

Theatre TEKS Chart Middle School

Middle School 1

Middle School 2

Middle School 3

(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:

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| (A) develop characterization based on sensory and emotional recall; | (A) explore characterization using sensory and emotional recall; | (A) evaluate characterization using emotional and sensory recall; |
| (B) expand body awareness and spatial perceptions using mime; | (B) develop and apply theatre preparation and warm-up techniques; | (B) explore preparation and warm-up techniques; |
| (C) respond to sounds, music, images, and the written word, incorporating movement; | (C) create expressive and rhythmic movements; | (C) create expressive movement and mime to define space and characters; |
| (D) develop an understanding of the mechanisms of vocal production; | (D) develop an increased understanding of the mechanisms of vocal production; | (D) demonstrate an increased understanding of the mechanisms of vocal production; |
| (E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces; and | (E) demonstrate knowledge of theatrical vocabulary and terminology; and | (E) apply knowledge of theatrical vocabulary and terminology; |
| (F) identify the structure and form in examples of dramatic literature. | (F) analyze and evaluate the structure and form of dramatic literature. | (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:

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| (A) demonstrate safe use of the voice and body; | (A) demonstrate safe use of the voice and body; | (A) demonstrate safe use of the voice and body; |
| (B) imagine and clearly describe characters, their relationships, and their surroundings; | (B) define characters by what they do, what they say, and what others say about them; | (B) portray characters through familiar movements and dialogue; |
| (C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history; | (C) select movements and dialogue to portray a character appropriately | (C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; and |
| (D) dramatize literary selections and imitate life experiences through dramatic play; | (D) create stories collaboratively and individually that have dramatic structure; | (D) express thoughts and feelings using effective voice and diction. |
| (E) express emotions and ideas using interpretive movements and dialogue; and | (E) apply knowledge of effective voice and diction techniques to express thoughts and feelings; | |
| (F) create environments, characters, and actions. | (F) compare and contrast dramatic performances to life; and
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:

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| (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements; | (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes; | (A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance; |
| (B) create suitable environments for dramatizations; | (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; | (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design; |
| (C) collaborate to plan brief dramatizations; and | (C) define the role of the director; and | (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. | (D) use technology in theatrical applications such as live theatre, video, and film. | (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:

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| (A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; and | (A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures; | (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance; |
| (B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society. | (B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and | (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. | (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:

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| (A) identify and apply audience etiquette at all performances; | (A) understand and demonstrate appropriate audience etiquette at various types of performances | (A) understand and demonstrate appropriate audience etiquette at various types of live 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; | (B) evaluate the effectiveness of selected film and television 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) identify production elements of theatre, film, television, and other | (C) demonstrate knowledge of production elements in | (C) demonstrate knowledge of production elements in theatre, film, television, and |

media; and

theatre, film, television, and
other media; and

other media; and

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

(D) explore career and
vocational opportunities in
theatre.

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opportunities in theatre.