

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter D. Elementary, Adopted 2013

§117.101. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary, Adopted 2013.

- (a) The provisions of §§117.101-117.119 of this subchapter shall be implemented by school districts.
- (b) No later than August 31, 2014, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for fine arts as adopted in §§117.101-117.119 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§117.101-117.119 of this subchapter shall be implemented beginning with the 2015-2016 school year and apply to the 2015-2016 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§117.101-117.119 of this subchapter shall be implemented for the following school year.
- (e) Sections 117.1-117.19 of this chapter shall be superseded by the implementation of §§117.101-117.119 under this section.

§117.102. Art, Kindergarten, Adopted 2013.

- (a) 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 is essential, and the study of the fine arts nurtures and develops 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.
- (b) 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 artworks. The student is expected to:

- (A) gather information from subjects in the environment using the senses; and
 - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- (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) create artworks using a variety of lines, shapes, colors, textures, and forms;
 - (B) arrange components intuitively to create artworks; and
 - (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
- (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) identify simple subjects expressed in artworks;
 - (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
 - (C) identify the uses of art in everyday life; and
 - (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) express ideas about personal artworks or portfolios;
 - (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
 - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

§117.103. Music, Kindergarten, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.

(b) Knowledge and skills.

(1) Foundation: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;

(B) identify the timbre of adult and child singing voices;

(C) identify the timbre of instrument families;

(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and

(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple partwork, including beat versus rhythm; and

(E) perform music using louder/softer and faster/slower.

(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and

(B) identify simple interdisciplinary concepts related to music.

(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances;

(B) identify steady beat in musical performances; and

(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

§117.104. Theatre, Kindergarten, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) develop self-awareness through dramatic play;
 - (B) explore space using expressive movement;
 - (C) imitate sounds; and
 - (D) imitate and recreate objects in dramatic play.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

 - (A) demonstrate safe use of movement and voice;
 - (B) assume roles through imitation and recreation;
 - (C) identify the characteristics of dramatic play; and
 - (D) participate in dramatic play.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

 - (A) create playing space using common objects such as tables or chairs;
 - (B) create costumes using simple materials such as cardboard, newspaper, or fabric;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.

- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) rehearse and perform real and imaginative situations of family cultures of students in the class; and
 - (B) rehearse and perform stories from American history.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) discuss, practice, and display appropriate audience behavior; and
 - (B) respond to dramatic activities through discussion.

§117.105. Art, Grade 1, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
- (A) identify similarities, differences, and variations among subjects in the environment using the senses; and
 - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- (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) invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - (B) place components in orderly arrangements to create designs; and
 - (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- (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) identify simple ideas expressed in artworks through different media;
 - (B) demonstrate an understanding that art is created globally by all people throughout time;
 - (C) discuss the use of art in everyday life; and
 - (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) explain ideas about personal artworks;
 - (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
 - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

§117.106. Music, Grade 1, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.

(b) Knowledge and skills.

- (1) Foundation: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- (A) identify the known five voices and adult/children singing voices;
 - (B) identify visually and aurally the instrument families;
 - (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and
 - (D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.
- (2) Foundation: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
- (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
 - (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
 - (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
 - (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
 - (D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
 - (E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.
- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
- (A) create short, rhythmic patterns using known rhythms;
 - (B) create short, melodic patterns using known pitches; and
 - (C) explore new musical ideas using singing voice and classroom instruments.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
 - (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
 - (C) identify simple interdisciplinary concepts relating to music.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
 - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;

- (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
- (D) respond verbally or through movement to short musical examples.

§117.107. Theatre, Grade 1, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) develop confidence and self-awareness through dramatic play;
 - (B) develop spatial awareness in dramatic play using expressive and rhythmic movement;
 - (C) imitate actions and sounds; and
 - (D) imitate and create animate and inanimate objects in dramatic play.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of movement and voice;
 - (B) create roles through imitation;
 - (C) dramatize simple stories; and
 - (D) dramatize poems and songs.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) discuss aspects of the environment for use in dramatic play such as location or climate;

- (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytale in dramatic play.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

§117.108. Art, Grade 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:
- (A) compare and contrast variations in objects and subjects from the environment using the senses; and

- (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- (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) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - (B) create compositions using the elements of art and principles of design; and
 - (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- (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) interpret stories, content, and meanings in a variety of artworks;
 - (B) examine historical and contemporary artworks created by men and women, making connections to various cultures;
 - (C) analyze how art affects everyday life and is connected to jobs in art and design; and
 - (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) support reasons for preferences in personal artworks;
 - (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
 - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.

§117.109. Music, Grade 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.

(b) Knowledge and skills.

- (1) Foundation: music literacy. The student describes and analyzes musical sound. The student is expected to:

- (A) identify choral voices, including unison versus ensemble;
- (B) identify instruments visually and aurally;
- (C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- (D) identify and label simple small forms such as aaba and abac.

- (2) Foundation: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- (A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- (B) read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- (C) read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- (D) perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- (E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

- (A) create rhythmic phrases using known rhythms;
- (B) create melodic phrases using known pitches; and
- (C) explore new musical ideas in phrases using singing voice and classroom instruments.

- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- (A) sing songs and play musical games, including patriotic, folk, and seasonal music;

- (B) examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- (C) identify simple interdisciplinary concepts relating to music.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
 - (A) begin to practice appropriate audience behavior during live or recorded performances;
 - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
 - (C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
 - (D) respond verbally or through movement to short musical examples.

§117.110. Theatre, Grade 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) react to sensory experiences such as sight or sound through dramatic play;
 - (B) expand spatial awareness in dramatic play using expressive and rhythmic movement;
 - (C) participate in dramatic play using actions, sounds, and dialogue; and
 - (D) role play, imitate, and recreate dialogue.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
 - (B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
 - (C) create dramatizations of limited-action stories using simple pantomime or puppetry; and
 - (D) dramatize poems and songs using simple pantomime or puppetry.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) select aspects of the environment such as location, climate, or time for use in dramatic play;
 - (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) plan dramatic play; and
 - (D) cooperate and interact with others in dramatic play.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) discuss, practice, and display appropriate audience behavior;
 - (B) react to and discuss dramatic activities; and
 - (C) integrate music, creative movement, and visual components in dramatic play.

§117.111. Art, Grade 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:
 - (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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) integrate ideas drawn from life experiences to create original works of art;
 - (B) create compositions using the elements of art and principles of design; and
 - (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- (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) identify simple main ideas expressed in artworks from various times and places;
 - (B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
 - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
 - (D) investigate the connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
 - (C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.

§117.112. Music, Grade 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.
- (b) Knowledge and skills.
- (1) Foundation: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
 - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
 - (2) Foundation: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
 - (A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
 - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
 - (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
 - (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;

- (B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;
 - (C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
 - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation or composition;
 - (B) create melodic phrases through improvisation or composition; and
 - (C) create simple accompaniments through improvisation or composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures;
 - (B) identify music from diverse genres, styles, periods, and cultures; and
 - (C) identify the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) exhibit audience etiquette during live and recorded performances;
 - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples; and
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

§117.113. Theatre, Grade 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;
- (B) create playing space using expressive and rhythmic movement;
- (C) respond to sounds, music, images, language, and literature using movement; and
- (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;
- (C) dramatize literary selections using shadow play or puppetry; and
- (D) dramatize literary selections using pantomime and imitative dialogue.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
- (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
- (C) plan dramatic play;
- (D) cooperate and interact with others in dramatic play; and
- (E) observe live or multimedia theatrical performances.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

- (A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;
- (B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) apply appropriate audience behavior consistently;
 - (B) discuss and evaluate simple dramatic activities and performances; and
 - (C) discuss the use of music, movement, and visual components in dramatic activities and performances.

§117.114. Art, Grade 4, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:
- (A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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) integrate ideas drawn from life experiences to create original works of art;

- (B) create compositions using the elements of art and principles of design; and
 - (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
- (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) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
 - (B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
 - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
 - (D) investigate connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - (B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
 - (C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

§117.115. Music, Grade 4, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.
- (b) Knowledge and skills.
- (1) Foundation: music literacy. The student describes and analyzes musical sound. The student is expected to:
- (A) categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices;
 - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.
- (2) Foundation: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
- (A) read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
 - (C) identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing and play classroom instruments with accurate intonation and rhythm, independently or in groups;
 - (B) sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups;
 - (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
 - (D) perform various folk dances and play parties;
 - (E) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation or composition;
 - (B) create melodic phrases through improvisation or composition; and
 - (C) create simple accompaniments through improvisation or composition.

- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas;
 - (B) perform music representative of America and Texas, including "Texas, Our Texas";
 - (C) identify and describe music from diverse genres, styles, periods, and cultures; and
 - (D) examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) exhibit audience etiquette during live and recorded performances;
 - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

§117.116. Theatre, Grade 4, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) integrate sensory and emotional responses in dramatic play;
 - (B) develop body awareness and spatial perception using rhythmic and expressive movement;
 - (C) respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue;
 - (D) express emotions and ideas using interpretive movements, sounds, and dialogue;
 - (E) imitate and synthesize life experiences in dramatic play;
 - (F) use common objects to represent the setting, enhance characterization, and clarify actions; and
 - (G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of the voice and body;
 - (B) describe characters, their relationships, and their surroundings;
 - (C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;
 - (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - (B) alter space to create suitable performance environments for playmaking;
 - (C) plan brief dramatizations collaboratively;
 - (D) interact cooperatively with others in brief dramatizations; and
 - (E) compare theatre artists and their contributions to theatre and society.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas; and
 - (B) identify the role of live theatre, film, television, and electronic media in American society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) apply appropriate audience behavior at formal and informal performances;

- (B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre; and
- (C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

§117.117. Art, Grade 5, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:
 - (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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) integrate ideas drawn from life experiences to create original works of art;
 - (B) create compositions using the elements of art and principles of design; and

- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- (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) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
 - (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
 - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
 - (D) investigate connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
 - (C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

§117.118. Music, Grade 5, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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 sing, play, read, write, 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.
- (b) Knowledge and skills.
- (1) Foundation: music literacy. The student describes and analyzes musical sound. The student is expected to:
- (A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
- (2) Foundation: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
- (A) read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
 - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
 - (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
 - (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
 - (D) perform various folk dances and play parties;
 - (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation and composition;
 - (B) create melodic phrases through improvisation and composition; and
 - (C) create simple accompaniments through improvisation and composition.

- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
 - (B) perform music representative of Texas and America, including "The Star Spangled Banner";
 - (C) identify and describe music from diverse genres, styles, periods, and cultures; and
 - (D) examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) exhibit audience etiquette during live and recorded performances;
 - (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

§117.119. Theatre, Grade 5, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) develop characterization using sensory and emotional recall;
 - (B) develop body awareness and spatial perceptions using pantomime;
 - (C) respond to sounds, music, images, language, and literature using movement;
 - (D) express emotions and relate ideas using interpretive and planned movement and dialogue;
 - (E) integrate life experiences in dramatic play;
 - (F) portray environment, character, and actions; and
 - (G) demonstrate correct use of basic theatrical terminology.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of the voice and body;
 - (B) describe characters, their relationships, and their surroundings in detail;
 - (C) create movements and portray a character using dialogue appropriately;
 - (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events describing the characters, their relationships, and their surroundings.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) demonstrate character, environment, action, and theme using props, costumes, and visual elements;
 - (B) alter space appropriately to create suitable performance environments for playmaking;
 - (C) plan dramatizations collaboratively;
 - (D) interact cooperatively with others in dramatizations; and
 - (E) analyze and compare theatre artists and their contributions to theatre and society.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to American history; and
 - (B) examine the role of live theatre, film, television, or electronic media throughout American history.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) analyze and apply appropriate audience behavior at a variety of performances;
 - (B) compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music; and
 - (C) identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter E. Middle School, Adopted 2013

§117.201. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Middle School, Adopted 2013.

- (a) The provisions of §§117.201-117.213 of this subchapter shall be implemented by school districts.
- (b) No later than August 31, 2014, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for fine arts as adopted in §§117.201-117.213 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§117.201-117.213 of this subchapter shall be implemented beginning with the 2015-2016 school year and apply to the 2015-2016 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§117.201-117.213 of this subchapter shall be implemented for the following school year.
- (e) Sections 117.31-117.40 of this chapter shall be superseded by the implementation of §§117.201-117.213 under this section.

§117.202. Art, Middle School 1, Adopted 2013.

- (a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of art may select Art, Middle School 1. When Grade 6 is part of a self-contained class on an elementary school campus, students must take Art, Middle School 1.
- (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 is essential, and the study of the fine arts nurtures and develops 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 artworks. The student is expected to:
 - (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
 - (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and
 - (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (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) create original artworks based on direct observations, original sources, personal experiences, and the community;
 - (B) apply the art-making process to solve problems and generate design solutions; and
 - (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.
- (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) identify the influence of historical and political events in artworks;
 - (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
 - (C) explain the relationships that exist between societies and their art and architecture; and
 - (D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses to artwork using appropriate art vocabulary;
 - (B) analyze original artworks 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) develop a portfolio;
 - (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) understand and demonstrate proper exhibition etiquette.

§117.203. Art, Middle School 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:
 - (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
 - (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (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) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

- (B) apply the art-making process to solve problems and generate design solutions;
 - (C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and
 - (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.
- (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) analyze ways that global, cultural, historical, and political issues influence artworks;
 - (B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
 - (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and
 - (D) identify career and avocational choices in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - (B) analyze original artworks 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) develop a portfolio that demonstrates progress;
 - (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
 - (E) demonstrate an understanding of and apply proper exhibition etiquette.

§117.204. Art, Middle School 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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.

(b) 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 artworks. The student is expected to:

(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;

(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;

(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and

(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

(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) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;

(B) apply the art-making process to solve problems and generate design solutions;

(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;

(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and

(E) create experimental artworks using installation, performance, or collaboration.

(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) analyze ways in which global, contemporary, historical, and political issues have influenced art;

(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;

(C) evaluate the relationships that exist among a society's art, music, theatre, and dance; and

- (D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - (B) analyze original artworks and portfolios 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
 - (D) understand and demonstrate proper exhibition etiquette.

§117.205. Dance, Middle School 1, Adopted 2013.

- (a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of dance may select Dance, Middle School 1.
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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 their heritage and traditions and those of 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 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) Foundation: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
 - (A) demonstrate basic kinesthetic and spatial awareness individually and in groups;
 - (B) recognize the concepts of wellness for healthy lifestyles;
 - (C) define body science applications through dance genres, styles, and vocabulary; and

- (D) identify dance movement elements through space, energy, and time.
- (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) recognize basic principles of proper body alignment;
 - (B) define knowledge of dance composition elements, improvisation skills, and choreographic processes;
 - (C) identify movement studies using rhythmical skills and spatial directions; and
 - (D) recognize expressions of ideas or emotions individually and in groups.
- (3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:
 - (A) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;
 - (B) perform in groups with the intent to communicate to an audience;
 - (C) define the use of dance elements in practice and performance incorporating technology; and
 - (D) recall an effective warm-up and cool-down using 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) define the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;
 - (B) identify movement characteristics of historical and cultural dance forms and the contributions of their artists;
 - (C) recall a dance representative of one's heritage or environment; and
 - (D) understand dances in various media and other content areas.
- (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) define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
 - (B) identify relationships between dance and other content subjects;
 - (C) define the content and choreographic structures used by various American choreographers; and
 - (D) define artistic decisions of personal dance works.

§117.206. Dance, Middle School 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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. 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 their heritage and traditions and those of 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 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.

(b) Knowledge and skills.

- (1) Foundation: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
- (A) demonstrate basic kinesthetic and spatial awareness individually and in groups;
 - (B) identify the concepts of wellness for healthy lifestyles;
 - (C) demonstrate body science applications through dance genres, styles, and vocabulary; and
 - (D) explore and demonstrate dance movement elements through space, energy, and time.
- (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) identify basic principles of proper body alignment;
 - (B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes;
 - (C) distinguish between movement studies using rhythmical skills and spatial directions; and
 - (D) explore and demonstrate expressions of ideas or emotions individually and in groups.
- (3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:
- (A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;
 - (B) perform individually and in groups with the intent to communicate and project to an audience;
 - (C) demonstrate the use of dance elements in practice and performance incorporating technology; and
 - (D) use an effective warm-up and cool-down using 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) recognize the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;
 - (B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists;
 - (C) recognize a dance representative of one's heritage or environment; and
 - (D) evaluate dance in various media and other content areas.
- (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) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
 - (B) interpret relationships between dance and other content subjects;
 - (C) demonstrate the content and choreographic structures used by various American choreographers; and
 - (D) interpret and evaluate artistic decisions of personal dance works.

§117.207. Dance, Middle School 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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. 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 their heritage and traditions and those of 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 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.

(b) Knowledge and skills.

- (1) Foundation: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
 - (A) demonstrate basic kinesthetic and spatial awareness individually and in groups;
 - (B) distinguish between concepts of wellness for healthy lifestyles;
 - (C) implement body science applications through dance genres, styles, and vocabulary; and

- (D) develop dance movement elements through space, energy, and time.
- (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) apply basic principles of proper body alignment;
 - (B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes;
 - (C) create movement studies using rhythmical skills and spatial directions; and
 - (D) design and demonstrate expressions of ideas or emotions individually and in groups.
- (3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:
 - (A) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;
 - (B) perform individually and in groups with the intent to express emotions, communicate, and project to an audience;
 - (C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production; and
 - (D) practice an effective warm-up and cool-down using 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 and contrast the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;
 - (B) evaluate movement characteristics of historical and cultural dance forms and the contributions of their artists;
 - (C) perform a dance representing one's heritage or environment; and
 - (D) create dances in various media and other content areas.
- (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) design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
 - (B) create relationships between dance and other content subjects;
 - (C) compare and contrast the content and choreographic structures used by various American choreographers; and
 - (D) interpret, evaluate, and justify artistic decisions of personal dance works.

§117.208. Music, Middle School 1, Adopted 2013.

- (a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1 Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (A) experience and explore exemplary musical examples using technology and available live performances;
 - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems;
 - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
 - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
 - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundation: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
 - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
 - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
 - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
 - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and

- (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
- (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and
 - (G) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) perform music representative of diverse cultures, including American and Texas heritage;
 - (B) describe written and aurally presented music representative of diverse styles, periods, and cultures;
 - (C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
 - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
 - (B) identify criteria for listening to and evaluating musical performances;
 - (C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;
 - (D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
 - (E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

§117.209. Music, Middle School 2, Adopted 2013.

- (a) General requirements. Students enrolled in the second year of music in Grade 7 or 8 may select from the following courses: Middle School 2 Band, Middle School 2 Choir, Middle School 2 Orchestra, Middle School 2 Instrumental Ensemble, or Middle School 2 Vocal Ensemble.
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (A) compare and contrast exemplary musical examples using technology and available live performances;
 - (B) demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems;
 - (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;
 - (D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and
 - (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
 - (2) Foundation: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
 - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;

- (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
 - (C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;
 - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
 - (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
 - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and
 - (G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;
 - (B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;
 - (C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
 - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
 - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
 - (B) apply criteria for listening to and evaluating musical performances;

- (C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
- (D) identify and apply criteria for evaluating personal performances;
- (E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
- (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

§117.210. Music, Middle School 3, Adopted 2013.

(a) General requirements. Students enrolled in the third year of music may select from the following courses: Middle School 3 Band, Middle School 3 Choir, Middle School 3 Orchestra, Middle School 3 Instrumental Ensemble, or Middle School 3 Vocal Ensemble.

(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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:
 - (A) compare and contrast exemplary musical examples using technology and available live performances;
 - (B) demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems;
 - (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;
 - (D) analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and

- (E) demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundation: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
 - (A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements;
 - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
 - (C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation;
 - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
 - (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
 - (A) model, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements; and
 - (G) create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;
 - (B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;
 - (C) compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and
 - (D) describe music-related vocations and avocations.

- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
 - (B) apply criteria for listening to and evaluating musical performances;
 - (C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
 - (D) apply criteria for listening to and evaluating personal performances;
 - (E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and
 - (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

§117.211. Theatre, Middle School 1, Adopted 2013.

- (a) General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Middle School 1.
- (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 is essential, and the study of the fine arts nurtures and develops 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) 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) develop characterization based on sensory and emotional recall;
 - (B) expand body awareness and spatial perceptions using mime;
 - (C) respond to sounds, music, images, and the written word, incorporating movement;

- (D) develop an understanding of the mechanisms of vocal production;
 - (E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces; and
 - (F) identify the structure and form in examples of dramatic literature.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
- (A) demonstrate safe use of the voice and body;
 - (B) imagine and clearly describe characters, their relationships, and their surroundings;
 - (C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history;
 - (D) dramatize literary selections and imitate life experiences through dramatic play;
 - (E) express emotions and ideas using interpretive movements and dialogue; and
 - (F) create environments, characters, and actions.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements;
 - (B) create suitable environments for dramatizations;
 - (C) collaborate to plan brief dramatizations; and
 - (D) use technology in theatrical applications such as live theatre, video, and film.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; and
 - (B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) identify and apply audience etiquette at all performances;
 - (B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;
 - (C) identify production elements of theatre, film, television, and other media; and
 - (D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

§117.212. Theatre, Middle School 2, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) explore characterization using sensory and emotional recall;
 - (B) develop and apply theatre preparation and warm-up techniques;
 - (C) create expressive and rhythmic movements;
 - (D) develop an increased understanding of the mechanisms of vocal production;
 - (E) demonstrate knowledge of theatrical vocabulary and terminology; and
 - (F) analyze and evaluate the structure and form of dramatic literature.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
- (A) demonstrate safe use of the voice and body;
 - (B) define characters by what they do, what they say, and what others say about them;
 - (C) select movements and dialogue to portray a character appropriately;
 - (D) create stories collaboratively and individually that have dramatic structure;
 - (E) apply knowledge of effective voice and diction techniques to express thoughts and feelings;
 - (F) compare and contrast dramatic performances to life; and
 - (G) create improvised scenes that include setting, character, and plot.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;
 - (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;
 - (C) define the role of the director; and

- (D) use technology in theatrical applications such as live theatre, video, and film.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;
 - (B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and
 - (C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) understand and demonstrate appropriate audience etiquette at various types of performances;
 - (B) evaluate the effectiveness of selected film and television performances;
 - (C) demonstrate knowledge of production elements in theatre, film, television, and other media; and
 - (D) explore career and vocational opportunities in theatre.

§117.213. Theatre, Middle School 3, Adopted 2013.

(a) 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 is essential, and the study of the fine arts nurtures and develops 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) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) 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) evaluate characterization using emotional and sensory recall;
 - (B) explore preparation and warm-up techniques;
 - (C) create expressive movement and mime to define space and characters;
 - (D) demonstrate an increased understanding of the mechanisms of vocal production;
 - (E) apply knowledge of theatrical vocabulary and terminology; and
 - (F) explore and evaluate the structure and form of dramatic literature.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
- (A) demonstrate safe use of the voice and body;
 - (B) portray characters through familiar movements and dialogue;
 - (C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; and
 - (D) express thoughts and feelings using effective voice and diction.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance;
 - (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design;
 - (C) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator; and
 - (D) use technology in theatrical applications such as live theatre, video, and film.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance;
 - (B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions; and
 - (C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) understand and demonstrate appropriate audience etiquette at various types of live performances;
 - (B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary;
 - (C) demonstrate knowledge of production elements in theatre, film, television, and other media; and
 - (D) explore career and vocational opportunities in theatre.

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter F. High School, Adopted 2013

§117.301. Implementation of Texas Essential Knowledge and Skills for Fine Arts, High School, Adopted 2013.

- (a) The provisions of §§117.301-117.328 of this subchapter shall be implemented by school districts.
- (b) No later than August 31, 2014, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for fine arts as adopted in §§117.301-117.328 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§117.301-117.328 of this subchapter shall be implemented beginning with the 2015-2016 school year and apply to the 2015-2016 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§117.301-117.328 of this subchapter shall be implemented for the following school year.
- (e) Sections 117.51-117.67 of this chapter shall be superseded by the implementation of §§117.301-117.328 under this section.

§117.302. Art, Level I (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 I, Pre-AP® Art I, Art Appreciation, and Art and Media Communications I (one credit per course).
- (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 is essential, and the study of the fine arts nurtures and develops 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 ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and 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) compare and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- (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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written 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) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

§117.303. Art, Level II (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 II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, Art and Media Communications II, and Pre-AP® Art II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.
- (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 is essential, and the study of the fine arts nurtures and develops 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 artworks. The student is expected to:
 - (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;
 - (B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;
 - (C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and
 - (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.

- (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) 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) apply design skills in creating practical applications, clarifying presentations, and examining 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and 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) examine selected historical periods or styles of art to identify general themes and trends;
 - (B) analyze specific characteristics in artwork from a variety of cultures;
 - (C) collaborate on community-based art projects; and
 - (D) examine and research career, entrepreneurial, and avocational opportunities in art.
- (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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (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) use responses to artwork critiques to make decisions about future directions in personal work;
 - (D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and
 - (E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

§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 highly 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 is essential, and the study of the fine arts nurtures and develops 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 highly 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 is essential, and the study of the fine arts nurtures and develops 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.

§117.306. Dance, Level I (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 I, Ballet I, Modern/Contemporary Dance I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance and Media Communication I (prerequisite is Dance, Middle School 1, 2, or 3), Dance Production I, and Dance Wellness I (one credit per course).
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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) Foundation: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
- (A) define basic kinesthetic and spatial awareness individually and in groups;
- (B) identify a comprehensive understanding of health, safety, and wellness for dancers;
- (C) recognize knowledge of dance genres, styles, and vocabulary; and
- (D) identify images found in the environment through movement.
- (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) explain basic principles of proper body alignment;
- (B) explore, improvise, and demonstrate original movement during the creative process;
- (C) express ideas and emotions through movement; and
- (D) create basic compositional forms using fundamental 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 memorized 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) identify the effective use of dance elements in practice and performance;
 - (C) perform basic compositional forms using fundamental choreographic processes; and
 - (D) understand the principles of an effective warm-up and cool-down, implementing 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) perform the characteristics of dances from several diverse cultures or historical periods;
 - (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts;
 - (C) identify historical figures in dance history and their significance; and
 - (D) identify dance in various media and content areas.
- (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) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance;
 - (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances;
 - (C) identify relationships between dance and other content areas; and
 - (D) identify knowledge and skills of technology in dance.

§117.307. Dance, Level II (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 II, Ballet II, Modern/Contemporary Dance II, Jazz II, Tap II, World Dance Forms II, Dance Composition/Improvisation II, Dance Theory II, Dance Performance/Ensemble II, Dance Production II, Dance Wellness II, and Dance and Media Communications II (one credit per course). The prerequisite for each Dance, Level II course is one credit of Dance, Level I 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 is essential, and the study of the fine arts nurtures and develops 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. 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 will 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) Foundation: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:

- (A) demonstrate kinesthetic and spatial awareness individually and in groups;
- (B) expand a comprehensive understanding of health, safety, and wellness for dancers;
- (C) demonstrate effective knowledge of dance genres, styles, and vocabulary; and
- (D) interpret details in movement 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) expand a comprehensive understanding of principles of proper body alignment;
- (B) explore, improvise, and perform original movement during the creative process;
- (C) expand the expression of ideas and emotions through movement; and
- (D) create enhanced compositional forms using fundamental 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 extended movement patterns with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;
- (B) demonstrate the elements of dance effectively;
- (C) perform enhanced compositional forms using sound choreographic processes; and
- (D) implement 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) analyze dances of various cultures or historical periods;
- (B) choreograph short dance phrases that exhibit an understanding of various historical periods and social contexts;
- (C) perform dances in various media and content areas; and
- (D) interpret 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) identify characteristics of a variety of dances;
 - (B) analyze qualities of performance and proper etiquette in dance;
 - (C) identify similarities of form and expression in dance and other content areas; and
 - (D) apply knowledge and skills of technology in dance.

§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 is essential, and the study of the fine arts nurtures and develops 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. 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) Foundation: 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 is essential, and the study of the fine arts nurtures and develops 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. 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) Foundation: 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.

§117.310. Music, Level I (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: Band I, Choir I, Orchestra I, Jazz Ensemble I, Jazz Improvisation I, Instrumental Ensemble I, Vocal Ensemble I, World Music Ensemble I, Applied Music I, Mariachi I, Piano I, Guitar I, and Harp I (one credit per course).
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: 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) Foundation: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:
- (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
 - (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:
- (A) demonstrate mature, characteristic sound appropriate for the genre;
 - (B) demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
 - (C) demonstrate rhythmic accuracy using appropriate tempo;
 - (D) demonstrate observance of key signature and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
 - (F) create and notate or record original musical phrases.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:
- (A) demonstrate mature, characteristic sound appropriate for the genre while sight reading;
 - (B) demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
 - (C) demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;

- (D) demonstrate observance of key signature and modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and
 - (F) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.
- (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, performers, and performances; and
 - (F) identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (A) practice informed concert etiquette as a performer and as 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; and
 - (D) evaluate musical performances by comparing them to exemplary models.

§117.311. Music, Level II (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: Band II, Choir II, Orchestra II, Jazz Ensemble II, Jazz Improvisation II, Instrumental Ensemble II, Vocal Ensemble II, World Music Ensemble II, Applied Music II, Mariachi II, Piano II, Guitar II, and Harp II (one credit per course). The prerequisite for each Music, Level II course is one credit of Music, Level I 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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: 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) compare and contrast exemplary musical examples using technology and available live performances;
- (B) compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
- (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
- (D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;
- (E) compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;
- (F) compare and contrast concepts of balance and blend using appropriate terminology;
- (G) compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and
- (H) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.

- (2) Foundation: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:

- (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
- (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.

- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

- (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
- (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
- (C) demonstrate rhythmic accuracy using appropriate tempo;
- (D) demonstrate observance of key signatures and modalities;
- (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
- (F) create and notate or record original musical phrases at an appropriate level of difficulty.

- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
- (A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading;
 - (B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
 - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
 - (F) demonstrate application of dynamics and phrasing while sight reading; and
 - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.
- (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) define uses of music in societies and cultures;
 - (C) identify and explore the relationships between music and other academic disciplines;
 - (D) identify music-related vocations and avocations;
 - (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 personal performance recordings, social media applications, repertoire lists, auditions, 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) exhibit informed concert etiquette as a performer and as 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; and
 - (D) evaluate musical performances by comparing them to exemplary models.

§117.312. Music, 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 music courses: Band III, Choir III, Orchestra III, Jazz Ensemble III, Jazz Improvisation III, Instrumental Ensemble III, Vocal Ensemble III, World Music Ensemble III, Applied Music III, Mariachi III, Piano III, Guitar III, and Harp III (one credit per course). The prerequisite for all Music, Level III music courses is one credit of Music, 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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: 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) evaluate exemplary musical examples using technology and available live performances;
 - (B) explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system;
 - (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening;
 - (F) compare and contrast concepts of balance and blend using appropriate terminology;
 - (G) compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;
 - (H) compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
 - (I) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundation: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
 - (A) read and notate music that incorporates melody and rhythm; and

- (B) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
- (A) demonstrate mature, characteristic sound appropriate for the genre;
 - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
 - (C) demonstrate rhythmic accuracy using appropriate tempo;
 - (D) demonstrate observance of key signatures and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
 - (F) create and notate or record original musical phrases at an appropriate level of difficulty.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
- (A) exhibit mature, characteristic sound appropriate for the genre while sight reading;
 - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
 - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
 - (F) demonstrate application of dynamics and phrasing while sight reading; and
 - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.
- (5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) classify representative examples of music by genre, style, culture, and historical period;
 - (B) explore the relevance of music to societies and cultures;
 - (C) define the relationships between music content and concepts and other academic disciplines;
 - (D) analyze music-related career options;
 - (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and
 - (F) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:

- (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
- (B) create and apply specific criteria for evaluating performances of various musical styles;
- (C) create and apply specific criteria for offering constructive feedback using a variety of music performances;
- (D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
- (E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

§117.313. Music, 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 music courses: Band IV, Choir IV, Orchestra IV, Jazz Ensemble IV, Jazz Improvisation IV, Instrumental Ensemble IV, Vocal Ensemble IV, World Music Ensemble IV, Applied Music IV, Mariachi IV, Piano IV, Guitar IV, and Harp IV (one credit per course). The prerequisite for all Music, Level IV courses is one credit of Music, 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 is essential, and the study of the fine arts nurtures and develops 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. 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 sing, play, read, write, 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) Foundation: 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) evaluate exemplary musical examples using technology and available live performances;
 - (B) analyze advanced musical textures while using a melodic reading system;
 - (C) analyze concepts of music notation, intervals, and chord structure using appropriate terminology;

- (D) analyze concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) analyze musical forms in music selected for performance and listening;
 - (F) analyze concepts of balance and blend using appropriate terminology;
 - (G) analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;
 - (H) analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
 - (I) analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundation: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
- (A) read and notate music that incorporates advanced melodies and rhythms; and
 - (B) interpret music symbols and expressive terms.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
- (A) demonstrate mature, characteristic sound appropriate for the genre;
 - (B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
 - (C) demonstrate rhythmic accuracy using complex patterns at an appropriate tempo;
 - (D) demonstrate observance of key signatures and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
 - (F) create and notate or record original musical phrases at an increasing level of difficulty.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
- (A) exhibit mature, characteristic sound appropriate for the genre while sight reading;
 - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
 - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
 - (F) demonstrate application of dynamics and phrasing while sight reading; and
 - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

- (5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) discriminate representative examples of music by genre, style, culture, and historical period;
 - (B) evaluate the relevance of music to societies and cultures;
 - (C) define the relationships between music content and concepts and other academic disciplines;
 - (D) explain a variety of music and music-related career options;
 - (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and
 - (F) generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques.
- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:
- (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
 - (B) create and apply specific criteria for evaluating performances of various musical styles;
 - (C) create and apply specific criteria for offering constructive feedback using a variety of musical performances;
 - (D) develop processes for self-evaluation and select tools for personal artistic improvement; and
 - (E) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

§117.314. Music Studies, 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.
- (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 is essential, and the study of the fine arts nurtures and develops 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. 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) Foundation: 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) Foundation: 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.

§117.315. Theatre, Level I, 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 I (one credit) and Theatre Production I (one-half to one credit). A level I theatre course is suggested as a prerequisite for Level II theatre 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 is essential, and the study of the fine arts nurtures and develops 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) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall;
 - (B) develop and practice theatre preparation and warm-up techniques;
 - (C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally;
 - (D) develop and practice effective voice and diction to express thoughts and feelings;
 - (E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;
 - (F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions;
 - (G) analyze and describe the interdependence of all theatrical elements;
 - (H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;
 - (I) identify and practice memorization skills;
 - (J) identify the principles of improvisation; and
 - (K) identify and recognize the importance of safe theatre practices.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of the voice and body;
 - (B) define creativity as it relates to personal expression;
 - (C) employ effective voice and diction to express thoughts and feelings;
 - (D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques;

- (E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally; and
 - (F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) develop and practice technical theatre skills;
 - (B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity;
 - (C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance; and
 - (D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) portray theatre as a reflection of life in particular times, places, and cultures;
 - (B) relate historical and cultural influences on theatre;
 - (C) identify the impact of live theatre, film, television, and electronic media on contemporary society;
 - (D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (E) appreciate the multicultural heritage of United States drama and theatre 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) analyze and apply appropriate behavior at various types of live performances;
 - (B) recognize theatre as an art form and evaluate self as a creative being;
 - (C) offer and receive constructive criticism of peer performances;
 - (D) evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
 - (E) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
 - (F) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;

- (G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner; and
- (H) connect theatre skills and experiences to higher education and careers outside of the theatre.

§117.316. 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: Theatre Arts II (one credit) and Theatre Production II (one-half to one credit). The prerequisite for each Theatre, Level II course is one credit of Theatre, Level I in the corresponding discipline.
- (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 is essential, and the study of the fine arts nurtures and develops 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) develop and practice theatre warm-up techniques;
 - (B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally;
 - (C) demonstrate effective voice and diction;
 - (D) analyze dramatic structure and genre;
 - (E) identify examples of theatrical conventions in theatre, film, television, and electronic media;

- (F) relate 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) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;
 - (B) explore creativity as it relates to self and ensemble;
 - (C) demonstrate effective voice and diction to express thoughts and feelings;
 - (D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;
 - (E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and
 - (F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) develop and practice safe and effective stagecraft skills;
 - (B) read and analyze cultural, social, and political aspects of a script to determine technical elements;
 - (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;
 - (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) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) analyze historical and cultural influences on theatre;
 - (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
 - (C) analyze and evaluate the impact of live theatre, film, television, and electronic 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 apply appropriate audience etiquette at various types of performances;

- (B) analyze theatre as an art form and evaluate self as a creative being;
- (C) offer and receive constructive criticism of peer performances;
- (D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations;
- (E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
- (F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; and
- (G) connect theatre skills and experiences to higher education and careers outside of the theatre.

§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 is essential, and the study of the fine arts nurtures and develops 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 is essential, and the study of the fine arts nurtures and develops 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.

§117.319. Theatre and Media Communication, Level I (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Theatre and Media Communication I, Level I. This course is directed toward students in Grades 9-12 and requires no previous experience in theatre or technology. There are no prerequisites.
- (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 is essential, and the study of the fine arts nurtures and develops 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) Theatre and Media Communication, Level I provides students with a rigorous and relevant experiential study of theatre along with video and audio design. Creation and analysis of student performances will be balanced with explorations into contemporary practices in digital media. Students will learn how to bridge traditional stagecraft with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive performances. Furthermore, student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change. This project will afford students an opportunity to learn and practice creative research skills, develop a narrative, engage an audience, and connect an online community to their project. Theatre and Media Communication I combines the knowledge and skills of theatre study with those of digital media. Students will study acting, technology, and management of the theatre experience along with the responsibilities of digital publication in social networking environments. Students will learn how to analyze, evaluate, and refine ideas as well as gain media literacy and technology applications skills. Students will study issues relevant to creating and communicating a message in a participatory culture through online communities and across multiple media. Students will learn valued workplace skills such as how to work in teams, how to think critically, how to maintain motivation, how to plan and document project progress, and how to present their ideas to their audience.
- (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 uses perception skills to acquire, organize, and document stimuli from both the internal and external environments. The student is expected to:
 - (A) develop perceptual skills and the ability to recognize and draw connections between the roles of director, author, and ensemble member in live and recorded works;
 - (B) develop observation skills to understand works that communicate internal meanings, emotions, motivation, or societal norms;
 - (C) develop analysis skills to refine works that communicate internal meanings, emotions, motivation, or societal norms;
 - (D) develop reflection skills to create new works that communicate internal meanings, emotions, motivation, or societal norms;
 - (E) evaluate information gained from perceptual and analytical study of creative works;

- (F) apply information gained from perceptual and analytical study of creative works;
 - (G) develop observational skills in theatrical production;
 - (H) collect data from the environment;
 - (I) synthesize data from the environment into original concepts;
 - (J) develop perceptual awareness of theatre production; and
 - (K) document the creative process from concept to completion.
- (2) Creative expression: performance. The student expresses ideas through multimedia projects and interactions using theatre production techniques and information gathered through creative research. The student is expected to:
- (A) research various approaches to show intent and emotion through theatre production;
 - (B) analyze various approaches to show intent and emotion through theatre production;
 - (C) create planning documents for capstone projects;
 - (D) create execution documents for capstone projects;
 - (E) create professional-level products targeted for sharing with a wide audience either through the World Wide Web or a site-specific performance;
 - (F) collect digital files and artifacts for professional-level products aimed at sharing with a wide audience either through the World Wide Web or a site-specific performance;
 - (G) design a space, environment, or online presence to extend creative works; and
 - (H) develop presentation skills.
- (3) Creative expression: production. The student uses creative research and design skills, conceptual thinking, and technological tools to solve problems or address socially relevant topics. The student is expected to:
- (A) hypothesize how changes to theatrical techniques will impact theatrical products;
 - (B) analyze technical considerations related to author's intent, script, actors, designers, technicians, and audiences;
 - (C) identify solutions to problems related to author's intent, script, actors, designers, technicians, and audiences;
 - (D) identify challenges related to individual creative research goals;
 - (E) develop solutions to address challenges related to individual creative research goals;
 - (F) analyze creative research, directions, and sketches to develop an idea that uses theatrical production to effect a change or communicate a message of importance to the audience;
 - (G) synthesize creative research, directions, and sketches into an idea that uses theatrical production to effect a change or communicate a message of importance to the audience;
 - (H) evaluate combinations of creative research, directions, and sketches to identify an idea that uses theatrical production to effect a change or communicate a message of importance to the audience;
 - (I) research current issues related to original versus appropriated content;
 - (J) design a space, environment, or online presence to extend a project; and
 - (K) research the ramifications or impact a project has on a community.
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and technological diversity related to theatre. The student is expected to:

- (A) develop analysis skills to connect perception of external information to internal meanings, emotions, or society;
 - (B) develop skills to synthesize perception of external information to internal meanings, emotions, or society;
 - (C) develop reflection skills to evaluate perception of external information to internal meanings, emotions, or society;
 - (D) evaluate information gained from perceptual and analytical study in creative works;
 - (E) apply information gained from perceptual and analytical study in creative works;
 - (F) research various approaches to show contrast both visually and conceptually;
 - (G) analyze various approaches to show contrast both visually and conceptually;
 - (H) analyze theatrical performances from a variety of cultures;
 - (I) investigate subjectivity of theatre production;
 - (J) investigate cultural connotations of theatre production;
 - (K) identify connections between history, culture, community, and student communication projects; and
 - (L) research the ramifications or impact of a project on a community.
- (5) Critical evaluation and response. The student makes informed judgments about personal creative works and the creative works of others, especially as related to media production and analysis. The student is expected to:
- (A) evaluate information gained from perceptual and analytical study of creative works;
 - (B) apply information gained from perceptual and analytical study of creative works;
 - (C) hypothesize how changes to theatrical techniques will impact theatre products such as performance, film, video, or digital media;
 - (D) contrast ideas related to artistic performance, sets, lighting, and meaning to suggest a new, original, or reinterpreted message;
 - (E) evaluate creative research and theatrical directions to determine how to strengthen a project;
 - (F) evaluate sketches to determine how to strengthen a project;
 - (G) collect digital files and artifacts for professional-level products aimed at sharing with a wide audience either through the World Wide Web or a site-specific performance;
 - (H) collaborate with peers and audiences to refine a product using tools such as surveys, questionnaires, or focus groups;
 - (I) identify criteria for evaluating the student's own and others' work;
 - (J) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - (K) use technology to document and present information in a clear and coherent manner to build a resume or portfolio; and
 - (L) connect theatre skills and experiences to higher education and careers outside of the theatre.

§117.320. Theatre and Media Communication, Level II (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Theatre and Media Communication, Level II. Theatre and Media Communication, Level I is suggested as a prerequisite for Theatre and Media Communication, Level II. This course is directed toward students in Grades 9-12 and requires no previous experience in theatre or technology.
- (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 is essential, and the study of the fine arts nurtures and develops 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) Theatre and Media Communication, Level II builds on the foundational theatre and technology skills taught in the Theatre and Media Communication, Level I survey course and provides opportunities for students to apply and synthesize knowledge and skills through relevant, real-world projects. Students will explore theatre-related technical professions and components of media production. The course provides hands-on, experiential learning in theatre, including acting, directing, and design integrated with instruction focused on technology applications, media literacy, and 21st century skills. A key focus of the course is on ways to bridge traditional stagecraft with current technology applications to create new media such as animations, digital images, multimedia presentations, digital video, websites, and interactive performances. Students will also develop a deeper understanding of self along with a broader worldview by creating, performing, analyzing, and critiquing dramatic works. Students will document their work during the course in a professional-level digital portfolio. Students will apply skills using new communication, collaboration, and participatory culture strategies and platforms. Theatre and Media Communication, Level II provides students further opportunities to combine their knowledge and skills of theatre study with those of digital media. The course affords students opportunities to apply and transfer knowledge across six distinct domains--theatre, digital production, electronic media design, technology applications, media literacy, and performance. Students deepen their study of theatre and how it functions as an agent of change in society. Additionally, students learn the role of technology and media in creating and enhancing theatrical work. They will deepen exploration of issues relevant to creating and communicating a message in a participatory culture through interactive performances and across multiple media. Students will build key skills that will prepare them to thrive in the 21st century workforce as well as the participatory culture of modern life. The final goal for the class is for students to create a capstone project, produced during the second semester each year of the course that will challenge students to harness the skills explored, delve into an issue of concern in their lives, and use movement and digital media as agents of change. As part of this project, students will capture audience feedback

through surveys, interviews, or observations. Students will combine these reflections with the documentation the students collect throughout the course related to their ideas, processes, and products, ultimately resulting in a digital portfolio that can be used for future study as well as college and workforce applications.

- (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 applies skills in acquiring, organizing, and documenting stimuli from both the internal and external environments. The student is expected to:

- (A) analyze historical and contemporary theatre works;
- (B) identify connections between the roles of director, author, and ensemble member in live and recorded works;
- (C) interpret works that communicate internal meanings, emotions, motivation, or societal norms;
- (D) create new works that communicate internal meanings, emotions, motivation, or societal norms;
- (E) categorize the similarities and differences in classical and contemporary theatre techniques and methods;
- (F) recognize how a performance is impacted when technical components such as scenery, lighting, sound, and costumes are altered;
- (G) contrast aspects of script, settings, production, and performance components;
- (H) document study of theatre in sketchbooks or journals;
- (I) integrate use of technology to share and document projects;
- (J) collaborate in teams to document the creation of works;
- (K) debate how documentation techniques and processes influence theatrical works; and
- (L) inventory ideas for further creative exploration.

- (2) Creative expression: performance. The student integrates creative research skills, conceptual thinking, and technological tools to solve problems or address socially relevant topics. The student is expected to:

- (A) analyze different approaches to classification and contextualization of theatrical works;
- (B) collect examples of theatre directors' use of components of theatre such as live theatre, media applications, and multimedia to engage audiences;
- (C) design ways the basic components of theatre can be manipulated to create impact in participatory works;
- (D) create schematics, sketches, and planning documents for designing collaborative theatrical products;
- (E) demonstrate safe practices and communicate the importance of safety in stage and online environments;
- (F) devise online and interactive media extensions of performances;
- (G) design ways to use other media to promote creative works;
- (H) integrate use of digital and presentation technology to solve creative challenges and communicate ideas;

- (I) identify design principles of multi-platform, audience engagement performances in physical and online environments;
 - (J) experiment with linear and non-linear (traditional and non-traditional) performance approaches and use of multimedia components;
 - (K) produce collaborative, multi-platform products;
 - (L) develop group norms for collaborative work and engage in negotiation, collaboration, leadership activities, and creative reflections;
 - (M) design individual and group performances involving performers and sometimes audiences;
 - (N) assess a range of sources for creative content;
 - (O) research creative, ethical, and legal considerations in appropriating content;
 - (P) demonstrate ability to multitask with efficiency and accuracy;
 - (Q) design products that use distributed cognition and collective intelligence;
 - (R) demonstrate sound judgment in working interactively with others, including in online environments;
 - (S) construct presentations across multiple platforms and formats; and
 - (T) apply networking and negotiation skills.
- (3) Creative expression: production. The student implements creative ideas through multimedia and interactive projects. The student is expected to:
- (A) examine how emotions impact perceptions and awareness in theatrical works;
 - (B) demonstrate how theatre can be used to elicit audience responses linked to emotions and personal memory;
 - (C) construct theatrical performances to convey emotions and memory;
 - (D) integrate use of digital artifacts to document and tell stories through theatre;
 - (E) create altered environments through theatre;
 - (F) apply theatrical skills to develop ideas and solutions to creative problems;
 - (G) integrate digital tools to develop ideas and solutions to creative problems;
 - (H) conduct creative research;
 - (I) document creative brainstorming tasks both independently and with small and large groups;
 - (J) demonstrate use of visual organizers, planning documents, storyboards, and sketches for performance planning;
 - (K) diagram the structure of traditional and non-traditional performances, including multimedia; and
 - (L) categorize differences in digital formats for various uses.
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and technological diversity related to theatre and contemporary media products. The student is expected to:
- (A) analyze how historical and contemporary theatrical works create formal theatrical language unique to the work through manipulation of the basic components of theatrical performance;
 - (B) analyze theatrical and media performances from a variety of cultures;

- (C) synthesize cultural connotations of theatre and media production;
 - (D) prepare a presentation on the impact of participatory media on viewers and audiences in the 21st century; and
 - (E) inventory various theatrical performance, recording, and production genres; techniques; and conventions.
- (5) Critical evaluation and response. The student makes informed judgments about personal creative works and the creative works of others to define and refine theatrical products. The student is expected to:
- (A) evaluate information gained from study of contemporary theatrical works as well as works by peers;
 - (B) analyze similarities and differences in personal expression of memory through theatrical work;
 - (C) document a theatrical performance through digital recordings, files, process notes, sketches, written reflections, or recorded discussions;
 - (D) collect audience responses through direct observation, recording notes in sketchbooks, or use of digital photos, videos, or other artifacts and through concurrent or follow-up surveys or interviews;
 - (E) analyze the impact of the point of view of the screenwriter, actor, and director on the message conveyed through media;
 - (F) analyze the use of various media for differing intents;
 - (G) analyze how the addition of multimedia components can impact a theatrical performance;
 - (H) appraise media as an amplifier of cultural content and messages;
 - (I) identify best practices in media use and media literacy;
 - (J) assemble a digital portfolio highlighting work and set future goals;
 - (K) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; and
 - (L) connect theatre skills and experiences to higher education and careers outside of the theatre.

§117.321. Musical Theatre, Level I (One Credit), Adopted 2013.

- (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.
- (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 is essential, and the study of the fine arts nurtures and develops 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) 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.
- (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, 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;
 - (B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway;
 - (C) identify acting techniques in song, dance, and spoken dialogue;
 - (D) recognize the professional audition process;
 - (E) compare the dramatic structure of musical theatre to musical film and musical television productions;
 - (F) define and give examples of the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions; and
 - (G) describe the interdependence of all theatrical elements.
- (2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:
- (A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement;
 - (B) define creativity as it relates to personal expression in musical theatre;
 - (C) recognize characterization in musical theatre and scripts of various genres and styles;
 - (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; and

- (E) interpret lyrics for characterization, vocalization, and 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;
- (B) identify the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent;
- (C) recognize musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; and
- (D) perform a role and collaborate with others to tell a story through live musical theatre or media performance.
- (4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:
- (A) study historical and cultural influences on musical theatre;
- (B) identify the historical development of musical theatre as a uniquely American art form;
- (C) identify historical and cultural developments in musical theatre;
- (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;
- (E) appreciate musical theatre as a reflection of life in particular times, places, and cultures; and
- (F) recognize the influences of musical theatre forms such as theatre, television, and film on past and 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;
- (B) recognize musical theatre as an art form and evaluate self as a creative being;
- (C) offer and receive constructive criticism of peer performances;
- (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;
- (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;
- (F) connect musical theatre skills and experiences to higher education and careers outside of the theatre; and
- (G) recognize the value of presenting information in a clear and coherent manner using technology in a resume or portfolio format.

§117.322. Musical Theatre, Level II (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level II (one credit). A suggested prerequisite is Musical Theatre, Level I or by audition.

(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 is essential, and the study of the fine arts nurtures and develops 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) 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.
- (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, 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;
 - (B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway;
 - (C) develop acting techniques in song, dance, and spoken dialogue;
 - (D) develop professional audition techniques such as musical selections, monologue performance, dance and movement, and the relationship between accompanist and performer;
 - (E) analyze the dramatic structure of musical theatre;
 - (F) employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions;

- (G) analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions; and
- (H) collaborate with all artistic partners such as playwrights, composers, directors, musical directors, choreographers, actors, designers, technicians, and audience.
- (2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:
 - (A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement;
 - (B) explore creativity as it relates to self and ensemble in musical theatre;
 - (C) analyze characterization in musical theatre styles;
 - (D) apply proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation;
 - (E) analyze lyrics for characterization, vocalization, and dance;
 - (F) create and sustain believable characters through characterization, vocalization, and dance; and
 - (G) compose material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms.
- (3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:
 - (A) apply safe and effective use of technical elements of musical theatre;
 - (B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent;
 - (C) analyze musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers;
 - (D) demonstrate responsibility and creative problem solving in one or more areas of musical theatre production such as acting, technical theatre, and theatre management; and
 - (E) collaborate with others to perform a role such as actor, director, designer, technician, and editor in a musical theatre or musical media production.
- (4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:
 - (A) analyze historical and cultural influences on musical theatre;
 - (B) investigate the historical development of musical theatre as a uniquely American art form;
 - (C) investigate historical and cultural developments in musical theatre;
 - (D) investigate the contemporary development of musical theatre 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 as an international art form;
 - (E) depict musical theatre as a reflection of life in particular times, places, and cultures; and
 - (F) relate the influences of musical theatre forms such as theatre, television, and film on past and present society.

- (5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:
- (A) evaluate and practice appropriate audience behavior at various types of performances;
 - (B) describe musical theatre as an art form and evaluate self as a creative being;
 - (C) appraise self and peer performance with constructive criticism;
 - (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;
 - (E) evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound;
 - (F) evaluate 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;
 - (G) relate musical theatre skills and experiences to higher education and careers outside of the theatre; and
 - (H) document and present information in a clear and coherent manner using technology in a resume or portfolio format.

§117.323. Musical Theatre, Level III (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level III (one credit). A suggested prerequisite is Musical Theatre, Level II or by audition.
- (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 is essential, and the study of the fine arts nurtures and develops 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) 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.

- (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, dance, music, and the conventions of musical theatre. The student is expected to:

- (A) create theatrical, dance, and vocal music preparation and warm-up techniques;
- (B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway;
- (C) develop acting techniques in song, dance, and spoken dialogue;
- (D) model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer;
- (E) analyze the dramatic structure of musical theatre;
- (F) perform a character from a musical incorporating physical, intellectual, and emotional dimensions;
- (G) collaborate effectively with all artistic partners in a musical theatre production; and
- (H) employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions.

- (2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:

- (A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement;
- (B) appraise creativity as it relates to self and ensemble in musical theatre;
- (C) create and sustain believable characters through acting, singing, and dancing;
- (D) model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation;
- (E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance; and
- (F) collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms.

- (3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:

- (A) model safe and effective use of technical elements of musical theatre;
- (B) create musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers;

- (C) demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director; and
- (D) collaborate with others to perform a role such as actor, director, choreographer, designer, technician, and editor in a musical theatre or musical media production.
- (4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:
 - (A) articulate historical and cultural influences and developments on musical theatre;
 - (B) examine the historical development of musical theatre as a uniquely American art form;
 - (C) experiment with contemporary forms of musical theatre such as new composers and their composition styles, multicultural styles, practices and principles of contemporary musical theatre, and popular musical theatre;
 - (D) defend musical theatre as a reflection of life in particular times, places, and cultures; and
 - (E) articulate the influences of musical theatre forms such as theatre, television, and film on past and present society.
- (5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:
 - (A) model appropriate audience behavior at various types of performances;
 - (B) defend musical theatre as a creative art form and evaluate self as a creative being;
 - (C) evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound;
 - (D) evaluate self and peer performance using constructive criticism;
 - (E) discuss musical theatre, musical film, or other musical media using precise musical theatre vocabulary;
 - (F) experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success;
 - (G) relate musical theatre skills and experiences to higher education and careers outside of the theatre; and
 - (H) document and present information in a clear and coherent manner using technology in a resume or portfolio format.

§117.324. Musical Theatre, Level IV (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Musical Theatre, Level IV (one credit). A suggested prerequisite is Musical Theatre, Level III or by audition.
- (b) 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 is essential, and the study of the fine arts nurtures and develops 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) 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.
- (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, dance, music, and the conventions of musical theatre. The student is expected to:
- (A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques;
 - (B) arrange stage movement in a musical theatre performance;
 - (C) choreograph various dance genres such as ballet, tap, jazz, ballroom, and Broadway in a musical theatre performance;
 - (D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions;
 - (E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions;
 - (F) model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer;
 - (G) perform a multi-dimensional character from a musical incorporating singing, dancing, and acting; and
 - (H) collaborate effectively with all artistic partners in a musical theatre production.
- (2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:
- (A) model appropriate safety measures in vocalization, dance movement, and theatrical movement;
 - (B) defend creativity as it relates to self and ensemble in musical theatre;
 - (C) analyze characterization in musical theatre styles;

- (D) model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation;
 - (E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, and physicalization;
 - (F) create and sustain believable characters through acting, singing, and dancing; and
 - (G) collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms.
- (3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:
- (A) model safe and effective use of technical elements of musical theatre;
 - (B) create musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; and
 - (C) cast and direct a musical theatre or musical media production.
- (4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:
- (A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre;
 - (B) justify musical theatre as an original American art form;
 - (C) depict musical theatre as a reflection of life in particular times, places, and cultures; and
 - (D) defend the influences of musical theatre forms such as theatre, television, and film on past and present society.
- (5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:
- (A) evaluate and practice appropriate audience behavior at various types of performances;
 - (B) defend musical theatre as a creative art form;
 - (C) compare the nature of musical theatre elements to other musical media;
 - (D) appraise self and peer performance using constructive criticism;
 - (E) evaluate musical theatre, musical film, or other musical media using precise musical theatre vocabulary;
 - (F) experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success;
 - (G) relate musical theatre skills and experiences to higher education and careers outside of the theatre; and
 - (H) document and present information in a clear and coherent manner using technology to build a resume or portfolio.

§117.325. Technical Theatre, Level I (One Credit), Adopted 2013.

- (a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Technical Theatre, Level I.
- (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 is essential, and the study of the fine arts nurtures and develops 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 diverse forms of storytelling and production, Technical Theatre I will afford students the opportunity to develop and exercise 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) define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;
 - (B) recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
 - (C) recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles;
 - (D) recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and
 - (E) read scripts and apply basic script analysis techniques to 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) recognize the function of technical elements in various theatrical styles and genres;
 - (B) recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch;
 - (C) identify the production team such as designers, director, crew members, playwright, and stage manager and their duties;

- (D) articulate the importance of collaboration and leadership skills;
 - (E) define creativity as it relates to personal expression in technical theatre and design;
 - (F) recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and
 - (G) apply the basic skills of measurement in construction.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) identify the safe use of tools and materials in scenery and property construction;
 - (B) identify the safe use of lighting equipment such as instruments, dimmers, and controllers;
 - (C) identify the safe use of the basic techniques of costume construction and make-up application;
 - (D) identify the safe use of sound equipment; and
 - (E) recognize the roles of theatre management such as house management and stage management.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) conduct research to establish historical and cultural accuracy in theatrical design;
 - (B) identify the impact of live theatre, film, television, and electronic media on contemporary society;
 - (C) appreciate the cultural heritage of world drama and theatre and identify key figures, works, and trends in dramatic literature; and
 - (D) 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) understand the use of resumes and portfolios in technical theatre;
 - (B) recognize appropriate behavior at various types of live performances;
 - (C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being;
 - (D) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (E) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (F) connect theatre skills and experiences to higher education and careers; and
 - (G) use technology to communicate and present findings in a clear and coherent manner.

§117.326. 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 is essential, and the study of the fine arts nurtures and develops 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.

- (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, theatre management, properties, scenery, and sound;
 - (B) identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
 - (C) use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;
 - (D) use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and
 - (E) read and 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;
 - (B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch;
 - (C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture;
 - (D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis;
 - (E) recognize the elements of color in design such as color theory, the science of color and light, and the color palette;
 - (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; and
 - (G) practice proper measurement and 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;
 - (B) develop theatre production skills by completing one or more of the following:
 - (i) build scenery such as two-dimensional flats and three-dimensional stairs;
 - (ii) build or pull and alter costumes using safe costume construction techniques;
 - (iii) hang and focus lighting instruments and use dimmers and controllers;
 - (iv) identify electrical theory and practice as it applies to theatrical lighting;
 - (v) record, edit, or create sound effects;
 - (vi) identify marketing products for theatrical productions;
 - (vii) practice stage management techniques such as build a promptbook, call cues, and record blocking;
 - (viii) identify and apply scenic painting techniques; or
 - (ix) identify and apply stage properties practices such as buy, borrow, build, and organize; and
 - (C) read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets.
- (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;
 - (B) analyze the impact of live theatre, film, television, and electronic media on contemporary society;
 - (C) analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;
 - (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:

- (E) illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light;
 - (F) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and
 - (G) 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) compile materials to construct a resume and portfolio of works created in technical theatre;
 - (B) analyze and apply appropriate behavior of technical staff at various types of live performances;
 - (C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being;
 - (D) offer and receive constructive criticism of designs or construction projects by peers and self;
 - (E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (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;
 - (H) connect theatre skills and experiences to higher education and careers outside of the theatre; and
 - (I) use technology to communicate and present findings in a clear and coherent manner.

§117.327. Technical 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 technical theatre courses: Technical Theatre, Level III (one credit), Advanced Lighting and Sound (one-half to one credit), Advanced Stagecraft (one-half to one credit), Advanced Costume Construction (one-half to one credit), Makeup for the Theatre (one-half to one credit), Advanced Design for the Theatre (one-half to one credit), and Advanced Theatre Management (one-half to one credit). A Technical Theatre, Level II course is suggested as a prerequisite for Technical Theatre, Level III 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 is essential, and the study of the fine arts nurtures and develops 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 III 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.

- (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, theatre management, properties, scenery, and sound;
 - (B) demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
 - (C) create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;
 - (D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and
 - (E) read scripts and apply basic script analysis techniques to 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;
 - (B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch;
 - (C) apply the principles of design, including lines, shape, mass, measure, position, color, and texture;
 - (D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis;

- (E) apply the elements of color in design such as color theory, the science of color and light, and the color palette;
 - (F) manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager;
 - (G) defend the importance of collaboration and leadership skills;
 - (H) develop creativity as it relates to personal expression in technical theatre and design;
 - (I) interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models; and
 - (J) practice the basics of measurement and scale applied to drafting, 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 specialized tools and materials in technical theatre;
 - (B) develop theatre production skills by completing one or more of the following:
 - (i) demonstrate design and building techniques of scenery;
 - (ii) design and build or pull and alter costumes;
 - (iii) design lighting and use electrical theory and practice as it applies to theatrical lighting;
 - (iv) demonstrate an understanding of the physics of acoustics and sound through the design of sound;
 - (v) design marketing products for theatrical productions;
 - (vi) demonstrate stage management techniques such as build a promptbook, call cues, and record blocking;
 - (vii) implement and refine scenic painting techniques; or
 - (viii) design stage properties;
 - (C) identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician; and
 - (D) create and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design;
 - (B) synthesize the impact of live theatre, film, television, and electronic media on contemporary society;
 - (C) synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology 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;

- (E) illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light;
 - (F) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and
 - (G) demonstrate a working knowledge of 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) construct a resume and portfolio of works created in technical theatre;
 - (B) demonstrate appropriate behavior of technical staff at various types of live performances;
 - (C) apply the design and technical elements of theatre as an art form and evaluate self as a creative being;
 - (D) offer and receive constructive criticism of designs or construction projects by peers and self;
 - (E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - (G) articulate 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;
 - (H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and
 - (I) use technology to communicate and present findings in a clear and coherent manner.

§117.328. Technical 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 technical theatre courses: Technical Theatre, Level IV, Advanced Lighting and Sound (one-half to one credit), Advanced Stagecraft (one-half to one credit), Advanced Costume Construction (one-half to one credit), Makeup for the Theatre (one-half to one credit), Advanced Design for the Theatre (one-half to one credit), and Advanced Theatre Management (one-half to one credit). A Technical Theatre, Level III course is suggested as a prerequisite for Technical Theatre, Level IV 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 is essential, and the study of the fine arts nurtures and develops 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 IV will afford students the opportunity to complete a more intense study of a specific area of technical theatre. Through more independent study and increased production responsibilities, study in Technical Theatre IV involves the application of expertise prepared for and acquired in previous theatre art studies. 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.

- (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) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;
 - (B) demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
 - (C) use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles;
 - (D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and
 - (E) read scripts and apply basic script analysis techniques to 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) analyze technical elements in various theatrical styles and genres;
 - (B) demonstrate creativity in the design of a theatrical product;
 - (C) demonstrate leadership skills in an area of the production team;
 - (D) model collaboration and leadership skills;
 - (E) model creativity as it relates to personal expression in technical theatre and design; and
 - (F) model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models.
- (3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate an understanding of and

skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:

- (A) model effective and safe use of tools and materials in scenery and property construction;
- (B) develop skills to supervise safe construction of scenery;
- (C) develop skills to supervise safe use of the basic techniques of costume construction and make-up application;
- (D) develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers;
- (E) develop skills to supervise safe use of sound equipment; and
- (F) demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

- (A) defend historical or cultural accuracy in theatrical design;
- (B) articulate the impact of live theatre, film, television, and electronic media on contemporary society;
- (C) articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;
- (D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and
- (E) predict future innovations and 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) use a resume and portfolio of works created in technical theatre;
- (B) model appropriate behavior of technical staff at various types of live performances;
- (C) defend the design and technical elements of theatre as an art form and evaluate self as a creative being;
- (D) offer and receive constructive criticism of designs or construction projects by peers and self;
- (E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
- (F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;
- (G) articulate 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;
- (H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and
- (I) use technology to communicate and present findings in a clear and coherent manner.