Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall	(x) understand the purpose of using cooperation
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall	(xi) understand the purpose of using emotional recall
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall	(xii) understand the purpose of using sensory recall

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice theatre preparation and warm-up techniques	(iv) practice theatre warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally	(i) develop stage movement techniques consistently to express thoughts non-verbally
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally	(ii) develop stage movement techniques consistently to express feelings non-verbally

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human		

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(D) develop and practice effective voice and diction to express thoughts and feelings	(viii) practice effective diction to express feelings
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays	(i) analyze characters by describing attributes through reading scripts of published plays
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions	(ii) demonstrate a working knowledge of the language of theatre

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers,	

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(A) demonstrate safe use of the voice and body	(i) demonstrate safe use of the voice
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(A) demonstrate safe use of the voice and body	(ii) demonstrate safe use of the body
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) define creativity as it relates to personal expression	(i) define creativity as it relates to personal expression
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(C) employ effective voice and diction to express thoughts and feelings	(i) employ effective voice to express thoughts

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(iii) use physical awareness to portray believable characters when applying acting techniques
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(iv) use intellectual awareness to portray believable characters when applying acting concepts

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) develop physical, intellectual, emotional, and social awareness to portray beli ET q1(E8l)3. student is expected to:	

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(vii) use emotional awareness to portray believable characters when applying acting concepts
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(viii) use emotional awareness to portray believable characters when applying acting skills

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(ix) use emotional awareness to portray believable characters when applying acting techniques

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xi) use social awareness to portray believable characters when applying acting skills
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xii) use social awareness to portray believable characters when applying acting techniques

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xvii) use intellectual awareness to convey a story when applying acting skills
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xviii) use intellectual awareness to convey a story when applying acting techniques

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xix) use emotional awareness to convey a story when applying acting concepts
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xx) use emotional awareness to convey a story when applying acting skills

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xxi) use emotional awareness to convey a story when applying acting techniques
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xxii) use social awareness to convey a story when applying acting concepts

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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xxiii) use social awareness to convey a story when applying acting skills
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques	(xxiv) use social awareness to convey a story when applying acting techniques
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally	(i) employ physical techniques consistently to express thoughts non-verbally

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(2) Creative expression: performance. The student

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(E) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms	(ii) write original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(E) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms	(iii) refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) develop and practice technical theatre skills	(i) develop technical theatre skills

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) develop and practice technical theatre skills	(ii) practice technical theatre skills
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity	(i) apply technical knowledge safely to create or operate theatrical elements

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(D) demonstrate responsibility, artistic discipline,	

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management	(iii) demonstrate creative problem solving by concentrating in one or more areas of theatre production
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:		

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(A) portray theatre as a reflection of life in particular times, places, and cultures	(iii) portray theatre as a reflection of life in particular cultures
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) relate historical and cultural influences on theatre	(i) relate historical influences [to] theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) relate historical and cultural influences on theatre	(ii) relate cultural influences [to] theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) identify the impact of live theatre, film, television, and electronic media on contemporary society	(i) identify the impact of live theatre on contemporary society

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) identify the impact of live theatre, film, television, and electronic media on contemporary society	(ii) identify the impact of film on contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) identify the impact of live theatre, film, television, and electronic media on contemporary society	(iii) identify 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:	(C) identify the impact of live theatre, film, television, and electronic media on contemporary society	(iv) identify the impact of electronic media on contemporary society

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(i) appreciate the cultural heritages of world drama
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(ii) appreciate the cultural heritages of world theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(iii) identify key figures [from the cultural heritages of world drama and theatre] in dramatic literature

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(iv) identify key works [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) appreciate 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:	(E) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(i) appreciate the multicultural heritage of United States drama

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(4) Historical and cultural relevance. The student relates theatre to history, soc.2(i)3(el)335L, and culture. The student is expected to:	(E) appreciate the multiculturS1 cs /P0 scl he(ec)-8.iage 40 of	

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) identify and appreciate 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	(iv) appreciate the contributions of the United States to the performing arts
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) analyze and apply appropriate behavior at various types of live performances	(i) analyze appropriate behavior 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:	(A) analyze and apply appropriate behavior at various types of live performances	(ii) apply appropriate behavior at various types of live performances

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) recognize theatre as an art form and evaluate self as a creative being	(i) recognize 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:	(B) recognize theatre as an 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 theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(i) offer constructive criticism of peer performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(ii) receive constructive criticism of peer performances

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value	

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student rB		

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner	(i) use technology to document information in a clear and coherent manner
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(i) connect 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) connect theatre skills and experiences to higher education and careers outside of the theatre	(ii) connect theatre skills to careers outside of the theatre

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iii) connect theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iv) connect theatre experiences to careers outside of the theatre