

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter F. High School, Adopted 2013
Course	§117.320. Musical Theatre, Level II (One Credit), Adopted 2013.
<p>(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.</p>	
<p>(b) Introduction.</p>	
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>	
<p>(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.</p>	
<p>(3) Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.</p>	

(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(i) develop theatrical preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(ii) develop dance preparation techniques

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(iii) develop vocal music preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(iv) develop theatrical warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(v) develop dance warm-up techniques

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(vi) develop vocal music warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(vii) practice theatrical preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(viii) practice dance preparation techniques

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(ix) practice vocal music preparation techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(x) practice theatrical warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques;	(xi) practice dance warm-up techniques

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques	(xii) practice vocal music warm-up techniques
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(i) develop stage movement in various genres
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway	(ii) develop pantomime in various genres

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<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(B) develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway</p>	<p>(iii) develop dance skills in various genres</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(C) develop acting techniques in song, dance, and spoken dialogue</p>	<p>(i) develop acting techniques in song</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(C) develop acting techniques in song, dance, and spoken dialogue</p>	<p>(ii) develop acting techniques in dance</p>

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<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(C) develop acting techniques in song, dance, and spoken dialogue</p>	<p>(iii) develop acting techniques in spoken dialogue</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(D) develop professional audition techniques such as musical selections, monologue performance, dance and movement, and the relationship between accompanist and performer</p>	<p>(i) develop professional audition techniques</p>
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:</p>	<p>(E) analyze the dramatic structure of musical theatre</p>	<p>(i) analyze the dramatic structure of musical theatre</p>

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(F) employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions	(i) employ the language of musical theatre
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(G) analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions	(i) analyze a character from a libretto, describing physical dimensions
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(G) analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions	(ii) analyze a character from a libretto, describing intellectual dimensions

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(G) analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions	(iii) analyze a character from a libretto, describing emotional dimensions
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:	(G) analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions	(iv) analyze a character from a libretto, describing social dimensions
(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:	(H) collaborate with all artistic partners such as playwrights, composers, directors, musical directors, choreographers, actors, designers, technicians, and audience	(i) collaborate with all artistic partners

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(A) apply appropriate safety measures in vocalization, dance movement, and theatrical movement	(i) apply appropriate safety measures in vocalization
(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	(ii) apply appropriate safety measures in dance movement
(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	(iii) apply appropriate safety measures in theatrical movement

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) explore creativity as it relates to self and ensemble in musical theatre	(i) explore creativity as it relates to self in musical theatre
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(B) explore creativity as it relates to self and ensemble in musical theatre	(ii) explore creativity as it relates to ensemble in musical theatre
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(C) analyze characterization in musical theatre styles	(i) analyze characterization in musical theatre styles

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<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(D) 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</p>	<p>(i) apply proper voice usage in a performance situation</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(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</p>	<p>(ii) apply correct vocal production skills in a performance situation</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(E) analyze lyrics for characterization, vocalization, and dance</p>	<p>(i) analyze lyrics for characterization</p>

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<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(E) analyze lyrics for characterization, vocalization, and dance</p>	<p>(ii) analyze lyrics for vocalization</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(E) analyze lyrics for characterization, vocalization, and dance</p>	<p>(iii) analyze lyrics for dance</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through characterization, vocalization, and dance</p>	<p>(i) create believable characters through characterization</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through characterization, vocalization, and dance</p>	<p>(ii) create believable characters through vocalization</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through characterization, vocalization, and dance</p>	<p>(iii) create believable characters through dance</p>
<p>(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:</p>	<p>(F) create and sustain believable characters through characterization, vocalization, and dance</p>	<p>(iv) sustain believable characters through characterization</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:	(F) create and sustain believable characters through characterization, vocalization, and dance	(v) sustain believable characters through vocalization
(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:	(F) create and sustain believable characters through characterization, vocalization, and dance	(vi) sustain believable characters through dance
(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:	(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	(i) compose material related to musical theatre to convey meaning to the audience through live performance or other media forms

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) apply safe and effective use of technical elements of musical theatre	(i) apply safe use of technical elements of musical theatre
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(A) apply safe and effective use of technical elements of musical theatre	(ii) apply effective use of technical elements of musical theatre
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(i) analyze the responsibilities of the director to the composer's intent

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(ii) analyze the responsibilities of the musical director to the composer's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(iii) analyze the responsibilities of the choreographer to the composer's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(iv) analyze the responsibilities of the director to the librettist's intent

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(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(v) analyze the responsibilities of the musical director to the librettist's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(B) analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent	(vi) analyze the responsibilities of the choreographer to the librettist's intent
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(C) analyze musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers	(i) analyze musical production plans

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(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(D) demonstrate responsibility and creative problem solving in one or more areas of musical theatre production such as acting, technical theatre, and theatre management	(i) demonstrate responsibility in one or more areas of musical theatre production
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(D) demonstrate responsibility and creative problem solving in one or more areas of musical theatre production such as acting, technical theatre, and theatre management	(ii) demonstrate creative problem solving in one or more areas of musical theatre production
(3) Creative expression: production. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:	(E) collaborate with others to perform a role such as actor, director, designer, technician, and editor in a musical theatre or musical media production	(i) collaborate with others to perform a role in a musical theatre or musical media production

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) analyze historical and cultural influences on musical theatre	(i) analyze historical influences on musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(A) analyze historical and cultural influences on musical theatre	(ii) analyze cultural influences on musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(B) investigate the historical development of musical theatre as a uniquely American art form	(i) investigate the historical development of musical theatre as a uniquely American art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) investigate historical and cultural developments in musical theatre	(i) investigate historical developments in musical theatre

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(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(C) investigate historical and cultural developments in musical theatre	(ii) investigate cultural developments in musical theatre
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(D) investigate the contemporary development of musical theatre as an international art form	(i) investigate the contemporary development of musical theatre as an international art form
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(E) depict musical theatre as a reflection of life in particular times, places, and cultures	(i) depict musical theatre as a reflection of life in particular times

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

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates musical theatre to history, society, and culture. The student is expected to:	(F) relate the influences of musical theatre forms such as theatre, television, and film on past and present society	(ii) relate the influences of musical theatre forms on present society
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(A) evaluate and practice appropriate audience behavior at various types of performances	(i) evaluate appropriate audience behavior at various types of performances
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(A) evaluate and practice appropriate audience behavior at various types of performances	(ii) practice appropriate audience behavior at various types of performances
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(B) describe musical theatre as an art form and evaluate self as a creative being	(i) describe musical theatre as an art form

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(B) describe musical theatre as an art form and evaluate self as a creative being</p>	<p>(ii) evaluate self as a creative being</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(C) appraise self and peer performance with constructive criticism</p>	<p>(i) appraise self performance with constructive criticism</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(C) appraise self and peer performance with constructive criticism</p>	<p>(ii) appraise peer performance with constructive criticism</p>

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

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

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

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

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(E) evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound	(i) evaluate the interdependence of all musical theatre elements
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(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	(i) evaluate career and avocational opportunities in musical theatre, justifying choice(s)

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(ii) evaluate career and avocational opportunities in musical film, justifying choice(s)</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(iii) evaluate career and avocational opportunities in musical television, justifying choice(s)</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(iv) analyze the training needed for success</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) 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</p>	<p>(v) analyze the skills needed for success</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(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</p>	<p>(vi) analyze the self-discipline needed for success</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:</p>	<p>(F) 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</p>	<p>(vii) analyze the artistic discipline needed for success</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(i) relate musical theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(ii) relate musical theatre skills to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(iii) relate musical theatre experiences to higher education

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre	(iv) relate musical theatre experiences to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(H) document and present information in a clear and coherent manner using technology in a resume or portfolio format	(i) document information in a clear and coherent manner using technology in a resume or portfolio format
(5) Critical evaluation and response. The student responds to and evaluates musical theatre performances. The student is expected to:	(H) document and present information in a clear and coherent manner using technology in a resume or portfolio format	(ii) present information in a clear and coherent manner using technology in a resume or portfolio format