

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter F. High School, Adopted 2013

Statutory Authority: The provisions of this Subchapter F issued under the Texas Education Code, §§7.102(c)(4), 28.002, and 28.025, unless otherwise noted.

§117.301. Implementation of Texas Essential Knowledge and Skills for Fine Arts, High School, Adopted 2013.

- a. The provisions of §§117.301-117.326 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 §§117.301-117.326 of this subchapter.
- c. If the commissioner makes the determination that instructional materials funding has been made available under subsection
- d. of this section, §§117.301-117.326 of this subchapter shall be implemented beginning with the 2015-2016 school year and apply to the 2015-2016 and subsequent school years.
- e. 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 §§117.301-117.326 of this subchapter shall be implemented for the following school year.
- f. Sections 117.51-117.67 of this chapter shall be superseded by the implementation of §§117.301-117.326 under this section.

Source: The provisions of this §117.301 adopted to be effective July 28, 2013, 38 TexReg 4575

§117.325. Technical Theatre, Level III, Adopted 2013.

- a. General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following technical theatre courses: Technical Theatre, Level III (one credit), Advanced Lighting and Sound (one-half to one credit), Advanced Stagecraft (one-half to one credit), Advanced Costume Construction (one-half to one credit), Makeup for the Theatre (one-half to one credit), Advanced Design for the Theatre (one-half to one credit), and Advanced Theatre Management (one-half to one credit). A Technical Theatre, Level II course is suggested as a prerequisite for Technical Theatre, Level III courses.
- b. 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. Through a variety of experiences with technical theatre, Technical Theatre III will afford students the opportunity to continue to study and develop their knowledge of technical theatre arts on a more challenging level. Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
4. 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.

c. Knowledge and skills.

1. Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:
 - A. demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;
 - B. demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
 - C. create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;
 - D. use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and
 - E. read scripts and apply basic script analysis techniques to technical theatre elements.
2. Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:
 - A. identify and use technical elements in various theatrical styles and genres;
 - B. apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch;
 - C. apply the principles of design, including lines, shape, mass, measure, position, color, and texture;
 - D. apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis;
 - E. apply the elements of color in design such as color theory, the science of color and light, and the color palette;
 - F. manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager;
 - G. defend the importance of collaboration and leadership skills;
 - H. develop creativity as it relates to personal expression in technical theatre and design;
 - I. interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models; and
 - J. practice the basics of measurement and scale applied to drafting, design, or construction.
3. Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:
 - A. identify and safely use specialized tools and materials in technical theatre;
 - B. develop theatre production skills by:
 - i. demonstrating design and building techniques of scenery;
 - ii. designing and building or pulling and altering costumes;

- iii. designing lighting and using electrical theory and practice as it applies to theatrical lighting;
 - iv. demonstrating an understanding of the physics of acoustics and sound through the design of sound;
 - v. designing marketing products for theatrical productions;
 - vi. demonstrating stage management techniques such as build a promptbook, call cues, and record blocking;
 - vii. implementing and refining scenic painting techniques; or
 - viii. designing stage properties;
 - C. identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician; and
 - D. create and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets.
4. Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- A. demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design;
 - B. synthesize the impact of live theatre, film, television, and electronic media on contemporary society;
 - C. synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - D. demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre;
 - E. illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light;
 - F. analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and
 - G. demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.
5. Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- A. construct a resume and portfolio of works created in technical theatre;
 - B. demonstrate appropriate behavior of technical staff at various types of live performances;
 - C. apply the design and technical elements of theatre as an art form and evaluate self as a creative being;
 - D. offer and receive constructive criticism of designs or construction projects by peers and self;
 - E. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - F. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;
 - G. articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - H. articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and
 - I. use technology to communicate and present findings in a clear and coherent manner.

Source: The provisions of this §117.325 adopted to be effective July 28, 2013, 38 TexReg 4575.