

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter F. High School, Adopted 2013	
Course	§117.306. Dance, Level I (One Credit), Adopted 2013.	
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Dance I, Ballet I, Modern/Contemporary Dance I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance Media Communication I, Dance Production I, and Dance Wellness I (one credit per course). The prerequisite for Dance and Media Communication I is Dance, Middle School.</p>		
<p>(b) Introduction.</p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and emotions. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning, student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouragement, and the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and reflecting on dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore and create.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrations of other content that is equally important.</p>		
<p>(c) Knowledge and Skills.</p>		
Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(A) define basic kinesthetic and spatial awareness individually and in groups</p>	<p>(i) define basic kinesthetic awareness individually</p>
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(A) define basic kinesthetic and spatial awareness individually and in groups</p>	<p>(ii) define basic kinesthetic awareness in groups</p>
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(A) define basic kinesthetic and spatial awareness individually and in groups</p>	<p>(iii) define basic spatial awareness individually</p>
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(A) define basic kinesthetic and spatial awareness individually and in groups</p>	<p>(iv) define basic spatial awareness in groups</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(B) identify a comprehensive understanding of health, safety, and wellness for dancers</p>	<p>(i) identify a comprehensive understanding of health for dancers</p>
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(B) identify a comprehensive understanding of health, safety, and wellness for dancers</p>	<p>(ii) identify a comprehensive understanding of safety for dancers</p>
<p>(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p>	<p>(B) identify a comprehensive understanding of health, safety, and wellness for dancers</p>	<p>(iii) identify a comprehensive understanding of wellness for dancers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and student is expected to:</p>	<p>(A) explain basic principles of proper body alignment</p>	<p>(i) explain basic principles of proper body alignment</p>
<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and student is expected to:</p>	<p>(B) explore, improvise, and demonstrate original movement during the creative process</p>	<p>(i) explore original movement during the creative process</p>
<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and student is expected to:</p>	<p>(B) explore, improvise, and demonstrate original movement during the creative process</p>	<p>(ii) improvise original movement during the creative process</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(B) Identify the effective use of dance elements in practice and performance</p>	<p>(i) identify the effective use of dance elements in practice</p>
<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(B) Identify the effective use of dance elements in practice and performance</p>	<p>(ii) identify the effective use of dance elements in performance</p>
<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(C) Perform basic compositional forms using fundamental choreographic processes</p>	<p>(i) perform basic compositional forms using fundamental choreographic processes</p>

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(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(i) understand the principles of an effective warm-up, implementing elements of proper conditioning for performing skills
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(ii) understand the principles of an effective cool-down, implementing elements of proper conditioning for performing skills
(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:	(A) perform the characteristics of dances from several diverse cultures or historical periods	(i) perform the characteristics of dances from several diverse cultures or historical periods

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<p>(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts</p>	<p>(i) perform dance phrases or dances from several time periods with an understanding of historical contexts</p>
<p>(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts</p>	<p>(ii) perform dance phrases or dances from several time periods with an understanding of social contexts</p>
<p>(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(C) identify historical figures in dance history and their significance</p>	<p>(i) identify historical figures in dance history</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) identify historical figures in dance history and their significance	(ii) identify [historical figures'] significance in dance history
(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(i) identify dance in various media
(4) Historical and cultural relevance. The student demonstrates understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(ii) identify dance in various content areas

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student makes personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(i) incorporate appropriate movement vocabulary when identifying qualities of performance or production in dance
(5) Critical evaluation and response. The student makes personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(ii) incorporate appropriate movement vocabulary when discussing meaning of performance or production in dance
(5) Critical evaluation and response. The student makes personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances	(i) demonstrate appropriate audience behavior and etiquette in the classroom

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(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances

(ii) demonstrate appropriate audience behavior and etiquette at performances

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student isole of dance i

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