

DIGITAL THEATRE+

Texas Essential Knowledge and Skills for Fine Arts (TEKS)

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

THEATRE I

FOUNDATIONS: INQUIRY & UNDERSTANDING - The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre

STANDARDS	STRENGTH
(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall	High
(B) develop and practice theatre preparation and warm-up techniques;	Medium - High
(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	Medium
(D) develop and practice effective voice and diction to express thoughts and feelings;	Medium
(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays	Medium
(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions	Medium
(G) analyze and describe the interdependence of all theatrical elements;	Very High
(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience	Very High
(I) identify and practice memorization skills	Medium - High
(J) identify the principles of improvisation	Low
(K) identify and recognize the importance of safe theatre practices	Low - Medium

CREATIVE EXPRESSION: PERFORMANCE - The student interprets characters using the voice and body expressively and creates dramatizations.

STANDARDS	STRENGTH
(A) demonstrate safe use of the voice and body	Medium - High
(B) define creativity as it relates to personal expression	High
(C) employ effective voice and diction to express thoughts and feelings	Medium - High
(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques;	High
(E) employ physical techniques consistently to express thoughts, feelings, and actions non-verbally	High
(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	Medium

CREATIVE EXPRESSION: PRODUCTION - The student applies design, directing, and theatre production concepts and skills.

STANDARDS	STRENGTH
(A) develop and practice technical theatre skills	Low
(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	Low - Medium
(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	Medium
(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	Medium

HISTORICAL & CULTURAL RELEVANCE - The student relates theatre to history, society, and culture.

STANDARDS	STRENGTH
(A) portray theatre as a reflection of life in particular times, places, and cultures	High
(B) relate historical and cultural influences on theatre;	High - Very High
(C) identify the impact of live theatre, film, television, and electronic media on contemporary society;	High
(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature	High
(E) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature	Medium
(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	Low - Medium

CRITICAL EVALUATION & RESPONSE- The student responds to and evaluates theatre and theatrical performances.

STANDARDS	STRENGTH
(A) analyze and apply appropriate behavior at various types of live performances	High
(B) recognize theatre as an art form and evaluate self as a creative being	High
(C) offer and receive constructive criticism of peer performances	Low - Medium
(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	High - Very High
(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	High - Very High
(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	Very High
(G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner	Low
(H) connect theatre skills and experiences to higher education and careers outside of the theatre	Very High

THEATRE II

FOUNDATIONS: INQUIRY & UNDERSTANDING - The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre

STANDARDS	STRENGTH
(A) develop and practice theatre warm-up techniques	Medium - High
(B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally	Medium
(C) demonstrate effective voice and diction	Medium
(D) analyze dramatic structure and genre	Medium
(E) identify examples of theatrical conventions in theatre, film, television, and electronic media	High
(F) relate the interdependence of all theatrical elements	Very High
(G) develop and practice memorization skills	Medium - High

CREATIVE EXPRESSION: PERFORMANCE- The student interprets characters using the voice and body expressively and creates dramatizations.

STANDARDS	STRENGTH
(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression	Medium - High
(B) explore creativity as it relates to self and ensemble	High
(C) demonstrate effective voice and diction to express thoughts and feelings	Medium - High
(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques	High
(E) develop physical techniques consistently to express thoughts, feelings, and actions non-verbally	High
(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.	Medium - High

CREATIVE EXPRESSION: PRODUCTION - The student applies design, directing, and theatre production concepts and skills.

STANDARDS	STRENGTH
(A) develop and practice safe and effective stagecraft skills	Low
(B) read and analyze cultural, social, and political aspects of a script to determine technical elements	Medium
(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments	Medium
(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	Medium
(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	Medium

HISTORICAL & CULTURAL RELEVANCE - The student relates theatre to history, society, and culture.

STANDARDS	STRENGTH
(A) analyze historical and cultural influences on theatre	High
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	High
(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society	High
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	High
(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	Medium
(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	Low - Medium

CRITICAL EVALUATION & RESPONSE- The student responds to and evaluates theatre and theatrical performances.

STANDARDS	STRENGTH
(A) evaluate and apply appropriate audience etiquette at various types of performances;	High
(B) analyze theatre as an art form and evaluate self as a creative being	High
(C) offer and receive constructive criticism of peer performances;	Low - Medium
(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	High - Very High
(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	Very High
(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner	Low
(G) connect theatre skills and experiences to higher education and careers outside of the theatre	Very High

THEATRE III

FOUNDATIONS: INQUIRY & UNDERSTANDING - The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre

STANDARDS	STRENGTH
(A) apply theatre preparation and warm-up techniques effectively;	Medium - High
(B) experiment with stage movement	High
(C) distinguish the proper techniques such as diction, inflection, and projection in the use of voice	High
(D) analyze and evaluate dramatic structure and genre	Medium - High
(E) distinguish between the theatrical conventions of theatre, film, television, and other media	Medium
(F) evaluate the interdependence of all theatrical elements	Very High
(G) develop and practice memorization skills	Medium - High

CREATIVE EXPRESSION: PERFORMANCE- The student interprets characters using the voice and body expressively and creates dramatizations.

STANDARDS	STRENGTH
(A) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression	Medium - High
(B) analyze creativity as it relates to self and ensemble and its effect on audience;	Very High
(C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions	Very High
(D) experiment with improvisation and scripted scenes of various styles to portray believable characters	Medium - High
(E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme	Medium
(F) integrate two or more art or media forms in a performance	Medium

CREATIVE EXPRESSION: PRODUCTION - The student applies design, directing, and theatre production concepts and skills.

STANDARDS	STRENGTH
(A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays	Low
(B) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters	Medium
(C) cast and direct duet scenes;	Medium
(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	Medium
(E) perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving	Medium

HISTORICAL & CULTURAL RELEVANCE - The student relates theatre to history, society, and culture.

STANDARDS	STRENGTH
(A) evaluate historical and cultural influences on theatre;	High
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	High
(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society	High
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;	High
(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	Medium
(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	Low - Medium

CRITICAL EVALUATION & RESPONSE- The student responds to and evaluates theatre and theatrical performances.

STANDARDS	STRENGTH
(A) compare behavior at various types of performances and practice appropriate audience etiquette	High
(B) recognize theatre as an art form and evaluate self as a creative being;	High
(C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;	High - Very High
(D) compare communication methods of theatre with those of art, music, dance, and other media;	High - Very High
(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	Very High
(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner	Low
(G) relate theatre skills and experiences to higher education and careers outside of the theatre	Very High
(H) create a personal resume or portfolio of theatrical experience.	Nil

THEATRE IV

FOUNDATIONS: INQUIRY & UNDERSTANDING - The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre

STANDARDS	STRENGTH
(A) create and demonstrate theatre preparation and warm-up techniques;	Medium - High
(B) devise and model stage movement	High
(C) model proper techniques such as diction, inflection, and projection in the use of effective voice	High
(D) compare the structure of theatre to that of film, television, and other media;	Medium - High
(E) evaluate theatrical conventions of various cultural and historical periods;	Medium
(F) evaluate the interdependence of all theatrical elements	Very High
(G) develop and model memorization skills	Medium - High

CREATIVE EXPRESSION: PERFORMANCE - The student interprets characters using the voice and body expressively and creates dramatizations.

STANDARDS	STRENGTH
(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression	Medium - High
(B) demonstrate creativity as it relates to self and ensemble and its effect on audience;	High
(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions	Very High
(D) interpret scripted scenes of various styles to portray believable characters; and	Medium - High
(E) create individually or devise collaboratively imaginative scripts and scenarios.	Medium- High

CREATIVE EXPRESSION: PRODUCTION - The student applies design, directing, and theatre production concepts and skills.

STANDARDS	STRENGTH
(A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays	Low
(B) analyze and evaluate dramatic texts and direct brief scenes	Medium
(C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience	High
(D) analyze production plans that include research, rehearsal plans, technical designs, and blocking	Medium - High
(E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production	Medium
(F) apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving	Medium - High

HISTORICAL & CULTURAL RELEVANCE - The student relates theatre to history, society, and culture.

STANDARDS	STRENGTH
(A) evaluate historical and cultural influences on theatre	High
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors	High
(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society	High
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature	High
(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	Medium
(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	Low - Medium

CRITICAL EVALUATION & RESPONSE- The student responds to and evaluates theatre and theatrical performances.

STANDARDS	STRENGTH
(A) evaluate and practice appropriate audience behavior at various types of performances	High
(B) defend theatre as an art form and value self as a creative being	High
(C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media	High - Very High
(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	High - Very High
(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	Very High
(F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner	Low
(G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre	High
(H) create a personal resume or portfolio of theatrical experience.	Nil