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	**§117.325. Technical Theatre, Level III, Adopted 2013**

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(vii) demonstrate proper use of standard vocabulary in sound
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(B) demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage	(i) demonstrate a working knowledge of the technical elements of theatre
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(C) create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles	(i) create established theatre systems

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(C) create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles	(ii) use established theatre systems
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre	(i) use safe theatre practices
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre	(ii) model safe theatre practices

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(ii) identify technical elements in various theatrical genres
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(iii) use technical elements in various theatrical styles
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(iv) use technical elements in various theatrical genres

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch	(i) apply the design process, including analysis, to a theatrical product

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills		

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) apply the principles of design, including lines, shape, mass, measure, position, color, and texture	

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(i) apply the principles of composition, including unity
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(ii) apply the principles of composition, including harmony
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(iii) apply the principles of composition, including contrast

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(iv) apply the principles of composition, including variation
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(v) apply the principles of composition, including balance
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(vi) apply the principles of composition, including proportion

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(vii) apply the principles of composition, including emphasis
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(E) apply the elements of color in design such as color theory, the science of color and light, and the color palette	(i) apply the elements of color in design
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(F) manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager	(i) manage the production team

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(F) manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager	(ii) work collaboratively with the production team
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(G) defend the importance of collaboration and leadership skills	(i) defend the importance of collaboration
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(G) defend the importance of collaboration and leadership skills	(ii) defend the importance of leadership skills

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(I) interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models	(ii) interpret technical theatre documents used by designers to communicate
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(i) practice the basics of measurement applied to drafting
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(ii) practice the basics of measurement applied to design

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(iii) practice the basics of measurement applied to construction
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(iv) practice the basics of scale applied to drafting
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(v) practice the basics of scale applied to design

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(J) practice the basics of measurement and scale applied to drafting, design, or construction	(vi) practice the basics of scale applied to construction
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use specialized tools and materials in technical theatre	(i) identify specialized tools in technical theatre
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use specialized tools and materials in technical theatre	(ii) identify specialized materials in technical theatre

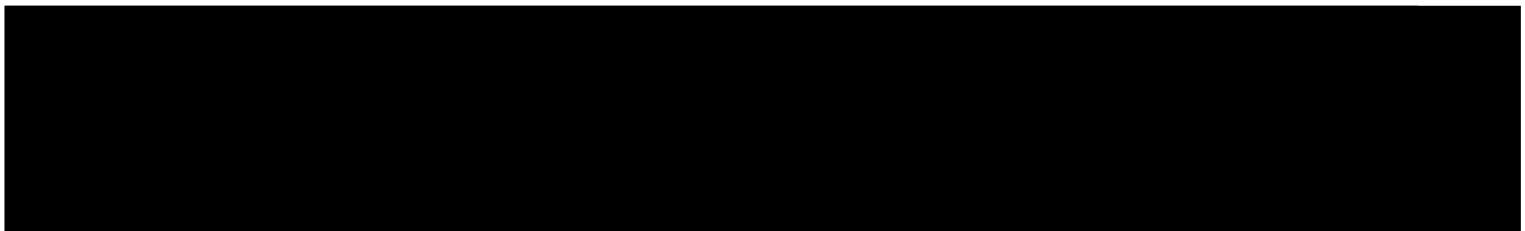
Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use specialized tools and materials in technical theatre	(iii) safely use specialized tools in technical theatre
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use specialized tools and materials in technical theatre	(iv) safely use specialized materials in technical theatre

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(B) develop theatre production skills by: (i) demonstrating design and building techniques of scenery; (ii) designing and building or pulling and altering costumes (iii) designing lighting and using electrical theory and practice as it applies to theatrical lighting; (iv) demonstrating an understanding of the physics of acoustics and sound through the design of sound; (v) designing marketing products for theatrical productions; (vi) demonstrating stage management techniques such as build a promptbook, call cues, and record blocking; (vii) implementing and refining scenic painting techniques; or (viii) designing stage properties	(i) develop theatre production skills by: demonstrating design and building techniques of scenery; designing and building or pulling and altering costumes; designing lighting and using electrical theory and practice as it applies to theatrical lighting; demonstrating an understanding of the physics of acoustics and sound through the design of sound; designing marketing products for theatrical productions; demonstrating stage management techniques; implementing and refining scenic painting techniques; or designing stage properties
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(C) identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician	(i) identify various production roles in all technical areas

Knowledge and Skills Statement

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) synthesize the impact of live theatre, film, television, and electronic media on contemporary society	(i) synthesize the impact of live theatre on contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) synthesize the impact of live theatre, film, television, and electronic media on contemporary society	(ii) synthesize film on contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) synthesize the impact of live theatre, film, television, and electronic media on contemporary society	(iii) synthesize the impact of television on contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) synthesize the impact of live theatre, film, television, and electronic media on contemporary society	(iv) synthesize the impact of electronic media on contemporary society

Chapter 117. Texas Essential Knowledge6 0ownowentaled2.3(edge4(E)6.fT)-o.1(117.Fex)als 12(1(i)3.s1(775.7(§)1(T))3.34 5T)-3(ex)2.c(s)2.hni(ed2.c(E)6a3(ed2.3(ex)2hea1(i)3..1(117e,(i)3. Lev(ent)13(K)



Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(v) identify key trends [from the cultural heritages of world drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek	

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(iii) demonstrate a working knowledge of the discoveries in theatre architecture
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(iv) demonstrate a working knowledge of the discoveries in stage technology

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(v) demonstrate a working knowledge of the periods in theatre architecture
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(vi) demonstrate a working knowledge of the periods in stage technology

Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(ii) analyze the multicultural heritage of United States theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(iii) identify key figures [from the multicultural heritage of United States drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(iv) identify key works [from the multicultural heritage of United States drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(v) identify key trends [from the multicultural heritage of United States drama and theatre] in dramatic literature

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media	(i) demonstrate a working knowledge of the innovations of the United States to the performing arts
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre,	

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) construct a resume and portfolio of works created in technical theatre	(ii) construct a portfolio of works created in technical theatre
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) demonstrate appropriate behavior of technical staff at various types of live performances	(i) demonstrate appropriate behavior of technical staff at various types of live performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) apply the design and technical elements of theatre as an art form and evaluate self as a creative being	(i) apply the design elements of theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) apply the design and technical elements of theatre as an art form and evaluate self as a creative being	(ii) apply the technical elements of theatre as an art form

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) apply the design and technical elements of theatre as an art form and evaluate self as a creative being	(iii) evaluate self as a creative being
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(i) offer constructive criticism of designs or construction by peers
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(ii) offer constructive criticism of designs or construction by self

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(iii) receive constructive criticism of designs or construction projects by self
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary	(i) evaluate live theatre in written form with precise and specific observations of technical elements using appropriate vocabulary
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary	(ii) evaluate live theatre in oral form with precise and specific observations of technical elements using appropriate vocabulary
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary	(i) evaluate film, television, or other media in written form or oral form with precise and specific observations of technical elements using appropriate vocabulary

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(i) articulate career and avocational opportunities in theatre, television, film, or industries
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(ii) evaluate the training needed to pursue such [career and avocational] opportunities

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(iii) evaluate the skills needed to pursue such [career and avocational] opportunities
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(i) articulate connections in theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(ii) articulate connections in theatre skills to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(iii) articulate connections in theatre experiences to higher education

Knowledge and Skills Statement	Student Expectation	Breakout

Publisher Name: Program ISBN

Publisher Name: Program ISBN

Publisher Name: Program ISBN

Publisher Name: Program ISBN