

# LEARNING OUTCOMES

Students who attend the *Studio Series* performance and utilize this Study Guide's extension activities will be able to:

- Use words and/or pictures to summarize one or more of the ballets in *Dancing Through Time with Houston Ballet*;
- Compare/contrast one or more of the ballets in *Dancing Through Time with Houston Ballet*;
- And demonstrate appropriate audience behavior.

# TEKS ADDRESSED

*The following TEKS are addressed during Student Matinees and/or as a part of the extension activities included in this study guide.*

*(Please note: The TEKS addressed will vary depending upon the Studio Series attended.)*

## ENGLISH & LANGUAGE ARTS

### Listening/Speaking

#### **KINDER**

ELA.K.21A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.K.21B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.K.23A: Follow agreed-upon rules for discussion, including taking turns, and speaking one at a time.

#### **GRADE 1**

ELA.1.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.1.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.1.29A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### **GRADE 2**

ELA.2.28A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.2.28B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.2.30A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### **GRADE 3**

ELA.3.29A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.3.29B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### **GRADE 4**

ELA.4.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.4.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### **GRADE 5**

ELA.5.27B: Follow, restate, and give oral instructions that include multiple action steps.

### Comprehension Skills

#### **KINDER**

ELA.K.8B: Describe characters in a story and the reasons for their actions.

**ELA.K.Fig19E: Retell or act out important events in stories.**

ELA.K.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

#### **GRADE 1**

ELA.1.9A: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

ELA.1.9B: Describe characters in a story and the reasons for their actions and feelings.

**ELA.1.Fig19D: Make inferences about text and use textual evidence to support understanding.**

**ELA.1.Fig19E: Retell or act out important events in stories in logical order.**

ELA.1.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## **GRADE 2**

ELA.2.6A: Identify moral lessons as themes in well-known fables, legends, myths, or stories.

ELA.2.9B: Describe main characters in works of fiction, including their traits, motivations, and feelings.

**ELA.2.Fig19D: Make inferences about text and use textual evidence to support understanding.**

**ELA.2.Fig19E: Retell important events in stories in logical order.**

ELA.2.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## **GRADE 3**

ELA.3.5A: Paraphrase the themes and supporting details of fables, legends, myths, or stories.

ELA.3.7A: Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

**ELA.3.8A: Sequence and summarize the plot's main events and explain their influence on future events.**

**ELA.3.8B: Describe the interaction of characters including their relationships and the changes they undergo.**

**ELA.3.Fig19D: Make inferences about text and use textual evidence to support understanding.**

**ELA.3.Fig19E: Summarize information in text, maintaining meaning and logical order.**

**ELA.3.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.**

## **GRADE 4**

ELA.4.3A: Summarize and explain the lesson or message of a work of fiction as its theme.

**ELA.4.6A: Sequence and summarize the plot's main events and explain their influence on future events.**

ELA.4.5A: Describe the structural elements particular to dramatic literature.

**ELA.4.6B: Describe the interaction of characters including their relationships and the changes they undergo.**

**ELA.4.Fig19D: Make inferences about text and use textual evidence to support understanding.**

**ELA.4.Fig19E: Summarize information in text, maintaining meaning and logical order.**

**ELA.4.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.**

## **GRADE 5**

ELA.5.3A: Compare and contrast the themes or moral lessons of several works of fiction from various cultures.

**ELA.5.6A: Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.**

ELA.5.5A: Analyze the similarities and differences between an original text and its dramatic adaptation.

**ELA.5.6B: Explain the roles and functions of characters in various plots, including their relationships and conflicts.**

ELA.5.13B: Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

**ELA.5.Fig19D: Make inferences about text and use textual evidence to support understanding.**

**ELA.5.Fig19E: Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.**

**ELA.5.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.**

## **Written Composition**

### **GRADE 1**

ELA.1.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

### **GRADE 2**

ELA.2.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

ELA.2.20A: Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

### **GRADE 3**

**ELA.3.20A.i: Create brief compositions that establish a central idea in a topic sentence.**

**ELA.3.20A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations.**

**ELA.3.20A.iii: Create brief compositions that contain a concluding statement.**

ELA.3.20B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.3.21A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.

#### **GRADE 4**

**ELA.4.17: Write about important personal experiences.**

**ELA.4.18A.i: Create brief compositions that establish a central idea in a topic sentence.**

**ELA.4.18A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations.**

**ELA.4.18A.iii: Create brief compositions that contain a concluding statement.**

ELA.4.18B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.4.19A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.

#### **GRADE 5**

**ELA.5.17A: Write a personal narrative that conveys thoughts and feelings about an experience.**

**ELA.5.18A.i: Create multi-paragraph essays to convey information about the topic that present effective introductions and concluding paragraphs.**

**ELA.5.18A.iii: Create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure.**

**ELA.5.18A.iv: Create multi-paragraph essays to convey information about the topic that use a variety of sentence structures and transitions to link paragraphs.**

ELA.5.18B: Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

ELA.5.19A: Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

## **DANCE**

#### **KINDER-GRADE 2**

DANCE.K–2.3.1: Understand the differences in dances through historical periods.

DANCE.K–2.2b.4: Understand and remember proper performer, audience, and classroom behavior.

DANCE.K–2.3.4: Apply dance concepts to the other content areas.

DANCE.K–2.4.1: Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.K–2.4.2: Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.K–2.4.4: Observe and understand the differences of artistic movement choices and its effects on audience.

#### **GRADE 3–GRADE 5**

DANCE.3–5.2b.4: Understand and apply proper performer, audience, and classroom behavior.

DANCE.3–5.3.1: Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.

DANCE.3–5.3.4: Understand and apply dance concepts in various media to the other content areas.

DANCE.3–5.4.1: Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.3–5.4.2: Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.3–5.4.4: Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.

#### **MS DANCE I**

MS DANCE. 1.1A: demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 1.1D: identify dance movement elements through space, energy, and time.

MS DANCE. 1.3D: understand dances in various media and other content areas.

MS DANCE. 1.4A: define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 1.4B: identify relationships between dance and other content areas.

MS DANCE. 1.4C: define the content and choreographic structures used by various American choreographers.

MS DANCE. 1.4D: define artistic decisions of personal dance works.

## **MS DANCE II**

MS DANCE. 2.1A: demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 2.1D: explore and demonstrate dance movement elements through space, energy, and time.

MS DANCE. 2.3D: evaluate dance in various media and other content areas.

MS DANCE. 2.4A: demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 2.4B: interpret relationships between dance other content areas.

MS DANCE. 2.4C: demonstrate the content and choreographic structures used by various American choreographers.

MS DANCE. 2.4D: interpret and evaluate artistic decisions of personal dance works.

## **MS DANCE III**

MS DANCE. 3.1A: demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 3.1D: develop dance movement elements through space, energy, and time.

MS DANCE. 3.4A: design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 3.4B: create relationships between dance and other content areas.

MS DANCE. 3.4C: compare and contrast the content and choreographic structures used by various American choreographers.

MS DANCE. 3.4D: interpret, evaluate, and justify artistic decisions of personal dance works.

## **HS DANCE I**

DANCE.I.1A: Demonstrate basic kinesthetic and spatial awareness individually and in groups.

DANCE.I.1C: Recognize knowledge of dance genres, styles, and vocabulary.

DANCE.I.1D: Identify images found in the environment through movement.

DANCE.I.2Ab: Explore, improvise, and demonstrate original movement during the creative process.

DANCE.I.4A: Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance.

DANCE.I.4B: Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.

DANCE.I.4C: Identify relationships between dance and other content areas.

## **HS DANCE II**

DANCE.II.1A: Demonstrate kinesthetic and spatial awareness individually and in groups.

DANCE.II.1C: Demonstrate effective knowledge of dance genres, styles, and vocabulary.

DANCE.III.1C: Compare knowledge and skills of dance genres, styles, and vocabulary.

DANCE.IV.1C: Demonstrate and evaluate a working knowledge and skills of dance genres, styles and vocabulary.

DANCE.II.1D: Interpret details in movement in natural and constructed environment.

DANCE.II.2Ab: Explore, improvise, and perform original movement during the creative process.

DANCE.I.2Ac: Express ideas and emotions through movement.

DANCE. II.2Ac: Expand the expression of ideas and emotions through movement.

DANCE.II.4A: Identify characteristics of a variety of dances.

DANCE.II.4B: Analyze qualities of performance and proper etiquette in dance.

DANCE.II.4C: Identify similarities of form and expression in dance and other content areas.

## **HS DANCE III**

DANCE.III.1A: Analyze kinesthetic and spatial awareness individually and in groups.

DANCE.III.1D: Differentiate designs and images in natural and constructed environment.

DANCE.III.2Ab: Experiment, improvise, and perform original movement during the creative process.

DANCE.III.2Ac: Compare and contrast the expression of ideas and emotions through movement.

DANCE.III.4A: Compare characteristics and qualities of a variety of dances.

DANCE.III.4B: Analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.

DANCE.III.4C: Understand the relationship of dance performance skills and other content areas.

## **HS DANCE IV**

DANCE.IV.1A: Evaluate kinesthetic and spatial awareness individually and in groups.

DANCE.IV.1D: Create designs and images found in natural and constructed environment.

DANCE.IV.2Ac: Evaluate the expression of ideas and emotions through movement.  
DANCE.IV.4A: Evaluate personal dance compositions and the work of others.  
DANCE.IV.4B: Create and reconstruct a choreographic study using varied media and environments.  
DANCE.IV.4C: Create a portfolio based on personal artistic works, performance works, or research.

# MUSIC

## KINDER

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  
5B: Identify simple interdisciplinary concepts related to music.  
6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## GRADE 1

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  
6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## GRADE 2

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  
5C: Identify simple interdisciplinary concepts related to music.  
6A: Begin to practice appropriate audience behavior during live or recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## GRADE 3

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.  
5C: Identify the relationships between music and interdisciplinary concepts.  
6A: Exhibit audience etiquette during live and recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## GRADE 4

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.  
5D: Examine the relationships between music and interdisciplinary concepts.  
6A: Exhibit audience etiquette during live and recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## GRADE 5

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.  
5D: Examine the relationships between music and interdisciplinary concepts.  
6A: Exhibit audience etiquette during live and recorded performances.  
6D: Respond verbally or through movement to short musical examples.

## MS MUSIC I

MUSIC I.1A: Experience and explore exemplary musical examples using technology and available live performances.  
MUSIC I.5E: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

## MS MUSIC II

MUSIC II.1A: Compare and contrast exemplary musical examples using technology and available live performances.  
MUSIC II.5F: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances

## MS MUSIC III

MUSIC III.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC III.5.F: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

## **HS MUSIC I**

MUSIC I.1A: Experience and explore exemplary musical examples using technology and available live performances.

MUSIC I.5A: Compare and contrast music by genre, style, culture, and historical period.

MUSIC I.5D: Identify and explore the relationship between music and other academic disciplines.

## **HS MUSIC II**

MUSIC II.1A: Compare and contrast exemplary musical examples using technology and available live performances.

MUSIC II.5A: Compare and contrast music by genre, style, culture, and historical period.

## **HS MUSIC III**

MUSIC III.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC III.5A: Classify representative examples of music by genre, style, culture, and historical period.

## **HS MUSIC IV**

MUSIC IV.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC IV.5A: Discriminate representative examples of music by genre, style, culture, and historical period.

# **THEATRE**

## **KINDER**

K.1B: Explore space using expressive movement.

K.1C: Imitate sounds.

K.1D: Imitate and recreate objects in dramatic play.

K.2A: Demonstrate safe use of movement and voice.

K.2B: Assume roles through imitation and recreation.

K.3D: Cooperate with others in dramatic play.

K.5A: Discuss, practice, and display appropriate audience behavior.

## **GRADE 1**

1.1B: Develop spatial awareness in dramatic play using expressive and rhythmic movement.

1.1C: Imitate actions and sounds.

1.1D: Imitate and create animate and inanimate objects in dramatic play.

1.2A: Demonstrate safe use of movement and voice.

1.2B: Create roles through imitation.

1.3A: Discuss aspects of the environment for use in dramatic play, such as location or climate.

1.3D: Cooperate with others in dramatic play.

1.5A: Discuss practice, and display appropriate audience behavior.

1.5C: Discuss the use of music, creative movement, and visual components in dramatic play.

## **GRADE 2**

2.1B: Expand spatial awareness in dramatic play using expressive and rhythmic movement.

2.1C: Participate in dramatic play using actions, sounds, and dialogue.

2.1D: Role play, imitate and recreate dialogue.

2.2A: Demonstrate safe use of movement and voice.

2.2B: Role play in real life and imaginary situations through narrative pantomime, dramatic play, and story dramatization.

2.3D: Cooperate and interact with others in dramatic play.

2.5A: Discuss, practice, and display appropriate audience behavior.

2.5C: Integrate music, creative movement, and visual components in dramatic play.

## **GRADE 3**

3.1B: Create playing space using expressive and rhythmic movement.

3.1C: Respond to sounds, music, images, language, and literature using movement.

3.1D: Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.



- 3.2A: Demonstrate safe use of movement and voice.
- 3.2B: Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.
- 3.3A: Identify technical theatre elements, such as props, costumes, sound, and visual elements that define character, environment, action and theme.
- 3.3D: Cooperate and interact with others in dramatic play.
- 3.5A: Apply appropriate audience behavior consistently.
- 3.5C: Discuss the use of music, movement, and visual components in dramatic activities and performances.

#### **GRADE 4**

- 4.1B: Develop body awareness and spatial perception using rhythmic and expressive movement.
- 4.1C: Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.
- 4.1D: Express emotions and ideas using interpretive movements, sounds, and dialogue.
- 4.2A: Demonstrate safe use of the voice and body.
- 4.2B: Describe characters, their relationships, and their surroundings.
- 4.3A: Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.
- 4.3D: Interact cooperatively with others in brief dramatizations.
- 4.5A: Apply appropriate audience behavior at formal and informal performances.
- 4.5C: Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

#### **GRADE 5**

- 5.1B: Develop body awareness and spatial perceptions using pantomime.
- 5.1C: Respond to sounds, music, images, languages, and literature using movement.
- 5.1D: Express emotions and relate ideas using interpretive and planned movement and dialogue.
- 5.2A: Demonstrate safe use of the voice and body.
- 5.2B: Describe characters, their relationships, and their surroundings in detail.
- 5.3A: Demonstrate character, environment, action, and theme using props, costumes, and visual elements.
- 5.3D: Interact cooperatively with others in dramatizations.
- 5.5A: Analyze and apply appropriate audience behavior at a variety of performances.
- 5.5C: Identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

#### **MS THEATRE I**

- THEATRE.1.1.B expand body awareness and spatial perceptions using mime;
- THEATRE.1.1.C respond to sounds, music, images, and the written word, incorporating movement;
- THEATRE.1.2.A demonstrate safe use of the voice and body;
- THEATRE.1.5.A identify and apply audience etiquette at all performances;
- THEATRE.1.5.C identify production elements of theatre, film, television, and other media;

#### **MS THEATRE II**

- THEATRE.2.5.C demonstrate knowledge of production elements in theatre, film, television, and other media;
- THEATRE.2.1.B develop and apply theatre preparation and warm-up techniques;
- THEATRE.2.1.C create expressive and rhythmic movements
- THEATRE.2.2.A demonstrate safe use of the voice and body
- THEATRE.2.5.A understand and demonstrate appropriate audience etiquette at various types of performances;

#### **MS THEATRE III**

- THEATRE.3.5.C demonstrate knowledge of production
- THEATRE.3.1.B explore preparation and warm-up techniques
- THEATRE.3.1.C create expressive movement and mime to define space and characters;
- THEATRE.3.2.A demonstrate safe use of the voice and body;
- THEATRE.3.5.A understand and demonstrate appropriate audience etiquette at various types of live performances;

#### **HS THEATRE I**

- THEATRE.1.2.A: Demonstrate safe use of the voice and body



THEATRE.I.2B: Define creativity as it relates to personal expression

THEATRE.I.5A: Analyze and apply appropriate behavior at various types of live performances

## **HS THEATRE II**

THEATRE.II.2A: Model safe, appropriate techniques to allow for physical, vocal, and emotional expression

THEATRE.II.2B: Explore creativity as it relates to self and ensemble

THEATRE.II.5A: Evaluate and apply appropriate audience etiquette at various types of performances

## **HS THEATRE III**

THEATRE.III.2A: Employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;

THEATRE.III.2B: Creativity as it relates to self and ensemble and its effect on audience;

THEATRE.III.5A: Compare behavior at various types of performances and practice appropriate audience etiquette;

## **HS THEATRE IV**

THEATRE.IV.2A: Model safe, appropriate techniques to allow for physical, vocal, and emotional expression;

THEATRE.IV.2B: Demonstrate creativity as it relates to self and ensemble and its effect on audience;

THEATRE.IV.5A: Evaluate and practice appropriate audience behavior at various types of performances;

## **Readiness Standards/Aligned Readiness**