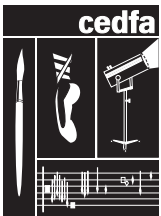


Content Connections

Elementary School Art, Music, and Theatre



center for educator development in fine arts



<http://www.cedfa.org>

Content Connections

Elementary School Art, Music, and Theatre

Though learning in the fine arts is important in and of itself, standards-based fine arts instruction also provides a viable means for students to develop and enhance learning in the foundation content areas of reading/language arts, mathematics, social studies, and science. The Texas Essential Knowledge and Skills (TEKS) in the fine arts include many of the same concepts and skills as the TEKS in other content areas. Though the Fine Arts TEKS are not tested in the Texas Assessment of Knowledge and Skills (TAKS) as part of the state accountability system, the Fine Arts TEKS can be used to help students learn the skills and content that are assessed in the foundation areas.

The Center for Educator Development in Fine Arts (CEDFA) has developed this packet as a basis for discussion between fine arts teachers, foundation area educators, and administrators. For each grade level and fine arts content area, a side-by-side chart aligns TAKS objectives and TEKS from the assessed areas with some examples of the Fine Arts TEKS that can be taught in such a way as to 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 based on district curriculum and teacher choice.

For example, the Grade 5 Science TAKS Objective 3 includes:

- (5.8) Science concepts. The student knows that energy occurs in many forms.
- (D) The student is expected to verify that vibrating an object can produce sound.

Music, Grade 3 (3.1)(A) in the TEKS states:

The student is expected to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.

An additional use of this document is for the Professional Development and Appraisal System (PDAS). As required in Domain VIII of the PDAS, Texas fine arts teachers who are teaching the TEKS in their respective content areas are also helping students learn important skills that they must demonstrate on the 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.

Through understanding how the Fine Arts TEKS relates to the TAKS objectives, a music teacher who is helping students learn about sound can also help students learn skills that will help them demonstrate TAKS science 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://www.cedfa.org>**

**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>**

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TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), and Grade 5 Science (S).	Kindergarten Art TEKS
R4. The student will apply critical-thinking skills to analyze culturally diverse written text.	(K.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (F) The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.	(K.3)(A) The student is expected to identify simple subjects expressed in artworks.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(K.3)(B) The student is expected to share ideas about personal artworks and the work of others, demonstrating respect for differing opinions.
M3. The student will demonstrate an understanding of geometry and spatial reasoning.	(K.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. (A) The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.	(K.1)(B) The student is expected to identify colors, textures, forms, and subjects in the environment.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(K.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(4.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.	(K.2)(A) The student is expected to create artworks, using a variety of colors, forms, and lines. (K.2)(B) The student is expected to arrange forms intuitively to create artworks.
(4.16) Writing/penmanship/capitalization/ punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (A) The student is expected to write legibly by selecting cursive or manuscript as appropriate.	(K.2)(C) The student is expected to develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.
S1. The student will demonstrate an understanding of the nature of science.	(K.1) Perception. The student develops and organizes ideas from the environment.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring. (D) The student is expected to communicate valid conclusions.	(K.1)(A) The student is expected to glean information from the environment, using the five senses. (K.1)(B) The student is expected to identify colors, textures, forms, and subjects in the environment.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), and Grade 5 Science (S).	Grade 1 Art TEKS
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(1.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. (1.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (F) The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.	(1.3)(A) The student is expected to identify simple ideas expressed in artworks through different media.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(1.4)(A) The student is expected to express ideas about personal artworks. (1.4)(B) The student is expected to express ideas about original artworks, portfolios, and exhibitions by peers and others.
M3. The student will demonstrate an understanding of geometry and spatial reasoning.	(1.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. (A) The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.	(1.1)(B) The student is expected to identify color, texture, form, line, and emphasis in nature and in the human-made environment.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(1.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(4.15) 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, develop, reflect on ideas, and to problem solve.	(1.2)(A) The student is expected to invent images that combine a variety of colors, forms, and lines. (1.2)(B) The student is expected to place forms in orderly arrangements to create designs.
(4.16) Writing/penmanship/capitalization/ punctuation. The student selects and uses writing processes for self-initiated and assigned writing.	(1.2)(C) The student is expected to increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
S1. The student will demonstrate an understanding of the nature of science.	(1.1) Perception. The student develops and organizes ideas from the environment.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring. (D) The student is expected to communicate valid conclusions.	(1.1)(A) The student is expected to identify similarities, differences, and variations among subjects, using the senses. (1.1)(B) The student is expected to identify color, texture, form, line, and emphasis in nature and in the human-made environment.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), and Grade 5 Science (S).	Grade 2 Art TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(2.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. (D) The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words].	(2.1)(B) The student is expected to identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(2.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. (2.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (F) The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.	(2.3)(A) The student is expected to identify stories and constructions in a variety of artworks.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(2.3)(B) The student is expected to compare ways individuals and families are depicted in different artworks. (2.4)(A) The student is expected to define reasons for preferences in personal artworks. (2.4)(B) The student is expected to identify ideas in original artworks, portfolios, and exhibitions by peers and artists.
M3. The student will demonstrate an understanding of geometry and spatial reasoning.	(2.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. (A) The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.	(2.1)(B) The student is expected to identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(2.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(4.15) 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, develop, reflect on ideas, and to problem solve.	(2.2)(A) The student is expected to express ideas and feelings in artworks, using a variety of colors, forms, and lines. (2.2)(B) The student is expected to create effective compositions, using design elements and principles.
S1. The student will demonstrate an understanding of the nature of science.	(2.1) Perception. The student develops and organizes ideas from the environment.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring. (D) The student is expected to communicate valid conclusions.	(2.1)(A) The student is expected to identify variations in objects and subjects from the environment, using the senses.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Art TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(3.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. (D) The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words].	(3.1)(B) The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(3.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(3.4)(A) The student is expected to identify general intent and expressive qualities in personal artworks. (3.4)(B) The student is expected to apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.
M3. The student will demonstrate an understanding of geometry and spatial reasoning.	(3.1) Perception. The student develops and organizes ideas from the environment.
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. (A) The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.	(3.1)(B) The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. (A) The student is expected to identify congruent shapes. (C) The student is expected to identify lines of symmetry in shapes.	(3.1)(B) The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(3.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(4.15) 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, develop, reflect on ideas, and to problem solve.	(3.2)(A) The student is expected to create artworks based on personal observations and experiences. (3.2)(B) The student is expected to develop a variety of effective compositions, using design skills.
S1. The student will demonstrate an understanding of the nature of science.	(3.1) Perception. The student develops and organizes ideas from the environment.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring. (D) The student is expected to communicate valid conclusions.	(3.1)(A) The student is expected to identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Art TEKS, continued
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(3.3) 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 religious 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>(3.3)(A) The student is expected to compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions.</p> <p>(3.3)(B) The student is expected to compare selected artworks from different cultures.</p>

TAKS/TEKS from Grade 4 Reading (R), Mathematics (M), and Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).

Grade 4 Art TEKS

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

(4.1) Perception. The student develops and organizes ideas from the environment.
(4.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.
 (B) The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.

(4.1)(B) The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.
 (F) The student is expected to determine a text’s main (or major) ideas and how those ideas are supported with details.

(4.3)(A) The student is expected to identify simple main ideas expressed in art.

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

(4.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.
(4.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

(4.11) 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.

(4.3)(B) The student is expected to compare and contrast selected artworks from a variety of cultural settings.
 (4.4)(A) The student is expected to describe intent and form conclusions about personal artworks.
 (4.4)(B) The student is expected to interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

M3. The student will demonstrate an understanding of geometry and spatial reasoning.

(4.1) Perception. The student develops and organizes ideas from the environment.

(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.
 (A) The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent.
 (C) The student is expected to use reflections to verify that a shape has symmetry.

(4.1)(B) The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

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

(4.1) Perception. The student develops and organizes ideas from the environment.
(4.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

(4.15) 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.

(4.1)(A) The student is expected to communicate ideas about self, family, school, and community, using sensory knowledge and life experiences.
 (4.2)(A) The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks.

TAKS/TEKS from Grade 4 Reading (R), Mathematics (M), and Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).	Grade 4 Art TEKS, continued
S1. The student will demonstrate an understanding of the nature of science.	(4.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(3.1, 4.1, 5.1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate ethical practices. (A) The student is expected to demonstrate safe practices during field and laboratory investigations.	(4.2)(C) The student is expected to invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.
S3. The student will demonstrate an understanding of the physical sciences.	(4.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(5.8) Science concepts. The student knows that energy occurs in many forms. (B) The student is expected to identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.	(4.2)(C) The student is expected to invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(4.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.
(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]. (E) The student is expected to identify the political, social, and economic contributions of women to American society.	(4.3)(B) The student is expected to compare and contrast selected artworks from a variety of cultural settings. (4.3)(C) The student is expected to identify the roles of art in American society.

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), Grade 7 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).

Grade 5 Art TEKS

R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(5.1) Perception. The student develops and organizes ideas from the environment.
(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (B) The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.	(5.1)(B) The student is expected to identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(5.4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.
(5.11) 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].	(5.4)(A) The student is expected to analyze personal artworks to interpret meaning. (5.4)(B) The student is expected to analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.
M5. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(5.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations.	(5.2)(B) The student is expected to compare relationships between design and everyday life.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(5.1) Perception. The student develops and organizes ideas from the environment. (5.2) 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.	(5.1)(A) The student is expected to communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences. (5.2)(A) The student is expected to combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
S1. The student will demonstrate an understanding of the nature of science.	(5.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(3.1, 4.1, 5.1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate ethical practices. (A) The student is expected to demonstrate safe practices during field and laboratory investigations.	(5.2)(C) The student is expected to create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), Grade 7 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 5 Art TEKS, continued
S3. The student will demonstrate an understanding of the physical sciences.	(5.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.
(8.8) Science concepts. The student knows that energy occurs in many forms. (B) The student is expected to identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.	(5.2)(C) The student is expected to create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(5.3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17 th , 18 th , and 19 th 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.	(5.3)(A) The student is expected to compare artworks from several national periods, identifying similarities and differences. (5.3)(B) The student is expected to compare cultural themes honoring history and traditions in American and other artworks.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Kindergarten Music TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(K.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(3.5) Reading/word identification. The student uses a variety of word identification strategies. (E) The student is expected to use knowledge of word order (syntax) and context to support word identification and confirm word meaning.	(K.1)(A) The student is expected to identify the difference between the singing and speaking voice. (K.1)(B) The student is expected to identify the timbre of adult voices and instruments.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(K.3) Historical/cultural heritage. The student relates music to history, to society, and to culture. (K.4) Response/evaluation. The student responds to and evaluates music and musical performance.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (C) The student is expected to select or develop an appropriate problem-solving strategy, 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.	(K.3)(B) The student is expected to identify simple relationships between music and other subjects. (K.4)(A) The student is expected to identify steady beat in musical performances. (K.4)(B) The student is expected to identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.
S3. The student will demonstrate an understanding of the physical sciences.	(K.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.	(K.1)(A) The student is expected to identify the difference between the singing and speaking voice. (K.1)(B) The student is expected to identify the timbre of adult voices and instruments.
(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.	(K.1)(A) The student is expected to identify the difference between the singing and speaking voice. (K.1)(B) The student is expected to identify the timbre of adult voices and instruments.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(K.2) Creative expression/performance. The student performs a varied repertoire of music. (K.3) Historical/cultural heritage. The student relates music to history, to society, and to 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].	(K.2)(B) The student is expected to sing songs from diverse cultures and styles or play such songs on musical instruments. (K.3)(A) The student is expected to sing songs and play musical games from different cultures.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 1 Music TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(1.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (1.3) Creative expression/performance. The student reads and writes music notation.
(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. (B) The student is expected to read from a variety of genres [for pleasure and] to acquire information [from print and electronic sources].	(1.3)(A) The student is expected to read simple examples of music notation.
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. (D) The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words].	(1.1)(B) The student is expected to use basic music terminology in describing musical sounds.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(1.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (1.4) Creative expression/performance. The student creates and arranges music within specified guidelines. (1.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. (1.6) Response/evaluation. The student responds to and evaluates music and musical performance.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (C) The student is expected to select or develop an appropriate problem-solving strategy, 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.	(1.1)(C) The student is expected to identify repetition and contrast in music examples. (1.4)(A) The student is expected to create short rhythmic patterns. (1.4)(B) The student is expected to create short melodic patterns. (1.5)(B) The student is expected to identify simple relationships between music and other subjects. (1.6)(A) The student is expected to distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(1.3) Creative expression/performance. The student performs a varied repertoire of music.
(4.15) 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.	(1.3)(B) The student is expected to write simple examples of music notation.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 1 Music TEKS, continued
S3. The student will demonstrate an understanding of the physical sciences.	(1.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.	(1.1)(A) The student is expected to identify voices and selected instruments from various musical families.
(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.	(1.1)(A) The student is expected to identify voices and selected instruments from various musical families.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(1.2) The student performs a varied repertoire of music. (1.5) Historical/cultural heritage. The student relates music to history, to society, and to 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].	(1.2)(B) The student is expected to sing songs from diverse cultures and styles or play such songs on musical instruments. (1.5)(A) The student is expected to sing songs and play musical games from different cultures.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 2 Music TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(2.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (2.3) Creative expression/performance. The student reads and writes music notation.
(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. (B) The student is expected to read from a variety of genres [for pleasure and] to acquire information [from print and electronic sources].	(2.3)(A) The student is expected to read and write simple music notation, using a system (letters, numbers, syllables). (2.3)(B) The student is expected to read and write music that incorporates basic rhythmic patterns in simple meters.
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. (D) The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words].	(2.1)(B) The student is expected to use music terminology to explain sounds and performances.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(2.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (2.4) Creative expression/performance. The student creates and arranges music within specified guidelines. (2.6) Response/evaluation. The student responds to and evaluates music and musical performance.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (C) The student is expected to select or develop an appropriate problem-solving strategy, 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.	(2.1)(C) The student is expected to identify music forms such as AB and ABA. (2.4)(A) The student is expected to create rhythmic phrases. (2.4)(B) The student is expected to create melodic phrases. (2.5)(C) The student is expected to identify relationships between music and other subjects. (2.6)(A) The student is expected to distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(2.3) Creative expression/performance. The student reads and writes music notation. (2.4) Creative expression/performance. The student creates and arranges music within specified guidelines.
(4.15) 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.	(2.3)(A) The student is expected to read and write simple music notation, using a system (letters, numbers, syllables). (2.3)(B) The student is expected to read and write music that incorporates basic rhythmic patterns in simple meters. (2.4)(A) The student is expected to create rhythmic phrases. (2.4)(B) The student is expected to create melodic phrases.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 2 Music TEKS, continued
S3. The student will demonstrate an understanding of the physical sciences.	(2.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.	(2.1)(A) The student is expected to identify instruments visually and aurally.
(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.	(2.1)(A) The student is expected to identify instruments visually and aurally.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(2.5) 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.	(2.5)(A) The student is expected to identify music from various periods of history and culture.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(2.2) The student performs a varied repertoire of music. (2.5) Historical/cultural heritage. The student relates music to history, to society, and to 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].	(2.2)(B) The student is expected to sing songs from diverse cultures and styles or play such songs on a musical instrument. (2.5)(A) The student is expected to identify music from various periods of history and culture. (2.5)(B) The student is expected to sing songs and play musical games from diverse cultures.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Music TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(3.3) Creative expression/performance. The student reads and writes music notation.
<p>(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(B) The student is expected to read from a variety of genres [for pleasure and] to acquire information [from print and electronic sources].</p>	<p>(3.3)(A) The student is expected to read music notation, using a system (letters, numbers, syllables).</p> <p>(3.3)(C) The student is expected to read and write music that incorporates basic rhythmic patterns in simple meters.</p> <p>(3.3)(D) The student is expected to identify music symbols and terms referring to dynamics and tempo.</p>
<p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(D) The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words].</p>	<p>(3.1)(B) The student is expected to use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances.</p>
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(3.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(C) The student is expected to recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts.</p>	<p>(3.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(3.6) Response/evaluation. The student responds to and evaluates music and musical performance.
<p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(C) The student is expected to support interpretations or conclusions with examples drawn from text.</p>	<p>(3.6)(A) The student is expected to define basic criteria for evaluating musical performances.</p>
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	<p>(3.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p> <p>(3.3) Creative expression/performance. The student reads and writes music notation.</p> <p>(3.4) Creative expression/performance. The student creates and arranges music within specified guidelines.</p> <p>(3.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.</p>
<p>(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>(A) The student is expected to identify the mathematics in everyday situations.</p> <p>(C) The student is expected to select or develop an appropriate problem-solving strategy, 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>(3.1)(C) The student is expected to identify music forms presented aurally such as AB, ABA, and rondo.</p> <p>(3.3)(C) The student is expected to read and write music that incorporates basic rhythmic patterns in simple meters.</p> <p>(3.4)(A) The student is expected to create rhythmic phrases.</p> <p>(3.4)(B) The student is expected to create melodic phrases.</p> <p>(3.5)(C) The student is expected to describe relationships between music and other subjects.</p>

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Music TEKS, continued
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(3.3) Creative expression/performance. The student reads and writes music notation.
(4.15) 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.	(3.3)(B) The student is expected to write music notation, using a system (letters, numbers, syllables).
S3. The student will demonstrate an understanding of the physical sciences.	(3.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.	(3.1)(A) The student is expected to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.
(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.	(3.1)(A) The student is expected to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(3.5) 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.	(3.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(3.2) Creative expression/performance. The student performs a varied repertoire of music. (3.5) Historical/cultural heritage. The student relates music to history, to society, and to 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].	(3.2)(B) The student is expected to sing songs from diverse cultures and styles or play such songs on a musical instrument. (3.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures. (3.5)(B) The student is expected to perform songs and musical games from diverse cultures.

TAKS/TEKS from Grade 4 Reading (R), Mathematics (M), and Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).

Grade 4 Music TEKS

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

(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.
(B) The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.

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

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

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

(4.11) 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].

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

(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
(A) The student is expected to identify the mathematics in everyday situations.
(C) The student is expected to select or develop an appropriate problem-solving strategy, 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.

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

(4.1)(B) The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.

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

(4.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

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

(4.6)(A) The student is expected to apply basic criteria in evaluating musical performances and compositions.
(4.6)(B) The student is expected to justify, using music terminology, personal preferences for specific music works and styles.

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

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

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

(4.1)(C) The student is expected to identify music forms presented aurally such as AB, ABA, and rondo.
(4.3)(B) The student is expected to incorporate basic rhythmic patterns in simple meters in musical compositions.
(4.3)(C) The student is expected to identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.
(4.4)(A) The student is expected to create rhythmic and melodic phrases.
(4.4)(B) The student is expected to create simple accompaniments.

TAKS/TEKS from Grade 4 Reading (R), Mathematics (M), and Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).

Grade 4 Music TEKS, continued

<p>W1. The student will, within a given context, produce an effective composition for a specific purpose.</p>	<p>(4.3) Creative expression/performance. The student reads and writes music notation.</p>
<p>(4.15) 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>(4.3)(A) The student is expected to read and write music notation, using a system (letters, numbers, syllables).</p>
<p>S3. The student will demonstrate an understanding of the physical sciences.</p>	<p>(4.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>
<p>(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.</p>	<p>(4.1)(A) The student is expected to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures.</p>
<p>(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.</p>	<p>(4.1)(A) The student is expected to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures.</p>
<p>SS1. The student will demonstrate an understanding of issues and events in U.S. history.</p>	<p>(4.5) 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>(4.5)(A) The student is expected to identify aurally-presented excerpts of music representing 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>(4.2) Creative expression/performance. The student performs a varied repertoire of music. (4.5) 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>(4.2)(B) The student is expected to sing songs from diverse cultures and styles or play such songs on a musical instrument. (4.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures. (4.5)(B) The student is expected to perform music and movement from diverse cultures. (4.5)(C) The student is expected to perform music representative of American and Texas heritage.</p>

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), Grade 7 Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).	Grade 5 Music TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. (B) The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.	(5.1)(B) The student is expected to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(5.5) Historical/cultural heritage. The student relates music to history, to society, and to culture.
(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (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.	(5.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(5.6) Response/evaluation. The student responds to and evaluates music and musical performance.
(5.11) 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].	(5.6)(A) The student is expected to apply criteria in evaluating musical performances and compositions. (5.6)(B) The student is expected to evaluate, using music terminology, personal preferences for specific music works and styles.
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. (5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. (5.3) Creative expression/performance. The student reads and writes music notation. (5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (C) The student is expected to select or develop an appropriate problem-solving strategy, 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.	(5.1)(C) The student is expected to identify a variety of music forms such as AB, ABA, rondo, and theme and variations. (5.2)(A) The student is expected to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques. (5.3)(C) The student is expected to read and write music that incorporates rhythmic patterns in various meters. (5.4)(A) The student is expected to create rhythmic and melodic phrases. (5.4) (B) The student is expected to create/arrange simple accompaniments.

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), Grade 7 Writing (W); Grade 5 Science (S); and Grade 8 Social Studies (SS).	Grade 5 Music TEKS, continued
W1. The student will, within a given context, produce an effective composition for a specific purpose.	(5.3) 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. (A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.	(5.3)(B) The student is expected to use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated). (5.3)(C) The student is expected to read and write music that incorporates rhythmic patterns in various meters.
S3. The student will demonstrate an understanding of the physical sciences.	(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
(5.7) Science concepts. The student knows that matter has physical properties. (A) The student is expected to classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.	(5.1)(A) The student is expected to distinguish among a variety of musical timbres.
(5.8) Science concepts. The student knows that energy occurs in many forms. (D) The student is expected to verify that vibrating an object can produce sound.	(5.1)(A) The student is expected to distinguish among a variety of musical timbres.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(5.5) 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.	(5.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. (5.5) Historical/cultural heritage. The student relates music to history, to society, and to 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].	(5.2)(B) The student is expected to perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures. (5.5)(A) The student is expected to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures. (5.5)(C) The student is expected to perform music and movement from diverse cultures. (5.5)(D) The student is expected to perform music representative of American and Texas heritage.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Kindergarten Theatre TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(K.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(3.5) Reading/word identification. The student uses a variety of word identification strategies. (D) The student is expected to use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words.	(K.1)(C) The student is expected to imitate sounds.
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	(K.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. (H) The student is expected to analyze characters, including their traits, feelings, relationships, and changes. (I) The student is expected to identify the importance of the setting to a story's meaning. (J) The student is expected to recognize the story problem(s) or plot.	(K.2)(B) The student is expected to assume roles through imitation and recreation. (K.2)(C) The student is expected to identify the characteristics of dramatic play. (K.3)(B) The student is expected to create costumes, using simple materials. (K.3)(C) The student is expected to plan dramatic play.
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(K.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (C) The student is expected to retell [or act out] the order of important events in stories.	(K.4)(A) The student is expected to play and replay real and imaginative situations of various cultures. (K.4)(B) The student is expected to play and replay stories from American history.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(K.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(K.5)(B) The student is expected to respond to dramatic activities.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 4 Writing (W), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Kindergarten Theatre TEKS, continued
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(K.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (K.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (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, 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.	(K.1)(B) The student is expected to explore space, using expressive movement. (K.3)(A) The student is expected to create playing space, using simple materials.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(K.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.	(K.4)(B) The student is expected to play and replay stories from American history.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(K.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].	(K.4)(A) The student is expected to play and replay real and imaginative situations of various cultures.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M) and Grade 8 Social Studies (SS).	Grade 1 Theatre TEKS
R1. The student will demonstrate a basic understanding of culturally diverse written texts.	(1.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (1.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.
(3.5) Reading/word identification. The student uses a variety of word identification strategies. (D) The student is expected to use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words.	(1.1)(C) The student is expected to imitate actions and sounds.
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	(1.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. (1.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. (H) The student is expected to analyze characters, including their traits, feelings, relationships, and changes. (I) The student is expected to identify the importance of the setting to a story's meaning. (J) The student is expected to recognize the story problem(s) or plot.	(1.2)(B) The student is expected to assume roles through imitation. (1.3)(A) The student is expected to select aspects of the environment for use in dramatic play. (1.3)(B) The student is expected to adapt the environment for dramatic play, using simple materials. (1.3)(C) The student is expected to plan dramatic play.
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(1.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. (1.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (C) The student is expected to retell [or act out] the order of important events in stories.	(1.2)(C) The student is expected to dramatize limited-action stories. (1.2)(D) The student is expected to dramatize poems and songs. (1.4)(A) The student is expected to imitate life experiences from various historical periods in dramatic play.
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. (C) The student is expected to recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts.	(1.2)(D) The student is expected to dramatize poems and songs.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(1.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(1.5)(B) The student is expected to respond to and begin to evaluate dramatic activities.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M) and Grade 8 Social Studies (SS).	Grade 1 Theatre TEKS, continued
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(1.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (1.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (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, 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.	(1.1)(B) The student is expected to develop spatial awareness in dramatic play, using expressive and rhythmic movement. (1.3)(B) The student is expected to adapt the environment for dramatic play, using simple materials.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(1.4) 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.	(1.4)(A) The student is expected to imitate life experiences from various historical periods in dramatic play.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(1.4) 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].	(1.4)(B) The student is expected to identify diverse cultural dimensions in dramatic play.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 2 Theatre TEKS
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	<p>(2.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(2.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p> <p>(2.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p>
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(H) The student is expected to analyze characters, including their traits, feelings, relationships, and changes.</p> <p>(I) The student is expected to identify the importance of the setting to a story's meaning.</p> <p>(J) The student is expected to recognize the story problem(s) or plot.</p>	<p>(2.1)(C) The student is expected to participate in dramatic play, using actions, sounds, and dialogue.</p> <p>(2.2)(B) The student is expected to role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.</p> <p>(2.2)(C) The student is expected to create dramatizations of limited-action stories, using simple pantomime and puppetry.</p> <p>(2.2)(D) The student is expected to dramatize poems and songs, using simple pantomime and puppetry.</p> <p>(2.3)(A) The student is expected to select aspects of the environment for use in dramatic play.</p> <p>(2.3)(B) The student is expected to adapt the environment for dramatic play, using simple materials.</p> <p>(2.3)(C) The student is expected to plan dramatic play.</p>
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	<p>(2.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p> <p>(2.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.</p>
<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(C) The student is expected to retell [or act out] the order of important events in stories.</p>	<p>(2.1)(D) The student is expected to role-play, imitate, and recreate dialogue.</p> <p>(2.4)(A) The student is expected to imitate life experiences from various historical periods in dramatic play.</p>
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(C) The student is expected to recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts.</p>	<p>(2.2)(D) The student is expected to dramatize poems and songs, using simple pantomime and puppetry.</p>
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	<p>(2.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.</p>
<p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(C) The student is expected to support interpretations or conclusions with examples drawn from text.</p>	<p>(2.5)(B) The student is expected to react to and begin to evaluate dramatic activities.</p>

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 2 Theatre TEKS, continued
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(2.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (2.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (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, 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.	(2.1)(B) The student is expected to expand spatial awareness in dramatic play, using expressive and rhythmic movement. (2.3)(B) The student is expected to adapt the environment for dramatic play, using simple materials.
S1. The student will demonstrate an understanding of the natural sciences.	(2.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring.	(2.1)(A) The student is expected to react to sensory experiences.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(2.4) 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.	(2.4)(A) The student is expected to imitate life experiences from various historical periods in dramatic play.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(2.4) 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].	(2.4)(B) The student is expected to identify diverse cultural dimensions in dramatic play.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Theatre TEKS
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	(3.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (3.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. (3.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. (H) The student is expected to analyze characters, including their traits, feelings, relationships, and changes. (I) The student is expected to identify the importance of the setting to a story's meaning. (J) The student is expected to recognize the story problem(s) or plot.	(3.1)(A) The student is expected to react to sensory and emotional experiences. (3.1)(C) The student is expected to respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue. (3.1)(D) The student is expected to reflect the environment, portray character, and demonstrate actions in classroom dramatizations. (3.2)(B) The student is expected to participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization. (3.3)(A) The student is expected to identify technical theatre elements. (3.3)(B) The student is expected to begin to use simple technical theatre elements. (3.3)(C) The student is expected to plan dramatic play.
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(3.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. (C) The student is expected to retell [or act out] the order of important events in stories.	(3.4)(A) The student is expected to illustrate similarities and differences in life and theatre through dramatic play.
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. (C) The student is expected to recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts.	(3.2)(C) The student is expected to dramatize literary selections, using shadow play and puppetry. (3.2)(D) The student is expected to dramatize literary selections, using shadow play and puppetry.
R4. The student will apply critical-thinking skills to analyze culturally diverse written texts.	(3.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
(3.10) Reading/literary response. The student responds to various texts. (C) The student is expected to support interpretations or conclusions with examples drawn from text.	(3.5)(B) The student is expected to evaluate simple dramatic activities and performances.

TAKS/TEKS from Grade 3 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 3 Theatre TEKS, continued
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(3.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (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, 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.	(3.1)(B) The student is expected to create playing space, using expressive and rhythmic movement.
S1. The student will demonstrate an understanding of the natural sciences.	(3.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring.	(3.1)(A) The student is expected to react to sensory and emotional experiences.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(3.4) 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.	(3.4)(B) The student is expected to reflect historical and diverse cultural influences in dramatic activity.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(3.4) 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].	(3.4)(B) The student is expected to reflect historical and diverse cultural influences in dramatic activity.

TAKS/TEKS from Grade 4 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 4 Theatre TEKS
R2. The student will apply knowledge of literary elements to understand culturally diverse written texts.	(4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (4.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. (4.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (H) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (I) The student is expected to recognize and analyze story plot, setting, and problem resolution.	(4.1)(F) The student is expected to represent environment, characterization, and actions. (4.2)(B) The student is expected to describe clearly characters, their relationships, and their surroundings. (4.2)(C) The student is expected to develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history. (4.3)(A) The student is expected to demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme. (4.3)(C) The student is expected to plan brief dramatizations collaboratively.
R3. The student will use a variety of strategies to analyze culturally diverse written texts.	(4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (4.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. (4.4) Historical/cultural heritage. The student relates theatre to history, society, and culture. (4.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. (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.	(4.1)(E) The student is expected to imitate and synthesize life experiences in dramatic play. (4.2)(D) The student is expected to dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). (A) The student is expected to judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”. (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.	(4.4)(A) The student is expected to explain theatre as a reflection of life in particular times, places, and cultures. (4.5)(B) The student is expected to define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music. (4.5)(C) The student is expected to compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations.

TAKS/TEKS from Grade 4 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 4 Theatre TEKS, continued
M6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. (4.2) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) The student is expected to identify the mathematics in everyday situations. (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, 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.	(4.1)(B) The student is expected to develop body awareness and spatial perceptions, using rhythmic and expressive movement. (4.3)(B) The student is expected to alter space to create suitable environments for play-making.
S1. The student will demonstrate an understanding of the natural sciences.	(4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations. (B) The student is expected to collect information by observing and measuring.	(4.1)(A) The student is expected to relate sensory and emotional responses to theatre.
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(4.4) 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.	(4.4)(A) The student is expected to explain theatre as a reflection of life in particular times, places, and cultures.

TAKS/TEKS from Grade 4 Reading (R) and Mathematics (M), Grade 5 Science (S), and Grade 8 Social Studies (SS).	Grade 4 Theatre TEKS, continued
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(4.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
<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.</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>(4.4)(A) The student is expected to explain theatre as 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.</p> <p>(C) The student is expected to identify examples of how industrialization changed life in the United States.</p>	<p>(4.4)(B) The student is expected to identify the role of live theatre, film, television, and electronic media in American society.</p>

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), and Grade 8 Social Studies (SS).

Grade 5 Theatre TEKS

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

(5.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.
(5.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).
 (H) The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.
 (I) The student is expected to recognize and analyze story plot, setting, and problem resolution.

(5.1)(A) The student is expected to develop characterization, using sensory and emotional recall.
 (5.1)(D) The student is expected to express emotions and relate ideas, using interpretive movement and dialogue.
 (5.1)(F) The student is expected to portray environment, characterization, and actions.
 (5.2)(B) The student is expected to describe characters, their relationships, and their surroundings in detail.
 (5.2)(C) The student is expected to select movements and portray a character, using dialogue appropriately.
 (5.3)(A) The student is expected to define character, environment, action, and theme, using props, costumes, and visual elements.
 (5.3)(C) The student is expected to plan brief dramatizations collaboratively.

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

(5.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.
(5.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.
(5.5) The student responds to and evaluates theatre and theatrical performances.

(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.
 (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.

(5.1)(E) The student is expected to integrate life experiences in dramatic play.
 (5.2)(D) The student is expected to dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), and Grade 8 Social Studies (SS).

Grade 5 Theatre TEKS, continued

(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).
 (A) The student is expected to judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”.
 (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.

(5.4)(A) The student is expected to relate theatre to life in particular times, places, and cultures.
 (5.5)(B) The student is expected to define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these components in art, dance, and music.
 (5.5)(C) The student is expected to compare and contrast the ways ideas and emotions depicted in theatre, dance, music, and art and select movement, music, or visual elements to enhance classroom dramatizations.

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

(5.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
(5.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

(5.11) 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.

(5.1)(C) The student is expected to respond to sounds, music, images, and the written word, using movement.
 (5.5)(C) The student is expected to compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations.

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

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

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
 (A) The student is expected to identify the mathematics in everyday situations.
 (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, 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.

(5.1)(B) The student is expected to develop body awareness and spatial perceptions, using pantomime.
 (5.3)(B) The student is expected to alter space to create suitable environments for play-making.

TAKS/TEKS from Grade 5 Reading (R) and Mathematics (M), and Grade 8 Social Studies (SS).	Grade 5 Theatre TEKS, continued
SS1. The student will demonstrate an understanding of issues and events in U.S. history.	(5.4) 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.	(5.4)(A) The student is expected to relate theatre to life in particular times, places, and cultures.
SS3. The student will demonstrate an understanding of economic and social influences on historical issues and events.	(5.4) 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].	(5.4)(A) The student is expected to relate theatre to 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.	(5.4)(B) The student is expected to analyze the role of live theatre, film, television, and electronic media in American society.