

Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter Subchapter F. High School, Adopted 2013

Course §117.322. Musical Theatre, Level IV (One Credit), Adopted 2013.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level IV (one credit). A suggested prerequisite is Musical Theatre, Level III or by audition.

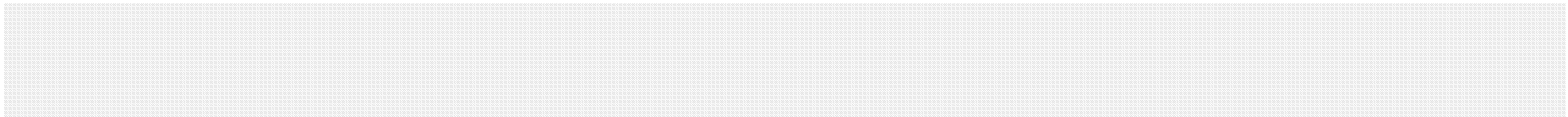
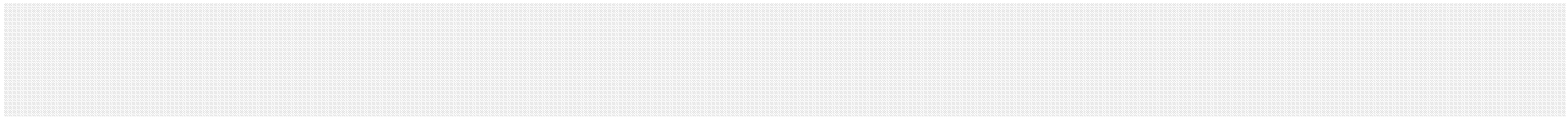
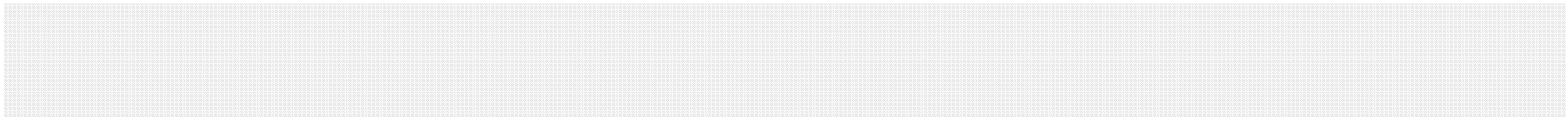
(b) Introduction.

(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 the world. The fine arts disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and improve academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, work, and life.

Knowledge and Skills Statement	Student Expectation	Breakout
<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(i) create theatrical preparation techniques</p>
<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(ii) create dance preparation techniques</p>
<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(iii) create vocal music preparation techniques</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(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:



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<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(x) lead theatrical warm-up techniques</p>
<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(xi) lead dance warm-up techniques</p>
<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:</p>	<p>(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(xii) lead vocal music warm-up techniques</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, the environment using elements of drama, dance, and the conventions of musical theatre. The student is expected to:</p>	<p>(i) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</p>	<p>(ii) develop effective use of voice in spoken dialogue to effectively express feelings</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, the environment using elements of drama, dance, and the conventions of musical theatre. The student is expected to:</p>	<p>(ii) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</p>	<p>(iii) develop effective use of voice in spoken dialogue to effectively express actions</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, the environment using elements of drama, dance, and the conventions of musical theatre. The student is expected to:</p>	<p>(iii) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</p>	<p>(iv) develop effective use of diction in spoken dialogue to effectively express thoughts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, and the conventions of musical theatre. The student is expected to:</p>	<p>(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</p>	<p>(v) develop effective use of diction in spoken dialogue to effectively express feelings</p>
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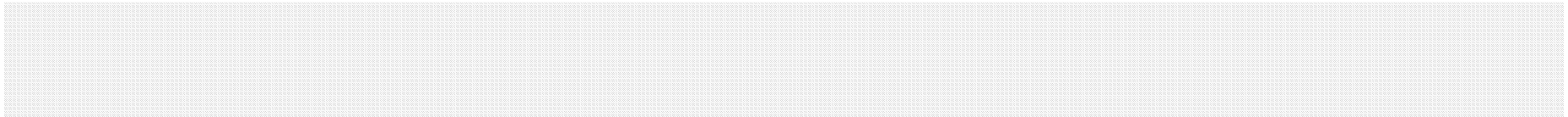
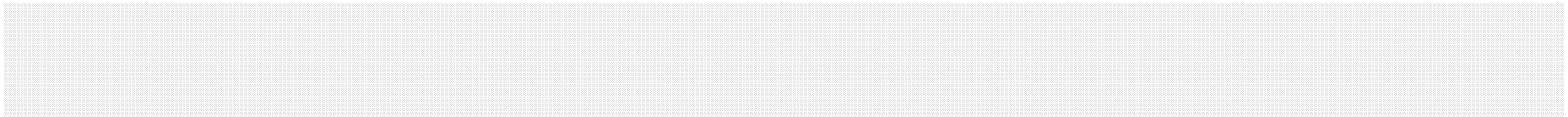
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, and the conventions of musical theatre. The student is expected to:</p>	<p>(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</p>	<p>(vi) develop effective use of diction in spoken dialogue to effectively express actions</p>
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<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:</p>	<p>(E) develop appropriate singing technique. 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:</p>	<p>(v) develop effective use of diction in spoken dialogue to effectively express feelings</p>
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Knowledge and Skills Statement	Student Expectation	Breakout
<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:</p>	<p>(i) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(i) perform a multi-dimensional character from a musical incorporating singing</p>
<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:</p>	<p>(ii) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(ii) perform a multi-dimensional character from a musical incorporating dancing</p>
<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:</p>	<p>(iii) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(iii) perform a multi-dimensional character from a musical incorporating acting</p>

Knowledge and Skills Statement

Knowledge and Skills Statement	Student Expectation	Breakout
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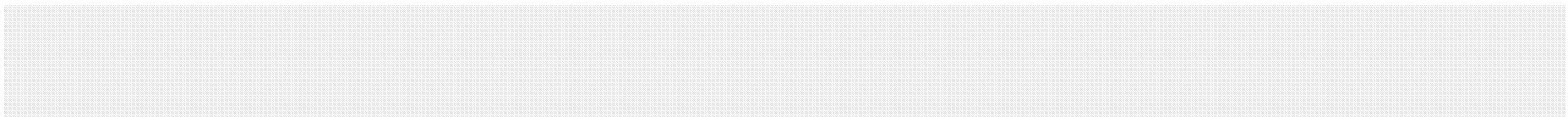
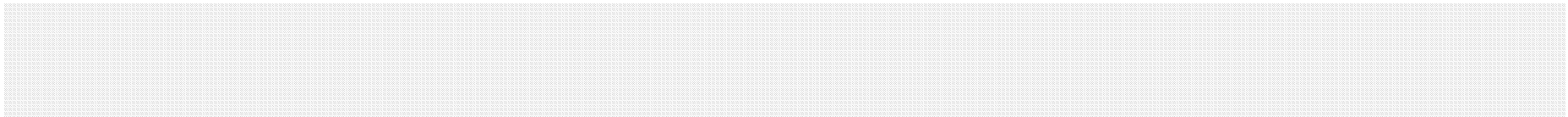
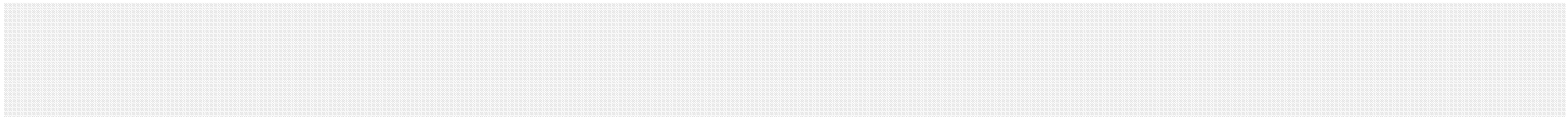


Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization and physicalization	(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 and physicalization	(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 and physicalization	(iii) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for physicalization

Knowledge and Skills Statement	Student Expectation	Breakout
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(2) Creative expression: performance. The student



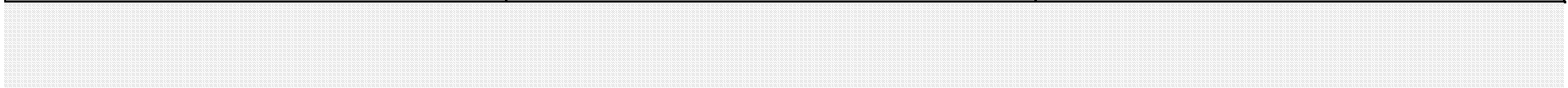
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dancing using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(iv) sustain believable characters through acting</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dancing using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(v) sustain believable characters through singing</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dancing using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(vi) sustain believable characters through dancing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(G) 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</p>	<p>(i) collaborate to produce material related to musical theatre to convey meaning to the audience through live performance or other media forms</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(A) model safe and effective use of technical elements of musical theatre</p>	<p>(i) model safe use of technical elements of musical theatre</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(A) model safe and effective use of technical elements of musical theatre</p>	<p>(ii) model effective use of technical elements of musical theatre</p>

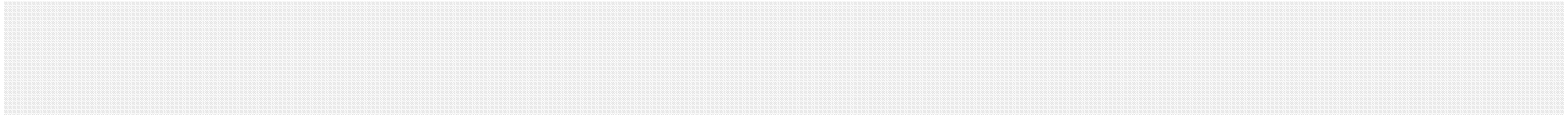
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(B) create musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers</p>	<p>(i) create musical production plans</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(C) cast and direct a musical theatre or musical media production</p>	<p>(i) cast a musical theatre or musical media production</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(C) cast and direct a musical theatre or musical media production</p>	<p>(ii) direct a musical theatre or musical media production</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre	(iv) conduct concentrated studies on cultural developments in musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(B) justify musical theatre as an original American art form	(i) justify musical theatre as an original American art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) depict musical theatre as a reflection of life in particular times, places, and cultures	(i) depict musical theatre as a reflection of life in particular times
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) depict musical theatre as a reflection of life in particular times, places, and cultures	(ii) depict musical theatre as a reflection of life in particular places

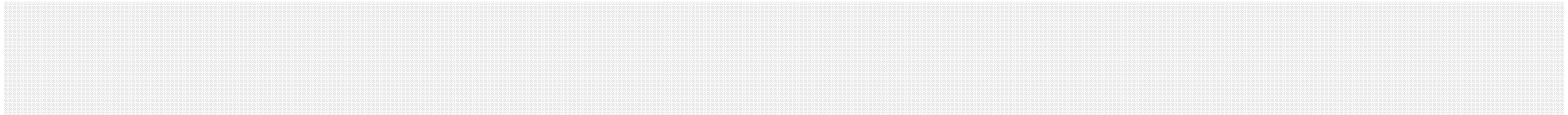
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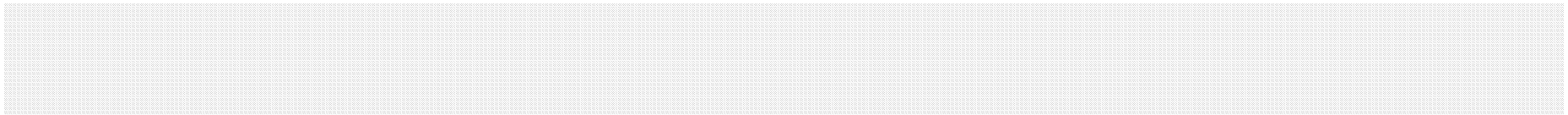
<p>(4) Historical and cultural relevance. The student represents musical theatre to history, society, and culture. The student is expected to:</p>	<p>(i) depict musical theatre as a reflection of life in particular times, places, and cultures</p>	<p>(iii) depict musical theatre as a reflection of life in particular cultures</p>
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<p>(4) Historical and cultural relevance. The student represents musical theatre to history, society, and culture. The student is expected to:</p>	<p>(ii) defend the influences of musical theatre forms such as theatre, television, and film on past and present society</p>	<p>(i) defend the influences of musical theatre forms on past society</p>
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<p>(4) Historical and cultural relevance. The student represents musical theatre to history, society, and culture. The student is expected to:</p>	<p>(ii) defend the influences of musical theatre forms such as theatre, television, and film on past and present society</p>	<p>(ii) defend the influences of musical theatre forms on present society</p>
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(A) evaluate and practice appropriate audience behavior at various types of performances</p>	<p>(i) evaluate appropriate audience behavior at various types of performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(A) evaluate and practice appropriate audience behavior at various types of performances</p>	<p>(ii) practice appropriate audience behavior at various types of performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(B) defend musical theatre as a creative art form</p>	<p>(i) defend musical theatre as a creative art form</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(C) compare the nature of musical theatre elements to other musical media</p>	<p>(i) compare the nature of musical theatre elements to other musical media</p>

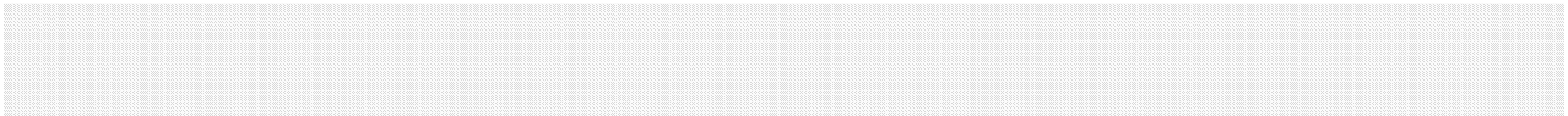
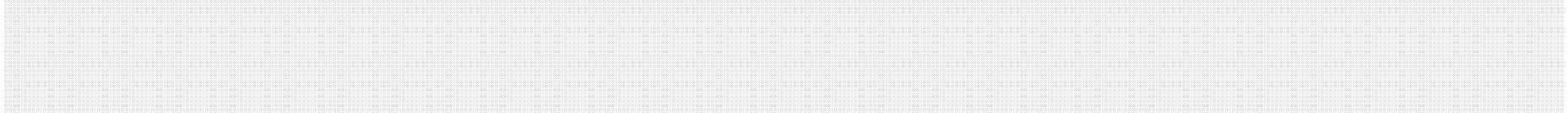
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performance. The student is expected to:</p>	<p>(D) appraise self and peer performance using constructive criticism</p>	<p>(i) appraise self performance using constructive criticism</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performance. The student is expected to:</p>	<p>(D) appraise self and peer performance using constructive criticism</p>	<p>(ii) appraise peer performance using constructive criticism</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performance. The student is expected to:</p>	<p>(E) evaluate musical theatre, musical film or other musical media using precise musical theatre vocabulary</p>	<p>(i) evaluate musical theatre, musical film or other musical media using precise musical theatre vocabulary</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(i) experiment with a career opportunity in musical theatre, musical film, or other musical media</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(ii) analyze the training needed for personal success</p>

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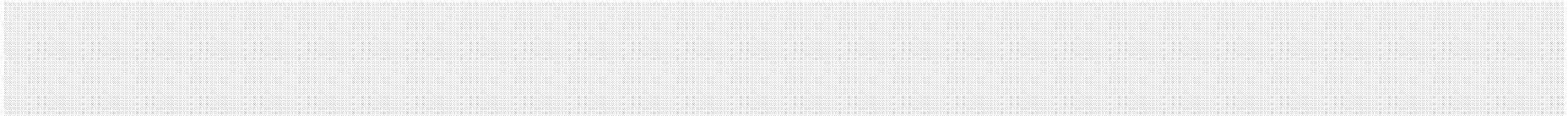
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:

(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-

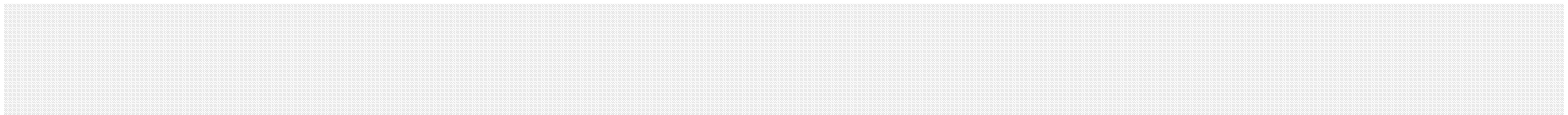


Knowledge and Skills Statement	Student Expectation	Breakout
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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(iii) relate musical theatre experiences to higher education</p>
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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(iv) relate musical theatre experiences to careers outside of the theatre</p>
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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(H) document and present information in a clear and coherent manner using technology to build a resume or portfolio</p>	<p>(i) document information in a clear and coherent</p>
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