

ATTACHMENT
Text of Current 19 TAC

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter C. High School

§117.304. Art, Level III (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline.
- (b) Introduction.
- (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.
- (2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
- (3) 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.
- (c) Knowledge and skills.
- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:
- (A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
- (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;

- (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - (B) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) research selected historical periods, artists, general themes, trends, and styles of art;
 - (B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
 - (C) collaborate on community-based art projects; and
 - (D) examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;

- (D) use responses to artwork critiques to make decisions about future directions in personal work;
- (E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

§117.305. Art, Level IV (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art IV, Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Design III, Digital Art and Media III, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts II Standard Level (SL), and IB Visual Arts II Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History. The prerequisites for the IB courses listed in this subsection are the corresponding Art, Level II IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level IV courses is one credit of Art, Level III in the corresponding discipline.
- (b) Introduction.
 - (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.
 - (2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
 - (3) 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.
- (c) Knowledge and skills.
 - (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:
 - (A) consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;

- (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - (B) evaluate and justify design ideas and concepts to create a body of personal artwork;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - (B) analyze and evaluate the influence of contemporary cultures on artwork;
 - (C) collaborate on community-based art projects; and
 - (D) examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;

- (D) use responses to artwork critiques to make decisions about future directions in personal work;
- (E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (F) evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

§117.308. Dance, Level III (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Principles of Dance III, Ballet III, Modern/Contemporary Dance III, Jazz III, Tap III, World Dance Forms III, Dance Composition/Improvisation III, Dance Theory III, Dance Performance/Ensemble III, Dance Production III, Dance Wellness III, Dance History I, and International Baccalaureate (IB) Dance I (one credit per course). The prerequisite for each Dance, Level III course is one credit of Dance, Level II in the corresponding discipline, excluding Dance History I and IB Dance I courses.
- (b) Introduction.
 - (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.
 - (2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.
 - (3) 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.
- (c) Knowledge and skills.
 - (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
 - (A) analyze kinesthetic and spatial awareness individually and in groups;
 - (B) distinguish a comprehensive understanding of health, safety, and wellness for dancers;
 - (C) compare knowledge and skills of dance genres, styles, and vocabulary; and
 - (D) differentiate designs and images in natural and constructed environments.

- (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
 - (A) create dance studies using original movement based on theme and variation;
 - (B) experiment, improvise, and perform original movement during the creative process;
 - (C) compare and contrast the expression of ideas and emotions through movement; and
 - (D) differentiate compositional forms using intermediate dance elements for choreographic processes.
- (3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:
 - (A) perform and examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;
 - (B) execute a wide range of dynamics in quality movement;
 - (C) perform with projection, confidence, and expression when executing dance movements; and
 - (D) distinguish an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:
 - (A) compare similarities and differences in steps, styles, and traditions from various cultures or historical periods;
 - (B) recognize and evaluate dances as they relate to various historical periods and social contexts;
 - (C) create and experiment with dances in various media and content areas; and
 - (D) research historical and cultural dance forms using technology.
- (5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:
 - (A) compare characteristics and qualities of a variety of dances;
 - (B) analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member;
 - (C) understand the relationship of dance performance skills and other content areas; and
 - (D) experiment with knowledge and skills of technology through a dance portfolio.

§117.309. Dance, Level IV (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Principles of Dance IV, Ballet IV, Modern/Contemporary Dance IV, Jazz IV, Tap IV, World Dance Forms IV, Dance Composition/Improvisation IV, Dance Theory IV, Dance Performance/Ensemble IV, Dance Production IV, Dance Wellness IV, Dance History II, and International Baccalaureate (IB) Dance II (one credit per course). The prerequisite for each Dance, Level IV course is one credit of Dance, Level III in the corresponding discipline.
- (b) Introduction.

- (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.
 - (2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.
 - (3) 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.
- (c) Knowledge and skills.
- (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
 - (A) evaluate kinesthetic and spatial awareness individually and in groups;
 - (B) develop a working knowledge of health, safety, and wellness for dancers;
 - (C) demonstrate and evaluate a working knowledge and skills of dance genres, styles, and vocabulary; and
 - (D) create designs and images found in natural and constructed environments.
 - (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
 - (A) create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea;
 - (B) improvise, construct, and evaluate original movement studies;
 - (C) evaluate the expression of ideas and emotions through movement; and
 - (D) design compositional forms implementing advanced dance elements for choreographic processes.
 - (3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:
 - (A) assess performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;

- (B) perform dance movements with a refined sense of musicality and expressiveness and a wide range of spatial qualities;
 - (C) evaluate the performance of projection, confidence, and expression in the movement; and
 - (D) design an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:
- (A) evaluate choreography in dances from various cultures or historical periods;
 - (B) research and create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts;
 - (C) improvise and construct dances in various media and content areas; and
 - (D) evaluate historical and cultural dance forms using technology.
- (5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:
- (A) evaluate personal dance compositions and the work of others;
 - (B) create and reconstruct a choreographic study using varied media and environments;
 - (C) create a portfolio based on personal artistic works, performance works, or research; and
 - (D) perform and evaluate a choreographic study using varied media and environments.

§117.314. Music Studies (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Music Theory I-II; Music Appreciation I-II; Music Business I-II; Music Composition I-II; Music Production I-II; Music and Media Communications I-II; College Board Advanced Placement (AP) Music Theory; International Baccalaureate (IB) Music, Standard Level (SL); and IB Music, Higher Level (HL). There are no prerequisites for Music Study Level I courses; however, the prerequisite for IB Music, SL and IB Music, HL is one credit of any Music, Level II course. Students may take Music Studies with different course content for a maximum of three credits.
- (b) Introduction.
- (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.
 - (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to read, write, create, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered.

Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

- (3) 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.
- (c) Knowledge and skills.
- (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:
 - (A) experience and explore exemplary musical examples using technology and available live performances;
 - (B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
 - (C) define concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (D) define concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance; and
 - (F) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
 - (2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
 - (A) read notation systems or manipulate sounds as appropriate to the course of study;
 - (B) read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate;
 - (C) interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate;
 - (D) demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty; and
 - (E) demonstrate music-making skills such as appropriate use of technology in recording, notating, editing, manipulating, arranging, Standard Motion Picture Time Encryption (SMPT), and emergent technologies.
 - (3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:
 - (A) demonstrate, create, or apply characteristic sounds appropriate for the genre;
 - (B) create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures;
 - (C) demonstrate understanding of correct articulation and rhythmic accuracy;
 - (D) demonstrate understanding of correct dynamics and phrasing;
 - (E) demonstrate understanding of correct intonation; and
 - (F) exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions.

- (4) Creative expression. The student creates original music within specified guidelines. The student is expected to:
 - (A) create original musical phrases; and
 - (B) notate or record original musical phrases.
- (5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (A) compare and contrast music by genre, style, culture, and historical period;
 - (B) identify music-related vocations and avocations;
 - (C) identify and describe the uses of music in societies and cultures;
 - (D) identify and explore the relationship between music and other academic disciplines;
 - (E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and
 - (F) identify and explore tools for college and career preparation such as social media applications, repertoire lists, and audition and interview techniques.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:
 - (A) practice informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
 - (B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
 - (C) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
 - (D) evaluate musical performances by comparing them to exemplary models.

§117.317. Theatre, Level III, Adopted 2013.

- (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 III (one credit), Theatre Production III (one-half to one credit), Playwriting I, Directing I, International Baccalaureate (IB) Theatre, Standard Level (SL), and IB Theatre, Higher Level (HL) (one credit per course). The prerequisite for IB Theatre SL and IB Theatre HL is one credit of any Theatre, Level II course. The prerequisite for all other Theatre, Level III courses is one credit of Theatre, Level II in the corresponding discipline.
- (b) Introduction.
 - (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.
 - (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.

- (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.
- (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.

(c) Knowledge and skills.

- (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) apply theatre preparation and warm-up techniques effectively;
 - (B) experiment with stage movement;
 - (C) distinguish the proper techniques such as diction, inflection, and projection in the use of voice;
 - (D) analyze and evaluate dramatic structure and genre;
 - (E) distinguish between the theatrical conventions of theatre, film, television, and other media;
 - (F) evaluate the interdependence of all theatrical elements; and
 - (G) develop and 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) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;
 - (B) analyze creativity as it relates to self and ensemble and its effect on audience;
 - (C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
 - (D) experiment with improvisation and scripted scenes of various styles to portray believable characters;
 - (E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and
 - (F) integrate two or more art or media forms in a performance.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
 - (B) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters;

- (C) cast and direct duet scenes;
 - (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; and
 - (E) perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) evaluate historical and cultural influences on theatre;
 - (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
 - (C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;
 - (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (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; and
 - (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.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) compare behavior at various types of performances and practice appropriate audience etiquette;
 - (B) recognize theatre as an art form and evaluate self as a creative being;
 - (C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;
 - (D) compare communication methods of theatre with those of art, music, dance, and other media;
 - (E) make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - (F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner;
 - (G) relate theatre skills and experiences to higher education and careers outside of the theatre; and
 - (H) create a personal resume or portfolio of theatrical experience.

§117.318. Theatre, Level IV, Adopted 2013.

- (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 IV (one credit), Theatre Production IV (one-half to one credit), Playwriting II, Directing II, International Baccalaureate (IB) Theatre, Standard Level (SL), and IB Theatre, Higher Level (HL) (one credit per course). The prerequisite for IB Theatre SL and IB Theatre HL is one credit of any Theatre, Level III course. The prerequisite for all other Theatre, Level IV courses is one credit of Theatre, Level III in the corresponding discipline.

(b) Introduction.

- (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.
- (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.
- (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.
- (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.

(c) Knowledge and skills.

- (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) create and demonstrate theatre preparation and warm-up techniques;
 - (B) devise and model stage movement;
 - (C) model proper techniques such as diction, inflection, and projection in the use of effective voice;
 - (D) compare the structure of theatre to that of film, television, and other media;
 - (E) evaluate theatrical conventions of various cultural and historical periods;
 - (F) evaluate the interdependence of all theatrical elements; and
 - (G) develop and model 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;
 - (B) demonstrate creativity as it relates to self and ensemble and its effect on audience;
 - (C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;

- (D) interpret scripted scenes of various styles to portray believable characters; and
 - (E) create individually or devise collaboratively imaginative scripts and scenarios.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
 - (B) analyze and evaluate dramatic texts and direct brief scenes;
 - (C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience;
 - (D) analyze production plans that include research, rehearsal plans, technical designs, and blocking;
 - (E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and
 - (F) apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) evaluate historical and cultural influences on theatre;
 - (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
 - (C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;
 - (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (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; and
 - (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.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) evaluate and practice appropriate audience behavior at various types of performances;
 - (B) defend theatre as an art form and value self as a creative being;
 - (C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media;
 - (D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period;
 - (E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - (F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner;

- (G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and
- (H) create a personal resume or portfolio of theatrical experience.