

### **§117.315. Theatre, Level I, 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 Arts I, Theatre and Media Communications I (one credit per course), and Theatre Production I (one-half to one credit).

(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) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall;

(B) develop and practice theatre preparation and warm-up techniques;

(C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally;

(D) develop and practice effective voice and diction to express thoughts and feelings;

(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;

(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions;

(G) analyze and describe the interdependence of all theatrical elements;

(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;

(I) identify and practice memorization skills;

(J) identify the principles of improvisation; and

(K) identify and recognize the importance of safe theatre practices.

(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 creativity as it relates to personal expression;

(C) employ effective voice and diction to express thoughts and feelings;

(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques;

(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally; and

(F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) develop and practice technical theatre skills;

(B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity;

(C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance; and

(D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) portray theatre as a reflection of life in particular times, places, and cultures;

(B) relate historical and cultural influences on theatre;

(C) identify the impact of live theatre, film, television, and electronic media on contemporary society;

(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;

(E) appreciate the multicultural heritage of United States drama and theatre 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) analyze and apply appropriate behavior at various types of live performances;

(B) recognize theatre as an art form and evaluate self as a creative being;

(C) offer and receive constructive criticism of peer performances;

(D) evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;

(E) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;

(F) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or

media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;

(G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner; and

(H) connect theatre skills and experiences to higher education and careers outside of the theatre.

*Source: The provisions of this §117.315 adopted to be effective July 28, 2013, 38 TexReg 4575.*

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### **§117.316. Theatre, Level II, 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 Arts II, Theatre and Media Communications II (one credit per course), and Theatre Production II (one-half to one credit). The prerequisite for each Theatre, Level II course is one credit of Theatre, Level I 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) develop and practice theatre warm-up techniques;
- (B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally;
- (C) demonstrate effective voice and diction;
- (D) analyze dramatic structure and genre;
- (E) identify examples of theatrical conventions in theatre, film, television, and electronic media;
- (F) relate 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) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;
- (B) explore creativity as it relates to self and ensemble;
- (C) demonstrate effective voice and diction to express thoughts and feelings;
- (D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;
- (E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and
- (F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) develop and practice safe and effective stagecraft skills;
- (B) read and analyze cultural, social, and political aspects of a script to determine technical elements;
- (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;
- (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) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

- (A) analyze 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) analyze and evaluate the impact of live theatre, film, television, and electronic 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) evaluate and apply appropriate audience etiquette at various types of performances;
- (B) analyze theatre as an art form and evaluate self as a creative being;
- (C) offer and receive constructive criticism of peer performances;
- (D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations;

(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate 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; and

(G) connect theatre skills and experiences to higher education and careers outside of the theatre.

*Source: The provisions of this §117.316 adopted to be effective July 28, 2013, 38 TexReg 4575.*

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### **§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.*

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### **§117.318. Theatre, Level IV, 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 Arts IV (one credit), Theatre Production IV (one-half to one credit), Playwriting II, Directing II, 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 III course. The prerequisite for all other Theatre, Level IV courses is one credit of Theatre, Level III 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) create and demonstrate theatre preparation and warm-up techniques;
- (B) devise and model stage movement;
- (C) model proper techniques such as diction, inflection, and projection in the use of effective voice;
- (D) compare the structure of theatre to that of film, television, and other media;
- (E) evaluate theatrical conventions of various cultural and historical periods;
- (F) evaluate the interdependence of all theatrical elements; and
- (G) develop and model 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) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;
- (B) demonstrate creativity as it relates to self and ensemble and its effect on audience;
- (C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
- (D) interpret scripted scenes of various styles to portray believable characters; and
- (E) create individually or devise collaboratively imaginative scripts and scenarios.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
- (B) analyze and evaluate dramatic texts and direct brief scenes;
- (C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience;
- (D) analyze production plans that include research, rehearsal plans, technical designs, and blocking;
- (E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and
- (F) apply expertise in one or more areas of theatre production, 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) evaluate and practice appropriate audience behavior at various types of performances;
- (B) defend theatre as an art form and value self as a creative being;

- (C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media;
- (D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period;
- (E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
- (F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner;
- (G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and
- (H) create a personal resume or portfolio of theatrical experience.

*Source: The provisions of this §117.318 adopted to be effective July 28, 2013, 38 TexReg 4575.*

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