Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter E. Middle School, Adopted 2013
Course	§117.211. Theatre, Middle School 1, Adopted 2013.

(a) General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Mid School 1.

(b) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relation 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--provid 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 crea 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.

(c) Knowledge and Skills.

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:	(A) develop characterization based on sensory and emotional recall	(i) develop characterization based on sensory 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) develop characterization based on sensory and emotional recall	(ii) develop characterization based on 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:	(B) expand body awareness and spatial perceptions using mime	(i) expand body awareness using mime

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:	(B) expand body awareness and spatial perceptions using mime	(ii) expand spatial perceptions using mime
(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) respond to sounds, music, images, and the written word, incorporating movement	(i) respond to sounds incorporating 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:	(C) respond to sounds, music, images, and the written word, incorporating movement	(ii) respond to music incorporating movement