“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
—Albert Einstein
That was then...
That was then...

That was then...

That was then...

Spice Girls  
Detroit Red Wings  
DVD-Video  
Elmo-fever  
Palm Pilot  
Dot-com bubble

Beanie Babies  
Austin Powers  
Timothy McVeigh Conviction  
Green Bay Packers win Super Bowl XXXI

The English Patient wins Best Picture  
Elton John releases Candle in the Wind 1997

Titanic  
No Doubt  
Playstation  
Hanson

Steve Jobs Returns to Apple
That was then...

Turn to a partner and share a few memories you have of that year.

– Where were you in 1997 and what subjects were you teaching? If you were not teaching, what were you doing at that time?
– What might be some differences between classrooms back in 1997 and classrooms today?
– How would you describe any changes in student learning needs between then and now?
– What are your predictions for how classrooms will look and function 10 years from now?

History of the TEKS

• 74th Legislature charged SBOE with clarifying essential knowledge and skills in 1995
• Fine Arts TEKS originally written in 1997
• Center for Education Development in Fine Arts (CEDFA) established in 1998 to aid with implementation

Prepare for Change

DAILY NEWS
 ChangE S AHEAD!!!
...This is now

Update of the TEKS

- Fine Arts TEKS review committees formed May 2012
- TEKS Revisions first read & public comment January 2013
- SBOE Approval of Revised Fine Arts TEKS on April 19, 2013

Foundation of the New Fine Arts TEKS
Creativity is a Highly Valued Skill

1,500 leaders in 60 countries say...

“Creativity is the #1 leadership competency for the future.”
—IBM 2010 Global CEO Survey

21st Century Skills

Learning & Innovation
• Creativity & Innovation
• Critical Thinking & Problem Solving
• Communication & Collaboration

Information, Media, and Technology Skills
• Information Literacy
• Media Literacy
• Information, Communication & Technology Literacy

Life & Career Skills
• Flexibility & Adaptability
• Initiative & Self-Direction
• School & Cross-Cultural Skills
• Productivity & Accountability
• Leadership & Responsibility
Reflection

During the past school year, when have you observed students developing these kinds of skills?

In what sorts of activities were they engaged?

Take a few minutes to make note of recent experience you’ve had.

Evolution of the Fine Arts TEKS

Eyewitness Report

- TEKS Committee Formation
- Writing Sessions
- Revision and Approval Process
May 10-12, 2012 Committee first met

- Committee Members in attendance (4 middle school, 8 high school, 6 elementary)
- Discussed and approved to review and revise Theatre TEKS High School Level I-IV
- Discussed and approved to review and revise Theatre TEKS Middle School 1-3
- Discussed and approved to review and revise Theatre TEKS Elementary K-5

June 25 – 28, 2012

- Finalized proposed Theatre TEKS K-12, including vertical alignment
- Added courses under general requirements with separate PEIMS numbers, including innovative courses such as Musical Theatre, Technical Theatre, and Theatre and Media Communications

July 19, 2012 SBOE Meeting

- Board heard from a number of speakers including expert committee members
- Board members appeared to be knowledgeable about the TEKs and were interested in why changes were being made
July – September 2012

• All drafts of Fine Arts TEKS were posted for informal feedback.

September 20 – 22, 2012

• Reviewed expert and public feedback
• Committee made adjustments based on feedback
• TEKS K-12 posted for viewing on Texas Education Agency website

April 2013

• A vote on final adoption of the proposed revisions scheduled for April 2013.
• On April 1, final approval was made.
• K-12 Theatre TEKS will be implemented in the 2015 – 2016 school year.
Where to find new Fine Arts TEKS

http://www.tea.state.tx.us/index4.aspx?id=2206

Adopted New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts,

• Subchapter D, Elementary,
• Subchapter E, Middle School, and
• Subchapter F, High School

§117 Introduction

§117 (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.
§117 (b) Introduction (cont’d.)

Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

Theatre TEKS §117 Introduction

(2) Four basic strands

Comparison of Current and New Strands - Theatre

Current strands:
- Perception
- Creative expression/performance
- Historical and cultural heritage
- Response/evaluation

New strands (2015):
- Foundations: Inquiry and Understanding
- Creative Expression
- Historical and Cultural Relevance
- Critical Evaluation and Response
Foundations: Inquiry and Understanding —Theatre

(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.

Creative Expression —Theatre

(c) Knowledge and Skills

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

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills.
Historical and Cultural Relevance — Theatre

(c) Knowledge and Skills

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

Critical Evaluation and Response — Theatre

(c) Knowledge and Skills

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

TEKS Organization - Courses

1997 Fine Arts TEKS
Elementary
- K-5 – Art, Music, Theatre

Middle School
- 6-8 – Art, Music, Theatre

2013 Fine Arts TEKS
Elementary
- K-5 – Art, Music, Theatre

Middle School
- Art, Middle School 1, 2, & 3
- Dance, Middle School 1, 2 & 3
- Music, Middle School 1, 2, & 3
- Theatre, Middle School 1, 2, & 3
New Courses at the Secondary Level – Theatre

- Musical Theatre I-IV
- Technical Theatre I-IV
- Theatre and Media Communications I-II
- Acting Methods I-IV
- Advanced Acting/American Drama
- Advanced Acting: Shakespeare
- Advanced Acting: World Drama
- Advanced Lighting and Stage Design
- Children’s Theatre
- Directing for the Stage
- Intermediate Acting: Comedy and Improvisation
- Physical Theatre
- Playwriting I-IV
- Scenography I-IV
- Stage Combat / Theatrical Movement

TEKS at Work

Activity:

Creating a Commercial/Infomercial

1. Represent your community.
2. Experience the 7E model of lesson design.
Think about advertisement and media marketing.

- What are some of the memorable elements that you connect with and in the commercials that resonate with you or infomercials that you see on TV?
- What catches your attention the most? (Focus especially on effective visual composition, setting, tone, props, colors, acting.)
Engage

• In your groups, think about commercials or infomercials that you’ve seen on TV or the internet recently that markets a specific product.
• Discuss the following and compare across examples:
  - What caught your attention visually? Why?
  - What visual techniques do performance makers use to communicate with their audience?
  - How did the advertisement persuade you to buy or consider buying the product?
  - Were there ways in which the intended message was conveyed visually?

Explore

• Now, search the Internet for commercials or infomercials.
• Make a list of things that you noticed about the visual presentation. How were you persuaded to buy the product? What visual techniques or strategies were used to encourage you to consider or explore the advertised product?
• Did you notice similarities between the commercials or infomercials? Any differences?
• How did the commercials or infomercials make you feel? Why do you think they made you feel that way?
• Make a list of the features of media advertising, focusing on the visual aspects.

Explain

• As part of a new media marketing campaign, Google is requiring that you write and produce a 30-second commercial or infomercial for a new iPhone/iPad app that you’ve recently created.
• Consider the elements you just researched/discussed. Which of those is more important in the production of your commercial?
Elaborate

• Storyboard the plans for your commercial/infomercial.
  – What would you like your audience to know about your new app? What is special or unique about your app?
  – How can these features be conveyed visually?
  – What will the setting of your commercial and infomercial be? What props might you use?
• Prepare a series of five frozen frames that convey your idea.

Evaluate

• Each group will present their concept for their 30-second commercial as a series of five frozen frames.
• After the presentations, meet with your group and think about a strategy or technique that you noticed in other presentations that you might like to add to enhance your commercial or infomercial.

Extend

• Identify other areas in which you could use this activity with your students.
  – Content other than a commercial or infomercial
  – Vehicle other than a phone
  – Other theatrical techniques
Theatre Strands

- Foundations: inquiry and understanding
- Creative expression
- Historical and cultural relevance
- Critical evaluation and response

Vertical Alignment with the New Fine Arts TEKS

“The most important thing is to never stop questioning.”
– Albert Einstein
“They always say time changes things, but you actually have to change them yourself.”
– Andy Warhol

“All great changes are preceded by chaos.”
– Deepak Chopra

### Vertical Alignment

<table>
<thead>
<tr>
<th>Foundations: inquiry and understanding (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary (K-2)</strong></td>
</tr>
<tr>
<td>(A) develop confidence and self-awareness through dramatic play; (from Theatre, Grade 1)</td>
</tr>
</tbody>
</table>

### Vertical Alignment continued

<table>
<thead>
<tr>
<th>Creative Expression: performance (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary (K-2)</strong></td>
</tr>
<tr>
<td>(A) demonstrate safe use of movement and voice; (from Theatre, Grade 1)</td>
</tr>
</tbody>
</table>
Vertical Alignment continued

<table>
<thead>
<tr>
<th>Vertical Alignment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Let’s Adapt!</strong></td>
</tr>
</tbody>
</table>

- Think about how this activity could be adapted and used at various grade levels.
- Consider the following:
  - What concepts/steps would remain?
  - What concepts/steps would you modify?
  - How would the overall activity look different at your selected grade level?
  - How are you building the skills students will need at the next grade level?
**Steps to Website Login**

**Complete Training Survey**

1. **Take survey at**
   [http://TOTsurveyFATEKS.questionpro.com](http://TOTsurveyFATEKS.questionpro.com)

2. **Sign up to get materials after presentation**

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The University of Texas at Austin (UT Austin) College of Fine Arts, in partnership with the Texas Cultural Trust and the Center for Educator Development in Fine Arts (CEDFA), will provide an in-depth professional development session for the Theatre and Media Communications course that will be held on the UT Austin campus on Saturday, June 14, 2014, 9:00 a.m.–5:00 p.m. This session will serve as a Post-Summit session following the Texas Fine Arts Summit XV, hosted by CEDFA, at the Airport Hilton Hotel in Austin, Texas, Thursday–Friday, June 12–13, 2013. This professional development session will focus on digital literacy and media creativity.

If interested in attending this professional development session on Saturday, June 14 at UT Austin campus, it will be necessary to complete and submit the application provided and mail to the address below postmarked no later than Thursday, October 31.

**Thomas H. Waggoner**
Program Director of Fine Arts Education
College of Fine Arts – Office of the Dean
The University of Texas at Austin
1 University Station D1400
Austin, TX 78712

Digital literacy is the future of communication and commerce and creates learning experiences that develop students’ capacities for critical thinking, creativity, engagement, and interaction.