(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 independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;

(D) perform independently and expressively a varied repertoire of music representing various styles and cultures;

(E) sight-read independently and 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

(G) create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.

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

(A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;

(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:

(A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;

(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.

Source: The provisions of this §117.210 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.211. Theatre, Middle School 1, Adopted 2013.

(a) General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Middle School 1.

(b) Introduction.
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: 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.

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.

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 based on sensory and emotional recall;
(B) expand body awareness and spatial perceptions using mime;
(C) respond to sounds, music, images, and the written word, incorporating movement;
(D) develop an understanding of the mechanisms of vocal production;
(E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces; and
(F) identify the structure and form in examples 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) imagine and clearly describe characters, their relationships, and their surroundings;
(C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history;
(D) dramatize literary selections and imitate life experiences through dramatic play;
(E) express emotions and ideas using interpretive movements and dialogue; and
(F) create environments, characters, and actions.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
(A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements;
(B) create suitable environments for dramatizations;
(C) collaborate to plan brief dramatizations; and
(D) use technology in theatrical applications such as live theatre, video, and film.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
(A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; and
(B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
(A) identify and apply audience etiquette at all performances;
(B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;
(C) identify production elements of theatre, film, television, and other media; and
(D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

Source: The provisions of this §117.211 adopted to be effective July 28, 2013, 38 TexReg 4575.