

## ***TEKS Perception – 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 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;
- (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.



## TEKS Perception – Theatre (9-12)

### 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;
- (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.

### *Presenters*



**Troy Herbort**  
Socorro High School  
[therbo@sisd..net](mailto:therbo@sisd..net)

**Candace Printz**  
El Dorado High School  
[cprint@sisd.net](mailto:cprint@sisd.net)



### *Fine Arts Staff*

**Nellie Ponikvar**  
Director  
[nponik@sisd.net](mailto:nponik@sisd.net)  
**Margie Monje**  
Administrative Assistant  
**Norma Salcido**

**Don Rominsky**  
Assistant Director  
[dromin@sisd.net](mailto:dromin@sisd.net)  
**Catherine Morrel**  
Assistant Director  
[cmorre01@sisd.net](mailto:cmorre01@sisd.net)

# SOCORRO INDEPENDENT SCHOOL DISTRICT

## FINE ARTS DEPARTMENT

*Presents*

## PASSPORT TO EXCELLENCE: SUMMER WORKSHOP



## Texas Essential Knowledge and Skills: PERCEPTION STRAND Theater

*Vertical Alignment Document*