(E) create experimental artworks using installation, performance, or collaboration.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) analyze ways in which global, contemporary, historical, and political issues have influenced art;

(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;

(C) evaluate the relationships that exist among a society's art, music, theatre, and dance; and

(D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

(C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(D) understand and demonstrate proper exhibition etiquette.

Source: The provisions of this §117.204 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.205. Dance, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of dance may select Dance, Middle School 1.

(b) Introduction.

(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 ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(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 healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an
awareness of their heritage and traditions and those of others, and enabling them to participate in a
diverse society. Evaluating and analyzing dance allows students to strengthen decision-making
skills, develop critical and creative thinking, and develop artistic creative processes. Students
continue to explore technology and its application to dance and movement, enabling them to make
informed decisions about dance.

(3) Statements that contain the word "including" reference content that must be mastered, while those
containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Foundations: 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 individually and in groups;
   (B) recognize the concepts of wellness for healthy lifestyles;
   (C) define body science applications through dance genres, styles, and vocabulary; and
   (D) identify dance movement elements through space, energy, and time.

(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 styles. The student
is expected to:
   (A) recognize basic principles of proper body alignment;
   (B) define knowledge of dance composition elements, improvisation skills, and choreographic
       processes;
   (C) identify movement studies using rhythmical skills and spatial directions; and
   (D) recognize expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical
dance skills and a variety of dance genres and styles through performing. The student is expected
to:
   (A) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical
       theatre dance, and world dance forms;
   (B) perform in groups with the intent to communicate to an audience;
   (C) define the use of dance elements in practice and performance incorporating technology;
       and
   (D) identify an effective warm-up and cool-down using elements of proper conditioning for
       performing skills.

(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical,
and artistic diversity. The student is expected to:
   (A) define the cultural significance as communicated through dance movement, identifying
       historical figures and their contributions to dance history;
   (B) identify movement characteristics of historical and cultural dance forms and the
       contributions of their artists;
   (C) identify a dance representative of one's heritage or environment; and
   (D) understand dances in various media and other content areas.

(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:
(A) define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
(B) identify relationships between dance and other content subjects;
(C) define the content and choreographic structures used by various American choreographers; and
(D) define artistic decisions of personal dance works.

Source: The provisions of this §117.205 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.206. Dance, Middle School 2, Adopted 2013.

(a) Introduction.

(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 ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(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 recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: 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 individually and in groups;
(B) identify the concepts of wellness for healthy lifestyles;
(C) demonstrate body science applications through dance genres, styles, and vocabulary; and
(D) explore and demonstrate dance movement elements through space, energy, and time.

(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 styles. The student is expected to:

(A) identify basic principles of proper body alignment;