



**TEXES® Theatre EC-12
Curriculum Crosswalk**

Required Course Numbers											
Test Content Categories											
Domain I – Creating, Performing and Producing Theatre											
Competency 001: <i>The teacher demonstrates knowledge of the basic principles, forms and methods of process-centered drama.</i>											
A. Recognizes and describes process-centered drama methods (e.g., creative drama, theatre in education) for communicating ideas, feelings and experiences through improvisation, pantomime, dramatic play, story dramatization, storytelling, puppetry, role playing and playwriting.											
B. Knows how to use improvisation and theatre games as preparatory techniques for performance and process-centered drama.											
C. Demonstrates knowledge of source materials for improvisation and dramatic play (e.g., literature, history, current events, imagination, personal stories, folklore).											
D. Recognizes the difference between process-centered and production-centered theatre experiences and knows how to use improvisation to generate ideas for stories, movements, characters and environments for both.											

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E. Knows how to apply skills for improvising, writing and refining monologues and scenes that effectively communicate character, plot, setting, theme and mood.											
F. Demonstrates understanding of proper formatting for a script (e.g., identifying stage directions, characters, acts and scenes; spacing).											
G. Understands methods for interacting effectively with others in role playing, improvisation, rehearsal and performance.											
H. Demonstrates knowledge of techniques for engaging in ensemble work and collaborative creative processes.											
I. Understands critical-thinking skills used in creating, utilizing and/or performing dramatic material.											
Competency 002: <i>The teacher demonstrates knowledge of acting methods and techniques.</i>											
A. Recognizes and describes various classical and contemporary acting techniques, methods and styles, including emergent performance practices.											
B. Demonstrates knowledge of methods for developing an actor's focus, sensory perception and characterization skills, including activities directed at sensory awareness and emotional and sensory recall.											
C. Understands methods for strengthening focus, sensory perception and characterization.											

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D. Understands skills for creating roles, developing character relationships and reflecting on human experiences in improvised and scripted scenes.											
E. Recognizes and describes elements related to an actor's analysis of a text, including identification of movement, beats, subtext, actions, objectives and key words and phrases.											
F. Analyzes scripts to determine the physical, intellectual, psychological, political and social dimensions of characters and character relationships and divides scripts into their component parts.											
G. Understands vocal techniques used in acting, including warm-ups to prepare the voice, elements of sound production (e.g., diction, phrasing, pitch, breath control, projection), vocal safety and injury avoidance procedures, dialect work and ways to use voice and speech (e.g., pitch, tempo, tone, timing, pacing) to communicate feelings and ideas and to develop characterization.											
H. Demonstrates knowledge of skills for using the voice and body expressively to perform scripts written in a variety of time periods and styles.											

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I. Understands physical techniques used in acting, including warm-ups to prepare the body, relaxation techniques, centering, isolation of body parts, psychological gesture, neutral and character masks and techniques for using body position and gesture to communicate meaning and develop characterization.											
Competency 003: <i>The teacher demonstrates knowledge of the principles and techniques of directing theatrical productions.</i>											
A. Understands the director's role as a leader, communicator, unifying force, problem solver, interpreter of script and collaborator.											
B. Recognizes the director's relationship and responsibility to the actors, designers, stage manager and audience as well as the director's responsibility to the script.											
C. Knows how to create and communicate a unified vision that results in a clear production concept for company members.											
D. Demonstrates familiarity with skills and techniques for creating a safe and positive working environment that encourages and promotes collaboration, trust, consensus building and creativity among all members of the production team.											
E. Demonstrates knowledge of methods for analyzing a script to determine a message for the work and how its component parts help communicate that message to an audience.											

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F. Knows how to motivate and guide company members through rehearsal and performance, using communication, collaboration, trust, consensus building and creativity.											
G. Knows how to apply methods for guiding actors in creating roles and developing character relationships.											
H. Analyzes elements (e.g., focus, levels, balance) and factors involved in developing a ground plan, stage movement and blocking and selects composition techniques appropriate for various needs and goals.											
Competency 004: <i>The teacher demonstrates knowledge of the principles of producing theatrical performances.</i>											
A. Understands considerations and procedures for selecting and researching a script.											
B. Evaluates and compares various methods of holding auditions (e.g., prepared monologues, cold readings, improvisation) and casting (e.g., casting according to learning objectives, nontraditional casting).											
C. Knows how to coordinate an efficient rehearsal schedule.											
D. Demonstrates knowledge of procedures for scheduling, budgeting, planning, promoting and managing theatrical performances.											
E. Demonstrates knowledge of legal issues (e.g., royalties, copyrights, liability, contracts) related to theatrical productions.											

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F. Identifies and analyzes elements involved in directing and producing student theatrical productions, including considerations of student development, varied backgrounds, audience characteristics and production factors (e.g., performance space, number of participants) in the selection of works for performance.											
Domain II – Design and Technical Theatre											
Competency 005: <i>The teacher understands how to develop an overall technical and design environment for theatrical productions.</i>											
A. Demonstrates knowledge of design principles and elements relevant to theatrical productions, the functions of design in theatrical productions and design styles and their characteristics.											
B. Recognizes the characteristics of different types of performance spaces (e.g., proscenium stage, studio/black box, thrust stage, classroom, arena, found space) and analyzes ways in which the characteristics of a performance space can influence production decisions.											
C. Knows how to analyze dramatic texts, including themes, settings, times, literary styles, genres and characters, to determine technical and design requirements.											

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D. Understands how to analyze the effectiveness of lighting, sound, scenery, properties, costumes and makeup choices in communicating the concept of a production.											
<i>Competency 006: The teacher demonstrates knowledge of principles and techniques of theatrical lighting and sound production.</i>											
A. Demonstrates knowledge of basic lighting and sound technology, equipment and safety practices.											
B. Recognizes the principles, elements and techniques of lighting and sound design for a theatrical production.											
C. Knows how to apply basic techniques of theatrical lighting and sound production (e.g., using color mediums [gels], designing and reading a lighting plot and instrument schedule, selecting and designing sound effects and background music).											
D. Demonstrates an understanding of safety considerations and procedures associated with the use of theatrical lighting and sound equipment.											
E. Understands considerations in selecting lighting and sound to help create a particular theatrical environment.											
<i>Competency 007: The teacher demonstrates knowledge of principles and techniques for designing and creating theatrical sets and properties.</i>											

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A. Recognizes and describes the technical aspects of set and property construction (e.g., unit set, flats, drops, platforms, painting), including the use of power tools and safety practices.											
B. Knows how to apply basic techniques of scenery and property construction (e.g., manufacturing flats, constructing a unit set, painting scenery, operating tools and machinery).											
C. Demonstrates an understanding of safety considerations and procedures associated with the design and construction of theatrical sets and properties.											
D. Understands the design considerations in selecting or creating scenery and properties to help create a particular theatrical environment.											
<i>Competency 008: The teacher demonstrates knowledge of principles and techniques for designing and creating theatrical costumes and makeup.</i>											
A. Recognizes the basic functions of costumes in theatrical production.											
B. Recognizes and describes historical, regional and societal styles of dress.											
C. Demonstrates knowledge of construction techniques and materials for creating costumes and demonstrates familiarity with other methods of obtaining costumes.											

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D. Recognizes the characteristics and functions of different types of makeup, makeup materials and techniques for applying makeup to suggest character and communicate the concept of the production.											
E. Knows how to apply basic principles and techniques of costume construction and makeup application (e.g., cutting, dyeing, sewing, care and maintenance of costumes; character makeup and simple prosthetics).											
F. Demonstrates an understanding of safety considerations and procedures associated with the design, construction and use of theatrical costumes and makeup.											
G. Understands considerations in selecting costumes and makeup to help create a particular theatrical environment.											
<i>Competency 009: The teacher demonstrates knowledge of backstage procedures and the roles of backstage personnel.</i>											
A. Knows backstage procedures (e.g., setting and striking techniques, unit set preparation, curtain and fly rail operation, set and lighting crew preparation, backstage etiquette and safety).											
B. Recognizes and describes roles and responsibilities of individuals involved in technical theatre (e.g., stage manager, production manager, technical director, production crew).											

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C. Knows safety practices and procedures relevant to technical theatre, including practices related to emotional and physical well-being.											
D. Knows strategies for assembling a production crew and teaching them proper etiquette, safety and backstage techniques.											
Domain III – Theatre History and Culture											
<i>Competency 010: Recognizes and describes historical, regional and societal styles of dress.</i>											
A. Recognizes and describes characteristics and techniques associated with theatre from different historical periods and societal traditions.											
B. Demonstrates knowledge of historical and societal developments in theatrical styles and genres.											
C. Understands theatre heritage as it is preserved in dramatic text, traditions and conventions.											
D. Analyzes the development of dramatic forms, production practices and theatrical traditions across heritages and historical periods.											
E. Recognizes major theatrical figures, plays and works from a variety of historical periods and societal traditions.											
F. Analyzes ways in which specific dramatic texts and contemporary theatre conventions reflect theatre heritage.											

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Competency 011: <i>The teacher demonstrates knowledge of the role of theatre in society.</i>											
A. Analyzes and evaluates influences on theatre in different times, places and heritages.											
B. Analyzes and compares aesthetic philosophies and the treatment of characters, situations and themes in dramatic works from various heritages and historical periods.											
C. Recognizes and describes the emotional and social effects of theatre on individuals, communities and heritages.											
D. Analyzes ways in which varied backgrounds and other aspects of U.S. society have influenced contemporary theatre in the United States.											
E. Recognizes and describes the role and influence of live theatre and dramatic media in U.S. society.											
Domain IV – Responding to and Analyzing Theatre											
Competency 012: <i>The teacher knows how to use appropriate procedures, criteria and vocabulary in the evaluation, analysis and criticism of theatre and dramatic media.</i>											
A. Knows the vocabulary of dramatic criticism and dramaturgy, including basic vocabulary related to theatrical conventions (e.g., fourth wall, catharsis, alienation effect).											

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B. Understands techniques, procedures and the ethical considerations used in criticism of theatre and dramatic media (e.g., film, video, television, radio, electronic media).											
C. Understands how to apply concepts of evaluation to live theatre and dramatic media.											
D. Analyzes how specific artistic choices are used to support the major themes of theatrical productions.											
E. Analyzes the effects of various factors (e.g., publicity, physical environment, talkbacks, study guides) on an audience's response to, and appreciation of, a theatrical production.											
F. Demonstrates knowledge of resources available for research regarding theatrical productions (e.g., published scripted materials, electronic resources, current technologies, theatre professionals).											
Competency 013: <i>The teacher understands the relationship of theatre to other art forms and other disciplines.</i>											
A. Compares and contrasts theatre and other dramatic media, including their uses of dramatic structure.											
B. Analyzes the ways in which other art forms are used in theatrical productions.											
C. Recognizes and describes the relationship of theatre to other art forms and other disciplines.											

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D. Analyzes similarities and differences between theatrical experiences and other literary and artistic experiences.											
Domain V – Theatre Education											
<i>Competency 014: The teacher knows how to plan, implement and evaluate theatre instruction.</i>											
A. Demonstrates knowledge of the content and performance standards for theatre that compose the Texas Essential Knowledge and Skills (TEKS) and recognizes the significance of the TEKS in developing a theatre curriculum.											
B. Knows how to organize, sequence and evaluate lessons in ways that promote effective student learning in theatre.											
C. Demonstrates understanding of teaching methods that effectively integrate theatre instruction with instruction in other art forms and other subject areas for students at different grade levels.											
D. Knows how to integrate instructional and communication technologies to enhance teaching and learning in theatre.											
E. Recognizes and describes effective strategies for teaching theatre effectively to students with various backgrounds and needs.											

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F. Understands considerations and procedures for developing and using instructional strategies that encourage active learning and are responsive to the strengths and needs of all students, including students with various backgrounds and needs.											
G. Knows how to guide students with various skills and interests to explore avenues of self-discovery and self-expression through performance, dramatic play, design, play writing, technical production and other aspects of theatre.											
H. Demonstrates knowledge of methods for developing and applying appropriate evaluation standards based on students' abilities and experience, offering appropriate feedback to enhance students' performance and teaching students to critique their own and others' performances.											
I. Demonstrates familiarity with multiple forms of assessment and how they can be used to evaluate and monitor student progress and to plan instruction in theatre.											
J. Knows how to create, organize and manage a safe and supportive environment that encourages student learning, motivation, collaboration and positive forms of risk taking.											
K. Demonstrates knowledge of safety practices relevant to creative expression and performance, including practices related to emotional well-being and the safe use of the voice and body.											

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Competency 015: The teacher understands grade-level appropriate skills, concepts and instructional strategies to promote students' development of theatre concepts, knowledge and skills; enhance critical and creative thinking in theatre contexts; and foster appreciation of the arts.											
A. Demonstrates knowledge of students' intellectual, social, emotional and physical development and the significance of developmental factors for theatre education in grades EC-12.											
B. Understands how to foster student learning and creativity by offering opportunities to engage in grade-level appropriate forms of drama, including forms that are process-centered (e.g., creative drama, theatre in education) and production-centered (e.g., scenes, plays, musicals).											
C. Uses knowledge of students' characteristics (e.g., prior experiences, developmental level, interests) to select appropriate materials and strategies for promoting learning and skills acquisition related to producing and directing theatrical productions.											
D. Knows how to provide students with grade-level appropriate opportunities to use movement and dialogue to portray characters and themes drawn from personal experience, heritage, literature, current events and history; to dramatize literary selections; and to create and improvise stories that include a beginning, a middle and an end.											

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E. Recognizes and describes grade-level appropriate instructional strategies that provide students with grade-level appropriate opportunities to learn and apply skills and concepts for technical theatre, directing, scheduling, budgeting, planning, promoting and managing theatrical productions (e.g., demonstrating responsibility, creative problem solving, critical thinking, artistic discipline in a variety of contexts).											
F. Recognizes and describes grade-level appropriate instructional strategies for teaching students appropriate audience behavior, etiquette and safety for various types of theatrical performances and process drama experiences.											
G. Demonstrates familiarity with a variety of grade-level appropriate instructional approaches, activities and resources (e.g., films, websites) to promote students' ability to appreciate, understand and critically analyze theatre from different times, places and heritages.											
H. Knows how to provide students with varied, grade-level appropriate learning experiences that promote their ability to analyze, evaluate, appreciate and construct meaning from theatre, film and television and other electronic media productions.											
I. Knows how to provide students with grade-level appropriate opportunities to apply critical-thinking skills as they create and perform dramatic material.											

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Competency 016: <i>The teacher understands the role of theatre and theatre education in everyday life.</i>											
A. Analyzes the benefits and relevance of theatre experiences for students' academic and personal development (e.g., encouraging experiential exploration of content-area topics, facilitating creative problem solving, promoting self-knowledge, enhancing understanding of interpersonal relationships, improving self-confidence through performance, developing verbal and nonverbal communication skills).											
B. Demonstrates knowledge of career and avocational opportunities in theatre and dramatic media, the skills and preparation required for these careers and avocations and ways to integrate awareness of careers and avocational opportunities into theatre education.											
C. Demonstrates familiarity with theatrical resources, opportunities and experiences for students that are available outside the school.											
D. Knows the training, skills, self-discipline and artistic discipline needed to pursue career and avocational opportunities in theatre and dramatic media.											
E. Demonstrates knowledge of the characteristics, uses and benefits of various professional development resources and strategies for the theatre educator.											