

## Theatre Arts III :: Follows Theatre Arts II

TEKS Strand	Expectations
<p><b>Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	Students experiment with various ways to communicate meaning to an audience using techniques specific to the theatre (voice, movement, staging, etc). Students are able to distinguish between theatrical conventions and conventions used in other art forms. Students continue to develop, rehearse, and refine acting skills.
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	Students experiment with and choose appropriate physical, vocal, and emotional expression to fit the character, setting, and dramatic moment within an improvised or scripted work. Students analyze genres and styles in order to make choices for performance. Students work individually and collaboratively to integrate two or more art forms together to create theatre work.
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	Students embody and perform as a member of a production team in order to collaboratively create and tell a cohesive story. Students explore and experiment with using technical elements within improvised and scripted work. Students critically analyze texts in order to make choices for production.
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	Identify unique contributions and innovations of the United States to the performing arts. Research and explain the influences of diverse cultures on drama and theatre in the United States.
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	Consider and define the audience/performer relationship and expectations in various forms of live performance. Prepare and present artistic ideas, research, and work in a clear coherent manner. Identify and relate theatre skills and practices to applications beyond the theatre or to career opportunities. Consider theatre as a tool for communication.
<p><b>Example:</b> Students read, watch, and experience diverse and unique forms of theatre (such as immersive theatre, theatre for young audiences, theatre for the very young, improv, musical theatre, devised work, etc). Students analyze the various form and their functions in order to consider design and acting choices. Students identify specific jobs associated with each form/type of theatre beyond actor, director, designer, and playwright. Students articulate the differences and similarities between the styles/genres of theatre they have studied.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	