

# Theatre Arts II :: Follows Theatre Arts I

TEKS Strand	Expectations
<p><b>Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	<p>Students use warm-up exercises to develop and practice specific skills used in the theatre. Students identify and analyze theatrical conventions used in live theatre, film, television, and digital media.</p>
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>Students explore the individual and collaborative creative process. Students demonstrate effective use of theatre skills for personal expression. Theatre work is created, revised, and rehearsed for formal or informal sharing.</p>
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	<p>Students develop artistic and collaborative skills through being responsible for specific tasks on a production team. Students read, analyze, and interpret work in order to understand technical, production, and producing needs. Students demonstrate and practice safety skills in the shop and on the stage.</p>
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	<p>Students analyze and evaluate the impact of performance (theatre, film, television, media) on contemporary society. Students consider world influences on live theatre performance and creations of new work.</p>
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>Students critically evaluate their own work and the work of others. Students analyze the theatre as an interdisciplinary and integrated art form. Students research vocational and avocational opportunities using a variety of resources.</p>
<p><b>Example:</b></p> <p>Students engage in activities that warm-up the actor's tools—voice, body, and mind. Students consider how each of the tools is used by the actor.</p> <p>Students analyze short scenes and develop stage pictures or blocking choices collaboratively. Students consider the role of revision and rehearsal in the creative process. Students embody and justify the actor as a storyteller and consider the role of identity in portraying characters onstage.</p> <p>Students reflect on the role of an actor through dialogue about the creative process, training, and responsibilities they have. Students consider the relationship between actor and audience in live theatre.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	