

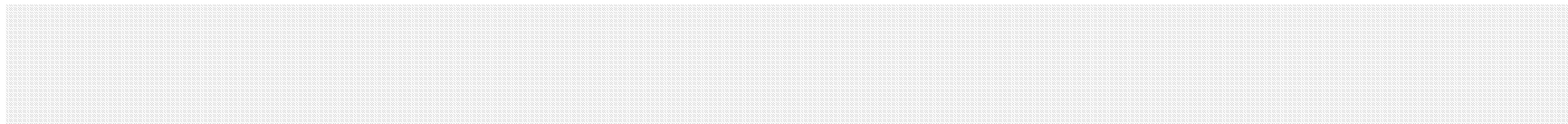
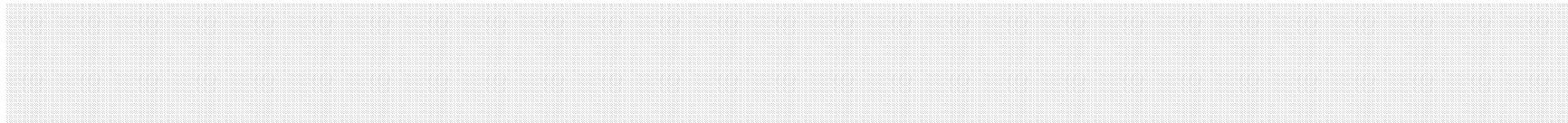
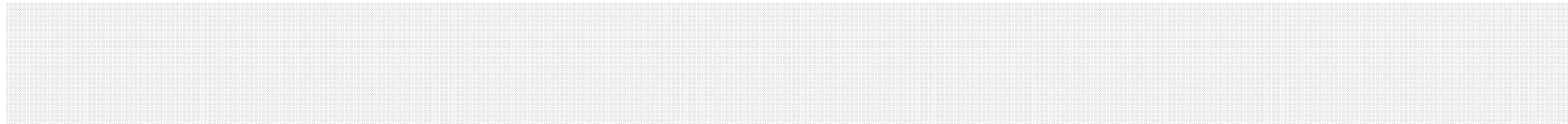
Texas Essential Knowledge and Skills (TEKS) Breakouts

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| Subject | Chapter 117. Texas Essential Knowledge and Skills for Fine Arts |
| Subchapter | Subchapter F. High School, Adopted 2013 |
| Course | §117.316. Theatre, Level II, Adopted 2013. |

(a) General requirements.

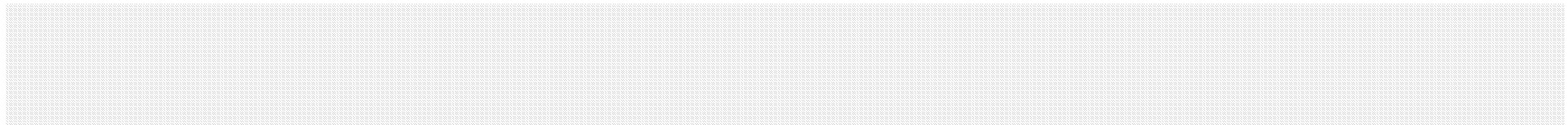
| Knowledge and Skills Statement | Student Expectation | Breakout |
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(1) Foundations: inquiry Tw 9srpe(1).((Pi(1) F20.1(n)0.6(TT3(N)1(a)-5(DC 0 sc(nquii)4.89 5.169Tw 9sr)-2.6)-PA)e6316.d(oc46..44 48 /C7 Tdpr(e6316ac)- 647-)1(or)-21(c)- 6e 47-o37.>>- 0 Td [6e



| 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 and conventions of theatre. The student is expected to: | (B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally | (ii) develop stage movement techniques consistently to express feelings 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: | (B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally | (iii) develop stage movement techniques consistently to express actions non-verbally |
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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 stage movement techniques consistently to express thoughts, feelings and actions non-verbally | (iv) practice stage movement techniques consistently to express thoughts non-verbally |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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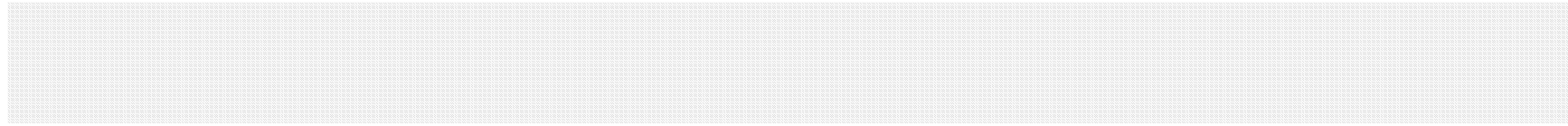
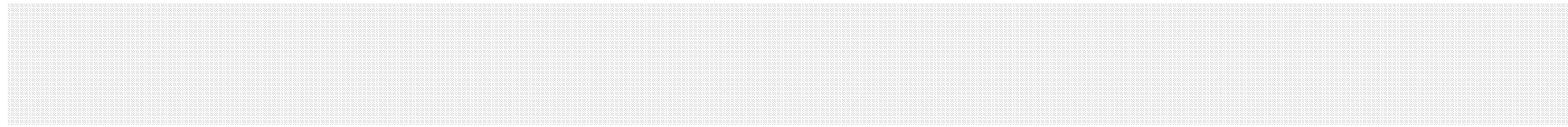


| Knowledge and Skills Statement | Student Expectation | Breakout |
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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques

(vi) apply intellectual interactions to portray believable characters when applying acting

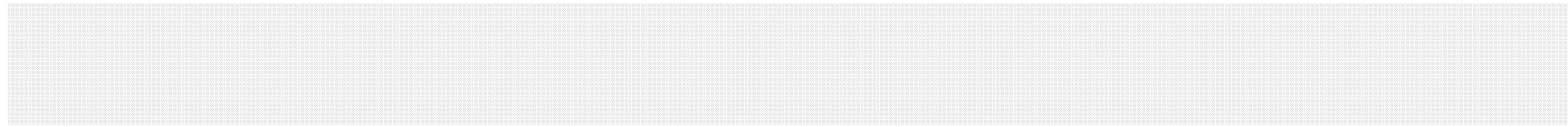


| Knowledge and Skills Statement | Student Expectation | Breakout |
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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques

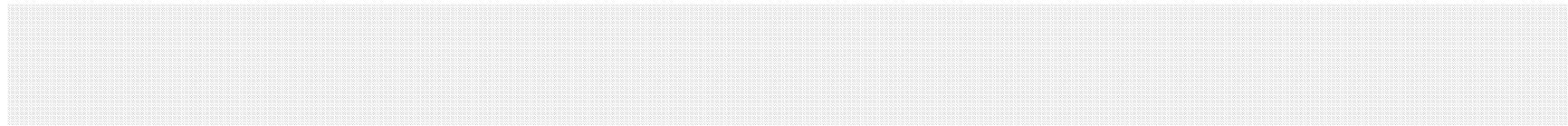
(viii) apply emotional interactions to portray believable characters when applying acting skills



(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

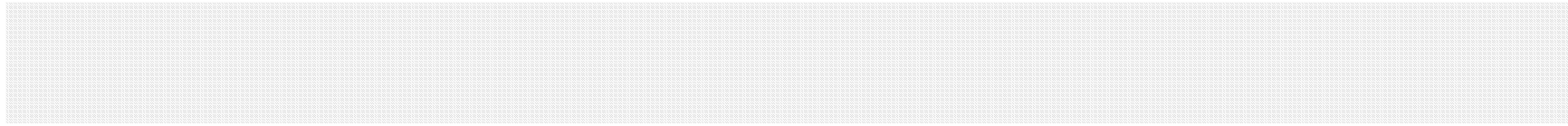
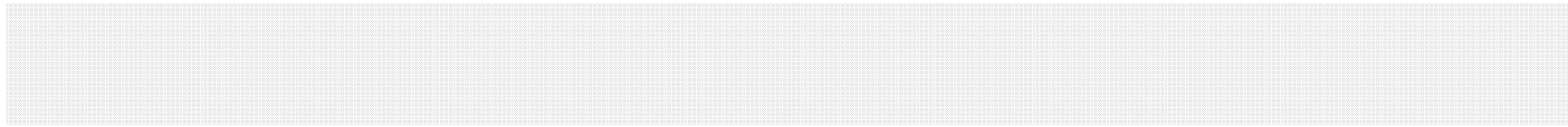
(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques

(ix) apply emotional interactions to portray believable characters when applying acting techniques



| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p> | <p>(x) apply social interactions to portray believable characters when applying acting concepts</p> |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p> | <p>(xi) apply social interactions to portray believable characters when applying acting skills</p> |
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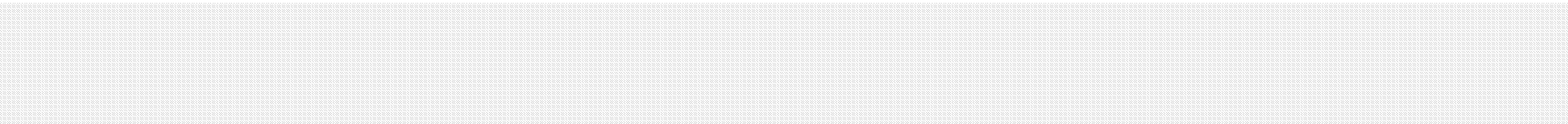
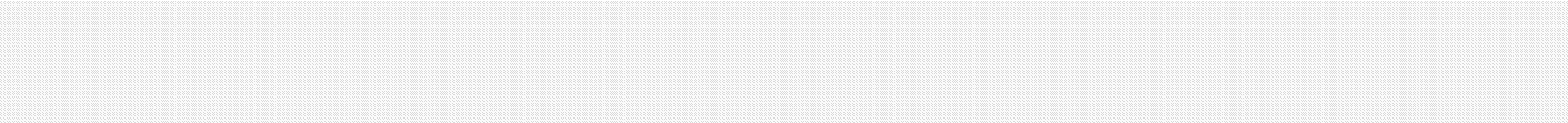
| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p> | <p>(xviii) apply intellectual interactions to convey a story when applying acting techniques</p> |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p> | <p>(xix) apply emotional interactions to convey a story when applying acting concepts</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p> | <p>(xxiv) apply social interactions to convey a story when applying acting techniques</p> |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p> | <p>(i) develop physical techniques consistently to express thoughts non-verbally</p> |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p> | <p>(ii) develop physical techniques consistently to express feelings non-verbally</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p> | <p>(iii) develop physical techniques consistently to express actions non-verbally</p> |
| | | |
| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p> | <p>(i) create original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p> |
| | | |
| <p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p> | <p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p> | <p>(ii) write original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p> |
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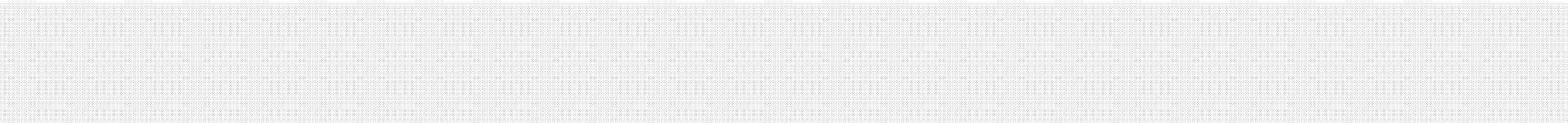
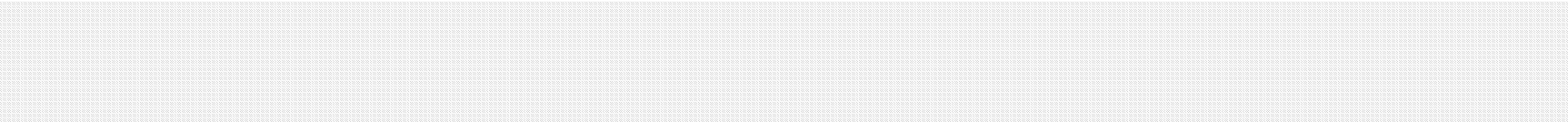
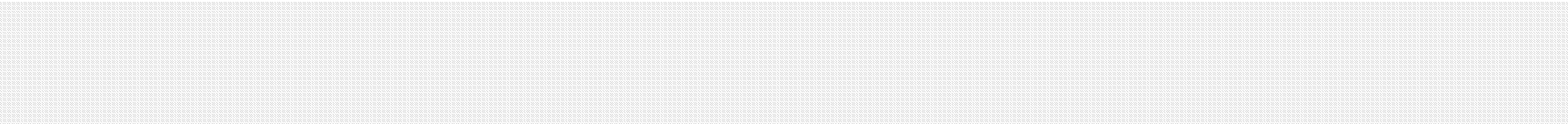
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:



| Knowledge and Skills Statement | Student Expectation | Breakout |
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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 safe and effective stagecraft skills | (ii) develop effective stagecraft 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 safe and effective stagecraft skills | (iii) practice safe stagecraft 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 safe and effective stagecraft skills | (iv) practice effective stagecraft skills |
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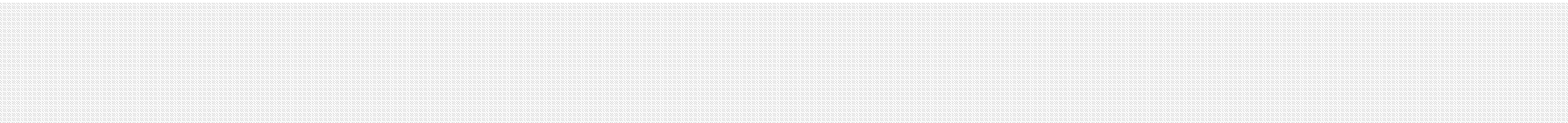
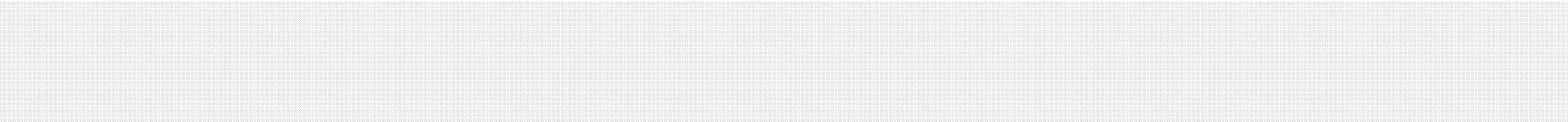
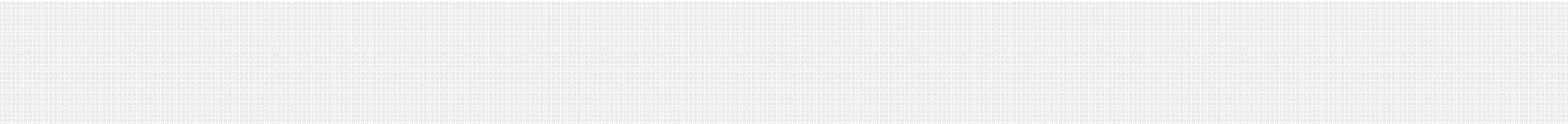
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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

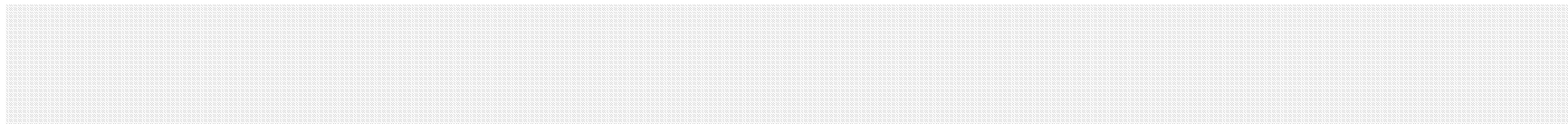
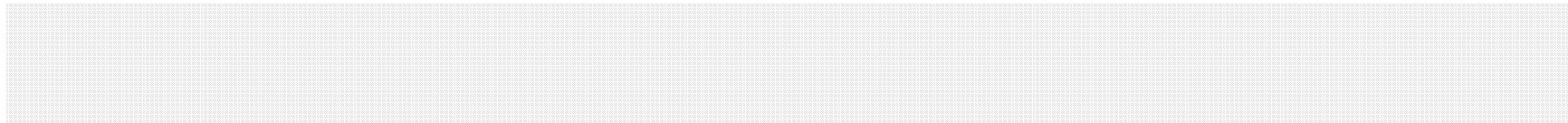
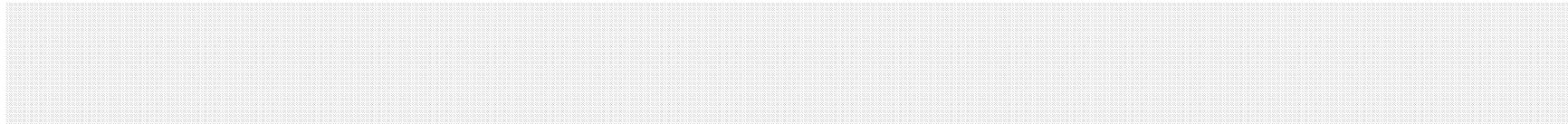


| Knowledge and Skills Statement | Student Expectation | Breakout |
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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:



| Knowledge and Skills Statement | Student Expectation | Breakout |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: | (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments | (vii) analyze elements of a script to determine artistic roles |
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| (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: | (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments | (viii) analyze elements of a script to determine technical assignments |
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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) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance | (i) perform a role in production decision making |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: | (E) develop 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 | (ii) develop artistic discipline by concentrating in one or more areas of theatre production |
| | | |
| (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: | (E) develop 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) develop creative problem solving by concentrating in one or more areas of theatre production |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (A) analyze historical and cultural influences on theatre | (i) analyze historical influences on theatre |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (A) analyze historical and cultural influences on theatre | (ii) analyze cultural influences on theatre |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (i) analyze ways in which theatre play(s) a role in our daily lives |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (ii) analyze ways in which theatre influence(s) our values |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (vi) analyze ways in which television influence(s) our behaviors |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (vii) analyze ways in which film play(s) a role in our daily lives |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (viii) analyze ways in which film influence(s) our values |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors | (ix) analyze ways in which film influence(s) our behaviors |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society | (i) analyze the impact of live theatre in contemporary society |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society | (ii) analyze the impact of film in 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: | (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society | (vi) evaluate the impact of film in contemporary society |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society | (vii) evaluate the impact of television in contemporary society |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society | (viii) evaluate the impact of electronic media in contemporary society |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature | (i) research the influences of world drama |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature | (ii) research the influences of world theatre |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature | (iii) identify key figures [from world drama and theatre] in dramatic literature |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p> | <p>(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature</p> | <p>(iv) identify key works [from world drama and theatre] in dramatic literature</p> |
| <p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p> | <p>(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature</p> | <p>(v) identify trends [from world drama and theatre] in dramatic literature</p> |
| <p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p> | <p>(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature</p> | <p>(i) research the influences of the multicultural heritage of drama in the United States</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature | (ii) research the influences of the multicultural heritage of theatre in the United States |
| | | |
| (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: | (E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature | (iii) identify key figures [from the multicultural heritage of drama and theatre in the United States] 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: | (E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature | (iv) identify key works [from the multicultural heritage of drama and theatre in the United States] in dramatic literature |
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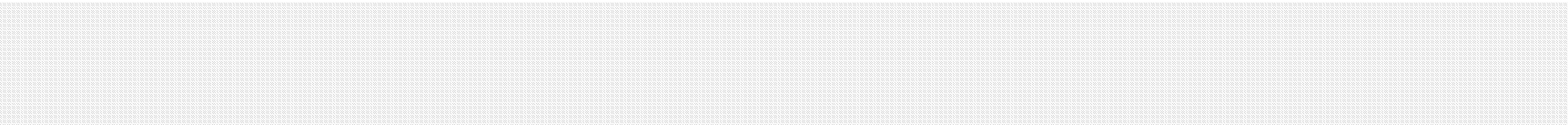
| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p> | <p>(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p> | <p>(ii) identify the contributions of the United States to the performing arts</p> |
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| <p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p> | <p>(F) 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</p> | <p>(iii) appreciate the innovations of the United States to the performing arts</p> |
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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

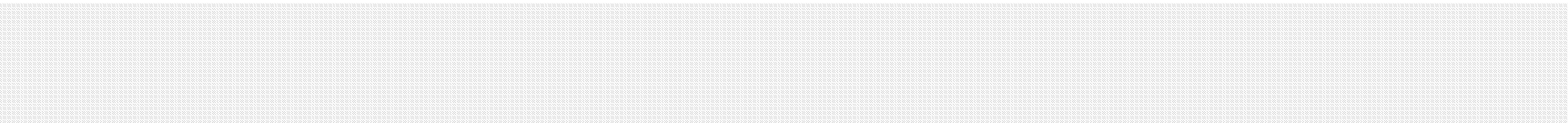
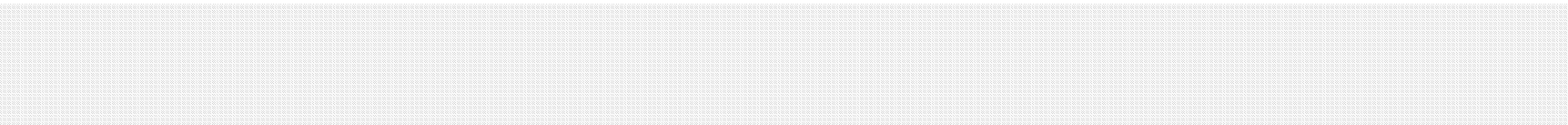
(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media

(iv) appreciate the contributions of the United States to the performing arts



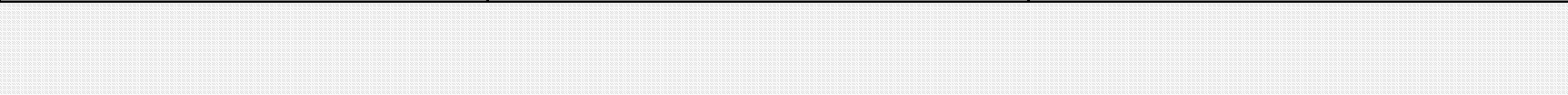
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) evaluate and apply appropriate audience

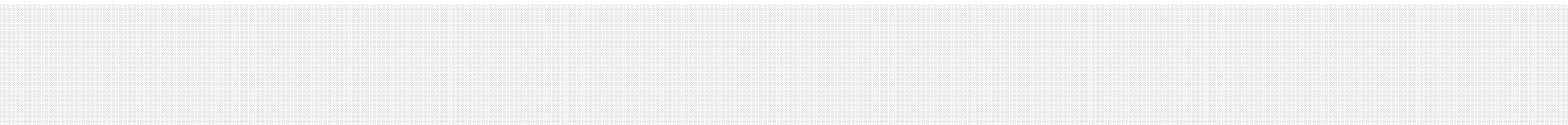
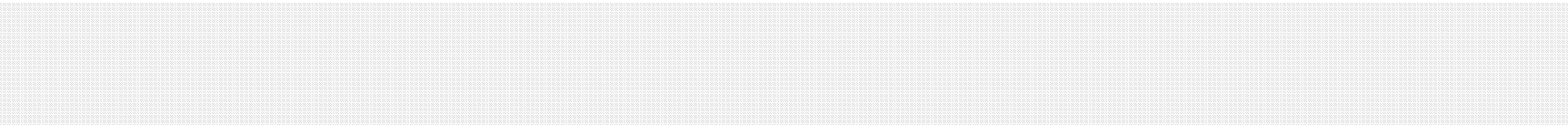


| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(B) analyze theatre as an art form and evaluate self as a creative being</p> | <p>(i) analyze theatre as an art form</p> |
| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(B) analyze theatre as an art form and evaluate self as a creative being</p> | <p>(ii) evaluate self as a creative being</p> |
| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(C) offer and receive constructive criticism of peer performances</p> | <p>(i) offer constructive criticism of peer performances</p> |
| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(C) offer and receive constructive criticism of peer performances</p> | <p>(ii) receive constructive criticism of peer performances</p> |

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(5) Critical evaluation and response. The student

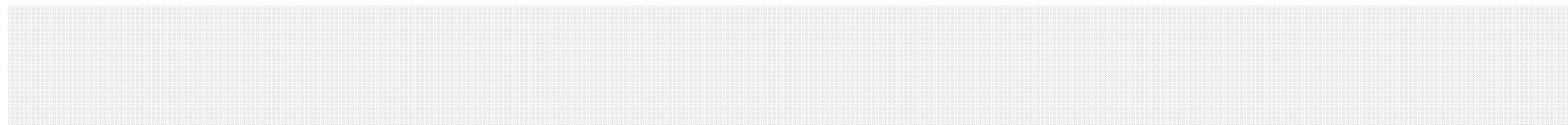
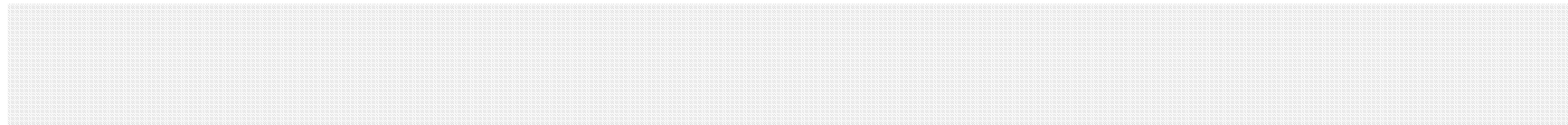


| Knowledge and Skills Statement | Student Expectation | Breakout |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p> | <p>(i) examine career and avocational opportunities in theatre or other media</p> |
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| <p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p> | <p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p> | <p>(ii) evaluate the training needed to pursue such [career and avocational] opportunities</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--------------------------------|---------------------|----------|
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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) examine career and avocational opportunities such as theatre education, arts



Knowledge and Skills Statement

Student Expectation

