



HUB PERFORMING ARTS SCHOOL  
FINE ARTS ELECTIVES ONLINE ACADEMY  
CLASS OFFERINGS & ALIGNMENT  
TEXAS ESSENTIAL KNOWLEDGE & SKILLS  
FOR FINE ARTS

**K-5<sup>th</sup> Grade Offerings**

- 2<sup>nd</sup>-5<sup>th</sup> Show Choir- Includes virtual performance each semester
- K-2<sup>nd</sup> Theatre Class- Includes virtual performance each semester
- 3<sup>rd</sup>-5<sup>th</sup> Theatre Class- Includes virtual performance each semester
- 1<sup>st</sup>-2<sup>nd</sup> Dance Class- Focuses on dance basics to prepare for Ballet and Jazz
- 3<sup>rd</sup>-5<sup>th</sup> Dance Class- Focuses on Ballet and Jazz
- 2<sup>nd</sup>-5<sup>th</sup> Musical Theatre Class- Includes virtual performance each semester
- 2<sup>nd</sup>-5<sup>th</sup> Readers' Theatre Class- Includes virtual performance each semester

All K-5th classes will be capped at 20 students (additional sections created if needed)

**6<sup>th</sup>-8<sup>th</sup> Grade Offerings**

- Choir- Includes Virtual Choir and Pops concert
- Theatre Class- Includes virtual One Act Play each semester
- Dance Class- Focuses on Ballet, Jazz, Modern
- Musical Theatre Class- Includes virtual performance each semester
- All Region Choir Sectional- This class will meet by voice part and will only meet 15-30 minutes a week as needed to prepare you for the Middle School All-Region Auditions
- Oral Interpretation Class- Poetry/Prose, Monologue Acting, Duet Acting

All Middle School classes will be capped at 20 students (additional sections created if needed)

## **9<sup>th</sup>-12<sup>th</sup> Grade Offerings**

- Choir- Included a virtual performance
- Theatre Class- Includes virtual One Act Play
- Dance Class- Focuses on Ballet, Jazz, Modern, Musical Theatre
- Oral Interpretation Class- Poetry/Prose, Monologue Acting, Duet Acting
- Musical Theatre Class- Includes virtual performance each semester
- Advanced Music Theory Prep Class
- All State Choir Sectional- This class will meet by voice part and will only meet 15-30 minutes a week as needed to prepare you for the Middle School All-State Auditions

All High School classes will be capped at 20 students (additional sections created if needed)

## **Combined (6<sup>th</sup>-12<sup>th</sup>) Offerings**

- Readers' Theatre Class- Includes virtual performance each semester
- Virtual Dance Team
- Technical Theatre Class

All Combination classes will be capped at 20 students (additional sections created if needed)

## **TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR THE FINE ARTS**

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.

Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

These courses will also provide an atmosphere in which students benefit from a teaching and learning experience in the dance, music, theatre, and the visual arts. Students will receive comprehensive and rigorous instruction so that they may make informed choices about their craft. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence.



# K-5th Grade Offerings

## 2<sup>nd</sup>-5<sup>th</sup> Grades Show Choir- Includes Virtual Performance

This choir will guide students as they learn how to read music, sing with proper technique, and gain confidence in their own singing skills. This choir is a great place for students with no previous musical experience, and will also build skills for those with some experience. This choir performs beginner choral music, “pop” music, and childrens music.

Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) distinguish among a variety of musical timbres, including those of children's voices, adult voices, and common household instruments;
  - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally;
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
  - (A) read and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in different meters as appropriate;
  - (B) read and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including; dynamics; articulation; and meter;
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
  - (A) sing and play household instruments independently or in groups with accurate intonation and rhythm;
  - (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - (D) perform various folk dances and play parties;
  - (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
  - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics; articulation; and meter, including simple and compound;
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:

- (A) create rhythmic phrases through improvisation and composition;
  - (B) create melodic phrases through improvisation and composition; and
  - (C) create simple accompaniments through improvisation and composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures;
  - (C) identify and describe music from diverse genres, styles, periods, and cultures; and
  - (D) examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) exhibit audience etiquette during live and recorded performances;
  - (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
  - (D) respond verbally and through movement to short musical examples;
  - (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - (F) justify personal preferences for specific music works and styles using music vocabulary.

### **K-2<sup>nd</sup> Grades Theatre Class- Includes Virtual Performance**

This creative drama focused class guides learners through processes of imagination, enactment, and reflection as they learn theatrical concepts such as: characterization, spatial and self-awareness and empathy for others. Students will participate in play-acting based on improvised dramatization and sock puppet plays where students create the stories and the puppets.

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) react to sensory experiences such as sight or sound through dramatic play;
  - (B) expand spatial awareness in dramatic play using expressive and rhythmic movement;
  - (C) participate in dramatic play using actions, sounds, and dialogue; and
  - (D) role play, imitate, and recreate dialogue.

(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 movement and voice;
- (B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
- (C) create dramatizations of limited-action stories using simple pantomime or puppetry;

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

- (A) select aspects of the environment such as location, climate, or time for use in dramatic play;
- (B) adapt the environment for dramatic play using common objects such as tables or chairs;
- (C) plan dramatic play; and
- (D) cooperate and interact with others in dramatic play.

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

- (A) imitate life experiences from school and community cultures in dramatic play; and
- (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.

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

- (A) discuss, practice, and display appropriate audience behavior;
- (B) react to and discuss dramatic activities; and
- (C) integrate music, creative movement, and visual components in dramatic play.

### **3<sup>rd</sup>-5<sup>th</sup> Grades Theatre Class- Includes Virtual Performance**

This theatre class guides students to explore the world around them and themselves to create dramatic stories. Characterization, movement, spatial awareness, understanding plot and characters and the use of props are all a vital part of this fun interactive class. Students will design their own sock puppet play production including- writing, designing puppets and sound effects.

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 characterization using sensory and emotional recall;
- (B) develop body awareness and spatial perceptions using pantomime;

- (C) respond to sounds, music, images, language, and literature using movement;
  - (D) express emotions and relate ideas using interpretive and planned movement and dialogue;
  - (E) integrate life experiences in dramatic play;
  - (F) portray environment, character, and actions; and
  - (G) demonstrate correct use of basic theatrical terminology.
- (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) describe characters, their relationships, and their surroundings in detail;
  - (C) create movements and portray a character using dialogue appropriately;
  - (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
  - (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events describing the characters, their relationships, and their surroundings.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) demonstrate character, environment, action, and theme using props, costumes, and visual elements;
  - (B) alter space appropriately to create suitable performance environments for playmaking;
  - (C) plan dramatizations collaboratively; and
  - (D) interact cooperatively with others in dramatizations.

### **1<sup>st</sup>-2<sup>nd</sup> Grades Dance Class**

This beginner dance class will focus on body awareness, basic movement and dance skills in ballet and jazz.

Foundations: Perception. The student develops an awareness of the body's movement, using sensory information while dancing.

(1) Knowledge and Skills: The student is expected to:

- (1)(A) understand basic kinesthetic and spatial awareness individually and in different environments
- (1)(B) understand wellness for healthy lifestyle;
- (1)(C) identify body science application; and

(1)(D) demonstrate movement principles

(2) Creative Expression: Artistic Process. The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles. The student is expected to:

(2)(A) develop basic principles of proper skeletal alignment;

(2)(B) identify dance composition elements and basic choreographic processes;

(2)(C) develop experimentation of movement studies, rhythmical music skills, and technology;  
and

(2)(D) discover expressions of ideas or emotions in movement

(3) Creative Expression: Performance.

### **3<sup>rd</sup>-5<sup>th</sup> Grade Dance Class**

This beginner dance class will focus on body awareness, basic movement and dance skills in ballet and jazz. Students will learn how to understand choreography and put short segments of dance together with music.

TEKS for this course aligned with above

### **2<sup>nd</sup>-5<sup>th</sup> Grades Musical Theatre Class- Includes Virtual Performance**

The musical theatre class will teach students how to combine acting, singing, and dancing to create well-rounded, show stopping musical numbers. This class is primarily focused on small group numbers and ensemble numbers, with a goal of helping performers learn to sing while dancing during a musical number.

Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:

(A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques;

(B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, jazz, and Broadway;

(C) identify acting techniques in song, dance, and spoken dialogue;

(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:

- (A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement;
- (B) define creativity as it relates to personal expression in musical theatre;
- (C) recognize characterization in musical theatre and scripts of various genres and styles;
- (D) identify proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; and
- (E) interpret lyrics for characterization, vocalization, and dance.

## **2<sup>nd</sup> – 5<sup>th</sup> Grade Readers' Theatre Class-Includes Virtual Performance**

In this class, students develop scripts, perform in groups, and practice using their voice to depict characters from texts. Through Readers' Theatre, students have the opportunity to develop fluency and further enhance comprehension of what they are reading while incorporating theatrical techniques such as characterization, facial expression and more.

Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

- (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
- (B) recognize that authors organize information in specific ways (4-5);
- (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
- (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);
- (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);
- (F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);
- (G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);
- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);
- (I) recognize and analyze story plot, setting, and problem resolution (4-8); and
- (J) describe how the author's perspective or point of view affects the text (4-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) compare text events with his/her own and other readers' experiences (4-8);
- (B) determine distinctive and common characteristics of cultures through wide reading (4-8); and
- (C) articulate and discuss themes and connections that cross cultures (4-8).

# 6<sup>th</sup>-8<sup>th</sup> Grade Offerings

## 6<sup>th</sup>-8<sup>th</sup> Grade Choir- Includes Virtual Choir Performance

This course explores choral music from a wide variety of cultures and time periods and popular music through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history.

Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) compare and contrast exemplary musical examples using technology and available live performances;
  - (B) demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;
  - (E) demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) model, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;

- (C) perform expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements; and
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;
  - (C) compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and
  - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (B) apply criteria for listening to and evaluating musical performances;
  - (C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
  - (D) apply criteria for listening to and evaluating personal performances;
  - (E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and
  - (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

### **6<sup>th</sup>-8<sup>th</sup> Grade Theatre Class- Includes Virtual One Act Play**

In middle school, students begin moving from creative drama to formal theatre. This class will focus on interpretation and performance as students gain more in-depth understanding of theatrical elements, principles, and conventions and develop their acting skills. Activities that utilize dramatic subtext, developing complex characterizations, examining and understanding scripts and characters, and performance techniques will all be an important part of this class. Production element of the class will be through the performance of virtual one act plays. The new challenges of performing online will be explored and techniques for performing virtually will be taught and put into practice.

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) evaluate characterization using emotional and sensory recall;
- (B) explore preparation and warm-up techniques;
- (C) create expressive movement and mime to define space and characters;
- (D) demonstrate an increased understanding of the mechanisms of vocal production;
- (E) apply knowledge of theatrical vocabulary and terminology; and
- (F) explore 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) portray characters through familiar movements and dialogue;
- (C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; and
- (D) express thoughts and feelings using effective voice and diction.

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

- (A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance;
- (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design;
- (C) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator; and

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

- (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance;

(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 live performances;
- (B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary.

## 6<sup>th</sup>-8<sup>th</sup> Grade Dance Class will include virtual performance

This class provides students with the opportunity to acquire a comprehensive knowledge of dance as an art form. Students will learn and refine dance skills and techniques in class and in performance, study the historical and cultural significance of dance and its evolution as an art form, and evaluate personal work and the work of others. Students will gain significant knowledge of dance elements, principles, and concepts, develop and apply an understanding of basic principles of choreography, apply knowledge, skills, and techniques of dance in formal dance presentations virtually. Middle school students will study: ballet, jazz and modern dance.

### Knowledge and skills.

- (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
  - (A) demonstrate basic kinesthetic and spatial awareness individually and in groups;
  - (B) identify the concepts of wellness for healthy lifestyles;
  - (C) demonstrate body science applications through dance genres, styles, and vocabulary; and
  - (D) explore and demonstrate dance movement elements through space, energy, and time.
- (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
  - (A) identify basic principles of proper body alignment;
  - (B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes;
  - (C) distinguish between movement studies using rhythmical skills and spatial directions; and
  - (D) explore and demonstrate expressions of ideas or emotions individually and in groups.
- (3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:
  - (A) explore and demonstrate various dance genres and styles such as ballet, jazz, modern dance;
  - (B) perform individually and in groups with the intent to communicate and project to an audience;
  - (C) demonstrate the use of dance elements in practice and performance incorporating technology; and
  - (D) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills.
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:
  - (A) recognize the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;

- (D) evaluate dance in various media and other content areas.
- (5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:
  - (A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
  - (B) interpret relationships between dance and other content subjects;
  - (D) interpret and evaluate artistic decisions of personal dance works.

### **6<sup>th</sup>-8<sup>th</sup> Musical Theatre Class- Includes Virtual Performance**

Musical Theatre class is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class presentation and critique. There will also be a focus on the audition process as well as musical theatre history and repertoire.

Knowledge and skills.

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:
  - (A) develop and practice theatrical, dance, and vocal music preparation and warm-up techniques;
  - (B) recognize stage movement, pantomime, and dance skills in various genres such as ballet, jazz, and Broadway;
  - (C) identify acting techniques in song, dance, and spoken dialogue;
  - (D) recognize the professional audition process;
  - (F) define and give examples of the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions; and
  - (G) describe the interdependence of all theatrical elements.
- (2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:
  - (A) identify appropriate safety measures in vocalization, dance movement, and theatrical movement;

- (B) define creativity as it relates to personal expression in musical theatre;
- (C) recognize characterization in musical theatre and scripts of various genres and styles;
- (D) identify proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; and
- (E) interpret lyrics for characterization, vocalization, and dance.

### **6<sup>th</sup>-8<sup>th</sup> Oral Interpretation Class- Poetry/Prose, Monologue Acting, Duet Acting**

This class will guide students in preparing and performing oral interpretation pieces that can be used for UIL competition. Students will learn to select appropriate material, cut material for time and performance techniques necessary for successful competition.

Knowledge and skills.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

- (A) analyze how the genre of texts with similar themes shapes meaning;
- (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and
- (C) relate the figurative language of a literary work to its historical and cultural setting.

Analyzing and Interpreting Literary Texts:

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

- (A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;
- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
- (C) analyze the way in which a work of fiction is shaped by the narrator's point of view;

(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:

- (A) identify and analyze the literary form or genre;
- (B) identify and analyze structural elements in the chosen text;

- (C) identify and analyze the narrative voice and/or other speakers (personae) in the literature; (D) identify and analyze the time, place, and atmosphere (locus);
- (E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason;
- (F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity;
- (G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;
- (H) trace the emotional progression of the text;

# 9<sup>th</sup>-12<sup>th</sup> Grade Offerings

## 9<sup>th</sup>-12<sup>th</sup> Grade Choir- Includes Virtual Choir

This course explores choral music from a wide variety of cultures and time periods and popular music through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history.

Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:
  - (A) evaluate exemplary musical examples using technology and available live performances;
  - (B) explore musical textures such as monophony and homophony while using a melodic reading system;
  - (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
  - (D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;
  - (E) compare and contrast musical forms such as song, binary and ternary;
  - (F) compare and contrast concepts of balance and blend using appropriate terminology;
  - (G) compare and contrast musical styles and genres;
  - (H) compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
  - (I) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
  - (A) read and notate music that incorporates melody and rhythm; and
  - (B) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of

difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

- (A) demonstrate mature, characteristic sound appropriate for the genre;
- (B) refine and apply kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato;
- (C) demonstrate rhythmic accuracy using appropriate tempo;
- (D) demonstrate observance of key signatures and modalities;
- (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
- (F) create and notate or record original musical phrases at an appropriate level of difficulty.

(4) Creative expression. The student sight reads, in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:

- (A) exhibit mature, characteristic sound appropriate for the genre while sight reading;
- (B) refine and apply kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato
- (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
- (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
- (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
- (F) demonstrate application of dynamics and phrasing while sight reading; and
- (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:

- (A) classify representative examples of music by genre, style, culture, and historical period;
- (B) explore the relevance of music to societies and cultures;
- (C) define the relationships between music content and concepts and other academic disciplines;
- (D) analyze music-related career options;
- (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and

(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:

- (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
- (B) create and apply specific criteria for evaluating performances of various musical styles;
- (C) create and apply specific criteria for offering constructive feedback using a variety of music performances;
- (D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
- (E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

### **9<sup>th</sup>-12<sup>th</sup> Grade Theatre Class- Includes Virtual One Act Play**

The high school theatre class is an all-level class (9<sup>th</sup>-12<sup>th</sup> grades) as such it must combine Theatre I-IV elements to address the needs of students at all levels. The class will cover all areas of theatre: history, performance and production. The goal of the theatre arts classes will be to engage and motivate all students through active learning, critical thinking, and innovative problem solving. Students will be introduced to Devising- a cutting edge theatrical concept where students create productions through research on a social topic and a creation of a script and final performance. Production element of the class will be through the performance of virtual one act plays and devised pieces. The new challenges of performing online will be explored and techniques for performing virtually will be taught and put into practice.

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.

### **9<sup>th</sup>-12<sup>th</sup> Grade Dance Class**

This class provides students with the opportunity to acquire a comprehensive knowledge of dance as an art form. Students will learn and refine dance skills and techniques in class and in performance, study the historical and cultural significance of dance and its evolution as an art form, and evaluate personal work and the work of others. Students will gain significant knowledge of dance elements, principles, and concepts, develop and apply an understanding of basic principles of choreography (including creating original choreography), apply knowledge, skills, and techniques of dance in formal dance presentations virtually. High school students will study: ballet, jazz, modern, and musical theatre.

#### Knowledge and skills.

- (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
  - (A) demonstrate kinesthetic and spatial awareness individually and in different environments;
  - (B) expand a comprehensive understanding of health, safety, and wellness for dancers;
  - (C) demonstrate effective knowledge of dance genres, styles, and vocabulary; and
  - (D) interpret details in movement in natural and constructed environments.
- (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
  - (A) expand a comprehensive understanding of principles of proper body alignment;
  - (B) explore, improvise, and perform original movement during the creative process;
  - (C) expand the expression of ideas and emotions through movement; and
  - (D) create enhanced compositional forms using fundamental dance elements for choreographic processes.

(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:

- (A) perform extended movement patterns with rhythmical accuracy in dance genres and styles such as ballet, modern dance, jazz, and musical theatre dance.
- (B) demonstrate the elements of dance effectively;
- (C) perform enhanced compositional forms using sound choreographic processes; and
- (D) implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.

(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

- (B) choreograph short dance phrases that exhibit an understanding of various dance styles;
- (D) interpret historical and cultural dance forms using technology.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

- (A) identify characteristics of a variety of dances;
- (B) analyze qualities of performance and proper etiquette in dance;
- (C) identify similarities of form and expression in dance and other content areas; and
- (D) apply knowledge and skills of technology in dance.

### **9<sup>th</sup>-12<sup>th</sup> Grade Oral Interpretation Class- Poetry/Prose, Monologue Acting, Duet Acting**

This class will guide students in preparing and performing oral interpretation pieces that can be used for UIL competition. Students will learn to select appropriate material, cut material for time and performance techniques necessary for successful competition.

Knowledge and skills.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

- (A) analyze how the genre of texts with similar themes shapes meaning;
- (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and
- (C) relate the figurative language of a literary work to its historical and cultural setting.

Analyzing and Interpreting Literary Texts:

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their

understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(C) analyze the way in which a work of fiction is shaped by the narrator's point of view;

(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:

(A) identify and analyze the literary form or genre;

(B) identify and analyze structural elements in the chosen text;

(C) identify and analyze the narrative voice and/or other speakers (personae) in the literature; (D) identify and analyze the time, place, and atmosphere (locus);

(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason;

(F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity;

(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;

(H) trace the emotional progression of the text;

### **9th-12th Grade Musical Theatre Class- Includes Virtual Performance**

Musical Theatre class is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class presentation and critique. There will also be a focus on the audition process as well as musical theatre history and repertoire.

Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:

(A) create and lead theatrical, dance, and vocal music preparation and warm-up techniques;

(B) arrange stage movement in a musical theatre performance;

(C) choreograph various dance genres such as ballet, tap, jazz, ballroom, and Broadway in a musical theatre performance;

(D) develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions;

(E) develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions;

(F) model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer;

(G) perform a multi-dimensional character from a musical incorporating singing, dancing, and acting; and

(H) collaborate effectively with all artistic partners in a musical theatre production.

(2) Creative expression: performance. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:

(A) model appropriate safety measures in vocalization, dance movement, and theatrical movement;

(B) defend creativity as it relates to self and ensemble in musical theatre;

(C) analyze characterization in musical theatre styles;

(D) model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation;

(E) analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, and physicalization;

(F) create and sustain believable characters through acting, singing, and dancing; and

(G) collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms.

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

(A) model safe and effective use of technical elements of musical theatre;

(B) create musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; and

(C) cast and direct a musical theatre or musical media production.

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

(A) conduct concentrated studies on historical and cultural influences on and developments in musical theatre;

(B) justify musical theatre as an original American art form;

(C) depict musical theatre as a reflection of life in particular times, places, and cultures; and

(D) defend the influences of musical theatre forms such as theatre, television, and film on past and present society.

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

(A) evaluate and practice appropriate audience behavior at various types of performances;

(B) defend musical theatre as a creative art form;

(C) compare the nature of musical theatre elements to other musical media;

(D) appraise self and peer performance using constructive criticism;

(E) evaluate musical theatre, musical film, or other musical media using precise musical theatre vocabulary;

(F) experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success;

(G) relate musical theatre skills and experiences to higher education and careers outside of the theatre; and

(H) document and present information in a clear and coherent manner using technology to build a resume or portfolio.

## **11th and 12th Grade Advanced Music Theory Prep Class**

Advanced Music Theory Prep Class is an introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

TEKS for this course will be aligned with the high school choir.

## **9th-12th Grade All-State Sectional**

## **Combined (6th-12th) Offerings**

### **Readers' Theatre Class- includes a virtual performance**

In this class, students develop scripts, perform in groups, and practice using their voice to depict characters from texts. Students will learn how to utilize facial expression and online techniques to perform readers' theatre pieces as well as workshop readings of new plays.

Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

## Virtual Dance Team

Students will work towards taking their dance skills to the next level in a focused team. They will learn dances at a higher level than the general dance classes and work towards a performance and potentially a competition. This team encourages well behaved, focused students to join as they work together as a team.

TEKS for this course will be aligned with the middle/high school Dance TEKS.

## Technical Theatre Class

Students are exposed to basic principles of theatrical design, such as unity, balance, proportion, and color. Students explore their understanding by building 3- dimensional models of sets and scenery; drafting floor plans; and drawing set elevations. The technical skills needed to stage manage, sound design and video editing will also be taught and put into practice through virtual performances being done by other classes.

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.