

DIGITAL THEATRE⁺

Texas Essential Knowledge and Skills for Fine Arts (TEKS)

Our instructional resources are aligned to your standards to help you meet your teaching objectives. Below is an overview of how our resources are aligned to the Texas Essential Knowledge and Skills for Fine Arts (TEKS).

Middle School 1

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) develop characterization based on sensory and emotional recall.	
(B) expand body awareness and spatial perceptions using mime.	Using Mask in Drama
(C) respond to sounds, music, images, and the written word, incorporating movement.	How To: Sound
(D) develop an understanding of the mechanisms of vocal production.	Spotlight On: Voice
(E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.	A Glossary of Theatrical Terminology
(F) identify the structure and form in examples of dramatic literature.	Spotlight On: Dramatic Structure
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) demonstrate safe use of the voice and body.	How To: Stage Combat
(B) imagine and clearly describe characters, their relationships, and their surroundings.	Unlocked: Creating a Character
(C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history.	Unlocked: Creating a Character
(D) dramatize literary selections and imitate life experiences through dramatic play.	
(E) express emotions and ideas using interpretive movements and dialogue.	How To: Improvisation
(F) create environments, characters, and actions.	
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.	How To: Costume
(B) create suitable environments for dramatizations.	How To: Set
(C) collaborate to plan brief dramatizations.	Unlocking Collaboration: Democratic Discussions
(D) use technology in theatrical applications such as live theatre, video, and film.	How To: Digital Performance
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities.	Essential Greeks
(B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.	Spotlight On: World Theatre
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(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.	Comparing Design Choices
(C) identify production elements of theatre, film, television, and other media.	A-Z of Technical Theatre
(D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.	Spotlight On: The Production

Middle School 2

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) explore characterization using sensory and emotional recall.	
(B) develop and apply theatre preparation and warm-up techniques.	How To: Improvisation
(C) create expressive and rhythmic movements.	Unlocking Movement
(D) develop an increased understanding of the mechanisms of vocal production.	Spotlight On: Voice
(E) demonstrate knowledge of theatrical vocabulary and terminology.	A Glossary of Theatrical Terminology
(F) analyze and evaluate the structure and form of dramatic literature.	Spotlight On: Dramatic Structure
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) demonstrate safe use of the voice and body.	How To: Stage Combat
(B) define characters by what they do, what they say, and what others say about them.	Unlocked: Creating a Character
(C) select movements and dialogue to portray a character appropriately.	Unlocked: Creating a Character
(D) create stories collaboratively and individually that have dramatic structure.	
(E) apply knowledge of effective voice and diction techniques to express thoughts and feelings.	Unlocking Voice
(F) compare and contrast dramatic performances to life.	Unlocking Realism and Naturalism
(G) create improvised scenes that include setting, character, and plot.	How To: Improvisation
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes.	How To: Set
(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.	How To: Props
(C) define the role of the director.	Spotlight On: The Director
(D) use technology in theatrical applications such as live theatre, video, and film.	How To: Digital Performance
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.	Unlocked
(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life.	Any production
(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.	Unlocking Musical Theatre
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(A) understand and demonstrate appropriate audience etiquette at various types of performances.	
(B) evaluate the effectiveness of selected film and television performances.	Any production
(C) demonstrate knowledge of production elements in theatre, film, television, and other media.	A-Z of Technical Theatre
(D) explore career and vocational opportunities in theatre.	My West End

Middle School 3

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) evaluate characterization using emotional and sensory recall.	
(B) explore preparation and warm-up techniques.	Frantic Assembly Studio: Making Work - Warm-Ups
(C) create expressive movement and mime to define space and characters.	How To: Commedia dell'arte
(D) demonstrate an increased understanding of the mechanisms of vocal production.	Unlocking Voice
(E) apply knowledge of theatrical vocabulary and terminology.	A Glossary of Theatrical Terminology
(F) explore and evaluate the structure and form of dramatic literature.	Any production
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) demonstrate safe use of the voice and body.	How To: Stage Combat
(B) portray characters through familiar movements and dialogue.	Unlocking Movement
(C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively	Frantic Assembly Studio: Making Work - Devising
(D) express thoughts and feelings using effective voice and diction.	Unlocking Voice
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.	Unlocked: Creating a Design
(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design.	Unlocked: Creating a Design
(C) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator.	Directors on Directing: An Introduction to the Craft
(D) use technology in theatrical applications such as live theatre, video, and film.	How To: Digital Performance
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance.	Unlocked
(B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions.	Spotlight On: World Theatre
(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.	Unlocking Musical Theatre
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(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.	Any production
(C) demonstrate knowledge of production elements in theatre, film, television, and other media.	Comparing Design Choices
(D) explore career and vocational opportunities in theatre.	A Guide to a Career in Stage Management

High School I

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall.	Unlocked: Speaking and Listening
(B) develop and practice theatre preparation and warm-up techniques.	Frantic Assembly Studio: Making Work - Warm-Ups
(C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.	How To: Stage Combat
(D) develop and practice effective voice and diction to express thoughts and feelings.	Unlocking Voice
(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.	Any production
(F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.	A Glossary of Theatrical Terminology
(G) analyze and describe the interdependence of all theatrical elements.	Any production
(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.	Spotlight On: The Production Team
(I) identify and practice memorization skills.	
(J) identify the principles of improvisation.	How To: Improvisation
(K) identify and recognize the importance of safe theatre practices.	How To: Stage Combat
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) demonstrate safe use of the voice and body.	Musical Theatre: A Handbook of Practical Exercises
(B) define creativity as it relates to personal expression.	
(C) employ effective voice and diction to express thoughts and feelings.	Unlocking Voice
(D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.	The Paper Birds: Character & Narrative
(E) employ physical techniques consistently to express thoughts, feelings, and actions nonverbally.	Frantic Assembly Studio: Making Work - Creating Choreography
(F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.	Devising with The Paper Birds
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) develop and practice technical theatre skills.	Unlocked: Creating a Design
(B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity.	How To: Set
(C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.	In Defence of Character
(D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.	Are You Teaching Theatre Management?
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) portray theatre as a reflection of life in particular times, places, and cultures.	Unlocked
(B) relate historical and cultural influences on theatre.	Unlocked
(C) identify the impact of live theatre, film, television, and electronic media on contemporary society.	Unlocked
(D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.	Spotlight On: World Theatre
(E) appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature.	How To: Commedia dell'arte
(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	Spotlight On: Melodrama and Vaudeville
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(A) analyze and apply appropriate behavior at various types of live performances.	
(B) recognize theatre as an art form and evaluate self as a creative being.	Any production
(C) offer and receive constructive criticism of peer performances.	Spotlight On: Evaluating a Play
(D) evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value.	Any production
(E) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value.	Evaluation Template - Performance
(F) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwrighting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue	My West End
(G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner.	Director's Notebooks
(H) connect theatre skills and experiences to higher education and careers outside of the theatre.	Starting University - A Toolkit for Undergraduates

High School II

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) develop and practice theatre warm-up techniques.	Frantic Assembly Studio: Making Work - Warm-Ups
(B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally.	Frantic Assembly Studio: Making Work - Creating Choreography
(C) demonstrate effective voice and diction.	Unlocking Voice
(D) analyze dramatic structure and genre.	Unlocked: Genres
(E) identify examples of theatrical conventions in theatre, film, television, and electronic media.	Any production
(F) relate the interdependence of all theatrical elements.	Any production
(G) develop and practice memorization skills.	
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression.	How To: Stage Combat
(B) explore creativity as it relates to self and ensemble.	Frantic Assembly Studio: Making Work - Devising
(C) demonstrate effective voice and diction to express thoughts and feelings.	Unlocking Voice
(D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques.	Are You Teaching Acting Methods and Techniques?
(E) develop physical techniques consistently to express thoughts, feelings, and actions nonverbally.	Unlocking Physical Theatre
(F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.	Devising with The Paper Birds
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) develop and practice safe and effective stagecraft skills.	How To: Stage Combat
(B) read and analyze cultural, social, and political aspects of a script to determine technical elements.	Unlocked
(C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments.	Unlocked
(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.	Are You Teaching Rehearsal and Collaboration?
(E) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.	Are You Teaching Rehearsal and Collaboration?
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) analyze historical and cultural influences on theatre.	Unlocked
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.	Any production
(C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society.	Any production
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.	Spotlight On: World Theatre
(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.	Unlocked
(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	Unlocking Musical Theatre
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(A) evaluate and apply appropriate audience etiquette at various types of performances.	
(B) analyze theatre as an art form and evaluate self as a creative being.	Any production
(C) offer and receive constructive criticism of peer performances.	Spotlight On: Evaluating a Play
(D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations.	Unlocked
(E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.	Master Cast
(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner.	Concise Introductions
(G) connect theatre skills and experiences to higher education and careers outside of the theatre.	Frantic Assembly Studio: Collaborative Theatre Making

High School III

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) apply theatre preparation and warm-up techniques effectively.	Frantic Assembly Studio: Making Work - Warm-Ups
(B) experiment with stage movement.	How To: Stage Combat
(C) distinguish the proper techniques such as diction, inflection, and projection in the use of voice.	Unlocking Voice
(D) analyze and evaluate dramatic structure and genre.	Unlocked: Genres
(E) distinguish between the theatrical conventions of theatre, film, television, and other media.	Poetry in Action
(F) evaluate the interdependence of all theatrical elements.	Any production
(G) develop and practice memorization skills.	
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.	How To: Stage Combat
(B) analyze creativity as it relates to self and ensemble and its effect on audience.	Frantic Assembly Studio: Making Work - Devising
(C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions	Unlocked
(D) experiment with improvisation and scripted scenes of various styles to portray believable characters.	In Defence of Character
(E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.	
(F) integrate two or more art or media forms in a performance.	Comparing Mediums
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.	How To: Sound
(B) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters.	Unlocked
(C) cast and direct duet scenes.	
(D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.	Blood Brothers: In Focus
(E) perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.	Any actor or practitioner interview
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) evaluate historical and cultural influences on theatre.	Unlocked
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.	Any production
(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society.	Any production
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.	Unlocked: Genres
(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.	Unlocked: Theatre History
(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	LA Theatreworks
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(A) compare behavior at various types of performances and practice appropriate audience etiquette.	
(B) recognize theatre as an art form and evaluate self as a creative being.	Any production
(C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary.	Any production
(D) compare communication methods of theatre with those of art, music, dance, and other media.	Poetry in Action
(E) make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.	Building Future Theatre
(F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner.	Concise Introductions
(G) relate theatre skills and experiences to higher education and careers outside of the theatre.	Frantic Assembly Studio: Collaborative Theatre Making
(H) create a personal resume or portfolio of theatrical experience.	

High School IV

Standards	Example Content Correlation
Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	
(A) create and demonstrate theatre preparation and warm-up techniques.	Frantic Assembly Studio: Making Work - Warm-Ups
(B) devise and model stage movement.	Frantic Assembly Studio: Making Work - Creating Choreography
(C) model proper techniques such as diction, inflection, and projection in the use of effective voice.	Barbara Houseman Masterclass: Developing Your Voice
(D) compare the structure of theatre to that of film, television, and other media.	Comparing Mediums
(E) evaluate theatrical conventions of various cultural and historical periods.	Key Concepts in Ancient Greek Theatre
(F) evaluate the interdependence of all theatrical elements.	Any production
(G) develop and model memorization skills.	
Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	
(A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression.	How To: Stage Combat
(B) demonstrate creativity as it relates to self and ensemble and its effect on audience.	Frantic Assembly Studio: Making Work - Devising
(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.	Unlocked
(D) interpret scripted scenes of various styles to portray believable characters.	Unlocked: Creating a Character
(E) create individually or devise collaboratively imaginative scripts and scenarios.	Devising with The Paper Birds
Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	
(A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.	Unlocking Lighting
(B) analyze and evaluate dramatic texts and direct brief scenes.	Speeches & Soliloquies
(C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience.	Director's Notebooks
(D) analyze production plans that include research, rehearsal plans, technical designs, and blocking.	How To Storyboard Your Design
(E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production.	
(F) apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.	Devising with The Paper Birds
Historical and cultural relevance. The student relates theatre to history, society, and culture.	
(A) evaluate historical and cultural influences on theatre.	Unlocked
(B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.	Any production
(C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society.	Any production
(D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.	Unlocked: Genres
(E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.	Unlocked: Theatre History
(F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media	LA Theatreworks
Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.	
(A) evaluate and practice appropriate audience behavior at various types of performances.	
(B) defend theatre as an art form and value self as a creative being.	Master Cast
(C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media.	Critical Introductions
(D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period.	Unlocked
(E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.	Practitioners on Practice
(F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner.	Concise Introductions
(G) relate theatre skills and experiences to higher education and careers outside of the theatre.	Frantic Assembly Studio: Collaborative Theatre Making
(H) create a personal resume or portfolio of theatrical experience.	