

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	§117.319. Musical Theatre, Level I (One Credit), Adopted 2013.
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level I (one credit). Prerequisite suggested in two of the following disciplines: theatre, dance, or music or by audition.</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) 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>	
<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>	

(c) Knowledge and 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, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(i) develop 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(ii) develop 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(iii) develop dance preparation techniques

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(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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(iv) develop 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(v) develop vocal music 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(vi) develop vocal music warm-up techniques

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<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>(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(vii) practice theatrical preparation techniques</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>(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(viii) practice theatrical warm-up techniques</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>(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques</p>	<p>(ix) practice dance preparation techniques</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:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(x) practice 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(xi) practice vocal music 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) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(xii) practice 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:	(B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(i) recognize stage movement in various genres
(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:	(B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(ii) recognize pantomime in various genres
(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:	(B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(iii) recognize dance skills in various genres

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:	(C) identify acting techniques in song, dance, and spoken dialogue	(i) identify acting techniques in song
(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:	(C) identify acting techniques in song, dance, and spoken dialogue	(ii) identify acting techniques in dance
(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:	(C) identify acting techniques in song, dance, and spoken dialogue	(iii) identify acting techniques in spoken dialogue

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) recognize the professional audition process	(i) recognize the professional audition process
(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) compare the dramatic structure of musical theatre to musical film and musical television productions	(i) compare the dramatic structure of musical theatre to musical film productions
(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) compare the dramatic structure of musical theatre to musical film and musical television productions	(ii) compare the dramatic structure of musical theatre to musical television productions

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:	(F) define and give examples of the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions	(i) define the language of musical theatre
(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:	(F) define and give examples of the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions	(ii) give examples of the language of musical theatre
(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:	(G) describe the interdependence of all theatrical elements	(i) describe the interdependence of all theatrical elements

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>(A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement</p>	<p>(i) identify appropriate safety measures in vocalization</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>(A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement</p>	<p>(ii) identify appropriate safety measures in dance movement</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>(A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement</p>	<p>(iii) identify appropriate safety measures in theatrical movement</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:	(B) define creativity as it relates to personal expression in musical theatre	(i) define creativity as it relates to personal expression 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:	(C) recognize characterization in musical theatre and scripts of various genres and styles	(i) recognize characterization in musical theatre of various genres
(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:	(C) recognize characterization in musical theatre and scripts of various genres and styles	(ii) recognize characterization in musical theatre of various styles

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:	(C) recognize characterization in musical theatre and scripts of various genres and styles	(iii) recognize characterization in scripts of various genres
(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:	(C) recognize characterization in musical theatre and scripts of various genres and styles	(iv) recognize characterization in scripts of various styles
(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:	(D) identify proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation	(i) identify proper voice usage in a performance situation

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<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) identify proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation</p>	<p>(ii) identify correct vocal production skills 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>(E) interpret lyrics for characterization, vocalization, and dance</p>	<p>(i) interpret lyrics for characterization</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>(E) interpret lyrics for characterization, vocalization, and dance</p>	<p>(ii) interpret lyrics for vocalization</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) interpret lyrics for characterization, vocalization, and dance	(iii) interpret lyrics for dance
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) recognize safe and effective use of technical elements of musical theatre	(i) recognize safe use of technical elements of musical theatre
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) recognize safe and effective use of technical elements of musical theatre	(ii) recognize effective use of technical elements of musical theatre

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) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(i) identify the responsibilities of the director to the composer's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(ii) identify the responsibilities of the musical director to the composer's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(iii) identify the responsibilities of the choreographer to the composer's intent

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) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(iv) identify the responsibilities of the director to the librettist’s intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(v) identify the responsibilities of the musical director to the librettist’s intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist’s intent	(vi) identify the responsibilities of the choreographer to the librettist’s intent

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:	(C) recognize musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers	(i) recognize musical production plans
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(D) perform a role and collaborate with others to tell a story through live musical theatre or media performance	(i) perform a role to tell a story through live musical theatre or media performance
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(D) perform a role and collaborate with others to tell a story through live musical theatre or media performance	(ii) collaborate with others to tell a story through live musical theatre or media performance

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) study the historical and cultural influences on musical theatre	(i) study 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) study the historical and cultural influences on musical theatre	(ii) study the cultural influences on musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(B) identify the historical development of musical theatre as a uniquely American art form	(i) identify the historical development of musical theatre as a uniquely American art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) identify historical and cultural developments in musical theatre	(i) identify historical developments in 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:	(C) identify historical and cultural developments in musical theatre	(ii) identify 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:	(D) identify the contemporary development of musical theatre as an international art form such as new composers and their composition styles, multicultural influences, practices and principles of contemporary musical theatre, advances in the creation of contemporary or popular musical theatre, and impact of musical theatre on the world's economic and performing arts scene	(i) identify the contemporary development of musical theatre as an international art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(E) appreciate musical theatre as a reflection of life in particular times, places, and cultures	(i) appreciate musical theatre as a reflection of life in particular times

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<p>(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:</p>	<p>(E) appreciate musical theatre as a reflection of life in particular times, places, and cultures</p>	<p>(ii) appreciate musical theatre as a reflection of life in particular places</p>
<p>(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:</p>	<p>(E) appreciate musical theatre as a reflection of life in particular times, places, and cultures</p>	<p>(iii) appreciate musical theatre as a reflection of life in particular cultures</p>
<p>(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:</p>	<p>(F) recognize the influences of musical theatre forms such as theatre, television, and film on past and present society</p>	<p>(i) recognize the influences of musical theatre forms on past society</p>

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:	(F) recognize the influences of musical theatre forms such as theatre, television, and film on past and present society	(ii) recognize the influences of musical theatre forms on present society
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(A) analyze and apply appropriate audience behavior at various types of performances	(i) analyze appropriate audience behavior at various types of performances
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(A) analyze and apply appropriate audience behavior at various types of performances	(ii) apply appropriate audience behavior at various types of performances

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(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(B) recognize musical theatre as an art form and evaluate self as a creative being	(i) recognize musical theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(B) recognize musical 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 musical theatre 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 musical theatre 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 musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(i) evaluate musical theatre in written form with precise and specific observations on intent using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(ii) evaluate musical theatre in written form with precise and specific observations on structure using appropriate evaluative theatre vocabulary</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(iii) evaluate musical theatre in written form with precise and specific observations on effectiveness using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(iv) evaluate musical theatre in written form with precise and specific observations on value using appropriate evaluative theatre vocabulary</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(v) evaluate musical theatre in oral form with precise and specific observations on intent using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(vi) evaluate musical theatre in oral form with precise and specific observations on structure using appropriate evaluative theatre vocabulary</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>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(vii) evaluate musical theatre in oral form with precise and specific observations on effectiveness using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(D) evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary</p>	<p>(viii) evaluate musical theatre in oral form with precise and specific observations on value using appropriate evaluative theatre vocabulary</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>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(i) explore career and avocational opportunities in musical theatre, justifying choice(s)</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(ii) explore career and avocational opportunities in musical film, justifying choice(s)</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(iii) explore career and avocational opportunities in musical television, justifying choice(s)</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(iv) analyze the training needed for success</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(v) analyze the skills needed for success</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(vi) analyze the self-discipline needed for success</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(E) explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success</p>	<p>(vii) analyze the artistic discipline needed for 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) connect musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(i) connect 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>(F) connect musical theatre skills and experiences to higher education and careers outside of the theatre</p>	<p>(ii) connect musical theatre skills to careers outside of the theatre</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:	(F) connect musical theatre skills and experiences to higher education and careers outside of the theatre	(iii) connect musical theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(F) connect musical theatre skills and experiences to higher education and careers outside of the theatre	(iv) connect musical theatre experiences to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) recognize the value of presenting information in a clear and coherent manner using technology in a resume or portfolio format	(i) recognize the value of presenting information in a clear and coherent manner using technology in a resume or portfolio format