of images and symbols, using precise art vocabulary.

(2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) solve visual problems by planning and attempting a variety of solutions;

(B) solve visual problems and develop multiple solutions for designing ideas, clarifying presentations, and evaluating consumer choices, using design skills; and

(C) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media-generated art.

(3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) study a selected period, style, or movement in art;

(B) trace influences of various cultures on contemporary artworks; and

(C) analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a goal.

(4) **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and

(B) analyze original artworks, portfolios, and exhibitions to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings and to show innovation and provide examples of in-depth exploration of one or more themes.

Source: The provisions of this §117.54 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.55. Art, Level IV.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing IV, Painting IV, Printmaking IV, Fibers IV, Ceramics IV, Sculpture IV, Jewelry IV, Photography IV, Graphic Design IV, Electronic Media IV, the College Board Advanced Placement (AP) Drawing, AP General Art Portfolio, AP History of Art, International Baccalaureate (IB) Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL (one credit per course). The prerequisite for AP General Art Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL is one credit of any Art II course. The prerequisite for all other Level IV art courses is one credit of Art III in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) create themes for personal artworks that integrate a broad range of visual observations, experiences, and imagination; and

(B) make subtle discriminations in analyzing complex visual relationships and content, using precise art vocabulary.

(2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) produce an original body of artwork that integrates information from a variety of sources and demonstrates sustained, self-directed investigations into specific themes;

(B) evaluate and justify design ideas and concepts for use in personal artworks; and

(C) create artworks, singularly and in series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media-generated art.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify and illustrate art history as a major source of interpretation;

(B) analyze and evaluate the influence of contemporary cultures on artworks; and

(C) evaluate a selected career in art, justifying the choice.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) develop evaluative criteria for selecting artworks to include in a portfolio and senior exhibition that demonstrate a high level of creativity and expertise in one or more art areas; and

(B) analyze a wide range of artworks to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings.

Source: The provisions of this §117.55 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.56. Dance, Level I.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing the following dance course: Dance I (one credit).

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the

community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.

(2) Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them.

(c) Knowledge and skills.

(1) **Perception.** The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:

(A) demonstrate basic kinesthetic and spatial awareness with others;

(B) develop sensitivity toward others when working in groups;

(C) express ideas and emotions through movement; and

(D) interpret images found in the environment through movement.

(2) **Creative expression/performance.** The student applies body sciences and fitness principles to dance. The student is expected to:

(A) communicate using appropriate anatomical terminology;

(B) demonstrate basic principles of proper skeletal alignment; and

(C) practice an effective warm-up and cool-down, using elements of proper conditioning.

(3) **Creative expression/performance.** The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:

(A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance;

(B) identify the effective use of dance elements in practice and performance;

(C) improvise and demonstrate original movement; and

(D) perform basic compositional forms, using fundamental choreographic processes.

(4) **Historical/cultural heritage.** The student demonstrates an understanding of cultural, historical, and artistic diversity. The

student is expected to:

- (A) analyze the characteristics of dances from several diverse cultures;
- (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and
- (C) identify historical figures and their significance in dance history.

(5) **Response/evaluation.** The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:

- (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;
- (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances;
- (C) identify relationships between dance and other fine art subjects; and
- (D) distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.

Source: The provisions of this §117.56 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.57. Dance, Level II.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing the following dance course: Dance II (one credit). Dance I is a prerequisite for Dance II.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.

(2) Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them.

(c) Knowledge and skills.

(1) **Perception.** The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:

- (A) demonstrate a developing kinesthetic and spatial awareness;
- (B) demonstrate respect for others when working in groups;
- (C) demonstrate effectively the connection between emotions and movement; and
- (D) identify details in movement in natural and constructed environments.

(2) **Creative expression/performance.** The student applies body sciences and fitness principles to dance. The student is expected to:

- (A) communicate using appropriate anatomical and dance terminology;
- (B) perform with proper skeletal alignment;
- (C) exhibit strength, flexibility, and endurance in dance training and performances; and
- (D) incorporate proper conditioning and injury prevention practices.

(3) **Creative expression/performance.** The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:

- (A) perform extended movement patterns with rhythmic accuracy in traditional concert dance styles;
- (B) demonstrate the elements of dance effectively;
- (C) improvise dance phrases, using the concept of abstraction; and
- (D) incorporate choreographic processes such as retrograde and inversion in dance styles.

(4) **Historical/cultural heritage.** The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

- (A) perform dances of various cultures;
- (B) choreograph short dance phrases that exhibit an understanding of various historical periods; and
- (C) perform dances in various mediums such as musical theatre,

film, and video.

(5) **Response/evaluation.** The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:

- (A) identify characteristics of a variety of dances;
- (B) analyze qualities of performance and production in dance;
- (C) identify similarities of form and expression in dance and other fine arts; and
- (D) identify and apply dance and dance-related skills such as creative problem-solving, cooperation, and self-discipline to various work experience.

Source: The provisions of this §117.57 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.58. Dance, Level III.

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing the following dance course: Dance III (one credit). Dance I and Dance II are prerequisites for Dance III.

(b) **Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.

(2) Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them.

(c) **Knowledge and skills.**

(1) **Perception.** The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:

- (A) demonstrate a kinesthetic and spatial awareness;
- (B) work respectfully with others;
- (C) demonstrate effectively the connection between emotions and ideas and movement; and
- (D) identify designs and images in

natural and constructed environments.

(2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to:

(A) communicate using appropriate anatomical and dance terminology;

(B) perform using basic principles of skeletal alignment;

(C) exhibit strength, flexibility, and endurance in training and performances; and

(D) incorporate injury prevention procedures when exercising, practicing, and performing.

(3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:

(A) perform memorized complex movement sequences with rhythmic accuracy in traditional concert dance styles;

(B) demonstrate a wide range of dynamics in quality movement;

(C) perform with projection, confidence, and expression when executing dance movements; and

(D) create dance studies, using original movement, based on theme, variation, and/or chance.

(4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

(A) describe similarities and differences in steps, styles, and traditions in dances from various cultures and historical periods; and

(B) choreograph a dance based on a historical event or theme.

(5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:

(A) compare characteristics and qualities of a variety of dances;

(B) analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member;

(C) compare and contrast the use of form and expression in dance with their use in art, music, theatre, and

other subject areas; and

(D) identify opportunities in dance as a profession.

Source: The provisions of this §117.58 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.59. Dance, Level IV.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing the following dance course: Dance IV (one credit). Dance I, Dance II, and Dance III are prerequisites for Dance IV.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.

(2) Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them.

(c) Knowledge and skills.

(1) **Perception.** The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:

(A) demonstrate refined kinesthetic and spatial awareness, using self-evaluation, insights, movement inflection, and interpretation;

(B) lead peers with understanding and respect;

(C) communicate nonverbally using dance movements; and

(D) apply designs and images found in natural and constructed environments to dance.

(2) **Creative expression/performance.** The student applies body sciences and fitness principles to dance. The student is expected to:

(A) communicate using anatomical and dance terminology correctly;

(B) create an effective personal conditioning program; and

(C) demonstrate a knowledge of injury prevention rules and other health-related principles when

exercising, practicing, and performing.

(3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:

(A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles;

(B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities;

(C) create original dances, using improvisation and other choreographic processes; and

(D) create a solo and/or group dance using thematic development, variation, and resolution to successfully communicate an idea.

(4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

(A) analyze choreography in dances from various cultures; and

(B) research and create a project illustrating an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts.

(5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:

(A) evaluate personal work and the work of others, using a valid rationale and demonstrating sensitivity toward others;

(B) analyze the role of dance and other fine arts in society; and

(C) analyze technology's effects on the professions of dance and other fine arts.

Source: The provisions of this §117.59 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.60. Music, Level I.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band I, Choir I, Orchestra I, Jazz Band I, Instrumental Ensemble I, Vocal Ensemble I, Music History I, Music Theory I, Applied Music I (one credit per course).

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify melodic and harmonic parts when listening to and/or performing music;

(B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology; and

(C) compare and contrast elements of music through literature selected for performance and/or listening.

(2) **Creative expression/performance.** The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature;

(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(C) exhibit and explain appropriate small- and large-ensemble performance techniques for formal and informal concerts.

(3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) sight-read ensemble parts;

(B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances.

(4) **Creative expression/performance.** The student creates and arranges music within specified guidelines. The student is expected to:

(A) create a variety of musical phrases; and

(B) arrange a variety of musical phrases.

(5) **Historical/cultural heritage.** The student relates music to history, to society, and to culture. The student is expected to:

(A) listen to and classify music by style and/or by historical period;

(B) identify and describe the uses of music in society and culture;

(C) identify music-related vocations and avocations within the community; and

(D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) **Response/evaluation.** The student responds to and evaluates music and musical performance. The student is expected to:

(A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;

(B) evaluate musical performances by comparing them to exemplary models; and

(C) practice informed concert behavior during live performances in a variety of settings.

Source: The provisions of this §117.60 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.61. Music, Level II.

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band II, Choir II, Orchestra II, Jazz Band II, Instrumental Ensemble II, Vocal Ensemble II, Music Theory II, Applied Music II (one credit per course). The prerequisite for each Level II music course is one credit of Music I in the corresponding discipline.

(b) **Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of

musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology; and

(B) compare and contrast music forms of literature selected for performances and/or listening.

(2) **Creative expression/performance.** The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles;

(B) perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures; and

(C) exhibit and describe appropriate small- and large-ensemble performance techniques for formal and informal concerts.

(3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) sight-read ensemble parts;

(B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances.

(4) **Creative expression/performance.** The student creates and arranges music within specified guidelines. The student is expected to:

(A) create simple musical pieces;
and

(B) arrange simple musical pieces.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) classify aurally-presented music by genre, style, and historical period;

(B) define uses of music in society and culture;

(C) identify music-related vocations and avocations within the community; and

(D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;

(B) evaluate musical performances by comparing them to exemplary models; and

(C) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.61 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.62. Music, Level III.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band III, Choir III, Orchestra III, Jazz Band III, Instrumental Ensemble III, Vocal Ensemble III, the College Board Advanced Placement (AP) Music Theory, International Baccalaureate (IB) Music SL, IB Music HL (one credit per course). The prerequisite for IB Music SL and IB Music HL is one credit of any Music II course. The prerequisite for all other Level III music courses is one credit of Music II in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students

understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) perform appropriate literature expressively;

(B) define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology; and

(C) identify music forms of performance and listening repertoire.

(2) **Creative expression/performance.** The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble;

(B) demonstrate comprehension of musical styles by seeking appropriate literature for performance;

(C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts.

(3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) sight-read major, minor, modal, and chromatic melodies;

(B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(4) **Creative expression/performance.** The student creates and arranges music within specified guidelines. The student is

expected to:

(A) improvise musical melodies;
and

(B) compose or arrange segments
of vocal or instrumental pieces
(manuscript or
computer-generated).

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) classify by style and by
historical period or culture
representative examples of music,
justifying the classifications;

(B) identify and describe the effects
of society, culture, and technology
on music;

(C) identify and describe
music-related career options
including musical performance and
music teaching; and

(D) define the relationships
between the content, the concepts,
and the processes of the other fine
arts, other subjects, and those of
music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) evaluate musical performances
by comparing them to similar or
exemplary models and offering
constructive suggestions for
improvement; and

(B) exhibit informed concert
etiquette during live performances
in a variety of settings.

Source: The provisions of this §117.62 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.63. Music, Level IV.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band IV, Choir IV, Orchestra IV, Jazz Band IV, Instrumental Ensemble IV, Vocal Ensemble IV, the College Board Advanced Placement (AP) Music Theory, International Baccalaureate (IB) Music SL, IB Music HL (one credit per course). The prerequisite for IB Music SL and IB Music HL is one credit of any Music III course. The prerequisite for all other Level IV music courses is one credit of Music III in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical

skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) demonstrate independence in interpreting music through the performance of appropriate literature;

(B) analyze musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology; and

(C) analyze music forms of performance and listening repertoire.

(2) **Creative expression/performance.** The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult;

(B) demonstrate comprehension of musical styles by selecting appropriate literature for performances;

(C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(D) exhibit, describe, and critique small- and large- ensemble performance techniques experienced and observed during formal and informal concerts.

(3) **Creative expression/performance.** The student reads and writes music notation. The student is expected to:

(A) sight-read major, minor, modal, and chromatic melodies;

(B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and

(C) interpret music symbols and

terms referring to dynamics, tempo, and articulation when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) improvise musical melodies; and

(B) compose or arrange vocal or instrumental pieces (manuscript or computer-generated).

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) classify representative examples of music by style and by historical period or culture, justifying the classifications;

(B) describe the effects of music on society, culture, and technology;

(C) explain a variety of music and music-related career options; and

(D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

(A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and

(B) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.63 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.64. Theatre, Level I.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following theatre courses: Theatre Arts I (one credit), Technical Theatre I (one credit), Theatre Production I (one-half to one credit). Theatre Arts I is a prerequisite for all theatre courses.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre.

Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) improvise, using emotional and sensory recall;

(B) develop and practice theatre preparation and warm-up techniques;

(C) employ stage movement and pantomime consistently to express thoughts, feelings, and actions;

(D) develop and practice effective voice and diction to express thoughts and feelings;

(E) define and give examples of theatrical conventions (time, setting, fourth wall, visual elements); and

(F) analyze and describe the interdependence of all theatrical elements.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) analyze a character from a script, describing physical, intellectual, emotional, and social dimensions;

(C) portray believable characters when applying acting concepts, skills, and techniques; and

(D) improvise, write, and refine monologues, scenes, and vignettes to convey meaning to the audience.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) develop and practice stage-craft skills;

(B) safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity;

(C) define the director's role as a

unifying force, problem-solver, interpreter of script, and collaborator;

(D) define the director's responsibility to the author's intent, script, actors, designers, technicians, and the audience;

(E) perform the roles of actor, ensemble member, and director in production decision making and collaborates with others to produce theatre with a unified production for public performance; and

(F) concentrate in one or more areas of theatre production (acting, technical theatre, theatre management), demonstrating responsibility, artistic discipline, and creative problem solving.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) portray theatre as a reflection of life in particular times, places, and cultures; and

(B) relate historical and cultural influences on theatre and analyze the roles of live theatre, film, television, and electronic media in American society.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) analyze and apply appropriate behavior at various types of live performances;

(B) develop appropriate theatre vocabulary to apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre, film, television, and electronic media in written and oral form with precise and specific observations;

(C) identify and compare the treatment of moods in theatre, musical theatre, dance, art, and music and integrate more than one art form in informal performances; and

(D) select career and avocational opportunities in theatre and describe the training, skills, self-discipline, and artistic discipline needed to pursue them.

Source: The provisions of this §117.64 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.65. Theatre, Level II.

(a) General requirements. Students may fulfill fine arts and elective requirements for

graduation by successfully completing one or more of the following theatre courses: Theatre Arts II (one credit), Technical Theatre II (one credit), Theatre Production II (one-half to one credit). The prerequisite for each Level II theatre course is one credit of Theatre I in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) practice warm-up techniques;
- (B) employ stage movement and pantomime consistently;
- (C) demonstrate effective voice and diction;
- (D) analyze dramatic structure and genre;
- (E) identify examples of theatrical conventions in theatre, film, television, and electronic media; and
- (F) relate the interdependence of all theatrical elements.

(2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of the voice and body;
- (B) analyze characters from various genres and media, describing physical, intellectual, emotional, and social dimensions;
- (C) create and sustain believable characters; and
- (D) improvise and write dialogue that reveals character motivation in short vignettes.

(3) **Creative expression/performance.** The student applies

design, directing, and theatre production concepts and skills. The student is expected to:

(A) construct and operate the technical elements of theatre safely and effectively;

(B) examine cultural, social, and political aspects of a script to depict appropriately technical elements;

(C) consider script selection, casting, and directing skills;

(D) define the director's responsibility to the author's intent, script, actors, designers, technicians, and the audience;

(E) compare the roles of actor, ensemble, and director in production decision making and produce theatre with a unified production concept and style for public performance; and

(F) select one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) analyze historical and cultural influences on theatre; and

(B) define the influence of American society on live theatre and film.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) judge and apply appropriate audience behavior at various types of performances;

(B) evaluate emotional responses to and personal preferences for dramatic performances, using appropriate theatre vocabulary, and apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre, film, television, and electronic media in written and oral form with precise and specific observations;

(C) identify the treatment of theme, character, setting, and action in theatre, musical theatre, dance, art, and music and integrate more than one art form in informal presentations; and

(D) select career and avocational opportunities in theatre and film and explore the training, skills,

self-discipline, and artistic discipline needed to pursue them.

Source: The provisions of this §117.65 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.66. Theatre, Level III.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following theatre courses: Theatre III (one credit), Technical Theatre III (one credit), Theatre Production III (one-half to one credit), International Baccalaureate (IB) Theatre Arts SL, IB Theatre Arts HL (one credit per course). The prerequisite for IB Theatre SL and IB Theatre HL is one credit of any Theatre II course. The prerequisite for all other Level III theatre courses is one credit of Theatre II in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) practice theatre preparation and warm-up techniques effectively;

(B) employ stage movement and pantomime consistently;

(C) demonstrate effective voice and diction;

(D) analyze dramatic structure and genre;

(E) compare and contrast theatrical conventions of theatre to the conventions of film, television, and electronic media; and

(F) analyze the interdependence of all theatrical elements.

(2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) practice appropriate safety measures;

(B) analyze characters from various genres and styles, describing

physical, intellectual, emotional,
and social dimensions;

(C) portray believable characters in
improvised and scripted scenes of
various styles; and

(D) improvise and write dialogue
that reveals character motivation,
advances plot, provides exposition,
and reveals theme.

(3) Creative expression/performance. The student applies
design, directing, and theatre production concepts and skills. The
student is expected to:

(A) construct and operate the
technical elements of theatre safely
and effectively;

(B) analyze and evaluate dramatic
texts as a basis for technical
discussions, considering themes,
settings, times, literary styles,
genres, and characters;

(C) cast and direct duet scenes;

(D) analyze the director's
responsibility to the author's intent,
script, actors, designers,
technicians, and audience;

(E) analyze the roles of actor,
ensemble, and director in
production decision making and
produce a unified theatrical
production; and

(F) select one or more areas of
theatre production for study,
demonstrating responsibility,
artistic discipline, and creative
problem solving.

(4) Historical/cultural heritage. The student relates theatre to
history, society, and culture. The student is expected to:

(A) evaluate historical and cultural
influences on theatre;

(B) analyze the influence of
television on American society;
and

(C) define selected theatrical styles
and genres.

(5) Response/evaluation. The student responds to and evaluates
theatre and theatrical performances. The student is expected to:

(A) compare behavior at various
types of performances and practice
audience etiquette;

(B) apply the concepts of
evaluation to performances and
evaluate theatre, film, television,
and electronic media with depth

and complexity, using appropriate vocabulary;

(C) compare communication methods of theatre with that of art, music, and dance and integrate more than one art form in informal and formal performances; and

(D) make judgments about selected career and avocational opportunities in theatre, film, and television and analyze the training, skills, self-discipline, and artistic discipline needed to pursue them.

Source: The provisions of this §117.66 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.67. Theatre, Level IV.

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following theatre courses: Theatre Arts IV (one credit), Technical Theatre IV (one credit), Theatre Production IV (one-half to one credit), International Baccalaureate (IB) Theatre Arts SL, IB Theatre Arts HL (one credit per course). The prerequisite for IB Theatre SL and IB Theatre HL is one credit of any Theatre III course. The prerequisite for all other Level IV theatre courses is one credit of Theatre III in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop and practice theatre preparation and warm-up techniques;

(B) employ stage movement and pantomime consistently;

(C) develop effective use of voice and diction;

(D) compare the dramatic structure of theatre, film, television, and electronic media;

(E) evaluate theatrical conventions of various cultural and historical

periods; and

(F) evaluate the interdependence of all theatrical elements.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) evaluate and apply appropriate safety measures;

(B) evaluate character dimensions in scripts of various genres and styles;

(C) create and sustain believable characters; and

(D) outline and create imaginative scripts and scenarios that include motivated character, unique dialogue, conflict, and resolution for theatre, film, or television.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually;

(B) analyze and evaluate dramatic texts and direct brief scenes;

(C) evaluate the director's responsibility to the author's intent, script, actors, designers, technicians, and audience;

(D) analyze production plans that include research, rehearsal plans, technical designs, and blocking;

(E) cast and direct a long scene or a short play, producing a unified theatrical production; and

(F) conduct concentrated studies in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) evaluate historical and cultural influences on theatre;

(B) evaluate the role of live theatre, film, television, and electronic media in American society; and

(C) trace historical and cultural developments in theatrical styles and genres.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) evaluate and practice appropriate audience behavior at various types of performances;
- (B) apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television, or electronic media;
- (C) compare the nature, components, elements, and communication methods of theatre, music, art, and dance and compare more than one art form in a specific culture or historical period; and
- (D) evaluate career and avocational opportunities in theatre, film, television, and electronic media, justifying choice(s), and analyze the training, skills, self-discipline, and artistic discipline needed to pursue them.

Source: The provisions of this §117.67 adopted to be effective September 1, 1998, 22 TexReg 4943.



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Office of Educational Research and Improvement (OERI)
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