

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.

(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.

(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.
- (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.
- (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.

(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.

(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.

(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.

(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.

(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.
- (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.
- (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.
- (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.
- (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) 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.

(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.

(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.

(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) 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.

(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) 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.
- (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.
- (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.
- (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) 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.
- (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.
- (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.
- (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.
- (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.

(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) 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.

(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.

(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.

(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) 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) 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.
- (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.
- (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.
- (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.

- (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) 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.
- (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.
- (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.
- (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.

(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.

(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) 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.
- (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.

- (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.
- (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) 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.
- (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.
- (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.
- (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.

(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.

(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) 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.

(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.
- (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.

- (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.
- (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.
- (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) 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.

(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.
- (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) 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) 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.
- (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.
- (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.

(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.

(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.
- (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) 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.
- (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.

(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.

(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.

(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.

(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.

(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.

(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.

(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.

(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) 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.

(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.

(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.

(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.

(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.
- (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) 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.