

Prepared by the State Board of Education (SBOE) TEKS Review Committees

First Draft, June 2012

These draft proposed revisions reflect the recommended changes to the fine arts Texas Essential Knowledge and Skills (TEKS) for theatre that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§117.4 Theatre, Kindergarten		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre</u> . Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through <u>the Historical and Cultural Relevance strand</u> students <u>increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre</u> . Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry and Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Fine Arts
(1)(A)	develop self-awareness through dramatic play;	Expert suggestion was to delete (1)(A) The committee disagrees with this suggestion because the SE is a measurable skill.

(1)(B)	explore space, using expressive movement;	
(1)(C)	imitate sounds; and	
(1)(D)	imitate and recreate objects in dramatic play.	
(2)	Creative Expression: P/performance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Theatre
(2)(A)	demonstrate safe use of movement and voice;	
(2)(B)	assume roles through imitation and recreation;	
(2)(C)	identify the characteristics of dramatic play; and	
(2)(D)	participate in dramatic play.	
(3)	Creative Expression: Production/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Fine Arts
(3)(A)	create playing space, using simple materials;	
(3)(B)	create costumes, using simple materials;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate with others in dramatic play; <u>and</u>	
<u>(3)(E)</u>	<u>observe the performance of artists and identify theatrical vocations.</u>	Moved from (5)(D)
(4)	Historical/ and Cultural heritage. Relevance The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	play and replay real and imaginative situations of various cultures; and	
(4)(B)	play and replay stories from American history.	
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	begin to identify <u>and display</u> appropriate audience behavior;	
(5)(B)	respond to dramatic activities; <u>and</u>	
(5)(C)	demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and	
(5)(D)	observe the performance of artists and identify theatrical vocations.	Moved to (3)(E)

§117.7 Theatre, Grade 1		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre</u> . Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through <u>the Historical and Cultural Relevance strand</u> students increase their understanding of <u>heritage and traditions in theatre and the diversity of world cultures as expressed in theatre</u> . Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural connections in theatre. Response/critical evaluation promotes creative and critical thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry/ Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Fine Arts
(1)(A)	develop confidence and self-awareness through dramatic play;	Expert suggestion was to delete(1)(A) The committee disagrees with this suggestion because the SE is a measurable skill.

(1)(B)	develop spatial awareness in dramatic play, using expressive and rhythmic movement;	
(1)(C)	imitate actions and sounds; and	
(1)(D)	imitate and create animate and inanimate objects in dramatic play.	
(2)	Creative Expression: P/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Fine Arts
(2)(A)	demonstrate safe use of movement and voice;	
(2)(B)	assume create roles through imitation;	
(2)(C)	dramatize limited-action stories; and	
(2)(D)	dramatize poems and songs.	
(3)	Creative Expression: Production /performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Fine Arts
(3)(A)	select aspects of the environment for use in dramatic play;	
(3)(B)	adapt the environment for dramatic play, using simple materials;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate with others in dramatic play; <u>and</u>	
<u>(3)(E)</u>	<u>observe the performance of artists and identify theatrical vocations.</u>	Moved from (5)(D)
(4)	Historical/ and Cultural heritage.Relevance The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	imitate life experiences from various historical periods in dramatic play; and	
(4)(B)	<u>explore diverse cultural and historical experiences through fables, myths or fairytales.</u> identify diverse cultural dimensions in dramatic play.	
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	identify <u>and display</u> appropriate audience behavior;	
(5)(B)	respond to and begin to evaluate dramatic activities; <u>and</u>	
(5)(C)	identify the use of music, creative movement, and visual components in dramatic play; and	
(5)(D)	observe the performance of artists and identify theatrical vocations.	Moved to 3E

§117.10 Theatre, Grade 2		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre</u> . Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through <u>the Historical and Cultural Relevance strand</u> students increase their understanding of <u>heritage and traditions in theatre and the diversity of world cultures as expressed in theatre</u> . Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural connections in theatre. Response/critical evaluation promotes creative and critical thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry/ Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Theatre
(1)(A)	react to sensory experiences;	Expert suggestion was to delete(1)(A) The committee disagrees with this suggestion because the SE is a measurable skill.

(1)(B)	expand spatial awareness in dramatic play, using expressive and rhythmic movement;	
(1)(C)	participate in dramatic play, using actions, sounds, and dialogue; and	
(1)(D)	role-play, imitate, and recreate dialogue.	
(2)	Creative Expression/Performance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Theatre
(2)(A)	demonstrate safe use of movement and voice;	
(2)(B)	role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;	
(2)(C)	create dramatizations of limited-action stories, using simple pantomime and puppetry; and	
(2)(D)	dramatize poems and songs, using simple pantomime and puppetry.	
(3)	Creative Expression: Production/Performance . The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Theatre
(3)(A)	select aspects of the environment for use in dramatic play;	
(3)(B)	adapt the environment for dramatic play, using simple materials;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate and interact with others in dramatic play; <u>and</u>	
<u>(3)(E)</u>	<u>observe the performance of artists and identify theatrical vocations.</u>	Moved from (5)(D)
(4)	Historical/and Cultural heritage/Relevance The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Theatre
(4)(A)	imitate life experiences from various historical periods in dramatic play; and	
(4)(B)	<u>explore diverse cultural and historical experiences through fables, myths or fairytales</u> identify diverse cultural dimensions in dramatic play.	
(5)	Critical Evaluation and Response/evaluation . The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Theatre
(5)(A)	identify and apply appropriate audience behavior;	
(5)(B)	react to and begin to evaluate dramatic activities; <u>and</u>	
(5)(C)	employ music, creative movement, and visual components in dramatic play; and	
(5)(D)	observe the performance of artists and identify theatrical vocations.	Moved to (3)(E)

§117.13 Theatre, Grade 3		
	TEKS with Edits	Committee Comments
(a)	(a) Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre</u> . Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through <u>the Historical and Cultural Relevance strand</u> students increase their understanding of <u>heritage and traditions in theatre and the diversity of world cultures as expressed in theatre</u> . Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural connections in theatre. Response/critical evaluation promotes creative and critical thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry/ Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Fine Arts
(1)(A)	react to sensory and emotional experiences;	Expert suggestion was to delete(1)(A) The committee disagrees with this suggestion because the SE is a measurable skill.

(1)(B)	create playing space, using expressive and rhythmic movement;	
(1)(C)	respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and	
(1)(D)	reflect the environment, portray character, and demonstrate actions in classroom dramatizations.	
(2)	Creative Expression/Performance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Fine Arts
(2)(A)	demonstrate safe use of movement and voice;	
(2)(B)	participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;	
(2)(C)	dramatize literary selections, using shadow play and puppetry; and	
(2)(D)	dramatize literary selections, using pantomime and imitative dialogue; <u>and</u>	
<u>(2)(E)</u>	<u>observe the performance of amateur and professional artists and begin to compare vocations in theatre.</u>	Moved from (5)(D)
(3)	Creative Expression/Production/Performance . The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Fine Arts
(3)(A)	identify technical theatre elements;	
(3)(B)	begin to use simple technical theatre elements;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate and interact with others in dramatic play.	
(4)	Historical/and Cultural heritage/Relevance The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	illustrate similarities and differences in life and theatre through dramatic play; and	
(4)(B)	<u>explore</u> reflect historical and diverse cultural influences <u>from a variety of sources, through</u> dramatic activities.	
(5)	Critical Evaluation and Response/evaluation . The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	evaluate and apply appropriate audience behavior consistently;	
(5)(B)	evaluate simple dramatic activities and performances; <u>and</u>	
(5)(C)	incorporate music, movement, and visual components in dramatic play; and	

(5)(D)	observe the performance of amateur and professional artists and begin to compare vocations in theatre.	Moved to (2)(E)
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§117.16 Theatre, Grade 4		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre</u> . Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through <u>the Historical and Cultural Relevance strand</u> students <u>increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre</u> . Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural connections in theatre. Response/critical evaluation promotes creative and critical thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry/ Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Theatre
(1)(A)	identify <u>relate</u> sensory and emotional responses to theatre in dramatic play;	
(1)(B)	develop body awareness and spatial perceptions, using rhythmic and expressive movement;	

(1)(C)	respond to sounds, music, images, and the written word <u>language and literature</u> , using movement;	
(1)(D)	express emotions and ideas, using interpretive movements, sounds, and dialogue;	
(1)(E)	imitate and synthesize life experiences in dramatic play; and	
(1)(F)	represent the setting-environment , characterization, and actions; <u>and</u>	
<u>(1)(G)</u>	<u>define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme</u>	
(2)	Creative <u>E</u>xpression: <u>P</u>erformance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Fine Arts
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	<u>clearly</u> describe clearly characters, their relationships, and their surroundings;	
(2)(C)	develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history; and	
(2)(D)	dramatize literary selections in unison, pairs, and or groups <u>demonstrating a logical connection of events</u> and create simple stories collaboratively through imaginative play in improvisations and story dramatizations; describing the characters, their relationships, and their environments and demonstrating a logical connection of events; <u>and</u>	
<u>(2)(E)</u>	<u>create simple stories collaboratively through imaginative play, improvisations and story dramatizations demonstrating a logical connections of events, describing the character, their relationships, and their environments</u>	
(3)	Creative <u>E</u>xpression: <u>P</u>roduction/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Fine Arts
(3)(A)	define-demonstrate the <u>appropriate</u> safe -use of props, costumes, <u>sound</u> and visual elements that defining character, environment, action, and theme;	
(3)(B)	alter space to create suitable environments for play-making;	
(3)(C)	plan brief dramatizations collaboratively; and	
(3)(D)	interact cooperatively with others in brief dramatizations-; <u>and</u>	
<u>(3)(E)</u>	<u>compare theatre artists and their contributions.</u>	Moved from (5)(D)
(4)	<u>H</u>istorical/ <u>a</u>nd <u>C</u>ultural <u>h</u>eritage.<u>R</u>elevance The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts

(4)(A)	explain theatre as a reflection of life in particular times, places, and cultures <u>such as American Indian specific to Texas and oral traditions of Texas</u> ; and	
(4)(B)	identify the role of live theatre, film, television, and electronic media in American society.	
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	identify and apply appropriate audience behavior <u>at formal and informal</u> performances;	
(5)(B)	<u>compare-define</u> visual, aural, oral, and kinetic aspects of informal play-making and formal theatre <u>with the elements of art, dance or music; and</u> and discuss these aspects as found in art, dance, and music;	
(5)(C)	<u>discuss how moment, music or visual elements enhance ideas and emotions depicted in theatre.</u> compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations; and	
(5)(D)	compare theatre artists and their contributions.	Moved to (3)(E)

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§117.19 Theatre, Grade 5		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(1)(2)	Four <u>Five</u> basic strands-- perception , <u>Foundations: Inquiry & Understanding</u> , Creative Expression: Performance, <u>Creative Expression: Production</u> , Historical and Cultural <u>Relevance</u> heritage , and Critical Evaluation <u>and Response</u> --provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u> Through perceptual studies <u>the Foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> increase their understanding of self <u>human relationships</u> and others and develop clear ideas about the world <u>using elements of drama and conventions of theatre.</u> Through <u>the Creative Expression strand</u> a variety of theatrical experiences , students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking</u> , solve problems , build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner.</u> Through <u>the Historical and Cultural Relevance strand</u> students <u>increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre.</u> Through <u>the Critical Evaluation and Response strand</u> , students <u>engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</u>	
(2)	Students increase their understanding of heritage and traditions through historical and cultural connections in theatre. Response/critical evaluation promotes creative and critical thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.	
(b)	Knowledge and skills.	
(1)	Perception. <u>Foundations: Inquiry/ Understanding</u> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	Title change for consistency with Fine Arts
(1)(A)	develop characterization, using sensory and emotional recall;	
(1)(B)	develop body awareness and spatial perceptions, using pantomime;	

(1)(C)	respond to sounds, music, images, and the written word; <u>language and literate,</u> using movement;	
(1)(D)	express emotions and relate ideas, using interpretive <u>and planned</u> movement and dialogue;	
(1)(E)	integrate life experiences in dramatic play; and	
(1)(F)	portray environment, characterization, and actions; <u>and</u>	
<u>(1)(G)</u>	<u>consistently demonstrate correct use of basic theatrical terminology.</u>	
(2)	Creative Expression: P/ performance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	Title change for consistency with Fine Arts
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	describe characters, their relationships, and their surroundings in detail;	
(2)(C)	<u>create</u> select movements and portray a character, using dialogue appropriately; and	
(2)(D)	dramatize literary selections in <u>unison, pairs or groups demonstrating a logical connection of events,</u> and various groupings and create simple stories collaboratively in improvisations and story dramatizations; describing the characters, their relationships, and their environments and demonstrating a logical connection of events; <u>and</u>	
<u>(2)(E)</u>	<u>create simple stories collaboratively through imaginative play, improvisations and story dramatizations demonstrating a logical connection of events describing the characters, their relationships and their environments.</u>	
(3)	Creative Expression: Production/ performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Title change for consistency with Fine Arts
(3)(A)	<u>demonstrate</u> define character, environment, action, and theme, using props, costumes, and visual elements;	
(3)(B)	alter space appropriately to create a suitable environment for play-making;	
(3)(C)	plan brief dramatizations collaboratively; and	
(3)(D)	interact cooperatively with others in brief dramatizations; <u>and</u>	
<u>(3)(E)</u>	<u>analyze and compare theatre artists and their contributions.</u>	Moved from (5)(D)
(4)	Historical/ and Cultural heritage. <u>Relevance</u> The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	<u>analyze</u> relate theatre to life in particular times, places, and cultures; and	
(4)(B)	analyze the role of live theatre, film, television, and electronic media in American society.	

(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	analyze and apply appropriate audience behavior at a variety of performances;	
(5)(B)	compare <u>define</u> visual, aural, oral, and kinetic aspects of informal play-making and formal theatre <u>with the elements of art, dance or music;</u> and and describe these components in art, dance, and music;	
(5)(C)	<u>discuss how movement, music or visual elements enhance ideas and emotions depicted in Theatre.</u> compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations; and	
(5)(D)	analyze and compare theatre artists and their contributions.	Moves to (3)(E)

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