

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter F. High School, Adopted 2013
Course	§117.316. Theatre, Level II, Adopted 2013.
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following theatre courses: Theatre Arts II, Theatre and Media Communications II (one credit per course), and Theatre Production II (one-half to one credit). The prerequisite for each Theatre, Level II course is one credit of Theatre, Level I in the corresponding discipline.</p>	
<p>(b) Introduction.</p>	
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, 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, higher-order thinking, communication, and collaboration skills, making 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, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>	
<p>(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</p>	
<p>(3) Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.</p>	
<p>(4) 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.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) develop and practice theatre warm-up techniques	(i) develop theatre warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) develop and practice theatre warm-up techniques	(ii) practice theatre warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(i) develop stage movement techniques consistently to express thoughts non-verbally

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(ii) develop stage movement techniques consistently to express feelings non-verbally
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(iii) develop stage movement techniques consistently to express actions non-verbally
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(iv) practice stage movement techniques consistently to express thoughts non-verbally

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(v) practice stage movement techniques consistently to express feelings non-verbally
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(B) develop and practice stage movement techniques consistently to express thoughts, feelings and actions non-verbally	(vi) practice stage movement techniques consistently to express actions non-verbally
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) demonstrate effective voice and diction	(i) demonstrate effective voice

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) demonstrate effective voice and diction	(ii) demonstrate effective diction
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(D) analyze dramatic structure and genre	(i) analyze dramatic structure
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(D) analyze dramatic structure and genre	(ii) analyze genre

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(E) identify examples of theatrical conventions in theatre, film, television, and electronic media	(i) identify examples of theatrical conventions in theatre
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(E) identify examples of theatrical conventions in theatre, film, television, and electronic media	(ii) identify examples of theatrical conventions in film
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(E) identify examples of theatrical conventions in theatre, film, television, and electronic media	(iii) identify examples of theatrical conventions in television

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(E) identify examples of theatrical conventions in theatre, film, television, and electronic media	(iv) identify examples of theatrical conventions in electronic media
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(F) relate the interdependence of all theatrical elements	(i) relate the interdependence of all theatrical elements
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(G) develop and practice memorization skills	(i) develop memorization skills

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(G) develop and practice memorization skills	(ii) practice memorization skills
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression	(i) model safe techniques to allow for physical expression
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression	(ii) model safe techniques to allow for vocal expression
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression	(iii) model safe techniques to allow for emotional expression

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression</p>	<p>(iv) model appropriate techniques to allow for physical expression</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression</p>	<p>(v) model appropriate techniques to allow for vocal expression</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression</p>	<p>(vi) model appropriate techniques to allow for emotional expression</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) explore creativity as it relates to self and ensemble	(i) explore creativity as it relates to self
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) explore creativity as it relates to self and ensemble	(ii) explore creativity as it relates to ensemble
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(C) demonstrate effective voice and diction to express thoughts and feelings	(i) demonstrate effective voice to express thoughts
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(C) demonstrate effective voice and diction to express thoughts and feelings	(ii) demonstrate effective voice to express feelings

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(C) demonstrate effective voice and diction to express thoughts and feelings</p>	<p>(iii) demonstrate effective diction to express thoughts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(C) demonstrate effective voice and diction to express thoughts and feelings</p>	<p>(iv) demonstrate effective diction to express feelings</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(i) apply physical interactions to portray believable characters when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(ii) apply physical interactions to portray believable characters when applying acting skills</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(iii) apply physical interactions to portray believable characters when applying acting techniques</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(vii) apply emotional interactions to portray believable characters when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(viii) apply emotional interactions to portray believable characters when applying acting skills</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(ix) apply emotional interactions to portray believable characters when applying acting techniques</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(x) apply social interactions to portray believable characters when applying acting concepts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xi) apply social interactions to portray believable characters when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xii) apply social interactions to portray believable characters when applying acting techniques</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xiii) apply physical interactions to convey a story when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xiv) apply physical interactions to convey a story when applying acting skills</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xv) apply physical interactions to convey a story when applying acting techniques</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xvi) apply intellectual interactions to convey a story when applying acting concepts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xvii) apply intellectual interactions to convey a story when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xviii) apply intellectual interactions to convey a story when applying acting techniques</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xix) apply emotional interactions to convey a story when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xx) apply emotional interactions to convey a story when applying acting skills</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxi) apply emotional interactions to convey a story when applying acting techniques</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxii) apply social interactions to convey a story when applying acting concepts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxiii) apply social interactions to convey a story when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxiv) apply social interactions to convey a story when applying acting techniques</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(i) develop physical techniques consistently to express thoughts non-verbally</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(ii) develop physical techniques consistently to express feelings non-verbally</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(iii) develop physical techniques consistently to express actions non-verbally</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>	<p>(i) create original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>	<p>(ii) write original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>	<p>(iii) devise original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>	<p>(iv) refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(A) develop and practice safe and effective stagecraft skills</p>	<p>(i) develop safe stagecraft skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) develop and practice safe and effective stagecraft skills	(ii) develop effective stagecraft skills
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) develop and practice safe and effective stagecraft skills	(iii) practice safe stagecraft skills
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) develop and practice safe and effective stagecraft skills	(iv) practice effective stagecraft skills

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(i) read cultural aspects of a script to determine technical elements
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(ii) read social aspects of a script to determine technical elements
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(iii) read political aspects of a script to determine technical elements

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(iv) analyze cultural aspects of a script to determine technical elements
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(v) analyze social aspects of a script to determine technical elements
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	(vi) analyze political aspects of a script to determine technical elements

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(i) analyze characters of a script to determine artistic roles
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(ii) analyze characters of a script to determine technical assignments
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(iii) analyze themes of a script to determine artistic roles

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(iv) analyze themes of a script to determine technical assignments
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(v) analyze duties of a script to determine artistic roles
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(vi) analyze duties of a script to determine technical assignments

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(vii) analyze elements of a script to determine artistic roles
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	(viii) analyze elements of a script to determine technical assignments
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance	(i) perform a role in production decision making

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<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance</p>	<p>(ii) collaborate with others to tell a story through live theatre or media performance</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(E) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management</p>	<p>(i) develop responsibility by concentrating in one or more areas of theatre production</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(E) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management</p>	<p>(ii) develop artistic discipline by concentrating in one or more areas of theatre production</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(E) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management</p>	<p>(iii) develop creative problem solving by concentrating in one or more areas of theatre production</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(A) analyze historical and cultural influences on theatre</p>	<p>(i) analyze historical influences on theatre</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(A) analyze historical and cultural influences on theatre	(ii) analyze cultural influences on theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(i) analyze ways in which theatre play(s) a role in our daily lives
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(ii) analyze ways in which theatre influence(s) our values

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(iii) analyze ways in which theatre influence(s) our behaviors
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(iv) analyze ways in which television play(s) a role in our daily lives
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(v) analyze ways in which television influence(s) our values

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(vi) analyze ways in which television influence(s) our behaviors
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(vii) analyze ways in which film play(s) a role in our daily lives
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(viii) analyze ways in which film influence(s) our values

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	(ix) analyze ways in which film influence(s) our behaviors
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(i) analyze the impact of live theatre in contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(ii) analyze the impact of film in contemporary society

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(iii) analyze the impact of television in contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(iv) analyze the impact of electronic media in contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(v) evaluate the impact of live theatre in contemporary society

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(vi) evaluate the impact of film in contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(vii) evaluate the impact of television in contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	(viii) evaluate the impact of electronic media in contemporary society

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	(i) research the influences of world drama
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	(ii) research the influences of world theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	(iii) identify key figures [from world drama and theatre] in dramatic literature

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	(iv) identify key works [from world drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	(v) identify trends [from world drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature	(i) research the influences of the multicultural heritage of drama in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature	(ii) research the influences of the multicultural heritage of theatre in the United States
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature	(iii) identify key figures [from the multicultural heritage of drama and theatre in the United States] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature	(iv) identify key works [from the multicultural heritage of drama and theatre in the United States] in dramatic literature

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature</p>	<p>(v) identify key trends [from the multicultural heritage of drama and theatre in the United States] in dramatic literature</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p>	<p>(i) identify the innovations of the United States to the performing arts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p>	<p>(ii) identify the contributions of the United States to the performing arts</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p>	<p>(iii) appreciate the innovations of the United States to the performing arts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p>	<p>(iv) appreciate the contributions of the United States to the performing arts</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(A) evaluate and apply appropriate audience etiquette at various types of performances</p>	<p>(i) evaluate appropriate audience etiquette at various types of performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(A) evaluate and apply appropriate audience etiquette at various types of performances</p>	<p>(ii) apply appropriate audience etiquette at various types of performances</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) analyze theatre as an art form and evaluate self as a creative being	(i) analyze theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) analyze theatre as an art form and evaluate self as a creative being	(ii) evaluate self as a creative being
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(i) offer constructive criticism of peer performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(ii) receive constructive criticism of peer performances

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations</p>	<p>(i) evaluate the treatment of artistic elements in informal presentations</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations</p>	<p>(ii) integrate more than one art form in informal presentations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p>	<p>(i) examine career and avocational opportunities in theatre or other media</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p>	<p>(ii) evaluate the training needed to pursue such [career and avocational] opportunities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p>	<p>(iii) evaluate the skills needed to pursue such [career and avocational] opportunities</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p>	<p>(iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p>	<p>(v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner</p>	<p>(i) use technology to document information in a clear and coherent manner</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner	(ii) use technology to present information in a clear and coherent manner
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) connect theatre skills and experiences to higher education and careers outside of the theatre	(i) connect theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) connect theatre skills and experiences to higher education and careers outside of the theatre	(ii) connect theatre skills to careers outside the theatre

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) connect theatre skills and experiences to higher education and careers outside of the theatre	(iii) connect theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) connect theatre skills and experiences to higher education and careers outside of the theatre	(iv) connect theatre experiences to careers outside of the theatre