

### **§117.323. Technical Theatre, Level I (One Credit), Adopted 2013.**

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing Technical Theatre, Level I.

(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 diverse forms of storytelling and production, Technical Theatre I will afford students the opportunity to develop and exercise 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) define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;

(B) recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;

(C) recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles;

(D) recognize 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) recognize the function of technical elements in various theatrical styles and genres;

(B) recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch;

(C) identify the production team such as designers, director, crew members, playwright, and stage manager and their duties;

(D) articulate the importance of collaboration and leadership skills;

(E) define creativity as it relates to personal expression in technical theatre and design;

(F) recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and

(G) apply the basic skills of measurement in construction.

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

(A) identify the safe use of tools and materials in scenery and property construction;

(B) identify the safe use of lighting equipment such as instruments, dimmers, and controllers;

(C) identify the safe use of the basic techniques of costume construction and make-up application;

(D) identify the safe use of sound equipment; and

(E) recognize the roles of theatre management such as house management and stage management.

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

(A) conduct research to establish historical and cultural accuracy in theatrical design;

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

(C) understand the cultural heritage of world drama and theatre and identify key figures, works, and trends in dramatic literature; and

(D) identify and understand 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) understand the use of resumes and portfolios in technical theatre;

(B) recognize appropriate behavior at various types of live performances;

(C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being;

(D) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;

(E) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;

(F) connect theatre skills and experiences to higher education and careers; and

(G) use technology to communicate and present findings in a clear and coherent manner.

*Source: The provisions of this §117.323 adopted to be effective July 28, 2013, 38 TexReg 4575.*

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#### **§117.324. Technical 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: Technical Theatre, Level II (one credit), Lighting and Sound (one-half to one credit), Stagecraft, Costume Construction (one-half to one credit), Makeup for the Theatre (one-half to one credit), Design for

the Theatre (one-half to one credit), and Theatre Management (one-half to one credit). Technical Theatre, Level I is suggested as a prerequisite for Technical Theatre, Level II 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 II 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) identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;

(C) use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;

(D) use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and

(E) read and analyze scripts to determine 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, and sketch;

(C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture;

(D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis;

(E) recognize the elements of color in design such as color theory, the science of color and light, and the color palette;

(F) demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and

(G) practice proper measurement and scale as applied to 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 technical theatre tools, equipment, and materials;

(B) develop theatre production skills by:

(i) building scenery such as two-dimensional flats and three-dimensional stairs;

(ii) building or pulling and altering costumes using safe costume construction techniques;

(iii) hanging and focusing lighting instruments and using dimmers and controllers;

(iv) identifying electrical theory and practice as it applies to theatrical lighting;

(v) recording, editing, or creating sound effects;

(vi) identifying marketing products for theatrical productions;

(vii) practicing stage management techniques such as build a promptbook, call cues, and record blocking;

(viii) identifying and applying scenic painting techniques; or

(ix) identifying and applying stage properties practices such as buy, borrow, build, and organize; and

(C) read 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) apply historical or cultural accuracy from research in theatrical design;

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

(C) analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;

(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences 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) understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and

(G) identify and understand 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) compile materials to construct a resume and portfolio of works created in technical theatre;

- (B) analyze and apply appropriate behavior of technical staff at various types of live performances;
- (C) recognize 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) explore 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) connect 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 §117.324 adopted to be effective July 28, 2013, 38 TexReg 4575.*

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### **§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.*

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#### **§117.326. Technical 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 technical theatre courses: Technical Theatre, Level IV, 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 III course is suggested as a prerequisite for Technical Theatre, Level IV 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 IV will afford students the opportunity to complete a more intense study of a specific area of technical theatre. Through more independent study and increased production responsibilities, study in Technical Theatre IV involves the application of expertise prepared for and acquired in previous theatre art studies. 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 environment using elements of drama and conventions of theatre. The student is expected to:

(A) demonstrate proper and regular 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) use and create 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) analyze technical elements in various theatrical styles and genres;

(B) demonstrate creativity in the design of a theatrical product;

(C) demonstrate leadership skills in an area of the production team;

(D) model collaboration and leadership skills;

(E) model creativity as it relates to personal expression in technical theatre and design; and

(F) model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models.

(3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:

(A) model effective and safe use of tools and materials in scenery and property construction;

(B) develop skills to supervise safe construction of scenery;

(C) develop skills to supervise safe use of the basic techniques of costume construction and make-up application;

(D) develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers;

(E) develop skills to supervise safe use of sound equipment; and

(F) demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer.

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

(A) defend historical or cultural accuracy in theatrical design;

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

(C) articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;

(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and

(E) predict future innovations and contributions of the United States to the performing arts.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) use a resume and portfolio of works created in technical theatre;

- (B) model appropriate behavior of technical staff at various types of live performances;
- (C) defend 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 §117.326 adopted to be effective July 28, 2013, 38 TexReg 4575.*