

Attack the TAKS: How Do We Stop Pulling Kids Out of Class?

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Goals of the Session

- Understanding of the problem
- The administrators viewpoint
- Proactive tools

Problems Addressed

- Teacher is asked or directed to
 - Abandon music curriculum
 - Tutor students
 - Send children from music into tutoring

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Principal Perceptions: Music teachers need to ask:

- Is music important to them?
- Music class productive?
- Music program goals part of the campus plans?
- Parent and community expectations?

Web Sites – Fight Perceptions

- o www.tmec.org
- o www.tmea.org
- o www.menc.org
- o www.aep-arts.org
- o www.supportmusic.com
- o <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>



This session is sponsored by the Texas Music Educators Conference-
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More information on www.tmec.org

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TEKS Correlations for Fine Arts Classrooms

GRADE 3 Language Arts	GRADE 6 Language Arts
<p><i>(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.</i></p> <p>(1A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p> <p>(1B) respond appropriately and courteously to directions and questions (K-3);</p> <p>(1C) participate in rhymes, songs, conversations, and discussions (K-3);</p> <p>(1D) listen critically to interpret and evaluate (K-3);</p> <p>(1E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and</p> <p>(1F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).</p> <p><i>(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</i></p> <p>(2A) connect experiences and ideas with those of others through speaking and listening (K-3);</p> <p>(2B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</p> <p><i>(3) Listening/speaking/audiences/ oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</i></p> <p>(3A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);</p> <p>(3B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);</p> <p>(3D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);</p> <p>(6C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p>	<p><i>(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</i></p> <p>(1A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);</p> <p><i>(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).</i></p> <p>(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);</p> <p>(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);</p> <p><i>(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language</i></p> <p>(3C) analyze the use of aesthetic language for its effects (6-8).</p> <p><i>(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.</i></p> <p>(4B) compare oral traditions across regions and cultures (4-8);</p> <p><i>(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.</i></p> <p>(5A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);</p> <p>(5C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);</p> <p>(5D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);</p> <p><i>(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</i></p> <p>(8B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);</p>

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<p>(8A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud</p> <p>(9A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(9C) retell or act out the order of important events in stories (K-3);</p> <p>(9E) draw and discuss visual images based on text descriptions (1-3);</p> <p>(9I) represent text information in different ways, including story maps, graphs, and charts (2-3).</p> <p>(10) Reading/literary response. The student responds to various texts.</p> <p>(10A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);</p> <p>(10D) connect ideas and themes across texts (1-3).</p> <p>(10C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);</p> <p>(10D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</p> <p>(10E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue,</p> <p>(10F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems,</p> <p>(10H) analyze characters, including their traits, relationships, and changes (1-3);</p> <p>12H) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3)</p>	<p>(8C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p> <p>(10D) describe mental images that text descriptions evoke (4-8);</p> <p>(11C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and</p> <p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(12A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);</p> <p>(12B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);</p> <p>12(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</p> <p>(12D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);</p> <p>(12E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</p> <p>(12F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(12G) recognize and analyze story plot, setting, and problem resolution (4-8);</p> <p>(12K) recognize how style, tone, and mood contribute to the effect of the text (6-8).</p> <p>(14C) articulate and discuss themes and connections that cross cultures (4-8).</p> <p>(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(15D) write to entertain such as to compose humorous poems or short stories (4-8);</p>

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<p>(13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p>(13A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and</p> <p>(13B) compare experiences of characters across cultures (K-3).</p> <p>(14D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).</p> <p>(18A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);</p>	<p>(15E) select and use voice and style appropriate to audience and purpose (6-8);</p> <p>(15G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)</p> <p>(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.</p> <p>(22A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);</p> <p>(22B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8);</p> <p>(22C) use media to compare ideas and points of view (4-8).</p> <p>(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.</p> <p>(23A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);</p> <p>(23B) compare and contrast print, visual, and electronic media such as film with written story (4-8);</p> <p>(23C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8);</p> <p>(23D) evaluate how different media forms influence and inform (6-8).</p> <p>(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.</p> <p>(24A) select, organize, or produce visuals to complement and extend meanings (4-8);</p> <p>(24B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8);</p> <p>(24C) assess how language, medium, and presentation contribute to the message (6-8).</p>