

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

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

**Final Recommendations, September 2012**

These 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 incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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)	<p>Four basic strands--<del>perception</del>, <u>foundations: inquiry and understanding</u>, <del>creative expression</del>; <del>Performance</del>, historical and cultural <u>relevance heritage</u>, and critical evaluation <u>and response</u>--provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u>.</p> <p>Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u>, students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> 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, <del>make</del> <u>engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u>, build positive self-concepts, <del>and</del> <u>relate interpersonally 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 <u>diversity of world cultures as expressed in theatre</u>. Through <u>the critical evaluation and response strand</u>, <u>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>	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<u>Foundations: inquiry and understanding</u> <del>Perception</del> . 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)	<b>Creative expression/ performance</b> 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)	<b>Creative expression: production/performance.</b> 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 <u>common objects such as tables or chairs</u>	
(3)(B)	create costumes, using simple materials <u>such as cardboard, newspaper, or fabric;</u>	
(3)(C)	<u>rehearse plan</u> dramatic play; <del>and</del>	
(3)(D)	cooperate with others in dramatic play; <u>and</u>	
(4)	<b>Historical/ and cultural relevance-heritage.</b> The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	<u>rehearse</u> and <u>perform</u> <del>play and replay</del> real and imaginative situations of <u>various family</u> cultures <u>of students in the class</u> ; and	
(4)(B)	<u>rehearse</u> and <u>perform</u> <del>play and replay</del> stories from American history.	Taken from Kindergarten Social Studies TEKS.
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	<del>begin to identify</del> <u>discuss, practice, and display</u> appropriate audience behavior;	Recommendation by expert reviewer, Debra Flournoy-Buford, Ph.D.
(5)(B)	respond to dramatic activities <u>through discussion; and</u>	
<del>(5)(C)</del>	<del>demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and</del>	
<del>(5)(D)</del>	<del>observe the performance of artists and identify theatrical vocations.</del>	Moved to (3)(E)

§117.7 Theatre, Grade 1		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>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, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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 basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , <del>creative expression: performance</del> , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> <del>increase their understanding</del> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand</u> <del>a variety of theatrical experiences</del> , students communicate in a dramatic form, <del>make</del> <u>engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u> , build positive self-concepts, <del>and</del> 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>	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<u>Foundations: inquiry/ understanding</u> <del>Perception</del> . 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)	<b>Creative expression/ performance.</b> 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)	<u>create</u> <del>assume</del> roles through imitation;	
(2)(C)	dramatize <u>simple</u> <del>limited-action</del> stories; and	
(2)(D)	dramatize poems and songs.	
(3)	<b>Creative expression/ production /performance.</b> 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>discuss</u> <del>select</del> aspects of the environment for use in dramatic play <u>such as location or climate</u> ;	
(3)(B)	adapt the environment for dramatic play, using <u>common objects such as tables or chairs</u> ;	
(3)(C)	<u>rehearse</u> <del>plan</del> dramatic play; <del>and</del>	
(3)(D)	cooperate with others in dramatic play; <u>and</u>	
(4)	<b>Historical/ and cultural relevance heritage.</b> 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 <u>school and community cultures</u> <del>various historical periods</del> in dramatic play; and	
(4)(B)	<u>explore diverse cultural and historical experiences through fables, myths or fairytale</u> <del>identify diverse cultural dimensions</del> in dramatic play.	
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	<u>discuss, practice, and display</u> <del>identify</del> appropriate audience behavior;	
(5)(B)	<u>discuss</u> <del>respond to and begin to evaluate</del> dramatic activities; <u>and</u>	
(5)(C)	<u>discuss</u> <del>identify</del> the use of music, creative movement, and visual components in dramatic play; <del>and</del>	
<del>(5)(D)</del>	<del>observe the performance of artists and identify theatrical vocations.</del>	Moved to 3E 3 <sup>rd</sup> Grade

§117.10 Theatre, Grade 2		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<u>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, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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>	<u>observe theatrical performances and vocations through multi-media or live presentations</u>
(2)(4)	Four basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , creative expression, <del>performance</del> , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> <del>increase their understanding</del> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand</u> <del>a variety of theatrical experiences</del> , students communicate in a dramatic form, <del>make</del> <u>engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u> , build positive self-concepts, <del>and</del> 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>	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<u>Foundations: inquiry/ understanding</u> <del>Perception</del> . 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 <u>such as sight or sound through dramatic play</u> ;	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)	<b>Creative expression/ performance</b> 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 <u>or and</u> puppetry; and	
(2)(D)	dramatize poems and songs, using simple pantomime <u>or and</u> puppetry.	
(3)	<b>Creative expression: production /performance.</b> 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 <u>such as location, climate, or time</u> ;	
(3)(B)	adapt the environment for dramatic play, using <u>common objects such as tables or chairs</u> <del>simple materials</del> ;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate and interact with others in dramatic play.	
(4)	<b>Historical/ and cultural relevance heritage.</b> 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 <u>school and community cultures</u> <del>various historical periods</del> in dramatic play; and	
(4)(B)	<u>explore diverse cultural and historical experiences through fables, myths or fairytales</u> <del>identify diverse cultural dimensions</del> in dramatic play.	
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Theatre
(5)(A)	<u>discuss, practice, and display</u> <del>identify and apply</del> appropriate audience behavior;	
(5)(B)	react to and <u>discuss</u> <del>begin to evaluate</del> dramatic activities; <u>and</u>	

(5)(C)	<u>integrate</u> <del>employ</del> music, creative movement, and visual components in dramatic play. <del>and</del>	Committee recommendation for common terminology.
<del>(5)(D)</del>	<del>observe the performance of artists and identify theatrical vocations.</del>	Moved to (3)(E)

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§117.13 Theatre, Grade 3		
	TEKS with Edits	Committee Comments
(a)	(a) Introduction.	
(1)	<u>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, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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 basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , <del>creative expression: performance</del> , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> <del>increase their understanding</del> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand</u> <del>a variety of theatrical experiences</del> , students communicate in a dramatic form, <u>make engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u> , build positive self-concepts, <del>and</del> 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 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>	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<b>Foundations: inquiry/ understanding Perception.</b> 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 <u>such as sight or sound and happiness or sadness through creative play</u> ;	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 sounds, music, images, <u>language and literature, using movement</u> <del>and the written word</del> ;	
(1)(D)	reflect the environment, portray character, and demonstrate actions in classroom dramatizations.	
(2)	<b>Creative expression/ performance</b> 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 <del>and</del> <u>or</u> imaginative situations through narrative pantomime, dramatic play, <del>and</del> <u>or</u> story dramatization;	
(2)(C)	dramatize literary selections, using shadow play <del>and</del> <u>or</u> puppetry; <u>and</u>	
(2)(D)	dramatize literary selections, using pantomime and imitative dialogue.	
(3)	<b>Creative expression: production/performance.</b> 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 <u>such as props, costumes, sound and visual elements that define character, environment, action, and theme</u> ;	
(3)(B)	<del>begin to</del> use simple technical theatre elements <u>such as props, costumes, sound and visual elements that define character, environment, action, and theme</u> ;	
(3)(C)	plan dramatic play; and	
(3)(D)	cooperate and interact with others in dramatic play.	
<u>(3)(E)</u>	<u>observe live or multi-media theatrical performances.</u>	Moved from (5)(D)
(4)	<b>Historical/ and cultural relevance heritage.</b> The student relates theatre to history, society, and culture. The student is expected to:	Title change for consistency with Fine Arts
(4)(A)	<u>explore</u> <del>reflect</del> historical and diverse cultural influences <u>from a variety of sources, through</u> dramatic activities.	Recommendation by expert reviewer, Carole Hornsby Haynes, Ph.D.
(4)(B)	illustrate similarities and differences <del>in</del> <u>between</u> life and <u>theatre, television, and film</u> through dramatic play; and	
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts

(5)(A)	<del>evaluate and</del> apply appropriate audience behavior consistently;	
(5)(B)	<u>discuss and</u> evaluate simple dramatic activities and performances; <u>and</u>	
(5)(C)	<u>discuss the use of</u> <del>incorporate</del> music, movement, and visual components in dramatic <u>activities and performances</u> <del>play; and</del> .	
<del>(5)(D)</del>	<del>observe the performance of amateur and professional artists and begin to compare vocations in theatre.</del>	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 incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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 basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , creative expression, <del>performance</del> , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through the <u>creative expression strand a variety of theatrical experiences</u> , students communicate in a dramatic form, <del>make</del> <u>engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u> , build positive self-concepts, <del>and</del> relate interpersonally <u>and integrate knowledge with other content areas in a relevant manner</u> . Through the <u>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 the <u>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> .	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<b>Foundations: inquiry/ understanding Perception.</b> 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)	<u>integrate</u> <del>relate</del> sensory and emotional responses <u>in dramatic play</u> <del>to theatre</del> ;	

(1)(B)	develop body awareness and spatial perceptions, using rhythmic and expressive movement;	
(1)(C)	respond to sound, music, images, <u>language, and literature</u> <del>and the written word</del> with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and	
(1)(D)	express emotions and ideas, using interpretive movements, sounds, and dialogue;	
(1)(E)	imitate and synthesize life experiences in dramatic play; <del>and</del>	
(1)(F)	<u>use common objects to represent the setting environment</u> , enhance characterization, and <u>clarify actions</u> ; <u>and</u>	Recommendation by expert reviewer, Debra Flournoy-Buford, Ph.D.
<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)	<b>Creative expression: performance</b> 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 <u>clearly</u> 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; <del>and</del>	
(2)(D)	dramatize literary selections in unison, pairs, <del>and</del> <u>or</u> groups <u>demonstrating a logical connection of events</u> <del>and create simple stories collaboratively through imaginative play in improvisations and story dramatizations</del> ; describing the characters, their relationships, and their environments <del>and demonstrating a logical connection of events</del> ; <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)	<b>Creative expression: production/performance.</b> 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>define</u> <del>demonstrate</del> the <u>appropriate safe</u> use of props, costumes, <u>sound</u> and visual elements <u>that</u> defining character, environment, action, and theme;	
(3)(B)	alter space to create suitable <u>performance</u> environments for play-making;	Committee recommendation for clarification.
(3)(C)	plan brief dramatizations collaboratively; <del>and</del>	
(3)(D)	interact cooperatively with others in brief dramatizations; <del>and</del> <u>and</u>	
<u>(3)(E)</u>	<u>compare theatre artists and their contributions to theatre and society.</u>	Moved from (5)(D); committee recommendation for clarification,

		continuity, and consistency.
(4)	<b>Historical/ <u>and</u> cultural <u>relevance</u> <u>heritage</u>.</b> 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, <del>and</del> cultures, <u>and oral traditions specific to Texas</u> ; and	
(4)(B)	identify the role of live theatre, film, television, and electronic media in American society.	
(5)	<b><u>Critical r</u>valuation <u>and</u> <u>R</u>esponse/<u>e</u>valuation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Title change for consistency with Fine Arts
(5)(A)	<del>identify and</del> apply appropriate audience behavior <u>at formal and informal</u> performances;	
(5)(B)	<u>compare</u> <del>define</del> visual, aural, oral, and kinetic aspects of informal play-making <u>and with</u> formal theatre; <u>and</u> <del>and discuss these aspects as found in art, dance, and music;</del>	
(5)(C)	<u>discuss how movement, music or visual elements enhance ideas and emotions depicted in theatre.</u> <del>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</del>	Recommendation by expert reviewer Debra Flourney-Buford, Ph.D.
<del>(5)(D)</del>	<del>compare theatre artists and their contributions.</del>	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 incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop 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)(1)	Four basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , <del>creative expression: performance</del> , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception</u> <del>increase their understanding</del> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand</u> <del>a variety of theatrical experiences</del> , students communicate in a dramatic form, <del>make</del> <u>engage in</u> artistic <del>choices</del> <u>thinking, solve problems</u> , build positive self-concepts, <del>and</del> 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> .	
(3)	<u>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.</u>	
(2)	<del>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.</del>	
(b)	Knowledge and skills.	
(1)	<u>Foundations: inquiry/ understanding</u> <del>Perception</del> . 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, <del>and the written word</del> ; <u>language and literature</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; <del>and</del>	
(1)(F)	portray environment, characterization, and actions; <u>and</u>	
<u>(1)(G)</u>	<u>demonstrate correct use of basic theatrical terminology.</u>	
(2)	<b>Creative expression/ performance.</b> 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> <del>select</del> movements and portray a character, using dialogue appropriately; <del>and</del>	
(2)(D)	dramatize literary selections in <u>unison</u> , pairs <u>or groups demonstrating a logical connection of events</u> , <del>and various groupings and create simple stories collaboratively in improvisations and story dramatizations</del> ; describing the characters, their relationships, and their environments <del>and demonstrating a logical connection of events</del> ; <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)	<b>Creative expression: production/performance.</b> 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> <del>define</del> character, environment, action, and theme, using props, costumes, and visual elements;	
(3)(B)	alter space appropriately to create a suitable <u>performance environments</u> for play-making;	Committee recommendation for consistency.
(3)(C)	plan <del>brief</del> dramatizations collaboratively; <del>and</del>	
(3)(D)	interact cooperatively with others in <del>brief</del> dramatizations; <u>and</u>	
<u>(3)(E)</u>	<u>analyze and compare theatre artists and their contributions to theatre and society.</u>	Moved from (5)(D); committee recommendation for clarification.
(4)	<b>Historical/ and cultural relevance heritage.</b> 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, <del>and</del> cultures, <u>and oral traditions specific to American history</u> ; and	Recommendation of expert reviewer, Debra Flourney-Buford, Ph.D.



(4)(B)	<u>examine the role of live theatre, film, television, or electronic media throughout American history.</u> <del>analyze the role of live theatre, film, television, and electronic media in American society.</del>	Recommendation by expert reviewers, Carole Hornsby Haynes, Ph.D. and Debra Flournoy-Buford, Ph.D.
(5)	<b>Critical evaluation and R</b> esponse/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)	<u>compare</u> <del>define</del> visual, aural, oral, and kinetic aspects of informal <del>play-making</del> and formal theatre <u>with the elements of art, dance or music; and</u> <del>and describe these components in art, dance, and music;</del>	
(5)(C)	<u>identify and discuss how movement, music or visual elements enhance ideas and emotions depicted in theatre.</u> <del>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</del>	
<del>(5)(D)</del>	<del>analyze and compare theatre artists and their contributions.</del>	Moves to (3)(E)

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