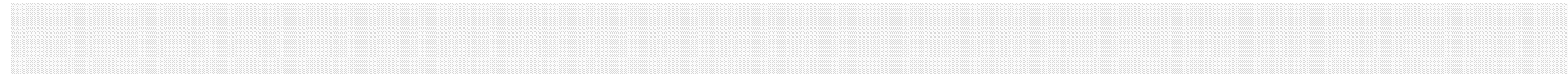


## Texas Essential Knowledge and Skills (TEKS) Breakouts

<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>
<b>Subchapter</b>	<b>Subchapter F. High School, Adopted 2013</b>
<b>Course</b>	<b>§117.307. Dance, Level II (One Credit), Adopted 2013.</b>

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Principles of Dance II, Ballet II,



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) demonstrate kinesthetic and spatial awareness individually and in groups</p>	<p>(ii) demonstrate 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) demonstrate kinesthetic and spatial awareness individually and in groups</p>	<p>(iii) demonstrate spatial awareness individually</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

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

(B) expand a comprehensive understanding of health, safety, and wellness; understand and understand the body's movement using sensory information while dancing; and student is expected to:

safety, and the body's movement using sensory information while dancing. The student is expected to:  
 student is expected to:

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>(C) demonstrate effective knowledge of dance genres, styles, and vocabulary</b></p>	<p><b>(iii) demonstrate effective knowledge of dance vocabulary</b></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>(D) interpret details in movement in natural and constructed environments</b></p>	<p><b>(i) interpret details in movement in natural environments</b></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>(D) interpret details in movement in natural and constructed environments</b></p>	<p><b>(ii) interpret details in movement in constructed environments</b></p>
<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes,</p>		



<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
---------------------------------------	----------------------------	-----------------



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>(D) implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills</p>	<p>(i) implement an effective warm-up, implementing the elements of proper conditioning for performing skills</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>(D) implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.</p>	<p>(ii) implement an effective cool-down, implementing the elements of proper conditioning for performing skills</p>
<p>(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(A) analyze dances of various cultures or historical periods</p>	<p>(i) analyze dances of various cultures or historical periods</p>
<p>(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(B) choreograph short dance phrases that exhibit an understanding of various historical periods and social contexts</p>	<p>(i) choreograph short dance phrases that exhibit an understanding of various historical periods</p>





Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</p>	<p>(D) interpret historical and cultural dance forms using technology</p>	<p>(ii) interpret cultural dance forms using technology</p>
<p>(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:</p>	<p>(A) identify characteristics of a variety of dances</p>	<p>(i) identify characteristics of a variety of dances</p>
<p>(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:</p>	<p>(B) analyze qualities of performance and proper etiquette in dance</p>	<p>(i) analyze qualities of performance in dance</p>
<p>(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:</p>	<p>(B) analyze qualities of performance and proper etiquette in dance</p>	<p>(ii) analyze qualities of proper etiquette in dance</p>

