

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter D. Elementary, Adopted 2013

Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.

§117.101. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary, Adopted 2013.

- a. The provisions of §§117.101-117.119 of this subchapter shall be implemented by school districts.
- b. No later than August 31, 2014, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for fine arts as adopted in §§117.101-117.119 of this subchapter.
- c. If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§117.101-117.119 of this subchapter shall be implemented beginning with the 2015-2016 school year and apply to the 2015-2016 and subsequent school years.
- d. If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§117.101-117.119 of this subchapter shall be implemented for the following school year.
- e. Sections 117.1-117.19 of this chapter shall be superseded by the implementation of §§117.101-117.119 under this section.

Source: The provisions of this §117.101 adopted to be effective July 28, 2013, 38 TexReg 4575

§117.107. Theatre, Grade 1, Adopted 2013.

a. Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

b. Knowledge and skills.

1. Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - A. develop confidence and self-awareness through dramatic play;
 - B. develop spatial awareness in dramatic play using expressive and rhythmic movement;
 - C. imitate actions and sounds; and
 - D. imitate and create animate and inanimate objects in dramatic play.
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;
 - B. create roles through imitation;
 - C. dramatize simple stories; and
 - D. dramatize poems and songs.
3. Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - A. discuss aspects of the environment for use in dramatic play such as location or climate;
 - B. adapt the environment for dramatic play using common objects such as tables or chairs;
 - C. rehearse dramatic play; and
 - D. cooperate with others in dramatic play.
4. Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - A. imitate life experiences from school and community cultures in dramatic play; and
 - B. explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
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;
 - B. discuss dramatic activities; and
 - C. discuss the use of music, creative movement, and visual components in dramatic play.

Source: The provisions of this §117.107 adopted to be effective July 28, 2013, 38 TexReg 4575.