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

First Draft, June 2012

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

(4)	Historical/and Ceultural heritage Relevance. The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:	Align with K-12
(4)(A)	demonstrate in dramatic activities that theatre is a reflection of life; and	
(4)(B)	explain <u>explore</u> the role <u>influences</u> of theatre, film, television, and electronic media in American society.	VA Clarifying & alignment with SS TEKS
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	Align with K-12
(5)(A)	analyze <u>identify</u> and apply audience behavior at all performances;	VA
(5)(B)	<u>apply criteria</u> develop simple oral and written <u>such as:</u> observations about visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;	Simplification & flexibility
(5)(C)	<u>identify production elements</u>	

§117.37 Theatre, Grade 7		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following theatre course: Theatre 7.	
(b)	Introduction.	
(1)	<p><u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u></p> <p>Four <u>Five</u> basic strands--perception, <u>Foundations: Inquiry & Understanding</u>, Creative Expression: Performance, <u>Creative Expression: Production</u>, Historical and Cultural <u>Relevance</u> heritage, and Critical Evaluation <u>and Response</u>--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire <u>will need in the 21st century.</u></p> <p>Through perceptual studies <u>the Foundations: inquiry and understanding strand</u>, students <u>develop a perception</u> increase their understanding of self <u>human relationships</u></p>	

(+)(2)

(1)(C)	create expressive and rhythmic movements;	
(1)(D)	express thoughts and feelings, using effective voice and diction;	VA

(4)(A)	demonstrate in performances that <u>knowledge of</u> theatre is as a reflection of life in particular times, places, and cultures; and	
(4)(B)	<u>explore the relevance and influence of theatre heritage and</u> identify how specific dramatic texts, <u>on the student's</u> theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in daily American life.	VA , simplification & alignment with SS TEKS
(5)	<u>Critical Evaluation and Response/evaluation.</u> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	identify <u>analyze</u> and demonstrate appropriate audience behavior at various types of performances;	VA
(5)(B)	evaluate the effectiveness of selected film and television performances;	
(5)(C)	identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and	

§117.40	Theatre, Grade 8	
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following theatre course: Theatre 8.	
(b)	Introduction.	

(1)

(1)(B)	apply preparation and warm-up techniques;	VA
(1)(C)	create expressive movement and antomime <u>mime</u> to define space and characters;	VA
(1)(D)	express thoughts and feelings, using effective voice and diction;	VA
(1)(E)	compare dramatic performances to life; and	VA
(1)(F)	create setting, character, and plot in improvised and scripted scenes.	VA
	<u>increase an understanding of the mechanisms of vocal production;</u>	VA
	<u>apply knowledge of theatrical vocabulary and terminology; and</u>	VA
	<u>implement the structure and form of dramatic literature.</u>	VA
(2)	Creative Expression: Performance The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:	

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

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(4)	Historical/and Cultural heritage Relevance. The student relates theatre to history, society and culture. The student is expected to:	VA
(4)(A)	demonstrate knowledge of <u>through performances that</u> theatre as-is a reflection of life in particular times, places, and cultures; and	Clarification
(4)(B)	define <u>explore</u> theatre heritage as it is preserved in dramatic text, traditions, and conventions; and <u>and</u> describe the roles of theatre, film, television, and electronic media in American society.	Clarification
<u>(4)(C)</u>	<u>explore the roles of theatre, film, television, and electronic media on American society.</u>	VA, Clarification, & alignment with SS TEKS
(5)	Critical Evaluation and Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	VA
(5)(A)	analyze and practice appropriate audience behavior at various types of live performances;	

(5)(B)