

<b>Texas Essential Knowledge and Skills (TEKS) Breakouts</b>	
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>
<b>Subchapter</b>	<b>Subchapter F. High School, Adopted 2013</b>
<b>Course</b>	<b>§117.315. Theatre, Level I, Adopted 2013</b>
<p>(a) <b>General Requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following theatre courses: Theatre Arts I, Theatre and Media Communications I (one credit per course), and Theatre Production I (one-half to one credit).</p>	
<p>(b) <b>Introduction.</b></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) 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.</p>	
<p>(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) <b>Knowledge and skills.</b></p>	

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(i) understand the value of using listening</p>
<p>(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:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(ii) understand the value of using observation</p>
<p>(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:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(iii) understand the value of using concentration</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 and conventions of theatre. The student is expected to:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(v) understand the value of using emotional recall</p>
<p>(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:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(vi) understand the value of using sensory recall</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 and conventions of theatre. The student is expected to:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(viii) understand the purpose of using observation</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 and conventions of theatre. The student is expected to:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(xi) understand the purpose of using emotional recall</p>
<p>(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:</p>	<p>(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall</p>	<p>(xii) understand the purpose of using sensory recall</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p><b>(B) develop and practice theatre preparation and warm-up techniques</b></p>	<p><b>(i) develop theatre preparation techniques</b></p>
<p>(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:</p>	<p><b>(B) develop and practice theatre preparation and warm-up techniques</b></p>	<p><b>(ii) develop theatre warm-up techniques</b></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 and conventions of theatre. The student is expected to:</p>	<p>(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</p>	<p>(i) develop stage movement techniques consistently to express thoughts non-verbally</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) develop stage movement techniques consistently to express feelings non-verbally</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 and conventions of theatre. The student is expected to:</p>	<p>(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</p>	<p>(iii) develop stage movement techniques consistently to express actions non-verbally</p>
<p>(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:</p>	<p>(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</p>	<p>(iv) practice stage movement techniques consistently to express thoughts non-verbally</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 and conventions of theatre. The student is expected to:</p>	<p>(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</p>	<p>(v) practice stage movement techniques consistently to express feelings non-verbally</p>
<p>(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:</p>	<p>(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</p>	<p>(vi) practice stage movement techniques consistently to express actions non-verbally</p>
<p>(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:</p>	<p>(D) develop and practice effective voice and diction to express thoughts and feelings</p>	<p>(i) develop effective voice to express thoughts</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 and conventions of theatre. The student is expected to:</p>	<p>(D) develop and practice effective voice and diction to express thoughts and feelings</p>	<p>(iii) develop effective diction to express thoughts</p>
<p>(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:</p>	<p>(D) develop and practice effective voice and diction to express thoughts and feelings</p>	<p>(iv) develop effective diction to express feelings</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 and conventions of theatre. The student is expected to:</p>	<p>(D) develop and practice effective voice and diction to express thoughts and feelings</p>	<p>(vi) practice effective voice to express feelings</p>
<p>(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:</p>	<p>(D) develop and practice effective voice and diction to express thoughts and feelings</p>	<p>(vii) practice effective diction to express thoughts</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 and conventions of theatre. The student is expected to:</p>	<p>(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays</p>	<p>(i) analyze characters by describing attributes through reading scripts of published plays</p>
<p>(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:</p>	<p>(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions</p>	<p>(ii) demonstrate a working knowledge of the language of theatre</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 and conventions of theatre. The student is expected to:</p>	<p>(G) analyze and describe the interdependence of all theatrical elements</p>	<p>(i) analyze the interdependence of all theatrical elements</p>
<p>(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:</p>	<p>(G) analyze and describe the interdependence of all theatrical elements</p>	<p>(ii) describe the interdependence of all theatrical elements</p>
<p>(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:</p>	<p>(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience</p>	<p>(i) define the roles of the collaborative relationships between all artistic partners</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 and conventions of theatre. The student is expected to:</p>	<p>(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience</p>	<p>(ii) appreciate the collaborative relationships between all artistic partners</p>
<p>(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:</p>	<p>(I) identify and practice memorization skills</p>	<p>(i) identify memorization skills</p>
<p>(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:</p>	<p>(I) identify and practice memorization skills</p>	<p>(ii) practice memorization skills</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 and conventions of theatre. The student is expected to:</p>	<p>(J) identify the principles of improvisation</p>	<p>(i) identify the principles of improvisation</p>
<p>(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:</p>	<p>(K) identify and recognize the importance of safe theatre practices</p>	<p>(i) identify the importance of safe theatre practices</p>
<p>(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:</p>	<p>(K) identify and recognize the importance of safe theatre practices</p>	<p>(ii) recognize the importance of safe theatre practices</p>

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(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	(i) demonstrate safe use of the voice
(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	(ii) demonstrate safe use of the body
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(B) define creativity as it relates to personal expression	(i) define creativity as it relates to personal expression
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(C) employ effective voice and diction to express thoughts and feelings	(i) employ effective voice to express thoughts

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p><b>(C) employ effective voice and diction to express thoughts and feelings</b></p>	<p><b>(iii) employ effective diction to express thoughts</b></p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p><b>(C) employ effective voice and diction to express thoughts and feelings</b></p>	<p><b>(iv) employ effective diction to express feelings</b></p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(i) use physical awareness to portray believable characters when applying acting concepts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(ii) use physical awareness to portray believable characters when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(viii) use emotional awareness to portray believable characters when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(x) use social awareness to portray believable characters when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xiii) use physical awareness to convey a story when applying acting concepts</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xiv) use physical awareness to convey a story when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xv) use physical awareness to convey a story when applying acting techniques</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xvi) use intellectual awareness to convey a story when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xx) use emotional awareness to convey a story when applying acting skills</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxii) use social awareness to convey a story when applying acting concepts</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxiii) use social awareness to convey a story when applying acting skills</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques</p>	<p>(xxiv) use social awareness to convey a story when applying acting techniques</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(i) employ physical techniques consistently to express thoughts non-verbally</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(ii) employ physical techniques consistently to express feelings non-verbally</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally</p>	<p>(iii) employ physical techniques consistently to express actions non-verbally</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(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</p>	<p>(i) create original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms</p>

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<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(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</p>	<p>(ii) write original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms</p>
<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:</p>	<p>(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</p>	<p>(iii) refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(A) develop and practice technical theatre skills</p>	<p>(i) develop technical theatre skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(A) develop and practice technical theatre skills</p>	<p>(ii) practice technical theatre skills</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(i) apply technical knowledge safely to create or operate theatrical elements</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(ii) apply technical skills safely to create or operate theatrical elements</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(i) perform a role in production decision making to tell a story through live theatre or media performance</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(ii) collaborate with others in a production role to tell a story through live theatre or media performance</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate responsibility by concentrating in one or more areas of theatre production</p>
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(ii) demonstrate artistic discipline by concentrating in one or more areas of theatre production</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p>(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</p>	<p>(iii) demonstrate creative problem solving by concentrating in one or more areas of theatre production</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(A) portray theatre as a reflection of life in particular times, places, and cultures</p>	<p>(i) portray theatre as a reflection of life in particular times</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(A) portray theatre as a reflection of life in particular times, places, and cultures</p>	<p>(ii) portray theatre as a reflection of life in particular places</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(A) portray theatre as a reflection of life in particular times, places, and cultures	(iii) portray theatre as a reflection of life in particular cultures
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) relate historical and cultural influences on theatre	(i) relate historical influences [to] theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) relate historical and cultural influences on theatre	(ii) relate cultural influences [to] theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) identify the impact of live theatre, film, television, and electronic media on contemporary society	(i) identify the impact of live theatre on contemporary society

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

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

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(iv) identify key works [from the cultural heritages of world drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	(v) identify key trends [from the cultural heritages of world drama and theatre] in dramatic literature
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(E) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	(i) appreciate the multicultural heritage of United States drama

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

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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(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</p>	<p>(ii) identify the contributions of the United States to the performing arts</p>
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(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</p>	<p>(iii) appreciate the innovations of the United States to the performing arts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(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</p>	<p>(iv) appreciate the contributions of the United States to the performing arts</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(A) analyze and apply appropriate behavior at various types of live performances</p>	<p>(i) analyze appropriate behavior at various types of live performances</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(A) analyze and apply appropriate behavior at various types of live performances</p>	<p>(ii) apply appropriate behavior at various types of live performances</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) recognize theatre as an art form and evaluate self as a creative being	(i) recognize theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) recognize theatre as an art form and evaluate self as a creative being	(ii) evaluate self as a creative being
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(i) offer constructive criticism of peer performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) offer and receive constructive criticism of peer performances	(ii) receive constructive criticism of peer performances

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(i) evaluate live theatre in written form with precise and specific observations using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(ii) evaluate live theatre in oral form with with precise and specific observations 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 theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(i) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(i) explore career and avocational opportunities in theatre or media</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(ii) evaluate the training needed to pursue such [career and avocational] opportunities</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(iii) evaluate the skills needed to pursue such [career and avocational] opportunities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(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</p>	<p>(v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner	(i) use technology to document information in a clear and coherent manner
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(i) connect theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(ii) connect theatre skills to careers outside of the theatre

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iii) connect theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) connect theatre skills and experiences to higher education and careers outside of the theatre	(iv) connect theatre experiences to careers outside of the theatre