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	**§117.324. Technical Theatre, Level II, 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: Technical Theatre, Level II (one credit), Lighting and Sound (one-half to one credit), Stagecraft, Costume Construction (one-half to one credit), Makeup for the Theatre (one-half to one credit), Design for the Theatre (one-half to one credit), and Theatre Management (one-half to one credit). Technical Theatre, Level I is suggested as a prerequisite for Technical Theatre, Level II 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: 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 a variety of experiences with technical theatre, Technical Theatre II will afford students the opportunity to continue to study and develop their knowledge of technical theatre arts on a more challenging level. Students explore and apply a myriad of technical theatre concepts and skills. 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.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(i) demonstrate proper use of standard vocabulary in costumes
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(ii) demonstrate proper use of standard vocabulary in lights

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(iii) demonstrate proper use of standard vocabulary in makeup
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(iv) demonstrate proper use of standard vocabulary in theater management
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(v) demonstrate proper use of standard vocabulary in properties

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(vi) demonstrate proper use of standard vocabulary in scenery
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theater management, properties, scenery, and sound	(vii) demonstrate proper use of standard vocabulary in sound
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(B) identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage	(i) identify the technical elements of theatre

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(C) use established theatre systems such as the production calendar, tech rehearsals, and production staff roles	(i) use established theatre systems
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(D) use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre	(i) use safe theatre practices
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(E) read and analyze scripts to determine technical theatre elements	(i) read scripts to determine technical theatre elements

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:	(E) read and analyze scripts to determine technical theatre elements	(ii) analyze scripts to determine technical theatre elements
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(i) identify technical elements in various theatrical styles
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(ii) identify technical elements in various theatrical genres

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(iii) use technical elements in various theatrical styles
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(A) identify and use technical elements in various theatrical styles and genres	(iv) use technical elements in various genres
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch	(i) apply the design process, including analysis, to a theatrical product

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch	(ii) apply the design process, including research, to a theatrical product
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch	(iii) apply the design process, including incubation/selection, to a theatrical product

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch	(iv) apply the design process, including implementation, to a theatrical product
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch	(v) apply the design process, including evaluation, to a theatrical product
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(i) recognize the principles of design, including lines

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(ii) recognize the principles of design, including shape
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(iii) recognize the principles of design, including mass
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(iv) recognize the principles of design, including measure

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(v) recognize the principles of design, including position
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(vi) recognize the principles of design, including color
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	(vii) recognize the principles of design, including texture

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(i) recognize the principles of composition, including unity
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(ii) recognize the principles of composition, including harmony
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(iii) recognize the principles of composition, including contrast

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(iv) recognize the principles of composition, including variation
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(v) recognize the principles of composition, including balance
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(vi) recognize the principles of composition, including proportion

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	(vii) recognize the principles of composition, including emphasis
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(E) recognize the elements of color in design such as color theory, the science of color and light, and the color palette	(i) recognize the elements of color in design
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(F) demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models	(i) demonstrate understanding of communication methods between directors and designers

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(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(G) practice proper measurement and scale as applied to design or construction	(i) practice proper measurement as applied to design or construction
(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:	(G) practice proper measurement and scale as applied to design or construction	(ii) practice proper scale as applied to design or construction
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(i) identify technical theatre tools

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(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(ii) identify technical theatre equipment
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(iii) identify technical theatre materials
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(iv) safely use technical theatre tools

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(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(v) safely use technical theatre equipment
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(A) identify and safely use technical theatre tools, equipment, and materials	(vi) safely use technical theatre materials

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(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(B) develop theatre production skills by: (i) building scenery such as two-dimensional flats and three-dimensional stairs; (ii) building or pulling and altering costumes using safe costume construction techniques; (iii) hanging and focusing lighting instruments and using dimmers and controllers; (iv) identifying electrical theory and practice as it applies to theatrical lighting; (v) recording, editing, or creating sound effects; (vi) identifying marketing products for theatrical productions; (vii) practicing stage management techniques such as build a promptbook, call cues, and record blocking; (viii) identifying and applying scenic painting techniques; or (ix) identifying and applying stage properties practices such as buy, borrow, build, and organize	(i) develop theatre production skills by building scenery; building or pulling and altering costumes using safe costume construction techniques; hanging and focusing lighting instruments and using dimmers and controllers; identifying electrical theory and practice as it applies to theatrical lighting; recording, editing, or creating sound effects; identifying marketing products for theatrical productions; practicing stage management techniques; identifying and applying scenic painting techniques; or identifying and applying stage properties practices

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(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(C) read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets	(i) read technical theatre documents
(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:	(C) read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets	(ii) interpret technical theatre documents
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(A) apply historical or cultural accuracy from research in theatrical design	(i) apply historical or cultural accuracy from research in theatrical design

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

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

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre	(iv) identify key works [from the cultural heritage of world drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre	(v) identify key trends [from the cultural heritage of world drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(i) explain the historical development [of] theatre architecture

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(ii) explain the historical development [of] stage technology

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(iii) explain the discoveries in theatre architecture
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(iv) explain the discoveries in stage technology

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(v) explain the periods in theatre architecture
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(vi) explain the periods in stage technology

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre	(vii) explain their influences on modern theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light	(i) illustrate how technology has changed theatre

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

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(iv) identify key works [from the multicultural heritage of United States drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(F) understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(v) identify key trends [from the multicultural heritage of United States drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) identify and understand 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	(i) identify the innovations of the United States to the performing arts

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) identify and understand 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	(ii) identify the contributions of the United States to the performing arts
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) identify and understand 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	(iii) understand the innovations of the United States to the performing arts

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(G) identify and understand 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	(iv) understand the contributions of the United States to the performing arts
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) compile materials to construct a resume and portfolio of works created in technical theatre	(i) compile materials to construct a resume in technical theatre
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) compile materials to construct a resume and portfolio of works created in technical theatre	(ii) compile materials to construct a portfolio of works created in technical theatre

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) analyze and apply appropriate behavior of technical staff at various types of live performances	(i) analyze appropriate behavior of technical staff at various types of live performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) analyze and apply appropriate behavior of technical staff at various types of live performances	(ii) apply appropriate behavior of technical staff at various types of live performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being	(i) recognize the design elements of theatre as an art form

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being	(ii) recognize the technical elements of theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being	(iii) evaluate self as a creative being
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(i) offer constructive criticism of designs or construction projects by peers

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(ii) offer constructive criticism of designs or construction projects by self
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(iii) receive constructive criticism of designs or construction projects by self
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary	(i) evaluate live theatre in written form with precise and specific observations of technical elements using appropriate vocabulary

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary	(ii) evaluate live theatre in oral form with precise and specific observations of technical elements using appropriate vocabulary
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary	(i) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(i) explore career and avocational opportunities in theatre, television, film, or industries
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(ii) evaluate the training needed to pursue such [career and avocational] opportunities

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities	(v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(i) connect theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(ii) connect theatre skills to careers outside of the theatre

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iii) connect theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iv) connect theatre experiences to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(I) use technology to communicate and present findings in a clear and coherent manner	(i) use technology to communicate findings in a clear and coherent manner
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(I) use technology to communicate and present findings in a clear and coherent manner	(ii) use technology to present findings in a clear and coherent manner

Knowledge and Skills Statement	Student Expectation	Breakout