

# Theatre TEKS Chart K-5

Kinder	1	2	3	4	5
<p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:</p>					
(A) develop self-awareness through dramatic play;	(A) develop confidence and self-awareness through dramatic play;	(A) react to sensory experiences such as sight or sound through dramatic play;	(A) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;	(A) integrate sensory and emotional responses in dramatic play;	(A) develop characterization using sensory and emotional recall;
(B) explore space using expressive movement;	(B) develop spatial awareness in dramatic play using expressive and rhythmic movement;	(B) expand spatial awareness in dramatic play using expressive and rhythmic movement;	(B) create playing space using expressive and rhythmic movement;	(B) develop body awareness and spatial perception using rhythmic and expressive movement;	(B) develop body awareness and spatial perceptions using pantomime;
(C) imitate sounds; and	(C) imitate actions and sounds; and	(C) participate in dramatic play using actions, sounds, and dialogue; and	(C) respond to sounds, music, images, language, and literature using movement; and	(C) respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue;	(C) respond to sounds, music, images, language, and literature using movement;
(D) imitate and recreate objects in dramatic play.	(D) imitate and create animate and inanimate objects in dramatic play.	(D) role play, imitate, and recreate dialogue.	(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.	(D) express emotions and ideas using interpretive movements, sounds, and dialogue;	(D) express emotions and relate ideas using interpretive and planned movement and dialogue;
				(E) imitate and synthesize life experiences in dramatic play;	(E) integrate life experiences in dramatic play;
				(F) use common objects to represent the setting, enhance characterization, and clarify actions; and	(F) portray environment, character, and actions; and
				(G) define and demonstrate correct use of basic theatrical terms	(G) demonstrate correct use of basic theatrical terminology.

such as dialogue, character, scene, prop, costumes, setting, and theme.

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

(A) demonstrate safe use of movement and voice;	(A) demonstrate safe use of movement and voice;	(A) demonstrate safe use of movement and voice;	(A) demonstrate safe use of movement and voice;	(A) demonstrate safe use of the voice and body;	(A) demonstrate safe use of the voice and body;
(B) assume roles through imitation and recreation;	(B) create roles through imitation;	(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;	(B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;	(B) describe characters, their relationships, and their surroundings;	(B) describe characters, their relationships, and their surroundings in detail;
(C) identify the characteristics of dramatic play; and	(C) dramatize simple stories; and	(C) create dramatizations of limited-action stories using simple pantomime or puppetry; and	(C) dramatize literary selections using shadow play or puppetry; and	(C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;	(C) create movements and portray a character using dialogue appropriately;
(D) participate in dramatic play.	(D) dramatize poems and songs.	(D) dramatize poems and songs using simple pantomime or puppetry.	(D) dramatize literary selections using pantomime and imitative dialogue.	(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.	(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) create	(A) discuss	(A) select	(A) identify	(A) describe the	(A) demonstrate
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playing space using common objects such as tables or chairs;	aspects of the environment for use in dramatic play such as location or climate;	aspects of the environment such as location, climate, or time for use in dramatic play;	technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;	appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;	character, environment, action, and theme using props, costumes, and visual elements;
(B) create costumes using simple materials such as cardboard, newspaper, or fabric;	(B) adapt the environment for dramatic play using common objects such as tables or chairs;	(B) adapt the environment for dramatic play using common objects such as tables or chairs;	(B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;	(B) alter space to create suitable performance environments for playmaking;	(B) alter space appropriately to create suitable performance environments for playmaking;
(C) rehearse dramatic play; and	(C) rehearse dramatic play; and	(C) plan dramatic play; and	(C) plan dramatic play;	(C) plan brief dramatizations collaboratively; and	(C) plan dramatizations collaboratively; and
(D) cooperate with others in dramatic play.	(D) cooperate with others in dramatic play.	(D) cooperate and interact with others in dramatic play.	(D) cooperate and interact with others in dramatic play; and	(D) interact cooperatively with others in brief dramatizations.	(D) interact cooperatively with others in dramatizations.

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

(A) rehearse and perform real and imaginative situations of family cultures of students in the class; and	(A) imitate life experiences from school and community cultures in dramatic play; and	(A) imitate life experiences from school and community cultures in dramatic play; and	(A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;	(A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas;	(A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to American history;
(B) rehearse and perform stories from American history.	(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	(B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and	(B) identify the role of live theatre, film, television, and electronic media in American society; and	(B) examine the role of live theatre, film, television, or electronic media throughout American history; and

(C) compare theatre artists and their contributions to theatre and society.

(C) analyze and compare theatre artists and their contributions to theatre and society.

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

(A) discuss, practice, and display appropriate audience behavior; and

(A) discuss, practice, and display appropriate audience behavior;

(A) discuss, practice, and display appropriate audience behavior;

(A) apply appropriate audience behavior consistently;

(A) apply appropriate audience behavior at formal and informal performances;

(A) analyze and apply appropriate audience behavior at a variety of performances;

(B) respond to dramatic activities through discussion.

(B) discuss dramatic activities; and

(B) react to and discuss dramatic activities; and

(B) discuss and evaluate simple dramatic activities and performances; and

(B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre; and

(B) compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music; and

(C) integrate music, creative movement, and visual components in dramatic play.

(C) discuss the use of music, movement, and visual components in dramatic activities and performances.

(C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

(C) identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.