

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

(a) General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Middle School 1.

(b) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

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

(c) Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(A) develop characterization based on sensory and emotional recall;

(B) expand body awareness and spatial perceptions using mime;

- (C) respond to sounds, music, images, and the written word, incorporating movement;
- (D) develop an understanding of the mechanisms of vocal production;
- (E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces; and
- (F) identify the structure and form in examples of dramatic literature.

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

- (A) demonstrate safe use of the voice and body;
- (B) imagine and clearly describe characters, their relationships, and their surroundings;
- (C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history;
- (D) dramatize literary selections and imitate life experiences through dramatic play;
- (E) express emotions and ideas using interpretive movements and dialogue; and
- (F) create environments, characters, and actions.

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

- (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements;
- (B) create suitable environments for dramatizations;
- (C) collaborate to plan brief dramatizations; and
- (D) use technology in theatrical applications such as live theatre, video, and film.

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

- (A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; and

(B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and apply audience etiquette at all performances;

(B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;

(C) identify production elements of theatre, film, television, and other media; and

(D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

Source: The provisions of this §117.211 adopted to be effective July 28, 2013, 38 TexReg 4575.

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

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through

the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

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

(b) Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

- (A) explore characterization using sensory and emotional recall;
- (B) develop and apply theatre preparation and warm-up techniques;
- (C) create expressive and rhythmic movements;
- (D) develop an increased understanding of the mechanisms of vocal production;
- (E) demonstrate knowledge of theatrical vocabulary and terminology; and
- (F) analyze and evaluate the structure and form of dramatic literature.

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

- (A) demonstrate safe use of the voice and body;
- (B) define characters by what they do, what they say, and what others say about them;
- (C) select movements and dialogue to portray a character appropriately;
- (D) create stories collaboratively and individually that have dramatic structure;
- (E) apply knowledge of effective voice and diction techniques to express thoughts and feelings;
- (F) compare and contrast dramatic performances to life; and
- (G) create improvised scenes that include setting, character, and plot.

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

(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;

(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;

(C) define the role of the director; and

(D) use technology in theatrical applications such as live theatre, video, and film.

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

(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;

(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and

(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) understand and demonstrate appropriate audience etiquette at various types of performances;

(B) evaluate the effectiveness of selected film and television performances;

(C) demonstrate knowledge of production elements in theatre, film, television, and other media; and

(D) explore career and vocational opportunities in theatre.

Source: The provisions of this §117.212 adopted to be effective July 28, 2013, 38 TexReg 4575.

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

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

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

(b) Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

- (A) evaluate characterization using emotional and sensory recall;
- (B) explore preparation and warm-up techniques;
- (C) create expressive movement and mime to define space and characters;
- (D) demonstrate an increased understanding of the mechanisms of vocal production;
- (E) apply knowledge of theatrical vocabulary and terminology; and

(F) explore and evaluate the structure and form of dramatic literature.

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

(A) demonstrate safe use of the voice and body;

(B) portray characters through familiar movements and dialogue;

(C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; and

(D) express thoughts and feelings using effective voice and diction.

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

(A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance;

(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design;

(C) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator; and

(D) use technology in theatrical applications such as live theatre, video, and film.

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

(A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance;

(B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions; and

(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) understand and demonstrate appropriate audience etiquette at various types of live performances;

(B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary;

(C) demonstrate knowledge of production elements in theatre, film, television, and other media; and

(D) explore career and vocational opportunities in theatre.