

**Correlation of *Center Stage: Projects in Theatre Arts (Perfection Learning)* to  
Texas Middle School Drama II §117.212**

(a) General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Middle School 2.

(b) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

<b>(1) Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:			
		<b>Student Book</b>	<b>Teacher Guide</b>
(1)	(A) explore characterization using sensory and emotional recall;	Ch 4: p. 26; Ch 5: 32–34; Ch. 16: pp. 86–88; Ch.20: 106–110	p. 13, pp. 19–20, p. 22
	(B) develop and apply theatre preparation and warm-up techniques;	Every chapter has warmups. See for example pp. 1–12, 17, 21–22; Appendix A, 233–236	p. 6 #11, p. 10, pp. 14-15
	(C) create expressive and rhythmic movements;	Curtain Raiser: p. 9; Ch 3: p. 22, 23–24; Ch. 5: pp. 32–33, 34; Ch. 10, p. 60; Ch. 12, p. 69	p. 10, pp. 12, p. 13, p. 17, p. 18
	(D) develop an understanding of the mechanisms of vocal production;	Ch. 8: pp. 48–51	pp. 15–16
	(E) demonstrate knowledge of theatrical vocabulary and terminology; and	Ch. 21: Key Words and Questions, p. 123, Evaluate and Reflect, p.	pp. 67–68, pp. 69–70, pp. 70–71

		129; Ch, 23: Key Words and Questions, p. 141, Evaluate and Reflect, p. 155; Ch. 24: Key Words and Questions, p. 156, Hold a Production Meeting, pp. 162–168; Evaluate and Reflect, p. 168	
	(F) analyze and evaluate the structure and form of dramatic literature.	Ch. 27: pp. 188–189; Ch. 28: p. 198	pp. 73–74, p. 101
<b>(2) Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:			
(2)	(A) demonstrate safe use of the voice and body;	Ch. 6: p. 42; warmups in each chapter; Appendix A: Physical and Vocal Warmups	p. 6 #11, p. 9
	(B) define characters by what they do, what they say, and what others say about them;	Ch. 12: pp. 69–73; Ch. 16: pp. 86–91	p. 18, pp. 19–20
	(C) select movements and dialogue to portray a character appropriately;	Ch. 16: pp. 86–91 Ch. 18: pp. 95–99; Ch. 21: pp. 127–129	pp. 19, p. 21, pp. 67–68
	(D) create stories collaboratively and individually that have dramatic structure;	Ch. 20: pp. 108–110; Part I Workshop, pp. 115–117; Final Curtain: pp. 220–223	p. 22, pp. 22–23, p. 77, pp. 68–69
	(E) apply knowledge of effective voice and diction techniques to express thoughts and feelings;	Ch. 22: pp. 138–140; Ch. 23: Perform #3, p. 154; Ch. 27: pp. 188, 192; Ch. 28, p. 199 #8	pp. 68–70, pp. 73–74
	(F) compare and contrast dramatic performances to life; and	Ch 19: p.100	pp. 21–22
	(G) create improvised scenes that include setting, character, and plot	Ch. 10: Change Location, p. 61; Ch. 20: pp.107–109; Part I Workshop, B: pp. 114–117	p. 17, p. 22-23
<b>(3) Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:			
(3)	(A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;	Ch. 23: p. 145–146; Final Curtain, pp. 223–224	pp. 69–70, pp. 76–78
	(B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;	Ch. 24: p. 161–162; Final Curtain, pp. 223–224	pp. 70–71, pp. 76–78
	(C) define the role of the director; and	Ch. 21, pp. 123–125	pp. 67–68
	(D) use technology in theatrical applications such as live theatre, video, and film.	Ch. 24, pp. 158; Ch. 29: pp. 203–204, 205, 206, 210; Part II Workshop: p. 219, 223	pp. 70–71, pp. 74–75, p. 77
<b>(4) Historical and cultural relevance.</b> The student relates theatre to history, society, and culture. The student is expected to:			

(4)	(A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;	Ch. 24: pp. 166, 167, A.1; Ch. 29: pp. 204–205, 212; Part II Workshop, p. 215 #2; Final Curtain, p. 223	pp. 70–71, pp. 74–75, pp. 75–76, p. 77
	(B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and	Part I Workshop: p. 112, Ch 29: pp. 204-205, 206; Part II Workshop, B: pp. 216–218	p. 66, pp. 74–75
	(C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.	Ch 29: pp. 203–204, 205–206	pp. 74–75
<b>(5) Critical evaluation and response.</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:			
(5)	(A) understand and demonstrate appropriate audience etiquette at various types of performances;	Appendix B: pp. 236–238	p. 6 #7
	(B) evaluate the effectiveness of selected film and television performances;	Ch 29, p 208-209	pp. 74–75
	(C) identify production elements of theatre, film, television, and other media; and	Introduction: p. vi; Ch. 29, p. 205; Final Curtain, p. 224	pp. 74–75, pp. 76–78
	(D) explore career and vocational opportunities in theatre.	Part I Workshop: p. 111–112; Ch 24, 156-161	pp. 22–23, pp. 70–71