

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Fine Arts, Middle School Theatre

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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§117.34 Theatre, Grade 6		
	TEKS with Edits	Committee Comments
(a)	General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following theatre course: Theatre 6.	
(b)	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>	
(+)(2)	<p>FourFive basic strands--perception, <u>Foundations: Inquiry & Understanding</u>, Creative Expression: Performance, <u>Creative Expression: Production</u>, Historical and Cultural Relevance<u>heritage</u>, 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></p> <p>Through perceptual studies <u>the Foundations: inquiry and understanding strand</u>, students <u>develop a perception increase their understanding</u> 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 a variety of theatrical experiences</u>, students communicate in a dramatic form, make engage in artistic choices <u>thinking, solve problems</u>, build positive self-concepts, and relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner.</u> Through the <u>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.</u> Through the <u>Critical Evaluation and Response strand, students 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></p>	<ul style="list-style-type: none"> -ER & CRS -Changing "Heritage" strand title – MV For clarification -"Artistic thinking" added for clarification and CRS -CRS -VA
(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.	ER
(c)	Knowledge and skills.	
(1)	Perception <u>Foundation: 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:	ER, Align with K-12
(1)(A)	develop characterization based on sensory and emotional recall;	

(1)(B)	expand body awareness and spatial perceptions, using pantomime <u>mime</u> ;	Mime is the action of acting without words. Pantomime is a sub category of mime.
(1)(C)	respond to sounds, music, images, and the written word, incorporating movement;	
(1)(D)	express emotions and ideas, using interpretive movements and dialogue;	Moved to creative expression/performance
(1)(E)	imitate and synthesize life experiences in dramatic play; and	Moved to creative expression/performance
(1)(F)	create environments, characters, and actions.	Moved to creative expression/performance
<u>(1)(D)</u>	<u>develop an understanding of the mechanisms of vocal production</u>	Students need to be aware of the proper use of the performers voice
<u>(1)(E)</u>	<u>identify theatrical vocabulary and terminology including basic anatomy of theatre spaces</u>	Students need to establish a common language
<u>(1)(F)</u>	<u>identify the structure and form in examples of dramatic literature</u>	VA
(2)	Creative <u>E</u>xpression: Performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	imagine and clearly describe characters, their relationships, and their surroundings;	
(2)(C)	select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, <u>cultural</u> heritage, literature, and history; and	Clarification of goals
(2)(D)	dramatize literary selections in unison, pairs, and groups and <u>imitate life experiences through dramatic play. incorporate dramatic elements in through improvisation</u>	Clarification of goals, flexibility & VA
<u>(2)(F)</u>	<u>express emotions and ideas, using interpretive movements and dialogue;</u>	
<u>(2)(G)</u>	<u>create environments, characters, and actions.</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:	Align with K-12
(3)(A)	define <u>create</u> character, environment, action, and theme, <u>through the safe use of using</u> props, costumes, and visual elements collaboratively and safely;	“Create” allows for further growth “define” is remembering and limits the students experience & Clarification
(3)(B)	alter space appropriately to create a suitable environment for play-making <u>dramatizations</u> ;	Create consistent language between SEs
(3)(C)	<u>Interact cooperatively to</u> plan brief dramatizations collaboratively ; and	Combine (C) & (D) for clarification
(3)(D)	interact cooperatively with others in brief dramatizations.	
<u>(3)(E)</u>	<u>use technology in theatrical applications; such as live theatre, video, and film</u>	CRS

(4)	Historical/and Cultural heritage Relevance. The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:	Align with K-12
(4)(A)	demonstrate in dramatic activities that theatre is a reflection of life; and	
(4)(B)	explain explore the role influences of theatre, film, television, and electronic media in American society.	VA Clarifying & alignment with SS TEKS
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Align with K-12
(5)(A)	analyze identify and apply audience behavior at all performances;	VA
(5)(B)	apply criteria develop simple oral and written such as: observations about visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;	Simplification & flexibility
(5)(C)	identify production elements compare and contrast ideas, and emotions depicted in art, dance, music, and theatre, film, television and other media and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization; and	VA &clarification
(5)(D)	compare selected occupations in theatre.	

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§117.37 Theatre, Grade 7		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following theatre course: Theatre 7.	
(b)	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>	
(+)(2)	<p>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 heritage</u>, 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></p> <p>Through perceptual studies <u>the Foundations: inquiry and understanding strand</u>, students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and others and develop clear ideas about <u>the world using elements of drama and conventions of theatre.</u> Through the Creative Expression strand a variety of theatrical experiences, students communicate in a dramatic form, make <u>engage in</u> artistic choices <u>thinking, solve problems</u>, build positive self-concepts, and <u>relate interpersonally and integrate knowledge with other content areas in a relevant manner.</u> Through the Historical and Cultural Relevance strand <u>students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre.</u> Through the Critical Evaluation and Response strand, 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></p>	VA
(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.	
(c)	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:	VA
(1)(A)	explore <u>develop</u> characterization, using sensory and emotional recall;	VA
(1)(B)	develop and apply theatre preparation and warm-up techniques;	

(1)(C)	create expressive and rhythmic movements;	
(1)(D)	express thoughts and feelings, using effective voice and diction;	VA
(1)(E)	compare and contrast dramatic performances to life; and	VA
(1)(F)	include setting, character, and plot in improvised scenes.	VA
<u>(1)(D)</u>	<u>increase an understanding of the mechanisms of vocal production</u>	VA
<u>(1)(E)</u>	<u>demonstrate knowledge of theatrical vocabulary and terminology, and</u>	VA
<u>(1)(F)</u>	<u>interpret the structure and form of dramatic literature.</u>	VA
(2)	Creative Expression: P/formance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	define characters by what they do, what they say, and what others say about them;	
(2)(C)	select movements and dialogue to portray a character appropriately; and	
(2)(D)	create and improvise collaboratively and individually stories that have <u>dramatic structure a beginning (exposition), middle (climax), and ending (denouement, resolution).</u>	VA
<u>(2)(E)</u>	<u>employ knowledge of effective voice and diction techniques to express thoughts and feelings;</u>	VA
<u>(2)(F)</u>	<u>compare and contrast dramatic performances to life; and</u>	VA
<u>(2)(G)</u>	<u>include setting, character, and plot in improvised scenes.</u>	VA
(3)	Creative Expression: Production/formance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	VA
(3)(A)	determine specific technical elements to safely provide setting and to support character and action in improvised and scripted scenes;	
(3)(B)	create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;	
(3)(C)	define the role of the director; and	
(3)(D)	direct brief dramatizations.	VA moved to 8 th grade
<u>(3)(D)</u>	<u>use technology in theatrical applications; such as live theatre, video, and film.</u>	
(4)	Historical/Cultural-heritage Relevance. The student relates theatre to history, society and culture. The student is expected to:	VA

(4)(A)	demonstrate in performances that <u>knowledge of</u> theatre is as a reflection of life in particular times, places, and cultures; and	
(4)(B)	explore the relevance and influence of theatre heritage and identify how specific dramatic texts, <u>on the student's</u> theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in daily American life.	VA , simplification & alignment with SS TEKS
(5)	<u>Critical Evaluation and Response/evaluation.</u> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	identify <u>analyze</u> and demonstrate appropriate audience behavior at various types of performances;	VA
(5)(B)	evaluate the effectiveness of selected film and television performances;	
(5)(C)	identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions; and	VA
	<u>compare and contrast the use of production elements in theatre, film, television and other media;</u>	VA & simplification
(5)(D)	<u>compare and contrast dramatic performances to life; and</u>	Better placement in strands
(5)	compare career and avocational opportunities in theatre.	

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§117.40 Theatre, Grade 8		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following theatre course: Theatre 8.	
(b)	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, solve problems</u> , 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 heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. 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>	VA & ER
(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.	
(c)	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:	VA
(1)(A)	improvise <u>evaluate characterization</u> using emotional and sensory recall;	clarification

(1)(B)	apply preparation and warm-up techniques;	VA
(1)(C)	create expressive movement and pantomime <u>mime</u> to define space and characters;	VA
(1)(D)	express thoughts and feelings, using effective voice and diction;	VA
(1)(E)	compare dramatic performances to life; and	VA
(1)(F)	create setting, character, and plot in improvised and scripted scenes.	VA
	<u>increase an understanding of the mechanisms of vocal production;</u>	VA
	<u>apply knowledge of theatrical vocabulary and terminology; and</u>	VA
	<u>implement the structure and form of dramatic literature.</u>	VA
(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:	
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	analyze life interactions, choices, and responses to describe character motivation;	Moved to Critical Evaluation
(2)(C)	portray characters through familiar movements and dialogue; and	
(2)(D)	create and improvise, and record individually and collaboratively characters, setting, dialogue, and actions that have tension and suspense and that reflect <u>dramatic structure a beginning (exposition), middle (climax), and ending (denouement, resolution) in improvised and scripted scenes; and</u>	VA, clarification & simplification
<u>(2)(E)</u>	<u>express thoughts and feelings, using effective voice and diction.</u>	VA
(3)	Creative <u>E</u>xpression: <u>P</u>roduction/<u>P</u>erformance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	VA
(3)(A)	select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions <u>for performance;</u>	
(3)(B)	<u>using the principles of design,</u> create <u>theatrical</u> elements of such as: scenery, properties, lighting, sound, costume, makeup, and publicity, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression);	Flexibility, Clarification & simplification
(3)(C)	<u>explore</u> identify the director's role as a unifying force, problem-solver, interpreter of script, and collaborator; and	VA
(3)(D)	direct brief dramatizations.	VA
<u>(3)(E)</u>	<u>use technology in theatrical applications; such as live theatre, video, and film.</u>	VA & CCR

(4)	Historical/and Cultural heritage Relevance. The student relates theatre to history, society and culture. The student is expected to:	VA
(4)(A)	demonstrate knowledge of <u>through performances that</u> theatre as-is a reflection of life in particular times, places, and cultures; and	Clarification
(4)(B)	define explore theatre heritage as it is preserved in dramatic text, traditions, and conventions; and and describe the roles of theatre, film, television, and electronic media in American society.	Clarification
(4)(C)	<u>explore the roles of theatre, film, television, and electronic media on American society.</u>	VA, Clarification, & alignment with SS TEKS
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	analyze and practice appropriate audience behavior at various types of live performances;	
(5)(B)	define the terminology and process of evaluation (intent, structure, effectiveness, value) and apply this process to performances, using appropriate theatre vocabulary;	
(5)(C)	identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or music; and	
	<u>compare and contrast production elements in theatre, film, television and other media;</u>	VA & simplification
	<u>analyze life interactions, choices, and responses to describe character motivation; and</u>	Better placement in strands
(5)(D)	compare career and avocational opportunities in theatre.	