Teaching Theatre (K-8)

Theatre, Kindergarten

(1) Perception. 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 self-awareness through dramatic play;
- (B) explore space, using expressive movement;
- (C) imitate sounds; and
- (D) imitate and recreate objects in dramatic play.

Theatre, Grade 1

(1) Perception. 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 confidence and self-awareness through dramatic play;
- (B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;
- (C) imitate actions and sounds; and
- (D) imitate and create animate and inanimate objects in dramatic play.

Theatre, Grade 2

(1) Perception. 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;
- (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.

Theatre, Grade 3

(1) Perception. 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 and emotional experiences;
- (B) create playing space, using expressive and rhythmic movement;
- (C) respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and
- (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

Theatre, Grade 4

(1) Perception. 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) relate sensory and emotional responses to theatre;
- (B) develop body awareness and spatial perceptions, using rhythmic and expressive movement;
- (C) respond to sounds, music, images, and the written word, using movement;
- (D) express emotions and ideas, using interpretive movements, sounds, and dialogue;
- (E) imitate and synthesize life experiences in dramatic play; and
- (F) represent environment, characterization, and actions.

Theatre, Grade 5

(1) Perception. 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, and the written word, using movement;
- (D) express emotions and relate ideas, using interpretive movement and dialogue;
- (E) integrate life experiences in dramatic play; and
- (F) portray environment, characterization, and actions.

Theatre, Grade 6

(1) Perception. 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 pantomime;
- (C) respond to sounds, music, images, and the written word, incorporating movement;
- (D) express emotions and ideas, using interpretive movements and dialogue;
- (E) imitate and synthesize life experiences in dramatic play; and
- (F) create environments, characters, and actions.

Theatre, Grade 7

(1) Perception. 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 and apply theatre preparation and warm-up techniques;
- (C) create expressive and rhythmic movements;
- (D) express thoughts and feelings, using effective voice and diction;
- (E) compare and contrast dramatic performances to life; and
- (F) include setting, character, and plot in improvised scenes.

Theatre, Grade 8

(1) Perception. 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) improvise, using emotional and sensory recall;
- (B) apply preparation and warm-up techniques;
- (C) create expressive movement and pantomime to define space and characters;
- (D) express thoughts and feelings, using effective voice and diction;
- (E) compare dramatic performances to life; and
- (F) create setting, character, and plot in improvised and scripted scenes.
**Theatre, Level I**

(1) **Perception.** 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) improvise, using emotional and sensory recall;
(B) develop and practice theatre preparation and warm-up techniques;
(C) employ stage movement and pantomime consistently to express thoughts, feelings, and actions;
(D) develop and practice effective voice and diction to express thoughts and feelings;
(E) define and give examples of theatrical conventions (time, setting, fourth wall, visual elements); and
(F) analyze and describe the interdependence of all theatrical elements.

**Theatre, Level II**

(1) **Perception.** 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) practice warm-up techniques;
(B) employ stage movement and pantomime consistently;
(C) demonstrate effective voice and diction;
(D) analyze dramatic structure and genre;
(E) identify examples of theatrical conventions in theatre, film, television, and electronic media; and
(F) relate the interdependence of all theatrical elements.

**Theatre, Level III**

(1) **Perception.** 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) practice theatre preparation and warm-up techniques effectively;
(B) employ stage movement and pantomime consistently;
(C) demonstrate effective voice and diction;
(D) analyze dramatic structure and genre;
(E) compare and contrast theatrical conventions of theatre to the conventions of film, television, and electronic media; and
(F) analyze the interdependence of all theatrical elements.

**Theatre, Level IV**

(1) **Perception.** 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 and practice theatre preparation and warm-up techniques;
(B) employ stage movement and pantomime consistently;
(C) develop effective use of voice and diction;
(D) compare the dramatic structure of theatre, film, television, and electronic media;
(E) evaluate theatrical conventions of various cultural and historical periods; and
(F) evaluate the interdependence of all theatrical elements.

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**Texas Essential Knowledge and Skills: Perception Strand**

**Theater**

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