

<b>Texas Essential Knowledge and Skills (TEKS) Breakouts</b>	
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>
<b>Subchapter</b>	<b>Subchapter F. High School, Adopted 2013</b>
<b>Course</b>	<b>§117.322. Musical Theatre, Level IV (One Credit), Adopted 2013.</b>
<b>(a) General requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level IV (one credit). A suggested prerequisite is Musical Theatre, Level III or by audition.	
<b>(b) Introduction.</b>	
<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) Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.</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.	
<b>(c) Knowledge and Skills.</b>	

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, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(i) create theatrical preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(ii) create dance preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(iii) create vocal music preparation techniques

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, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(iv) create theatrical warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(v) create dance warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(vi) create vocal music warm-up techniques

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, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(vii) lead theatrical preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(viii) lead dance preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(ix) lead vocal music preparation techniques

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, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(x) lead theatrical warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(xi) lead dance warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques	(xii) lead vocal music warm-up techniques

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p><b>(B) arrange stage movement in musical theatre performance</b></p>	<p><b>(i) arrange stage movement in musical theatre performance</b></p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p><b>(C) choreograph various dance genres such as ballet, tap, jazz, ballroom, and Broadway in a musical theatre performance</b></p>	<p><b>(i) choreograph various dance genres in a musical theatre performance</b></p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p><b>(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions</b></p>	<p><b>(i) develop effective use of voice in spoken dialogue to effectively express thoughts</b></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, dance, music, and the conventions of musical theatre. The student is expected to:	(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions	(ii) develop effective use of voice in spoken dialogue to effectively express feelings
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions	(iii) develop effective use of voice in spoken dialogue to effectively express actions
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions	(iv) develop effective use of diction in spoken dialogue to effectively express thoughts

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, dance, music, and the conventions of musical theatre. The student is expected to:	(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions	(v) develop effective use of diction in spoken dialogue to effectively express feelings
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions	(vi) develop effective use of diction in spoken dialogue to effectively express actions
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions	(i) develop appropriate singing technique in vocalized solo repertoire to effectively express thoughts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions</p>	<p>(ii) develop appropriate singing technique in vocalized solo repertoire to effectively express feelings</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions</p>	<p>(iii) develop appropriate singing technique in vocalized solo repertoire to effectively express actions</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions</p>	<p>(iv) develop appropriate singing technique in vocalized ensemble repertoire to effectively express thoughts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions</p>	<p>(v) develop appropriate singing technique in vocalized ensemble repertoire to effectively express feelings</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions</p>	<p>(vi) develop appropriate singing technique in vocalized ensemble repertoire to effectively express actions</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(F) model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer</p>	<p>(i) model professional audition techniques</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(G) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(i) perform a multi-dimensional character from a musical incorporating singing</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(G) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(ii) perform a multi-dimensional character from a musical incorporating dancing</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(G) perform a multi-dimensional character from a musical, incorporating singing, dancing, and acting</p>	<p>(iii) perform a multi-dimensional character from a musical incorporating acting</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p><b>(H) collaborate effectively with all artistic partners in a musical theatre production</b></p>	<p><b>(i) collaborate effectively with all artistic partners in a musical theatre production</b></p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p><b>(A) model appropriate safety measures in vocalization, dance movement, and theatrical movement</b></p>	<p><b>(i) model appropriate safety measures in vocalization</b></p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p><b>(A) model appropriate safety measures in vocalization, dance movement, and theatrical movement</b></p>	<p><b>(ii) model appropriate safety measures in dance movement</b></p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(A) model appropriate safety measures in vocalization, dance movement, and theatrical movement	(iii) model appropriate safety measures in theatrical movement
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) defend creativity as it relates to self and ensemble in musical theatre	(i) defend creativity as it relates to self in musical theatre
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) defend creativity as it relates to self and ensemble in musical theatre	(ii) defend creativity as it relates to ensemble in musical theatre

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(C) analyze characterization in musical theatre styles</p>	<p>(i) analyze characterization in musical theatre styles</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(D) model proper voice usage and vocal production such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation</p>	<p>(i) model proper voice usage in a performance situation</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(D) model proper voice usage and vocal production such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation</p>	<p>(ii) model proper vocal production skills in a performance situation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization and physicalization	(i) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization and physicalization	(ii) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for characterization
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization and physicalization	(iii) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for physicalization

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(i) create believable characters through acting</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(ii) create believable characters through singing</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through acting, singing, and dancing</p>	<p>(iii) create believable characters through dancing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(F) create and sustain believable characters through acting, singing, and dancing	(iv) sustain believable characters through acting
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(F) create and sustain believable characters through acting, singing, and dancing	(v) sustain believable characters through singing
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(F) create and sustain believable characters through acting, singing, and dancing	(vi) sustain believable characters through dancing

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(G) collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms</p>	<p>(i) collaborate to produce material related to musical theatre to convey meaning to the audience through live performance or other media forms</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(A) model safe and effective use of technical elements of musical theatre</p>	<p>(i) model safe use of technical elements of musical theatre</p>
<p>(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:</p>	<p>(A) model safe and effective use of technical elements of musical theatre</p>	<p>(ii) model effective use of technical elements of musical theatre</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	<b>(B) create musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers</b>	<b>(i) create musical production plans</b>
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	<b>(C) cast and direct a musical theatre or musical media production</b>	<b>(i) cast a musical theatre or musical media production</b>
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	<b>(C) cast and direct a musical theatre or musical media production</b>	<b>(ii) direct a musical theatre or musical media production</b>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre	(i) conduct concentrated studies on the historical influences on musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre	(ii) conduct concentrated studies on historical developments in musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre	(iii) conduct concentrated studies on cultural influences on musical theatre

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre	(iv) conduct concentrated studies on cultural developments in musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(B) justify musical theatre as an original American art form	(i) justify musical theatre as an original American art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) depict musical theatre as a reflection of life in particular times, places, and cultures	(i) depict musical theatre as a reflection of life in particular times
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) depict musical theatre as a reflection of life in particular times, places, and cultures	(ii) depict musical theatre as a reflection of life in particular places

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) depict musical theatre as a reflection of life in particular times, places, and cultures	(iii) depict musical theatre as a reflection of life in particular cultures
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(D) defend the influences of musical theatre forms such as theatre, television, and film on past and present society	(i) defend the influences of musical theatre forms on past society
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(D) defend the influences of musical theatre forms such as theatre, television, and film on past and present society	(ii) defend the influences of musical theatre forms on present society

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(A) evaluate and practice appropriate audience behavior at various types of performances</p>	<p>(i) evaluate appropriate audience behavior at various types of performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(A) evaluate and practice appropriate audience behavior at various types of performances</p>	<p>(ii) practice appropriate audience behavior at various types of performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(B) defend musical theatre as a creative art form</p>	<p>(i) defend musical theatre as a creative art form</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(C) compare the nature of musical theatre elements to other musical media</p>	<p>(i) compare the nature of musical theatre elements to other musical media</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(D) appraise self and peer performance using constructive criticism	(i) appraise self performance using constructive criticism
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(D) appraise self and peer performance using constructive criticism	(ii) appraise peer performance using constructive criticism
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(E) evaluate musical theatre, musical film or other musical media using precise musical theatre vocabulary	(i) evaluate musical theatre, musical film or other musical media using precise musical theatre vocabulary

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success</p>	<p>(i) experiment with a career opportunity in musical theatre, musical film, or other musical media</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success</p>	<p>(ii) analyze the training needed for personal success</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success</p>	<p>(iii) analyze the skills needed for personal success</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success</p>	<p>(iv) analyze the self-discipline needed for personal success</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) experiment with a career opportunity in musical theatre, musical film, or other musical media, and analyze the training, skills, self-discipline, and artistic discipline needed for personal success</p>	<p>(v) analyze the artistic discipline needed for personal success</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(i) relate musical theatre skills to higher education</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(ii) relate musical theatre skills to careers outside of the theatre</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(iii) relate musical theatre experiences to higher education</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(iv) relate musical theatre experiences to careers outside of the theatre</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(H) document and present information in a clear and coherent manner using technology to build a resume or portfolio</p>	<p>(i) document information in a clear and coherent manner using technology to build a resume or portfolio</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(H) document and present information in a clear and coherent manner using technology to build a resume or portfolio	(ii) present information in a clear and coherent manner using technology to build a resume or portfolio