

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter E. Middle School, Adopted 2013	
Course	§117.212. Theatre, Middle School 2, Adopted 2013.	
(a) Introduction.		
<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) 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>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout

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 and conventions of theatre. The student is expected to:	(A) explore characterization using sensory and emotional recall	(i) explore characterization using sensory recall
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) explore characterization using sensory and emotional recall	(ii) explore characterization using emotional recall
(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:	(B) develop and apply theatre preparation and warm-up techniques	(i) develop theatre preparation techniques

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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>(B) develop and apply theatre preparation and warm-up techniques</p>	<p>(ii) develop warm-up techniques</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) develop and apply theatre preparation and warm-up techniques</p>	<p>(iii) apply theatre preparation techniques</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) develop and apply theatre preparation and warm-up techniques</p>	<p>(iv) apply warm-up techniques</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) create expressive and rhythmic movements</p>	<p>(i) create expressive movements</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) create expressive and rhythmic movements</p>	<p>(ii) create rhythmic movements</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 an increased understanding of the mechanisms of vocal production</p>	<p>(i) develop an increased understanding of the mechanisms of vocal production</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) demonstrate knowledge of theatrical vocabulary and terminology</p>	<p>(i) demonstrate knowledge of theatrical vocabulary and terminology</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) analyze and evaluate the structure and form of dramatic literature</p>	<p>(i) analyze the structure of dramatic literature</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) analyze and evaluate the structure and form of dramatic literature</p>	<p>(ii) analyze the form of dramatic literature</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>(F) analyze and evaluate the structure and form of dramatic literature</p>	<p>(iii) evaluate the structure of dramatic literature</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) analyze and evaluate the structure and form of dramatic literature</p>	<p>(iv) evaluate the form of dramatic literature</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>(A) demonstrate safe use of the voice and body</p>	<p>(i) demonstrate safe use of the voice</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>(A) demonstrate safe use of the voice and body</p>	<p>(ii) demonstrate safe use of the body</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) define characters by what they do, what they say, and what others say about them</p>	<p>(i) define characters by what they do</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) define characters by what they do, what they say, and what others say about them</p>	<p>(ii) define characters by what they say</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) define characters by what they do, what they say, and what others say about them</p>	<p>(iii) define characters by what others say about them</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:	(C) select movements and dialogue to portray a character appropriately	(i) select movements to portray a character appropriately
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(C) select movements and dialogue to portray a character appropriately	(ii) select dialogue to portray a character appropriately
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	(D) create stories collaboratively and individually that have dramatic structure	(i) create stories collaboratively that have dramatic structure

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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) create stories collaboratively and individually that have dramatic structure</p>	<p>(ii) create stories individually that have dramatic structure</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) apply knowledge of effective voice and diction techniques to express thoughts and feelings</p>	<p>(i) apply knowledge of effective voice techniques to express thoughts</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) apply knowledge of effective voice and diction techniques to express thoughts and feelings</p>	<p>(ii) apply knowledge of effective voice techniques to express feelings</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) apply knowledge of effective voice and diction techniques to express thoughts and feelings</p>	<p>(iii) apply knowledge of effective diction techniques to express thoughts</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) apply knowledge of effective voice and diction techniques to express thoughts and feelings</p>	<p>(iv) apply knowledge of effective diction techniques to express feelings</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) compare and contrast dramatic performances to life</p>	<p>(i) compare and contrast dramatic performances to life</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>(G) create improvised scenes that include setting, character, and plot</p>	<p>(i) create improvised scenes that include setting</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>(G) create improvised scenes that include setting, character, and plot</p>	<p>(ii) create improvised scenes that include character</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>(G) create improvised scenes that include setting, character, and plot</p>	<p>(iii) create improvised scenes that include plot</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) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes</p>	<p>(i) determine specific technical elements to provide a safe setting in improvised scenes</p>

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes	(ii) determine specific technical elements to provide a safe setting in scripted scenes
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes	(iii) determine specific technical elements to support character in improvised scenes
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes	(iv) determine specific technical elements to support character in scripted scenes

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes	(v) determine specific technical elements to support action in improvised scenes
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes	(vi) determine specific technical elements to support action in scripted scenes
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances	(i) create theatrical elements appropriate to specific performances

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(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(C) define the role of the director	(i) define the role of the director
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	(D) use technology in theatrical applications such as live theatre, video, and film	(i) use technology in theatrical applications
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures	(i) demonstrate knowledge of theatre as a reflection of life in particular times
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures	(ii) demonstrate knowledge of theatre as a reflection of life in particular places

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<p>(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures</p>	<p>(iii) demonstrate knowledge of theatre as a reflection of life in particular cultures</p>
<p>(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life</p>	<p>(i) explore the relevance of theatre heritage [to] the student's daily life</p>
<p>(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:</p>	<p>(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life</p>	<p>(ii) explore the relevance of dramatic texts [to] the student's daily life</p>

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(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life	(iii) explore the influence of theatre heritage on the student's daily life
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life	(iv) explore the influence of dramatic texts on the student's daily life
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society	(i) explore the role of theatre [in] American society

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(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society	(ii) explore the role of film [in] American society
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society	(iii) explore the role of television [in] American society
(4) Historical and cultural connections. The student relates theatre to history, society, and culture. The student is expected to:	(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society	(iv) explore the role of electronic media [in] American society

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:	(A) understand and demonstrate appropriate audience etiquette at various types of performances	(i) understand appropriate audience etiquette at various types of performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(A) understand and demonstrate appropriate audience etiquette at various types of performances	(ii) demonstrate appropriate audience behavior at various types of performances
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(B) evaluate the effectiveness of selected film and television performances	(i) evaluate the effectiveness of selected film performances

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<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(B) evaluate the effectiveness of selected film and television performances</p>	<p>(ii) evaluate the effectiveness of selected television 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>(C) demonstrate knowledge of production elements in theatre, film, television, and other media</p>	<p>(i) demonstrate knowledge of production elements in theatre</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(C) demonstrate knowledge of production elements in theatre, film, television, and other media</p>	<p>(ii) demonstrate knowledge of production elements in film</p>
<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(C) demonstrate knowledge of production elements in theatre, film, television, and other media</p>	<p>(iii) demonstrate knowledge of production elements in television</p>

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<p>(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</p>	<p>(C) demonstrate knowledge of production elements in theatre, film, television, and other media</p>	<p>(iv) demonstrate knowledge of production elements in other media</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) explore career and vocational opportunities in theatre</p>	<p>(i) explore career and vocational opportunities in theatre</p>