Fine Arts: Grades 6, 7, 8 (All Middle School Courses)

Adopted 2013

Subchapter E. Middle School

Art, Middle School 1

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;

(B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;

(C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and

(D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create original artworks based on direct observations, original sources, personal experiences, and the community;

(B) apply the art-making process to solve problems and generate design solutions; and

(C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

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(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) identify the influence of historical and political events in artworks;

(B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

(C) explain the relationships that exist between societies and their art and architecture; and

(D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written or oral responses to artwork using appropriate art vocabulary;

(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

(C) develop a portfolio;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) understand and demonstrate proper exhibition etiquette.

Art, Middle School 2

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;

(B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;

(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and

(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

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(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

(B) apply the art-making process to solve problems and generate design solutions;

(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and

(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) analyze ways that global, cultural, historical, and political issues influence artworks;

(B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and

(D) identify career and avocational choices in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

(C) develop a portfolio that demonstrates progress;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) demonstrate an understanding of and apply proper exhibition etiquette.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;

(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;

(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and

(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;

(B) apply the art-making process to solve problems and generate design solutions;

(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;

(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and

(E) create experimental artworks using installation, performance, or collaboration

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(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) analyze ways in which global, contemporary, historical, and political issues have influenced art;

(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;

(C) evaluate the relationships that exist among a society's art, music, theatre, and dance; and

(D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

(C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(D) understand and demonstrate proper exhibition etiquette.

Dance, Middle School 1

(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) recognize the concepts of wellness for healthy lifestyles;

(C) define body science applications through dance genres, styles, and vocabulary; and

(D) identify dance movement elements through space, energy, and time.

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(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) recognize basic principles of proper body alignment;

(B) define knowledge of dance composition elements, improvisation skills, and choreographic processes;

(C) identify movement studies using rhythmical skills and spatial directions; and

(D) recognize 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) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;

(B) perform in groups with the intent to communicate to an audience;

(C) define the use of dance elements in practice and performance incorporating technology; and

(D) identify 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) define the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;

(B) identify movement characteristics of historical and cultural dance forms and the contributions of their artists;

(C) identify a dance representative of one's heritage or environment; and

(D) understand dances 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) define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;

(B) identify relationships between dance and other content subjects;

(C) define the content and choreographic structures used by various American choreographers; and

(D) define artistic decisions of personal dance works.

Dance, Middle School 2

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(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, tap, modern dance, musical theatre dance, and world dance forms;

(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;

(B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists;

(C) recognize a dance representative of one's heritage or environment; and

(D) evaluate dance in various media and other content areas.

Skip to main content

(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;

(C) demonstrate the content and choreographic structures used by various American choreographers; and

(D) interpret and evaluate artistic decisions of personal dance works.

Dance, Middle School 3

(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) distinguish between concepts of wellness for healthy lifestyles;

(C) implement body science applications through dance genres, styles, and vocabulary; and

(D) develop 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) apply basic principles of proper body alignment;

(B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes;

(C) create movement studies using rhythmical skills and spatial directions; and

(D) design 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) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;

(B) perform individually and in groups with the intent to express emotions, communicate, and project to an audience;

(C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production; and

(D) practice an effective warm-up and cool-down using elements of proper conditioning for performing skills.

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

(A) compare and contrast the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;

(B) evaluate movement characteristics of historical and cultural dance forms and the contributions of their artists;

(C) perform a dance representing one's heritage or environment; and

(D) create dances 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) design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;

(B) create relationships between dance and other content subjects;

(C) compare and contrast the content and choreographic structures used by various American choreographers; and

(D) interpret, evaluate, and justify artistic decisions of personal dance works.

Music, Middle School 1

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:

(A) experience and explore exemplary musical examples using technology and available live performances;

(B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;

(C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;

(D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and

(E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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(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) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;

(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;

(C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;

(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and

(E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.

(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) demonstrate, 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, developing 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 music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and

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

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

(A) perform music representative of diverse cultures, including American and Texas heritage;

(B) describe written and aurally presented music representative of diverse styles, periods, and cultures;

(C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; 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) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;

(B) identify criteria for listening to and evaluating musical performances;

(C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;

(D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and

(E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

Music, Middle School 2

Skip to main content

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores 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 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, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;

(D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and

(E) describe health and wellness concepts related to musical practice such as body mechanics, 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) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;

(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;

(C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;

(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and

(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.

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(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) demonstrate, 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 music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and

(G) create increasingly complex rhythmic phrases using known rhythms and 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) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;

(C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and

(D) describe music-related vocations and avocations.

Skip to main content

(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) demonstrate 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 select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;

(D) identify and apply criteria for evaluating personal performances;

(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and

(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

Music, Middle School 3

(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;

(D) analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and

(E) demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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(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;

(C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation;

(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and

(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.

(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 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.

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(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.

Theatre, Middle School 1

(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.

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(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.

Theatre, Middle School 2

Skip to main content

(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) explore characterization using sensory and emotional recall;

(B) develop and apply theatre preparation and warm-up techniques;

(C) create expressive and rhythmic movements;

(D) develop an increased understanding of the mechanisms of vocal production;

(E) demonstrate knowledge of theatrical vocabulary and terminology; and

(F) analyze 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) define characters by what they do, what they say, and what others say about them;

(C) select movements and dialogue to portray a character appropriately;

(D) create stories collaboratively and individually that have dramatic structure;

(E) apply knowledge of effective voice and diction techniques to express thoughts and feelings;

(F) compare and contrast dramatic performances to life; and

(G) create improvised scenes that include setting, character, and plot.

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

(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;

(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;

(C) define the role of the director; 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 knowledge of theatre as a reflection of life in particular times, places, and cultures;

(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and

(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

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(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 performances;

(B) evaluate the effectiveness of selected film and television performances;

(C) demonstrate knowledge of production elements in theatre, film, television, and other media; and

(D) explore career and vocational opportunities in theatre.

Theatre, Middle School 3

(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

(D) use technology in theatrical applications such as live theatre, video, and film.

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(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;

(B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions; and

(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

(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;

(C) demonstrate knowledge of production elements in theatre, film, television, and other media; and

(D) explore career and vocational opportunities in theatre.