

Subject		Chapter 117. Texas Essential Knowledge and Skills for Fine Arts		
Course Title		§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level III (one credit). A suggested prerequisite is Musical Theatre, Level II or by audition.</p>				
<p>(b) Introduction.</p>				
<p>(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.</p>				
<p>(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</p>				
<p>(3) Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.</p>				
<p>(4) 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.</p>				
<p>(c) Knowledge and Skills.</p>				
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(i) create theatrical preparation techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(ii) create theatrical warm-up techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(iii) create dance preparation techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(iv) create dance warm-up techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(v) create vocal music preparation techniques		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create theatrical, dance, and vocal music preparation and warm-up techniques	(vi) create vocal music warm-up techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(i) develop stage movement in various genres		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(ii) develop pantomime in various genres		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(iii) develop dance skills in various genres		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(C) develop acting techniques in song, dance, and spoken dialogue	(i) develop acting techniques in song		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(C) develop acting techniques in song, dance, and spoken dialogue	(ii) develop acting techniques in dance		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(C) develop acting techniques in song, dance, and spoken dialogue	(iii) develop acting techniques in spoken dialogue		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(D) model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer	(i) model professional audition techniques		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(E) analyze the dramatic structure of musical theatre	(i) analyze the dramatic structure of musical theatre		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(F) perform a character from a musical, incorporating physical, intellectual and emotional dimensions	(i) perform a character from a musical, incorporating physical dimensions		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(F) perform a character from a musical, incorporating physical, intellectual and emotional dimensions	(ii) perform a character from a musical, incorporating intellectual dimensions		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(F) perform a character from a musical, incorporating physical, intellectual and emotional dimensions	(iii) perform a character from a musical, incorporating emotional dimensions		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(G) collaborate effectively with all artistic partners in a musical theatre production	(i) collaborate effectively with all artistic partners in a musical theatre production		
(1) Foundations: Inquiry and Understanding. The student develops concepts about self, human relationships, and the environment, using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(H) employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions	(i) employ the language of musical theatre		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement	(i) apply appropriate safety measures in vocalization		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement	(ii) apply appropriate safety measures in dance movement		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement	(iii) apply appropriate safety measures in theatrical movement		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) appraise creativity as it relates to self and ensemble in musical theatre	(i) appraise creativity as it relates to self in musical theatre		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) appraise creativity as it relates to self and ensemble in musical theatre	(ii) appraise creativity as it relates to ensemble in musical theatre		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(i) create believable characters through acting		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(ii) create believable characters through singing		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(iii) create believable characters through dancing		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(iv) sustain believable characters through acting		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(v) sustain believable characters through singing		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) create and sustain believable characters through acting, singing, and dancing	(vi) sustain believable characters through dancing		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(D) model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation	(i) model proper voice usage in a performance situation		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(D) model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation	(ii) model correct vocal production skills in a performance situation		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance	(i) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance	(ii) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for characterization		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance	(iii) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for vocalization		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance	(iv) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for dance		
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(F) collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms	(i) collaborate to produce material related to musical theatre to convey meaning to the audience through live performance or other media forms		
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) model safe and effective use of technical elements of musical theatre	(i) model safe use of technical elements of musical theatre		
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) model safe and effective use of technical elements of musical theatre	(ii) model effective use of technical elements of musical theatre		
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) create musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers	(i) create musical production plans		
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(C) demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director	(i) demonstrate responsibility as a leader in one or more areas of musical theatre or musical media production		
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(C) demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director	(ii) demonstrate creative problem solving as a leader in one or more areas of musical theatre or musical media production		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(D) collaborate with others to perform a role such as actor, director, choreographer, designer, technician, and editor in a musical theatre or musical media production	(i) collaborate with others to perform a role in a musical theatre or musical media production		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) articulate historical and cultural influences and developments on musical theatre	(i) articulate historical influences on musical theatre		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) articulate historical and cultural influences and developments on musical theatre	(ii) articulate historical developments on musical theatre		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) articulate historical and cultural influences and developments on musical theatre	(iii) articulate cultural influences on musical theatre		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) articulate historical and cultural influences and developments on musical theatre	(iv) articulate cultural developments on musical theatre		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(B) examine the historical development of musical theatre as a uniquely American art form	(i) examine the historical development of musical theatre as a uniquely American art form		
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) experiment with contemporary forms of musical theatre such as new composers and their composition styles, multicultural styles, practices and principles of contemporary musical theatre, and popular musical theatre			

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(B) defend musical theatre as a creative art form and evaluate self as a creative being	(i) defend musical theatre as a creative art form		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(B) defend musical theatre as a creative art form and evaluate self as a creative being	(ii) evaluate self as a creative being		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(C) evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound	(i) evaluate the interdependence of all musical theatre elements		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(D) evaluate self and peer performance using constructive criticism	(i) evaluate self performance using constructive criticism		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(D) evaluate self and peer performance using constructive criticism	(ii) evaluate peer performance using constructive criticism		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(E) discuss musical theatre, musical film or other musical media using precise musical theatre vocabulary	(i) discuss musical theatre, musical film or other musical media using precise musical theatre vocabulary		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success	(i) experiment with a career opportunity in musical theatre, musical film, or other musical media		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success	(ii) analyze the training needed for personal success		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success	(iii) analyze the skills needed for personal success		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success	(iv) analyze the self-discipline needed for personal success		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success	(v) analyze the artistic discipline needed for personal success		

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.321. Musical Theatre, Level III (One Credit), Adopted 2013.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(i) relate musical theatre skills to higher education		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(ii) relate musical theatre skills to careers outside of the theatre		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(iii) relate musical theatre experiences to higher education		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(iv) relate musical theatre experiences to careers outside of the theatre		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(H) document and present information in a clear and coherent manner using technology in a resume or portfolio format	(i) document information in a clear and coherent manner using technology in a resume or portfolio format		
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(H) document and present information in a clear and coherent manner using technology in a resume or portfolio format	(ii) present information in a clear and coherent manner using technology in a resume or portfolio format		