

## 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- f. Sections 117.51-117.67 of this chapter shall be superseded by the implementation of §§117.301-117.326 under this section.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

#### §117.317. 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 theatre courses: Theatre III (one credit), Theatre Production III (one-half to one credit), Playwriting I, Directing I, International Baccalaureate (IB) Theatre, Standard Level (SL), and IB Theatre, Higher Level (HL) (one credit per course). The prerequisite for IB Theatre SL and IB Theatre HL is one credit of any Theatre, Level II course. The prerequisite for all other Theatre, Level III courses is one credit of Theatre, Level II in the corresponding discipline.
- 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 diverse forms of storytelling and production, 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 environment using elements of drama and conventions of theatre. The student is expected to:
  - A. apply theatre preparation and warm-up techniques effectively;
  - B. experiment with stage movement;
  - C. distinguish the proper techniques such as diction, inflection, and projection in the use of voice;
  - D. analyze and evaluate dramatic structure and genre;
  - E. distinguish between the theatrical conventions of theatre, film, television, and other media;
  - F. evaluate the interdependence of all theatrical elements; and
  - G. develop and practice memorization skills.
2. Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - A. employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;
  - B. analyze creativity as it relates to self and ensemble and its effect on audience;
  - C. analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
  - D. experiment with improvisation and scripted scenes of various styles to portray believable characters;
  - E. write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and
  - F. integrate two or more art or media forms in a performance.
3. Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - A. experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
  - B. analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters;
  - C. cast and direct duet scenes;
  - D. perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and
  - E. perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.
4. Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - A. evaluate historical and cultural influences on theatre;
  - B. analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
  - C. employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;
  - D. research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;

- E. research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and
  - F. identify and appreciate 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. compare behavior at various types of performances and practice appropriate audience etiquette;
  - B. recognize theatre as an art form and evaluate self as a creative being;
  - C. apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;
  - D. compare communication methods of theatre with those of art, music, dance, and other media;
  - E. make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
  - F. use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner;
  - G. relate theatre skills and experiences to higher education and careers outside of the theatre; and
  - H. create a personal resume or portfolio of theatrical experience.

Source: The provisions of this §117.317 adopted to be effective July 28, 2013, 38 TexReg 4575.