

PDAS The Professional Development and Appraisal System **and** *fine arts teachers*

Revised 2002:

**Aligned with the Texas Assessment of
Knowledge and Skills (TAKS) Objectives**

Middle School Art, Music, and Theatre

PDAS and Middle School Fine Arts Teachers

Revised

As required in Domain VIII of the Professional Development and Appraisal System (PDAS), Texas fine arts teachers who are teaching the Texas Essential Knowledge and Skills (TEKS) in their respective content areas are also helping students learn important skills that they must demonstrate on the Texas Assessment of Knowledge and Skills (TAKS). Some Texas administrators report feeling uncertain when appraising fine arts teachers in this domain on the PDAS. Similarly, fine arts teachers being appraised feel that the PDAS often does not “fit” their instruction. Particular areas of difficulty are in the following dimensions of Domain VIII:

- a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TAKS-related objectives.
- b. The teacher aligns the planning and delivery of instruction to all appropriate TAKS-related objectives.
- c. The teacher collaborates with other faculty and administration to improve TAKS-related performance of all students on the campus.

Because of these concerns, the Center for Educator Development in Fine Arts (CEDFA) has developed this packet as a basis for discussion between fine arts teachers and their PDAS appraisers. For each grade level and fine arts content area, a side-by-side chart aligns TAKS objectives and TEKS from the assessed areas with examples from the Fine Arts TEKS that can be taught in such a way that will help students master specific TAKS objectives.

This is neither a definitive nor a comprehensive alignment. The quality of the alignment of the TAKS and TEKS in other disciplines and the Fine Arts TEKS depends on how the teacher teaches the Fine Arts TEKS. Other TAKS objectives and TEKS, in addition to the ones shown, may match the Fine Arts TEKS depending on the district curriculum and teacher choice.

For example, the Grade 7 Reading TAKS Objective 3 includes:

(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

(F) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.

Theatre, Grade 7 (7.2)(B) in the TEKS states:

The student is expected to define characters by what they do, what they say, and what others say about them.

Through understanding how the Fine Arts TEKS relates to the TAKS objectives, a theatre teacher who is helping students learn to portray characters can also help students learn skills that will help them demonstrate TAKS reading objectives. Rather than dedicating time to specific teaching of TAKS objectives, fine arts teachers can teach the content of their specific discipline in a way that enhances students’ abilities to master the TAKS objectives.

**For additional information pertaining to fine arts education in Texas schools,
please visit the CEDFA website at
<http://finearts.esc20.net>**

**For additional information pertaining to the TAKS objectives and TEKS in other disciplines that will be assessed on the
TAKS, please visit the TEA website at
<http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>**

Contents

ART TEKS

Grade 6.	1
Grade 7.	3
Grade 8.	5

Music TEKS

Grade 6.	7
Grade 7.	10
Grade 8.	12

Theatre TEKS

Grade 6.	15
Grade 7.	18
Grade 8.	21

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), and Grade 8 Social Studies (SS).	Grade 6 Art TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(6.1) Perception. The student develops and organizes ideas from the environment.
(6.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (F) The student is expected to distinguish denotative and connotative meanings.	(6.1)(B) The student is expected to analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
R4. The student will apply critical thinking skills to analyze culturally diverse written texts.	(6.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(6.11) Reading/literary response. The student expresses and supports responses to various types of texts. (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].	(6.4)(A) The student is expected to conduct in-progress analyses and critiques of personal artworks. (6.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers to form conclusions about formal properties and historical and cultural contexts.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(6.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(6.11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. (A) The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.	(6.2)(B) The student is expected to describe in detail a variety of practical applications for design ideas.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(6.1) Perception. The student develops and organizes ideas from the environment. (6.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. (A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.	(6.1)(A) The student is expected to illustrate themes from direct observation, personal experience, and traditional events. (6.2)(A) The student is expected to express a variety of ideas based on personal experience and direct observations.

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), and Grade 8 Social Studies (SS).	Grade 6 Art TEKS, continued
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(6.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religions groups, during the 17th, 18th, and 19th centuries.</p> <p>(D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].</p> <p>(E) The student is expected to identify the political, social, and economic contributions of women to American society.</p>	<p>(6.3)(B) The student is expected to compare specific artworks from a variety of cultures.</p> <p>(6.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers to form conclusions about formal properties and historical and cultural contexts.</p>
<p>(8.25) Culture. The student understands the major reform movements of the 19th century.</p> <p>(A) The student is expected to describe the historical development of the abolitionist movement.</p> <p>(B) The student is expected to evaluate the impact of reform movements including public education, temperance, women’s rights, [prison reform, and care of the disabled].</p>	<p>(6.3)(A) The student is expected to identify in artworks the influence of historical and political events.</p>

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); and Grade 8 Social Studies (SS).

Grade 7 Art TEKS

<p>R1. The student will demonstrate a basic understanding of culturally diverse written texts.</p>	<p>(7.1) Perception. The student develops and organizes ideas from the environment.</p>
<p>(7.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (F) The student is expected to distinguish denotative and connotative meanings.</p>	<p>(7.1)(B) The student is expected to compare and contrast the use of art elements and principles, using vocabulary accurately.</p>
<p>R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.</p>	<p>(7.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>(7.11) Reading/literary response. The student expresses and supports responses to various types of texts. (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].</p>	<p>(7.4)(A) The student is expected to analyze and compare relationships, such as function and meaning, in personal artworks. (7.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers to form conclusions about formal properties and historical and cultural contexts and intent.</p>
<p>M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.</p>	<p>(7.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p>
<p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. (A) The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.</p>	<p>(7.2)(B) The student is expected to incorporate design into artworks for use in everyday life.</p>
<p>W1. The student will, within a given context, produce an effective composition for a specific purpose.</p>	<p>(7.1) Perception. The student develops and organizes ideas from the environment. (7.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p>
<p>(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. (A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.</p>	<p>(7.1)(A) The student is expected to illustrate ideas from direct observation, imagination, personal experience, and school and community events. (7.2)(A) The student is expected to create artworks based on direct observations, personal experience, and imagination.</p>

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); and Grade 8 Social Studies (SS).

Grade 7 Art TEKS, continued

SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.

(7.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

(7.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religions groups, during the 17th, 18th, and 19th centuries.

(D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].

(E) The student is expected to identify the political, social, and economic contributions of women to American society.

(7.3)(B) The student is expected to analyze selected artworks to determine cultural contexts.

(7.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.

(8.25) Culture. The student understands the major reform movements of the 19th century.

(A) The student is expected to describe the historical development of the abolitionist movement.

(B) The student is expected to evaluate the impact of reform movements including public education, temperance, women's rights, [prison reform, and care of the disabled].

(7.3)(A) The student is expected to analyze ways that international, historical, and political issues influence artworks.

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 English Language Arts (ELA), and Grade 8 Social Studies (SS).	Grade 8 Art TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(8.1) Perception. The student develops and organizes ideas from the environment.
(8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (F) The student is expected to distinguish denotative and connotative meanings.	(8.1)(B) The student is expected to define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(8.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].	(8.4)(A) The student is expected to analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques. (8.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(8.13) Underlying processes and mathematical tools. The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. (A) The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.	(8.2)(B) The student is expected to apply design skills to communicate effectively ideas and thoughts in everyday life.
ELA4. The student will, within a given context, produce an effective composition for a specific purpose.	(8.1) Perception. The student develops and organizes ideas from the environment. (8.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. (C) The student is expected to organize ideas in writing to ensure coherence, logical progression, and support for ideas.	(8.1)(A) The student is expected to illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events. (8.2)(A) The student is expected to create artworks integrating themes found through direct observation, personal experiences, and imagination.

<p>TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 English Language Arts (ELA), and Grade 8 Social Studies (SS).</p>	<p>Grade 8 Art TEKS, continued</p>
<p>SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.</p>	<p>(8.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(8.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religions groups, during the 17th, 18th, and 19th centuries.</p> <p>(D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].</p> <p>(E) The student is expected to identify the political, social, and economic contributions of women to American society.</p>	<p>(8.3)(B) The student is expected to identify cultural ideas expressed in artworks relating to social, political, and environmental themes.</p> <p>(8.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.</p>
<p>(8.29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.</p> <p>(C) The student is expected to identify examples of how industrialization changed life in the United States.</p>	<p>(8.3)(A) The student is expected to analyze ways in which electronic media/technologies have influenced art.</p>

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 6 Music TEKS

R1. The student will demonstrate a basic understanding of culturally diverse written texts.

(6.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(6.3) Creative expression/performance. The student reads and writes music notation.

(6.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.
 (F) The student is expected to distinguish denotative and connotative meanings.

(6.1)(B) The student is expected to use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances.
 (6.3)(C) The student is expected to identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

R3. The student will use a variety of strategies to analyze culturally diverse written texts.

(6.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).
 (C) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.

(6.5)(D) The student is expected to relate the other fine arts to music concepts.

R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.

(6.6) Response/evaluation. The student responds to and evaluates music and musical performance.

(6.11) Reading/literary response. The student expresses and supports responses to various types of texts.
 (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].

(6.6)(A) The student is expected to identify criteria for evaluating performances.
 (6.6)(B) The student is expected to evaluate the quality and effectiveness of music and musical performances.

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 6 Music TEKS, continued

M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(6.3) Creative expression/performance. The student reads and writes music notation.

(6.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

(6.11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.

(6.3)(B) The student is expected to use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated).

(A) The student is expected to identify and apply the mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.

(6.4)(A) The student is expected to create rhythmic and melodic phrases.

(C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(6.4)(B) The student is expected to arrange rhythmic and melodic phrases.

W1. The student will, within a given context, produce an effective composition for a specific purpose.

(6.3) Creative expression/performance. The student reads and writes music notation.

(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

(6.3)(B) The student is expected to use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated).

(A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.

S5. The student will demonstrate an understanding of motion, forces, and energy.

(6.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(6.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

IPC(5) Science Concepts. The student knows the effects of waves on everyday life.

(6.1)(A) The student is expected to individually demonstrate characteristic vocal or instrumental timbre.

(A) The student is expected to demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.

(6.2)(A) The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 6 Music TEKS, continued

<p>SS1. The student will demonstrate an understanding of issues and events in U.S. history.</p>	<p>(6.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. (A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.</p>	<p>(6.5)(A) The student is expected to describe aurally-presented music representing diverse styles, periods, and cultures.</p>
<p>SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.</p>	<p>(6.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. (6.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. (D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].</p>	<p>(6.2)(B) The student is expected to perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures. (6.5)(A) The student is expected to describe aurally-presented music representing diverse styles, periods, and cultures. (6.5)(C) The student is expected to perform music representative of diverse cultures, including American and Texas heritage.</p>

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); Grade 10 Science (S); and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 7 Music TEKS

<p>R1. The student will demonstrate a basic understanding of culturally diverse written texts.</p>	<p>(7.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>
<p>(7.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (F) The student is expected to distinguish denotative and connotative meanings.</p>	<p>(7.1)(B) The student is expected to describe intervals, music notation, musical instruments or voices and musical performance, using standard terminology.</p>
<p>R3. The student will use a variety of strategies to analyze culturally diverse written texts.</p>	<p>(7.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (C) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.</p>	<p>(7.5)(A) The student is expected to classify aurally-presented music representative of diverse genres, styles, periods, and cultures. (7.5)(D) The student is expected to identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.</p>
<p>R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.</p>	<p>(7.6) Response/evaluation. The student responds to and evaluates music and musical performance.</p>
<p>(7.11) Reading/literary response. The student expresses and supports responses to various types of texts. (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].</p>	<p>(7.6)(A) The student is expected to design and apply criteria for evaluating the quality and effectiveness of music and musical performances. (7.6)(B) The student is expected to evaluate the quality and effectiveness of personal performances.</p>
<p>M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.</p>	<p>(7.3) Creative expression/performance. The student reads and writes music notation. (7.4) Creative expression/performance. The student creates and arranges music within specified guidelines.</p>
<p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. (A) The student is expected to identify and apply the mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics. (C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>	<p>(7.3)(B) The student is expected to notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated). (7.4)(A) The student is expected to create increasingly complex rhythmic and melodic phrases. (7.4)(B) The student is expected to arrange increasingly complex rhythmic and melodic phrases.</p>

<p>TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); Grade 10 Science (S); and Grade 8 Social Studies (SS). Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).</p>	<p>Grade 7 Music TEKS, continued</p>
<p>W1. The student will, within a given context, produce an effective composition for a specific purpose.</p>	<p>(7.3) Creative expression/performance. The student reads and writes music notation.</p>
<p>(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. (A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.</p>	<p>(7.3)(B) The student is expected to notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated).</p>
<p>S5. The student will demonstrate an understanding of motion, forces, and energy.</p>	<p>(7.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (7.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>
<p>IPC(5) Science Concepts. The student knows the effects of waves on everyday life. (A) The student is expected to demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.</p>	<p>(7.1)(A) The student is expected to individually demonstrate characteristic vocal or instrumental timbre individually and in groups. (7.2)(A) The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</p>
<p>SS1. The student will demonstrate an understanding of issues and events in U.S. history.</p>	<p>(7.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. (A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.</p>	<p>(7.5)(A) The student is expected to classify aurally-presented music representative of diverse genres, styles, periods, and cultures.</p>
<p>SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.</p>	<p>(7.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. (D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].</p>	<p>(7.5)(A) The student is expected to classify aurally-presented music representative of diverse genres, styles, periods, and cultures. (7.5)(C) The student is expected to perform music representative of diverse cultures, including American and Texas heritage.</p>

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 8 Music TEKS

<p>R1. The student will demonstrate a basic understanding of culturally diverse written texts.</p>	<p>(8.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>
<p>(8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (F) The student is expected to distinguish denotative and connotative meanings.</p>	<p>(8.1)(B) The student is expected to describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology.</p>
<p>R3. The student will use a variety of strategies to analyze culturally diverse written texts.</p>	<p>(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (C) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.</p>	<p>(8.5)(A) The student is expected to classify aurally-presented music representing diverse styles, periods, and cultures. (8.5)(D) The student is expected to relate the content, the concepts, and the processes of subjects other than the arts to those of music.</p>
<p>R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.</p>	<p>(8.6) Response/evaluation. The student responds to and evaluates music and musical performance.</p>
<p>(8.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p>	<p>(8.6)(A) The student is expected to design and apply criteria for evaluating the quality and effectiveness of personal performances. (8.6)(B) The student is expected to evaluate the quality and effectiveness of personal musical performances. (8.6)(C) The student is expected to apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</p>

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 8 Music TEKS, continued

M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(8.3) Creative expression/performance. The student reads and writes music notation.

(8.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(8.13) Underlying processes and mathematical tools. The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.

(A) The student is expected to identify and apply the mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.

(C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(8.3)(B) The student is expected to notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated).

(8.4)(A) The student is expected to create complex rhythmic and melodic phrases.

(8.4)(B) The student is expected to arrange complex rhythmic and melodic phrases.

(8.5)(D) The student is expected to relate the content, the concepts, and the processes of subjects other than the arts to those of music.

S5. The student will demonstrate an understanding of motion, forces, and energy.

(8.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

(8.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

IPC(5) Science Concepts. The student knows the effects of waves on everyday life.

(A) The student is expected to demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.

(8.1)(A) The student is expected to individually demonstrate characteristic vocal or instrumental timbre individually and in groups.

(8.2)(A) The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.

SS1. The student will demonstrate an understanding of issues and events in U.S. history.

(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877.

(A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.

(8.5)(A) The student is expected to classify aurally-presented music representative of diverse styles, periods, and cultures.

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 Science (S), and Grade 8 Social Studies (SS).

Science includes TEKS from Biology (B) and Integrated Physics and Chemistry (IPC).

Grade 8 Music TEKS, continued

SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.

(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.
(D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].

(8.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(8.2)(C) The student is expected to perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures.

(8.5)(A) The student is expected to describe aurally-presented music representing diverse styles, periods, and cultures.

(8.5)(C) The student is expected to perform music representative of diverse cultures, including American and Texas heritage.

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), and Grade 8 Social Studies (SS).	Grade 6 Theatre TEKS
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	<p>(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(6.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p> <p>(6.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p>
<p>(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(F) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.</p> <p>(G) The student is expected to recognize and analyze story plot, setting, and problem resolution.</p>	<p>(6.1)(A) The student is expected to develop characterization based on sensory and emotional recall.</p> <p>(6.2)(B) The student is expected to imagine and clearly describe characters, their relationships, and their surroundings.</p> <p>(6.2)(C) The student is expected to select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, heritage, literature, and history.</p> <p>(6.3)(A) The student is expected to define character, environment, action, and theme, using props, costumes, and visual elements collaboratively and safely.</p>
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	<p>(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(6.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p> <p>(6.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(6.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(E) The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.</p>	<p>(6.1)(E) The student is expected to imitate and synthesize life experiences in dramatic play.</p> <p>(6.2)(D) The student is expected to dramatize literary selections in unison, pairs, and groups and incorporate dramatic elements in improvisation</p>
<p>(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of genres.</p> <p>(E) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.</p>	<p>(6.5)(B) The student is expected to develop simple oral and written observations about visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music.</p> <p>(6.5)(C) The student is expected to compare and contrast ideas and emotions depicted in art, dance, music, and theatre and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization.</p>

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), and Grade 8 Social Studies (SS).	Grade 6 Theatre TEKS, continued
<p>R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.</p>	<p>(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(6.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(6.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].</p> <p>(D) The student is expected to connect, compare, and contrast ideas, themes, and issues across text.</p>	<p>(6.1)(C) The student is expected to respond to sounds, music, images, and the written word, incorporating movement.</p> <p>(6.5)(C) The student is expected to compare and contrast ideas and emotions depicted in art, dance, music, and theatre and demonstrate uses of movement, music, or visual elements to enhance classroom dramatizations.</p>
<p>M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.</p>	<p>(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(6.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p>
<p>(6.11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>(A) The student is expected to identify and apply the mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.</p> <p>(B) The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p>(C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>	<p>(6.1)(B) The student is expected to expand body awareness and spatial perceptions, using pantomime.</p> <p>(6.3)(B) The student is expected to alter space appropriately to create suitable environments for play-making.</p>

TAKS/TEKS from Grade 6 Reading (R) and Mathematics (M), Grade 7 Writing (W), and Grade 8 Social Studies (SS).	Grade 6 Theatre TEKS, continued
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(6.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (6.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.	(6.1)(F) The student is expected to create environments, characters, and actions. (6.5)(B) The student is expected to develop simple oral and written observations about visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(6.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. (D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].	(6.4)(A) The student is expected to demonstrate in dramatic activities that theatre is a reflection of life.
(8.29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. (C) The student is expected to identify examples of how industrialization changed life in the United States.	(6.4)(B) The student is expected to explain the role of theatre, film, television, and electronic media in American society.

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); and Grade 8 Social Studies (SS).

Grade 7 Theatre TEKS

R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.

(7.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

(7.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

(7.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

(F) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.

(G) The student is expected to recognize and analyze story plot, setting, and problem resolution.

(7.1)(A) The student is expected to develop characterization, using sensory and emotional recall.

(7.1)(E) The student is expected to compare and contrast dramatic performances to life.

(7.2)(B) The student is expected to define characters by what they do, what they say, and what others say about them.

(7.2)(C) The student is expected to select movements and dialogue to portray a character appropriately.

(7.3)(A) The student is expected to determine specific technical elements to safely provide setting and to support character and action in improvised and scripted scenes.

R3. The student will use a variety of strategies to analyze culturally diverse written texts.

(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.

(7.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

(7.10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.

(I) The student is expected to find similarities and differences across texts such as in treatment, scope, or organization.

(7.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions.

(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of genres.

(C) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.

(7.4)(B) The student is expected to identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explain the influences of theatre, film, and television in daily American life.

(7.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions.

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); and Grade 8 Social Studies (SS).

Grade 7 Theatre TEKS, continued

<p>R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.</p>	<p>(7.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(7.11) Reading/literary response. The student expresses and supports responses to various types of texts. (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences]. (D) The student is expected to connect, compare, and contrast ideas, themes, and issues across text.</p>	<p>(7.5)(B) The student is expected to evaluate the effectiveness of selected film and television performances. (7.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions.</p>
<p>M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.</p>	<p>(7.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (7.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p>
<p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify and apply the mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics. (B) The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. (C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>	<p>(7.1)(C) The student is expected to create expressive and rhythmic movements. (7.3)(B) The student is expected to create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.</p>
<p>W1. The student will, within a given context, produce an effective composition for a specific purpose.</p>	<p>(7.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p>
<p>(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.</p>	<p>(7.2)(D) The student is expected to create and improvise collaboratively and individually stories that have a beginning (exposition), middle (climax), and ending (denouement, resolution).</p>

TAKS/TEKS from Grade 7 Reading (R), Mathematics (M), and Writing (W); and Grade 8 Social Studies (SS).

Grade 7 Theatre TEKS, continued

<p>SS1. The student will demonstrate an understanding of issues and events in U.S. history.</p>	<p>(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.</p>
<p>(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. (A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.</p>	<p>(7.4)(A) The student is expected to demonstrate in performances that theatre is a reflection of life in particular times, places, and cultures.</p>
<p>SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.</p>	<p>(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.</p>
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. (D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].</p>	<p>(7.4)(A) The student is expected to demonstrate in performances that theatre is a reflection of life in particular times, places, and cultures.</p>
<p>(8.29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. (C) The student is expected to identify examples of how industrialization changed life in the United States.</p>	<p>(7.4)(B) The student is expected to identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explain the influences of theatre, film, and television in daily American life.</p>

<p>TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 English Language Arts (ELA) and Science (S), and Grade 8 Social Studies (SS).</p>	<p>Grade 8 Theatre TEKS</p>
<p>R2.The student will apply knowledge of literary elements to understand culturally diverse written texts.</p>	<p>(8.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p> <p>(8.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p> <p>(8.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (F) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (G) The student is expected to recognize and analyze story plot, setting, and problem resolution.</p>	<p>(8.2)(B) The student is expected to analyze life interactions, choices, and responses to describe character motivation.</p> <p>(8.3)(A) The student is expected to select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions.</p> <p>(8.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or theatre.</p>
<p>R3. The student will use a variety of strategies to analyze culturally diverse written texts.</p>	<p>(8.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(8.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.</p> <p>(8.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. (I) The student is expected to find similarities and differences across texts such as in treatment, scope, or organization.</p>	<p>(8.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or theatre.</p>
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of genres. (C) The student is expected to compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants.</p>	<p>(8.1)(E) The student is expected to compare dramatic performances to life.</p> <p>(8.4)(A) The student is expected to demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.</p> <p>(8.4)(B) The student is expected to define theatre heritage as it is preserved in dramatic text, traditions, and conventions and describe the roles of theatre, film, television, and electronic media in American society.</p>

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 English Language Arts (ELA) and Science (S), and Grade 8 Social Studies (SS).

Grade 8 Theatre TEKS, continued

R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.

(8.11) Reading/literary response. The student expresses and supports responses to various types of texts.
 (C) The student is expected to support responses by referring to relevant aspects of text [and his/her own experiences].
 (D) The student is expected to connect, compare, and contrast ideas, themes, and issues across text.

M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(8.14) Underlying processes and mathematical tools. The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigation in other disciplines, and activities in and outside of school.
 (A) The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.
 (B) The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
 (C) The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(8.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

(8.5)(B) The student is expected to define the terminology and process of evaluation (intent, structure, effectiveness, value) and apply this process to performances, using appropriate theatre vocabulary.
 (8.5)(C) The student is expected to identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or theatre.

(8.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(8.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(8.1)(C) The student is expected to create expressive movement and pantomime to define space and characters.
 (8.3)(B) The student is expected to create elements of scenery, properties, lighting, sound, costume, makeup, and publicity, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, and expression).

TAKS/TEKS from Grade 8 Reading (R) and Mathematics (M), Grade 10 English Language Arts (ELA) and Science (S), and Grade 8 Social Studies (SS).	Grade 8 Theatre TEKS, continued
ELA4. The student will, within a given context, produce an effective composition for a specific purpose.	(8.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (8.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.
(I) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. (C) The student is expected to organize ideas in writing to ensure coherence, logical progression, and support for ideas.	(8.1)(F) The student is expected to create setting, character, and plot in improvised and scripted scenes. (8.2)(D) The student is expected to create, improvise, and record individually and collaboratively characters, setting, dialogue, and actions that have tension and suspense and that reflect a beginning (exposition), middle (climax), and ending (denouement).
S5. The student will demonstrate an understanding of motion, forces, and energy.	(8.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
IPC5. Science concepts. The student knows the effects of waves on everyday life. (A) The student is expected to demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.	(8.3)(B) The student is expected to create elements of scenery, properties, lighting, sound, costume, makeup, and publicity, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, and expression).
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(8.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. (A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.	(8.4)(A) The student is expected to demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(8.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. (D) The student is expected to analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity].	(8.4)(A) The student is expected to demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.
(8.29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. (C) The student is expected to identify examples of how industrialization changed life in the United States.	(8.4)(B) The student is expected to define theatre heritage as it is preserved in dramatic text, traditions, and conventions and describe the roles of theatre, film, television, and electronic media in American society.