Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter D. Elementary, Adopted 2013
Course	§117.110. Theatre, Grade 2, Adopted 2013
(a) 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, relations ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, c opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.	
(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students dev perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students com dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manne historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creat thinking, and develop the ability to appreciate and evaluate live theatre.	
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illu examples.	
(b) Knowledge and Skills.	

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) react to sensory experiences such as sight or sound through dramatic play	(i) react to sensory experiences through dramatic play
(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) expand spatial awareness in dramatic play using expressive and rhythmic movement	(i) expand spatial awareness in dramatic play using expressive movement
(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) expand spatial awareness in dramatic play using expressive and rhythmic movement	(ii) expand spatial awareness in dramatic play using rhythmic movement

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:		

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:	(C) create dramatizations of limited-action stories using simple pantomime or puppetry	(ii) create dramactd*6x/MCID 5 >>BDC1(ons)-821(of)-13.1(2l)3 expected to:(Ce dramatii6.3(iong.1(i)3.13.1(es)-8(us)-8(i).1(om

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The stude design, directing, and theatre production concepts and skills. The student is expected to:	(B) adapt the environment for dramatic play using common objects such as tables or chairs	(i) adapt the environment for dramatic play using common objects
(3) Creative expression: production. The stude design, directing, and theatre production concepts and skills. The student is expected to:	(C) plan dramatic play	(i) plan dramatic play
(3) Creative expression: production. The stude design, directing, and theatre production concepts and skills. The student is expected to:	(D) cooperate and interact with others in dramatic play	(i) cooperate with others in dramatic play

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) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play	(ii) explore diverse historical experiences through fables, myths, or fairytales in dramatic play
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) discuss, practice, and display appropriate audience behavior	(i) discuss appropriate audience behavior
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) discuss, practice, and display appropriate audience behavior	

Knowledge and Skills Statement