

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter E. Middle School, Adopted 2013

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

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

- a. The provisions of §§117.201-117.213 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 §§117.201-117.213 of this subchapter.
- c. If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§117.201-117.213 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 §§117.201-117.213 of this subchapter shall be implemented for the following school year.
- e. Sections 117.31-117.40 of this chapter shall be superseded by the implementation of §§117.201-117.213 under this section.

Source: The provisions of this §117.201 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.212. Theatre, Middle School 2, 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 selfconcepts, 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. explore characterization using sensory and emotional recall;
 - B. develop and apply theatre preparation and warm-up techniques;
 - C. create expressive and rhythmic movements;
 - D. develop an increased understanding of the mechanisms of vocal production;
 - E. demonstrate knowledge of theatrical vocabulary and terminology; and
 - F. analyze and evaluate the structure and form of dramatic literature.
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 the voice and body;
 - B. define characters by what they do, what they say, and what others say about them;
 - C. select movements and dialogue to portray a character appropriately;
 - D. create stories collaboratively and individually that have dramatic structure;
 - E. apply knowledge of effective voice and diction techniques to express thoughts and feelings;
 - F. compare and contrast dramatic performances to life; and
 - G. create improvised scenes that include setting, character, and plot.
3. Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - A. determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;
 - B. create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;
 - C. define the role of the director; and
 - D. use technology in theatrical applications such as live theatre, video, and film.
4. (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - A. demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;
 - B. explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and
 - C. explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.
5. (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - A. understand and demonstrate appropriate audience etiquette at various types of performances;
 - B. evaluate the effectiveness of selected film and television performances;
 - C. demonstrate knowledge of production elements in theatre, film, television, and other media; and
 - D. explore career and vocational opportunities in theatre.

Source: The provisions of this  117.212 adopted to be effective July 28, 2013, 38 TexReg 4575.