Core Subjects EC-6: Domain V – Fine Arts, Health and Physical Education

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- Approximately 19% of the test
- Approximately 52 Items
- 40 minutes
- Averages to approximately 46 seconds a question

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Competency 001: Visual Arts
Competency 002: Music
Competency 003: Health
Competency 004: Physical Education
Competency 005: Theatre
Competency 001– Visual Arts

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts in a variety of ways.
B. Knows how to involve students in activities that promote appreciation of cultural and historical perspectives in visual arts.
C. Knows how to involve students in activities that promote an understanding of the elements of art (i.e., color, texture, shape, form, line, space, value) and how the elements of art are used to make a visual arts work and how the elements of art work together to make a visual arts work.
D. Knows how to involve students in activities that promote an understanding of the principles of art (i.e., balance, proportion, unity) and how the principles of art are used to make a visual arts work.
E. Knows how to involve students in activities that promote an understanding of the materials and media used in visual arts and how the materials and media are used to make a visual arts work.
F. Knows how to involve students in activities that promote an understanding of the history of visual arts and how the history of visual arts is used to make a visual arts work.

Competency 001– Visual Arts

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

G. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the elements of art and the principles of art by creating and responding to visual arts.
H. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the materials and media used in visual arts by creating and responding to visual arts.
I. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
J. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
K. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
L. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
M. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
N. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
O. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
P. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
Q. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
R. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
S. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
T. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
U. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
V. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
W. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
X. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
Y. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
Z. Knows how to involve students in activities that provide opportunities for students to develop their understanding of the history of visual arts by creating and responding to visual arts.
Competency 001 – Visual Arts

Problem:
During a unit on fiber art, it would be most appropriate for students to learn how to use a
A. handloom.
B. press mold.
C. palette knife.
D. lathe chisel.

Answer:
Option A is correct because a handloom is a tool for weaving, a common kind of fiber art. Options B, C and D are incorrect because, while they are all tools that are used with other art media, they are not used in fiber arts.

Competency 002 – Music

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

The beginning teacher:
A. knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to create and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities);
B. applies knowledge of standard terminology for describing and evaluating musical sound (e.g., rhythm, melody, form, texture, pitch, meter, dynamics, intonation, intervals) and has a basic understanding of how to read, write, recognize and interpret standard music notation;
C. knows how to arrange vocal and instrumental music for specific purposes and settings (e.g., guides students in creating simple song arrangements and accompaniments using voices, classroom percussion, and melody instruments);
D. knows and understands music of diverse genres, styles and cultures.
Competency 002 – Music
The beginning teacher:
A. Demonstrates an understanding of the purposes and roles of music in society and how music can reflect elements of a specific society or culture.
B. Identifies and describes how music reflects the heritage of the United States and Texas.
C. Applies knowledge of criteria for evaluating and critiquing musical performances and experiences, including using standard terminology in communicating about students’ musical skills and performance abilities.
D. Integrates instruction in music with instruction in other subject areas.
E. Explains a variety of music and music-related career options.
F. Identifies and describes how music reflects the heritage of the United States and Texas.
G. Applies knowledge of criteria for evaluating and critiquing musical performances and experiences, including using standard terminology in communicating about students’ musical skills and performance abilities.
H. Manages time, instructional resources and physical space effectively for music education.

Problem:
Which of the following should students be able to do in order to begin improvising songs?

A. Notate from dictation
B. Sing in tune
C. Read music
D. Know the blues style

Answer:
Option B is correct because students must sing in-tune before they can improvise tonally. Option A is incorrect because, just as one may improvise using language without knowing how to write language, one may improvise music without being able to write music. Option C is incorrect because persons learning language and music do not need to learn how to read those forms of communication before they can improvise them. Option D is incorrect because students do not need to begin improvising by learning to improvise in the blues style.
Competency 003 – Health

The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

The beginning teacher:

A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for avoiding health risks and enhancing wellness throughout the life span.
B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses), disease and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention), nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet), stress (e.g., effects of stress, stress reduction techniques), and fitness (e.g., components of fitness, methods for improving fitness, factors).
C. Knows and understands stages of human growth and development, including physical and emotional changes (e.g., puberty) and the impact of personal and cultural influences (e.g., family, friends).
D. Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs, and herbal supplements.
E. Understands types of violence and abuse, including causes and effects of violence and abuse and ways to prevent and work to deal with violence and abuse.

Competency 003 – Health

The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

The beginning teacher:

F. Selects and uses instructional strategies, materials, and activities to teach principles and procedures related to safety, accident prevention and response to emergencies.
G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., nutrition, drug use, abstention) and understands the use of natural skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).
H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anemia, grief).
I. Understands types and symptoms of eating disorders.
J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/guardians, showing empathy).
K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.

Competency 003 – Health

The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

The beginning teacher:

L. Selects and uses instructional strategies, materials, and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrate consideration and respect for self, family, friends and others (e.g., practicing self-control).
M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.
N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.
O. Selects and uses instructional strategies, materials, and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.
P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.
Competency 003 – Health

Problem:
Which of the following phrases best describes the human digestive system?

A. A group of similar organs that function independently
B. A continuous tube with attached organs that performed different functions
C. A group of similar organs connected by a network of blood vessels
D. A system of organs that provide for food storage in the body

Answer:
Option B is correct because the digestive system is a continuous tube that runs from the mouth to the anus and contains attached organs that perform different functions that aid in digestion and the breakdown of food. Option A is incorrect because while the organs in the digestive system do function somewhat independently, they are not all similar and have different functions. Option C is incorrect because the organs in the digestive system are not connected by blood vessels. Option D is incorrect because the digestive system does not store food; it breaks it down so the body can process nutrients and create waste products.

Competency 004 – Physical Education

The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

The beginning teacher:

A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness
B. Knows and helps students understand the benefits of an active lifestyle
C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving students’ fitness levels
D. Applies knowledge of movement principles and concepts to develop students’ motor skills including understanding of movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike)
E. Selects and uses developmentally appropriate learning experiences that enhance students’ locomotor, non-locomotor, body control, manipulative and rhythmic skills
Competency 004 – Physical Education

The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

The beginning teacher:

F. Modifies instruction based on students’ individual differences in growth and development.

G. Evaluates movement patterns to help students improve performance of motor skills and to integrate and refine their motor and rhythmic skills.

H. Understands a variety of strategies and tactics designed to improve students’ performance, teamwork and skill combinations in games and sports.

I. Selects and uses instructional strategies to promote students’ knowledge and application of rules, procedures, etiquette and fair play in developmentally appropriate games and activities.

J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.

K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.

L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan, implement and assess effective, developmentally appropriate physical education activities.

Competency 004 – Physical Education

Problem:
Which of the following terms describes the phenomenon of a young child having greater control of his or her upper torso than of his or her legs or feet?

A. Component stages
B. Proximodistal development
C. Developmental biodynamics
D. Cephalocaudal development

Answer:
Option D is correct because cephalocaudal development describes physical development that starts from the head, then progresses to the lower parts of the body, such as the legs and feet. Option A is incorrect because component stages are not a part of physical development. Option B is incorrect because proximodistal development describes physical development from the center of the body, such as the spinal cord, with progression outward to the fingers and toes. Option C is incorrect because developmental biodynamics is a field that describes brain, body, and behavior connections as related to motor development.
Competency 005 – Theatre

The beginning teacher:

A. Knows and understands how perception is developed through the use of elements of drama and conventions of theatre.
B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.
C. Demonstrates the knowledge of the elements of theatre (e.g., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students’ understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.
D. Integrates instruction in theatre with instruction in other subject areas.
E. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to create suitable environments for dramatic play and performance.
F. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and enhance characterization, mood, theme and setting.
G. Understands how theatre relates to history, society and the diverse cultures.
H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.
I. Manages time, instructional resources and physical space effectively for theatre education.

Problem:

Which of the following is most likely to help fourth-grade students understand the concept of characterization?

A. Having students read and watch a variety of interviews with a noted author
B. Having students act out the sounds and movements of various animals from a familiar story
C. Directing students in a classroom performance of a play that is based on a familiar story
D. Coaching individual students on the use of vocal inflection in reciting stories
Answer:

Option C is correct because directing students in a classroom performance will help them understand characterization as they act out characters and actions as described by the author. Option A is incorrect because having students read and watch a variety of interviews with a noted author is best suited to helping students learn about that particular author’s work. Option B is incorrect because having students act out the sounds and movements of various animals is unlikely to help them understand the concept of characterization without additional instruction. Option D is incorrect because coaching individual students on the use of vocal inflection is more likely to help students understand intonation than characterization.