

## 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	§117.213. Theatre, Middle School 3, 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, relationships. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functions, increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creative expression 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 structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perspective on human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic way in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and 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 illustrative examples.

### (b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) evaluate characterization using emotional and sensory recall</p>	<p>(i) evaluate characterization using emotional recall</p>
<p>(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:</p>	<p>(A) evaluate characterization using emotional and sensory recall</p>	<p>(ii) evaluate characterization using sensory recall</p>
<p>(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:</p>	<p>(B) explore preparation and warm-up techniques</p>	<p>(i) explore preparation techniques</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(i) explore preparation and warm-up techniques</p>	<p>(ii) explore warm-up techniques</p>
<p>(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:</p>	<p>(i) create expressive movement and mime to define space and characters</p>	<p>(i) create expressive movement to define space</p>
<p>(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:</p>	<p>(i) create expressive movement and mime to define space and characters</p>	<p>(ii) create expressive movement to define characters</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(iii) create expressive movement and mime to define space and characters</p>	<p>(iii) create mime to define space</p>
<p>(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:</p>	<p>(iv) create expressive movement and mime to define space and characters</p>	<p>(iv) create mime to define characters</p>
<p>(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:</p>	<p>(i) demonstrate an increased understanding of the mechanisms of vocal production</p>	<p>(i) demonstrate an increased understanding of the mechanisms of vocal production</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>The student applies knowledge of theatrical vocabulary and terminology</p>	<p>(i) apply knowledge of theatrical vocabulary and terminology</p>
<p>(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:</p>	<p>The student explores and evaluate the structure and form of dramatic literature</p>	<p>(i) explore the structure of dramatic literature</p>
<p>(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:</p>	<p>The student explores and evaluate the structure and form of dramatic literature</p>	<p>(ii) explore the form of dramatic literature</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>The student explores and evaluates the structure and form of dramatic literature</p>	<p>(iii) evaluate the structure of dramatic literature</p>
<p>(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:</p>	<p>The student explores and evaluates the structure and form of dramatic literature</p>	<p>(iv) evaluate the form of dramatic literature</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>The student demonstrates safe use of the voice and body</p>	<p>(i) demonstrate safe use of the voice</p>

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:	(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) portray characters through familiar movements and dialogue	(i) portray characters through familiar movements
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) portray characters through familiar movements and dialogue	(ii) portray characters through dialogue



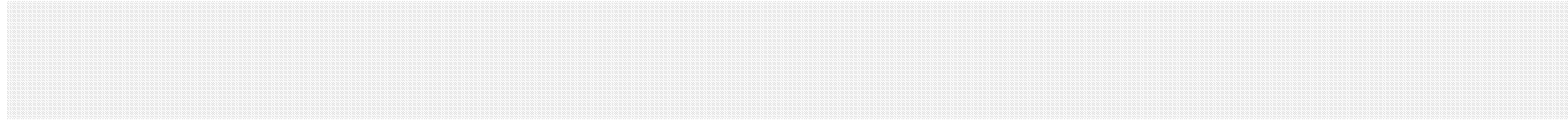
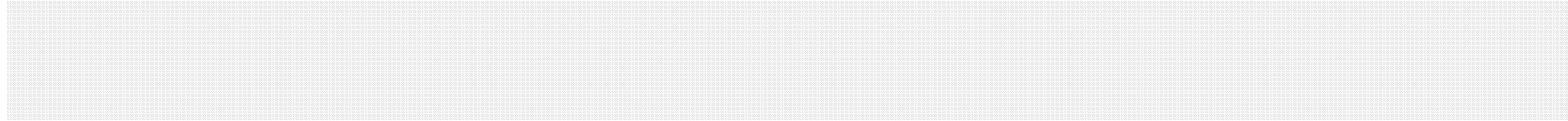
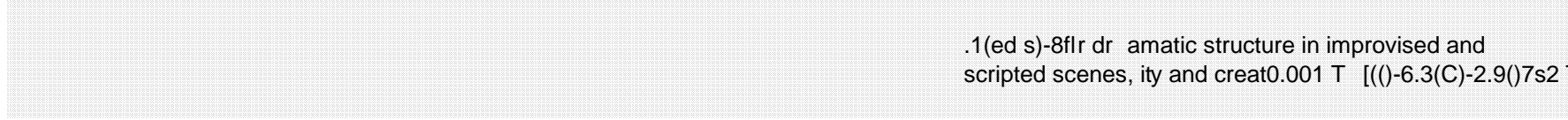


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(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, and create dramatizations. The student is expected to:

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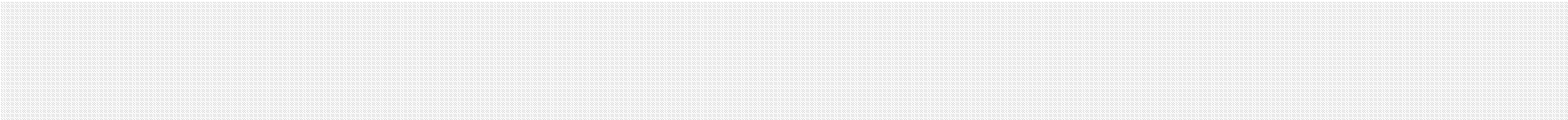
Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(x) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively	(x) create actions that reflect dramatic structure in improvised scenes collaboratively
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(xi) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively	(xi) create actions that reflect dramatic structure in scripted scenes individually
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(xii) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively	(xii) create actions that reflect dramatic structure in scripted scenes collaboratively

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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:

(i) express thoughts and feelings using effective voice and diction

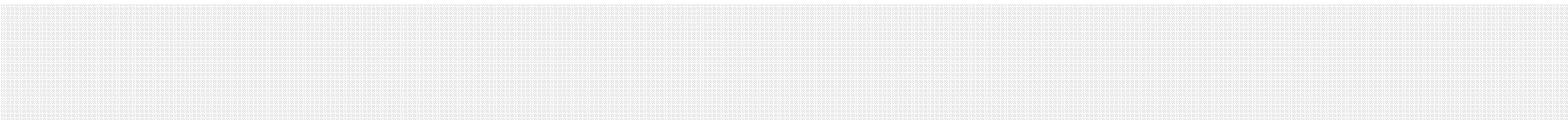
(i) express thoughts using effective voice



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

(i) express thoughts and feelings using effective voice and diction

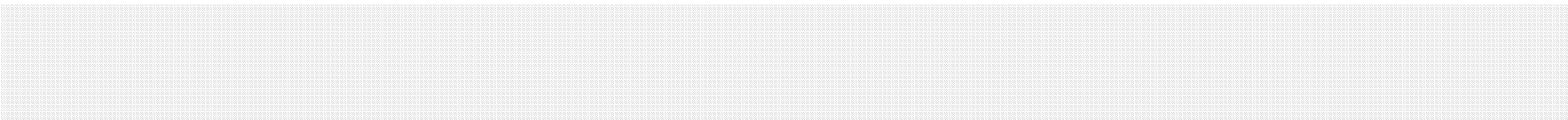
(ii) express thoughts using effective diction



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

(i) express thoughts and feelings using effective voice and diction

(iii) express feelings using effective voice



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

(i) express thoughts and feelings using effective voice and diction



Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to	(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance	(i) recognize specific technical elements to suggest environment for performance
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to	(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance	(ii) recognize specific technical elements to establish mood for performance
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to	(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance	(iii) recognize specific technical elements to support character for performance

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to</p>	<p>(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance</p>	<p>(iv) recognize specific technical elements to support actions for performance</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to</p>	<p>(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance</p>	<p>(v) select specific technical elements to suggest environment for performance</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to</p>	<p>(A) recognize and select specific technical elements to suggest environment, to establish mood, and support character and actions for performance</p>	<p>(vi) select specific technical elements to establish mood for performance</p>



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) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator

(i) explore the director's role as a unifying force

(roduction. The student





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:

[Shaded area for student response]

[Shaded area for student response]

[Shaded area for student response]

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society and culture. The student is expected to:</p>	<p>(B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions</p>	<p>(iii) explore theatre heritage as it is preserved in conventions</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society and culture. The student is expected to:</p>	<p>(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures and works on American society</p>	<p>(i) explore the role of theatre [in] American society</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society and culture. The student is expected to:</p>	<p>(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures and works on American society</p>	<p>(ii) explore the role of film [in] American society</p>

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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>(A) understand and demonstrate appropriate audience etiquette at various types of live performances</p>	<p>(ii) demonstrate appropriate audience etiquette at various types of live 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>(B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, value and apply this process to performances using appropriate theatre vocabulary</p>	<p>(i) develop a knowledge of the terminology of evaluation</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) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, value and apply this process to performances using appropriate theatre vocabulary</p>	<p>(ii) develop a knowledge of the process of evaluation</p>

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