

## Chapter 117. Texas Essential Knowledge and Skills for Fine Arts Subchapter B. Middle School

---

**Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.**

---

### **§117.31. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Middle School.**

The provisions of this subchapter shall supersede §75.31(g) and §75.47 of this title (relating to Fine Arts) beginning September 1, 1998.

*Source: The provisions of this §117.31 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.32. Art, Grade 6.**

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following art course: Art 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

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

(B) compare specific artworks from a variety of cultures; and

(C) compare career and avocational opportunities in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) conduct in-progress analyses and critiques of personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

*Source: The provisions of this §117.32 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.33. Music, Grade 6.**

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select a music course from the following: General Music 6, Band 6, Choir 6, Orchestra 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) individually demonstrate characteristic vocal or instrumental timbre;
- (B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and
- (C) identify music forms presented aurally and through music notation.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read simple music in treble and/or other clefs in various keys and meters;
- (B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and
- (C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic and melodic phrases; and
- (B) arrange rhythmic and melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) describe aurally-presented music representing diverse styles, periods, and cultures;
- (B) describe music-related vocations and avocations;
- (C) perform music representative of diverse cultures, including American and Texas

heritage; and

(D) relate the other fine arts to music concepts.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify criteria for evaluating performances;

(B) evaluate the quality and effectiveness of music and musical performances; and

(C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

*Source: The provisions of this §117.33 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.34. Theatre, Grade 6.**

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following theatre course: Theatre 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(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.

(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, heritage, literature, and history; and
- (D) dramatize literary selections in unison, pairs, and groups and incorporate dramatic elements in improvisation.

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

- (A) define character, environment, action, and theme, using props, costumes, and visual elements collaboratively and safely;
- (B) alter space appropriately to create a suitable environment for play-making;
- (C) plan brief dramatizations collaboratively; and
- (D) interact cooperatively with others in brief dramatizations.

(4) Historical/cultural heritage. The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:

- (A) demonstrate in dramatic activities that theatre is a reflection of life; and
- (B) explain the role of theatre, film, television, and electronic media in American society.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) analyze and apply audience behavior at all performances;
- (B) develop simple oral and written observations about visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;
- (C) compare and contrast ideas and emotions depicted in art, dance, music, and theatre and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization; and

- (D) compare selected occupations in theatre.

*Source: The provisions of this §117.34 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.35. Art, Grade 7.**

- (a) General requirements. Students may select the following art course: Art 7.

- (b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

- (c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;

(B) incorporate design into artworks for use in everyday life; and

(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts; and
  - (C) identify career and avocational choices in art.
- (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.

*Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.36. Music, Grade 7.**

(a) General requirements. Students may select a music course from the following: General Music 7, Band 7, Choir 7, Orchestra 7, Jazz Band 7, Instrumental Ensemble 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;
- (B) describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology; and
- (C) identify music forms presented aurally and through music notation.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) sight-read music in treble and/or other clefs in various keys and meters;

(B) notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated); and

(C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create increasingly complex rhythmic and melodic phrases; and

(B) arrange increasingly complex rhythmic and melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;

(B) describe music-related vocations and avocations;

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

(D) identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

(A) design and apply criteria for evaluating the quality and effectiveness of music and musical performances;

- (B) evaluate the quality and effectiveness of personal performances; and
- (C) exhibit concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.37. Theatre, Grade 7.**

(a) General requirements. Students may select the following theatre course: Theatre 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(c) Knowledge and skills.

(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.

(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; and
  - (D) create and improvise collaboratively and individually stories that have a beginning (exposition), middle (climax), and ending (denouement, resolution).
- (3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) determine specific technical elements to safely provide setting and to support character and action in improvised and scripted scenes;
  - (B) create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;
  - (C) define the role of the director; and
  - (D) direct brief dramatizations.
- (4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:
- (A) demonstrate in performances that theatre is a reflection of life in particular times, places, and cultures; and
  - (B) identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in daily American life.
- (5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) identify and demonstrate appropriate audience behavior at various types of performances;
  - (B) evaluate the effectiveness of selected film and television performances;
  - (C) identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions; and
  - (D) compare career and avocational opportunities in theatre.

*Source: The provisions of this §117.37 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.38. Art, Grade 8.**

- (a) General requirements. Students may select the following art course: Art 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes; and

(C) survey career and avocational opportunities in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and

the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

*Source: The provisions of this §117.38 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.39. Music, Grade 8.**

(a) General requirements. Students may select a music course from the following: General Music 8, Band 8, Choir 8, Orchestra 8, Jazz Band 8, Instrumental Ensemble 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

(B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; and

(C) identify music forms presented aurally and through music notation.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

- (B) perform expressively, incorporating appropriate stylistic qualities;
  - (C) perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
  - (D) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.
- (3) Creative expression/performance. The student reads and writes music notation. The student is expected to:
- (A) sight-read music in treble and/or other clefs in various keys and meters;
  - (B) notate meter, rhythm, pitch, and dynamics, using standard symbols (manuscript or computer-generated); and
  - (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.
- (4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:
- (A) create complex rhythmic and melodic phrases; and
  - (B) arrange complex rhythmic and melodic phrases.
- (5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:
- (A) classify aurally-presented music representing diverse styles, periods, and cultures;
  - (B) describe music-related vocations and avocations;
  - (C) perform music representative of diverse cultures, including American and Texas heritage; and
  - (D) relate the content, the concepts, and the processes of subjects other than the arts to those of music.
- (6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:
- (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;
  - (B) evaluate the quality and effectiveness of personal musical performances;
  - (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and

- (D) exhibit concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.39 adopted to be effective September 1, 1998, 22 TexReg 4943.*

---

### **§117.40. Theatre, Grade 8.**

- (a) General requirements. Students may select the following theatre course: Theatre 8.

- (b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

- (c) Knowledge and skills.

(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.

(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) analyze life interactions, choices, and responses to describe character motivation;
- (C) portray characters through familiar movements and dialogue; and

- (D) create, improvise, and record individually and collaboratively characters, setting, dialogue, and actions that have tension and suspense and that reflect a beginning (exposition), middle (climax), and ending (denouement, resolution).
- (3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions;
  - (B) create elements of scenery, properties, lighting, sound, costume, makeup, and publicity, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression);
  - (C) identify the director's role as a unifying force, problem-solver, interpreter of script, and collaborator; and
  - (D) direct brief dramatizations.
- (4) Historical/cultural heritage. 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; and
  - (B) define theatre heritage as it is preserved in dramatic text, traditions, and conventions and describe the roles of theatre, film, television, and electronic media in American society.
- (5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) analyze and practice appropriate audience behavior at various types of live performances;
  - (B) define the terminology and process of evaluation (intent, structure, effectiveness, value) and apply this process to performances, using appropriate theatre vocabulary;
  - (C) identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or music; and
  - (D) compare career and avocational opportunities in theatre.

*Source: The provisions of this §117.40 adopted to be effective September 1, 1998, 22 TexReg 4943.*