

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills (TEKS)  
Fine Arts, Middle School Theatre

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Prepared by the State Board of Education (SBOE) TEKS Review Committees

**Final Recommendations, September 2012**

These draft proposed revisions reflect the recommended changes to the fine arts Texas Essential Knowledge and Skills (TEKS) for theatre that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**ER**—information added, changed, or deleted based on expert reviewer feedback

**MV**—multiple viewpoints from within the committee

**VA**—information added, changed, or deleted to increase vertical alignment

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§117.34 <u>Middle School Theatre 1, Grade 6</u>		
	TEKS with Edits	Committee Comments
(a)	General requirements. When <del>Grade-6 MS Theatre 1</del> is part of a departmentalized middle school, students may select the following theatre course: <u>MS Theatre 1 Grade 6</u> .	
(b)	Introduction.	
(1)	<u>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, high-order thinking, communication, and collaboration skills. This makes 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.</u>	
(2)(+)	Four basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , creative expression: <del>performance/production</del> , historical and <del>cultural-relevance heritage</del> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <u>are expected to acquire will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand</u> <del>a variety of theatrical experiences</del> , students communicate in a dramatic form, <del>make</del> engage in artistic <del>choices</del> thinking, <del>solve problems</del> , build positive self-concepts, <u>and</u> 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.	-ER & CRS -Changing “Heritage” strand title – MV For clarification -“Artistic thinking” added for clarification and CRS -CRS -VA
(3)	<u>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.</u>	
(2)	<del>Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.</del>	ER
(c)	Knowledge and skills.	
(1)	<u>Foundation: inquiry and understanding Perception</u> . The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	ER, Align with K-12
(1)(A)	develop characterization based on sensory and emotional recall;	

(1)(B)	expand body awareness and spatial perceptions, using <del>pantomime</del> <u>mime</u> ;	Mime is the action of acting without words. Pantomime is a sub category of mime.
(1)(C)	respond to sounds, music, images, and the written word, incorporating movement;	
<del>(1)(D)</del>	<del>express emotions and ideas, using interpretive movements and dialogue;</del>	Moved to creative expression/performance
<del>(1)(E)</del>	<del>imitate and synthesize life experiences in dramatic play; and</del>	Moved to creative expression/performance
<del>(1)(F)</del>	<del>create environments, characters, and actions.</del>	Moved to creative expression/performance
<u>(1)(D)</u>	<u>develop an understanding of the mechanisms of vocal production</u>	Students need to be aware of the proper use of the performers voice
<u>(1)(E)</u>	<u>identify theatrical vocabulary and terminology including basic anatomy of theatre spaces</u>	Students need to establish a common language
<u>(1)(F)</u>	<u>identify the structure and form in examples of dramatic literature</u>	VA
(2)	<b>Creative expression/ performance.</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	imagine and clearly describe characters, their relationships, and their surroundings;	
(2)(C)	select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, <u>cultural</u> heritage, literature, and history; and	Clarification of goals
(2)(D)	dramatize literary selections <del>in unison, pairs, and groups</del> and <u>imitate life experiences through dramatic play.</u> <del>incorporate dramatic elements in through improvisation</del>	Clarification of goals, flexibility & VA
<u>(2)(E)</u>	<u>express emotions and ideas, using interpretive movements and dialogue;</u>	
<u>(2)(F)</u>	<u>create environments, characters, and actions.</u>	
(3)	<b>Creative expression: production performance.</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:	Align with K-12
(3)(A)	<del>define</del> <u>create</u> character, environment, action, and theme, <u>through the safe use of using</u> props, costumes, and visual elements collaboratively and safely;	“Create” allows for further growth “define” is remembering and limits the students experience & Clarification
(3)(B)	<u>create</u> suitable environment for <del>play-making</del> <u>dramatizations</u> ;	Create consistent language between SEs
(3)(C)	<u>collaborate to</u> plan brief dramatizations <del>collaboratively;</del> and	Combine (C) & (D) for clarification
<del>(3)(D)</del>	<del>interact cooperatively with others in brief dramatizations.</del>	
<u>(3)(D)</u>	<u>use technology in theatrical applications; such as live theatre, video, and film</u>	CRS

(4)	<b>Historical/and cultural <u>relevance heritage</u>.</b> The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:	Align with K-12
(4)(A)	demonstrate <u>the role of theatre as a reflection of history, society and culture through participation</u> in dramatic activities <del>that theatre is a reflection of life</del> ; and	
(4)(B)	<del>explain</del> <u>explore</u> the <del>role</del> <u>influences</u> of theatre, film, television, and electronic media in <del>American</del> society <u>such as key developments, figures and works.</u>	VA Clarifying & alignment with SS TEKS
(5)	<b><u>Critical evaluation and R</u>esponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Align with K-12
(5)(A)	<u>identify</u> <del>analyze</del> and apply audience <u>etiquette</u> <del>behavior</del> at all performances;	VA
(5)(B)	develop simple oral and/or written observations about <u>the</u> visual, aural, oral, and kinetic aspects of informal play-making and/or formal theatre <del>and describe these components in art, dance, and music;</del>	Simplification & flexibility
(5)(C)	<u>identify production elements of</u> <del>compare and contrast ideas, and emotions depicted in art, dance, music,</del> and theatre, <u>film, television and other media</u> <del>and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization;</del> and	VA & clarification
(5)(D)	<u>examine</u> <del>compare</del> selected occupations in theatre, <u>such as director, stage manager, actor, designers, running crew, front of house, and educator.</u>	

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§117.37 <u>Middle School Theatre 2, Grade 7</u>		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following theatre course: <u>Middle School Theatre 2 7.</u>	
(b)	Introduction.	
(1)	<u>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, high-order thinking, communication, and collaboration skills. This makes 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.</u>	
(2)(4)	Four basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , creative expression: <del>performance/production</del> , historical and cultural <del>relevance</del> <u>heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire will need in the 21st century.</del> Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding</u> strand, students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre.</u> Through <u>the creative expression strand a variety of theatrical experiences</u> , students communicate in a dramatic form, <del>make</del> engage in artistic <del>choices</del> thinking, <del>solve problems</del> , build positive self-concepts, <del>and</del> relate interpersonally and integrate knowledge with other content areas in a relevant manner. <u>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.</u>	VA
(3)	<u>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.</u>	
(2)	<del>Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.</del>	
(c)	Knowledge and skills.	
(1)	<u>Foundations: inquiry and understanding</u> <b>Perception.</b> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:	VA
(1)(A)	<u>explore</u> <del>develop</del> characterization, using sensory and emotional recall;	VA

(1)(B)	develop and apply theatre preparation and warm-up techniques;	
(1)(C)	create expressive and rhythmic movements;	
<del>(1)(D)</del>	<del>express thoughts and feelings, using effective voice and diction;</del>	VA
<del>(1)(E)</del>	<del>compare and contrast dramatic performances to life; and</del>	VA
<del>(1)(F)</del>	<del>include setting, character, and plot in improvised scenes.</del>	VA
<u>(1)(D)</u>	<u>comprehend an increased understanding of the mechanisms of vocal production</u>	VA
<u>(1)(E)</u>	<u>demonstrate knowledge of theatrical vocabulary and terminology, and</u>	VA
<u>(1)(F)</u>	<u>analyze and evaluate the structure and form of dramatic literature.</u>	VA
(2)	<b>Creative expression/ performance.</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	
(2)(A)	demonstrate safe use of the voice and body;	
(2)(B)	define characters by what they do, what they say, and what others say about them;	
(2)(C)	select movements and dialogue to portray a character appropriately; <del>and</del>	
(2)(D)	create <del>and improvise</del> collaboratively and individually stories that have <u>dramatic structure a beginning (exposition), middle (climax), and ending (denouement, resolution).</u>	VA
<u>(2)(E)</u>	<u>apply knowledge of effective voice and diction techniques to express thoughts and feelings;</u>	VA
<u>(2)(F)</u>	<u>compare and contrast dramatic performances to life; and</u>	VA
<u>(2)(G)</u>	<u>include setting, character, and plot in improvised scenes.</u>	VA
(3)	<b>Creative expression: production/performance.</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:	VA
(3)(A)	determine specific technical elements to safely provide setting and to support character and action in improvised and scripted scenes;	
(3)(B)	create <u>theatrical</u> elements <del>such as</del> scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;	
(3)(C)	define the role of the director; and	
<del>(3)(D)</del>	<del>direct brief dramatizations.</del>	VA moved to 8 <sup>th</sup> grade
<u>(3)(D)</u>	<u>use technology in theatrical applications; such as live theatre, video, and film.</u>	
(4)	<b>Historical/cultural <u>relevance</u> <u>heritage</u>.</b> The student relates theatre to history, society and culture. The student is expected to:	VA

(4)(A)	demonstrate <del>in performances that</del> <u>knowledge of</u> theatre <del>is as</del> a reflection of life in particular times, places, and cultures; and	
(4)(B)	<u>explore the relevance and influence of theatre heritage and identify how specific</u> dramatic texts, <u>on the student's</u> <del>theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in</del> daily <del>American</del> life.	VA , simplification & alignment with SS TEKS
<u>(4)(C)</u>	<u>explore the roles of theatre, film, television, and electronic media on American society, such as key developments, figures and works.</u>	VA, Clarification, & alignment with SS TEKS
(5)	<b><u>Critical evaluation and R</u>esponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	<u>understand</u> <del>identify</del> and demonstrate appropriate audience <u>etiquette</u> <del>behavior</del> at various types of performances;	VA
(5)(B)	evaluate the effectiveness of selected film and television performances;	
<del>(5)(C)</del>	<del>identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions; and</del>	VA
<u>(5)(C)</u>	<u>demonstrate knowledge of production elements in theatre, film, television and other media;</u>	VA & simplification
(5)(D)	<u>explore</u> <del>compare</del> career and avocational opportunities in theatre.	Better placement in strands

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§117.40	<u>Middle School Theatre 3, Grade 8</u>	Committee Comments
	TEKS with Edits	
(a)	General requirements. Students may select the following theatre course: <u>Middle School Theatre 3-8</u> .	
(b)	Introduction.	
(1)	<u>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, high-order thinking, communication, and collaboration skills. This makes 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.</u>	
(2)(+)	Four basic strands— <del>perception</del> , <u>foundations: inquiry and understanding</u> , creative expression: <u>Performance/production</u> , historical and cultural <u>relevance-heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing knowledge and skills students <del>are expected to acquire</del> <u>will need in the 21st century</u> . Through <del>perceptual studies</del> <u>the foundations: inquiry and understanding strand</u> , students <u>develop a perception increase their understanding</u> of self <u>human relationships</u> and <del>others and develop clear ideas about</del> the world <u>using elements of drama and conventions of theatre</u> . Through <u>the creative expression strand a variety of theatrical experiences</u> , students communicate in a dramatic form, <del>make</del> engage in artistic <del>choices</del> thinking, <del>solve problems</del> , build positive self-concepts, <del>and</del> relate interpersonally and integrate knowledge with other content areas in a relevant manner. <u>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.</u>	VA & ER
(3)	<u>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.</u>	
(2)	<del>Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.</del>	
(c)	Knowledge and skills.	
(1)	<u>Foundations: inquiry and understanding</u> <del>Perception</del> . The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is	VA

	expected to:	
(1)(A)	<u>evaluate characterization</u> <del>improvise</del> using emotional and sensory recall;	clarification
(1)(B)	<u>explore</u> <del>apply</del> preparation and warm-up techniques;	VA
(1)(C)	create expressive movement and <u>mime</u> <del>pantomime</del> to define space and characters;	VA
<del>(1)(D)</del>	<del>express thoughts and feelings, using effective voice and diction;</del>	VA
<del>(1)(E)</del>	<del>compare dramatic performances to life; and</del>	VA
<del>(1)(F)</del>	<del>create setting, character, and plot in improvised and scripted scenes.</del>	VA
<u>(1)(D)</u>	<u>increase an understanding of the mechanisms of vocal production;</u>	VA
<u>(1)(E)</u>	<u>apply knowledge of theatrical vocabulary and terminology; and</u>	VA
<u>(1)(F)</u>	<u>explore and evaluate the structure and form of dramatic literature.</u>	VA
(2)	<b>Creative expression: performance.</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	
(2)(A)	demonstrate safe use of the voice and body;	
<del>(2)(B)</del>	<del>analyze life interactions, choices, and responses to describe character motivation;</del>	Moved to Critical Evaluation
<del>(2)(B)(C)</del>	portray characters through familiar movements and dialogue; <del>and</del>	
<del>(2)(C)(D)</del>	create <del>and improvise, and record</del> individually and collaboratively characters, <del>setting,</del> dialogue, and actions <del>that have tension and suspense and that reflect</del> <u>dramatic structure a beginning (exposition), middle (climax), and ending (denouement, resolution) in improvised and scripted scenes; and</u>	VA, clarification & simplification
<u>(2)(D)</u>	<u>express thoughts and feelings, using effective voice and diction.</u>	VA
(3)	<b>Creative expression: production/performance.</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:	VA
(3)(A)	<u>recognize and</u> select specific technical elements <del>for improvised and scripted scenes</del> to suggest environment, to establish mood, and to support character and actions <u>for performance;</u>	
(3)(B)	create <u>theatrical</u> elements <del>of such as</del> scenery, properties, lighting, sound, costume, makeup, and publicity, using <u>the principles of design</u> <del>visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression);</del>	Flexibility, Clarification & simplification
(3)(C)	<u>explore</u> <del>identify</del> the director's role as a unifying force, problem-solver, interpreter of script, and collaborator; and	VA
<del>(3)(D)</del>	<del>direct brief dramatizations.</del>	VA

(3)(D)	<u>use technology in theatrical applications; such as live theatre, video, and film.</u>	VA & CCR
(4)	<b>Historical/and cultural relevance heritage.</b> The student relates theatre to history, society and culture. The student is expected to:	VA
(4)(A)	demonstrate <del>knowledge of</del> theatre as a reflection of life in particular times, places, and cultures <u>through performance;</u> <del>and</del>	Clarification
(4)(B)	<u>explore</u> <del>define</del> theatre heritage (such as historical and cultural influences) as it is preserved in dramatic text, traditions, and conventions; <u>and</u> <del>and describe the roles of theatre, film, television, and electronic media in American society.</del>	Clarification
(4)(C)	<u>explore the roles of theatre, film, television, and electronic media on American society, such as key developments, figures and works.</u>	VA, Clarification, & alignment with SS TEKS
(5)	<b>Critical evaluation and Rresponse/evaluation.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	<u>understand</u> <del>analyze</del> and <u>demonstrate</u> <del>practice</del> appropriate audience <u>etiquette</u> <del>behavior</del> at various types of live performances;	
(5)(B)	<del>define</del> <u>develop a knowledge of</u> the terminology and process of evaluation (intent, structure, effectiveness, value) and apply this process to performances, using appropriate theatre vocabulary;	
(5)(C)	<del>identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or music; and</del>	
(5)(C)	<u>demonstrate knowledge of production elements in theatre, film, television and other media;</u>	VA & simplification
(5)(D)	<u>explore</u> <del>compare</del> career and avocational opportunities in theatre.	