

# Theatre TEKS Chart High School

Level I	Level II	Level III	Level IV
<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>(A) develop and practice theatre warm-up techniques;</p>	<p>(A) apply theatre preparation and warm-up techniques effectively;</p>	<p>(A) create and demonstrate theatre preparation and warm-up techniques;</p>
<p>(B) develop and practice theatre preparation and warm-up techniques;</p>	<p>(B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally;</p>	<p>(B) experiment with stage movement;</p>	<p>(B) devise and model stage movement;</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>(C) demonstrate effective voice and diction;</p>	<p>(C) distinguish the proper techniques such as diction, inflection, and projection in the use of voice;</p>	<p>(C) model proper techniques such as diction, inflection, and projection in the use of effective voice;</p>
<p>(D) develop and practice effective voice and diction to express thoughts and feelings;</p>	<p>(D) analyze dramatic structure and genre;</p>	<p>(D) analyze and evaluate dramatic structure and genre;</p>	<p>(D) compare the structure of theatre to that of film, television, and other media;</p>
<p>(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;</p>	<p>(E) identify examples of theatrical conventions in theatre, film, television, and electronic media;</p>	<p>(E) distinguish between the theatrical conventions of theatre, film, television, and other media;</p>	<p>(E) evaluate theatrical conventions of various cultural and historical periods;</p>
<p>(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions;</p>	<p>(F) relate the interdependence of all theatrical elements; and</p>	<p>(F) evaluate the interdependence of all theatrical elements; and</p>	<p>(F) evaluate the interdependence of all theatrical elements; and</p>
<p>(G) analyze and describe the interdependence of all theatrical elements;</p>	<p>(G) develop and practice memorization skills.</p>	<p>(G) develop and practice memorization skills.</p>	<p>(G) develop and model memorization skills.</p>
<p>(H) define the roles of</p>			

and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;

(I) identify and practice memorization skills;

(J) identify the principles of improvisation; and

(K) identify and recognize the importance of safe theatre practices.

(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;	(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;	(A) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;	(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;
(B) define creativity as it relates to personal expression;	(B) explore creativity as it relates to self and ensemble;	(B) analyze creativity as it relates to self and ensemble and its effect on audience;	(B) demonstrate creativity as it relates to self and ensemble and its effect on audience;
(C) employ effective voice and diction to express thoughts and feelings;	(C) demonstrate effective voice and diction to express thoughts and feelings;	(C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;	(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques;	(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;	(D) experiment with improvisation and scripted scenes of various styles to portray believable characters;	(D) interpret scripted scenes of various styles to portray believable characters; and
(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally; and	(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and	(E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and	(E) create individually or devise collaboratively imaginative scripts and scenarios.
(F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to	(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience	(F) integrate two or more art or media forms in a performance	

convey meaning to the audience through live performance or media forms.

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

(A) develop and practice technical theatre skills;	(A) develop and practice safe and effective stagecraft skills;	(A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;	(A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
(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;	(B) read and analyze cultural, social, and political aspects of a script to determine technical elements;	(B) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters;	(B) analyze and evaluate dramatic texts and direct brief scenes;
(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; and	(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;	(C) cast and direct duet scenes;	(C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience;
(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.	(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and	(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and	(D) analyze production plans that include research, rehearsal plans, technical designs, and blocking;
(E) develop 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.		(E) perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.	(E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and
			(F) apply expertise in one or more areas of theatre production, demonstrating

responsibility, artistic discipline, and creative problem solving.

(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;	(A) analyze historical and cultural influences on theatre;	(A) evaluate historical and cultural influences on theatre;	(A) evaluate historical and cultural influences on theatre
(B) relate historical and cultural influences on theatre;	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;	(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
(C) identify the impact of live theatre, film, television, and electronic media on contemporary society;	(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society;	(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;	(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;
(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;	(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;
(E) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and	(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and
(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.	(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.	(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.	(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.

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

(A) analyze and apply appropriate behavior at various types of live performances;	(A) evaluate and apply appropriate audience etiquette at various types of performances;	(A) compare behavior at various types of performances and practice appropriate audience etiquette	(A) evaluate and practice appropriate audience behavior at various types of performances;
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(B) recognize theatre as an art form and evaluate self as a creative being;	(B) analyze theatre as an art form and evaluate self as a creative being;	(B) recognize theatre as an art form and evaluate self as a creative being;	(B) defend theatre as an art form and value self as a creative being;
(C) offer and receive constructive criticism of peer performances;	(C) offer and receive constructive criticism of peer performances;	(C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;	(C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media;
(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;	(D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations;	(D) compare communication methods of theatre with those of art, music, dance, and other media;	(D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period
(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;	(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;	(E) make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;	(E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
(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;	(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; and	(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner;	(F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner;
(G) use technology such as electronic portfolios, research projects, and journals to document and present information	(G) connect theatre skills and experiences to higher education and careers outside of the theatre.	(G) relate theatre skills and experiences to higher education and careers outside of the theatre; and	(G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and

in a clear and coherent manner; and

(H) connect theatre skills and experiences to higher education and careers outside of the theatre.

(H) create a personal resume or portfolio of theatrical experience. (H) create a personal resume or portfolio of theatrical experience.