

# CTE

## Drama 2 Technical Theater Syllabus

2025-2026

**Mrs. Abigail Paxton Jeffries**

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Buchanan Drama Website: <http://bearstage.org>

### COURSE DESCRIPTION

Drama 2 Technical Theater provides instruction in implementation of theatrical designs for **Sets, Lights, Sound, Properties, Costumes, Make-up, and Stage Management**. Students also study the historical development of technical theatre from the Greeks through Modern Theater and analytical and close reading techniques necessary to interpret dramatic literature to identify themes and visual elements inherent in the text.

*Prerequisites: grade of B or higher in Drama 2 AB. Co-requisites: None*

**\*\*Students focus on developing the basic tools and procedures for creating elements of technical theatre. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment are central to success in this course. Students will be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.**

### PRIORITY STANDARDS

This is an approved Careers in Technical Education (CTE) course, on the district's Performing Arts Theatre Arts pathway (the capstone course is held at Clovis West). All standards will be taught, with a special emphasis on the following (<https://www.cde.ca.gov/CI/ct/sf/documents/artsmedia.pdf>):

- |   |  |
|---|--|
| 1) Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.   | 5) Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application.                                      |
| 2) Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music.   | 6) Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances. |
| 3) Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater.  | 7) Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective.   |
| 4) Apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance for a variety of professional applications. | 8) Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.   |
|   | 9) Explore the connection between artistic preparation and professional standards and practices.   |

## SECONDARY STANDARDS

This course is also a National Core Arts Standards-based course (with careful, selective attention to appropriate ELA Common Core Standards). All standards will be taught, with a special emphasis on the following (<https://www.nationalartsstandards.org/>):

### CREATING

- Anchor Standard #1: Generate and conceptualize artistic ideas and work.
- Anchor Standard #2: Organize and develop artistic ideas and work.
- Anchor Standard #3: Refine and complete artistic work.

### RESPONDING

- Anchor Standard #7: Perceive and analyze artistic work.
- Anchor Standard #8: Interpret intent and meaning in artistic work.
- Anchor Standard #9: Apply criteria to evaluate artistic work.

### PERFORMING/PRESENTING/ PRODUCING

- Anchor Standard #4: Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6: Convey meaning through the presentation of artistic work.

### CONNECTING

- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## RECOMMENDED MATERIALS

For your overall academic success, it would be beneficial to have the following items (if you need assistance obtaining these items, please contact me):

- access to a **computer** with **internet access**
- use of your **school email**, **google drive account**, and **google classroom**
- a planner or calendar to keep track of the agenda and assignments
- **pen**, **paper**, and a **highlighter** for occasional written work during class time
- access to various **craft** supplies to complete design projects  
(you will be notified in advance)

**\*\*This class will largely function in person. However, some assignments will be submitted online, and some digital work may be assigned.**

## CLASSROOM CONDUCT AND EXPECTATIONS

- Students are expected to be on time and ready to learn when the bell rings. This includes preparedness of any and all assignments that are due that class period. Students entering the class after the bell will be marked “tardy” in the attendance record.
- **BE RESPECTFUL AND RESPONSIBLE.** Any behavior in which a student engages must be appropriate. This means no references to **drugs, alcohol, sexuality**, or other **unsuitable issues**. Anything considered unkind or inconsiderate is unacceptable.
- **Profanity** is not tolerated.
- Please put cell phones and other electronic devices away during class time.
- **Be positive and willing to try! Listening to instructions and follow them the first time they are given! *There are **no** excuses!***

## CELL PHONE POLICY

Unless under the direction of staff (for specific instructional or curricular purposes), students may not use electronic devices, including cell phones and/or earbuds, in classrooms. Devices should be turned off and stored according to the teacher’s directions. Devices may not be used in restrooms, locker rooms, or other spaces where students have an expectation of privacy. Students are expected to place their phone in the assigned space at the front of the class in it’s assigned place.

## BATHROOM POLICY

*This rule is subject to change at any time without warning.*

You may use the bathroom as needed; however, this is privilege that will be removed if it is abused. Class time is for academic learning; passing periods, break, before and after school, and lunch are for taking care of personal needs. I do recognize that sometimes there are emergencies that can not wait.

## EATING AND DRINKING

Food in class is okay as long as it is not a distraction to the learning environment. You are expected to clean up your messes.

# OVERVIEW OF ASSIGNMENTS

Below is an overview of the assignments students are expected to participate in this year. The majority of assignments will be covered; assignments are subject to change or modification or can be added or deleted at anytime during the year at the discretion of the instructor.

## Daily Participation:

Students are expected to *voluntarily* participate in daily classroom assignments and activities to receive full credit (10 points each class meeting). **This is an “all or nothing” assignment.** Severe misbehavior can result in a loss of participation points. If you are absent, it is your responsibility to see Ms. Paxton Jeffries for an assignment to make up these points. Points can also be removed for being off task.

**\*\*These points will be entered at the end of each week as a cumulative assignment for the week.**

**\*\*NOTE: being on your phone, being tardy, or not participating to the best of your ability puts you at risk for losing these points.**

## Written Assignments:

- **Evaluation:** *Students are required to view a LIVE theater performance and write one technical evaluation per semester.* This can be intermediate school, high school, college, community, or professional theatre. Due to the COVID-19 pandemic, we will navigate appropriate viewing choices together.
- **Lab Hours:** *Students are required to sign up and attend a minimum of 10 outside lab hours during the course of each semester. These are held after school in first-come-first-served groups of 6 students. This area will be waived for students who crew a production during the semester.*
- Reading and written homework assignments
- Standards-Based Quizzes and Tests
- Multimedia projects & presentations

## Technical Unit Break Down

Intro to Design	Elements of Design Directorial Analysis		Design Fundies
Scenic	Set Properties		Research Drafting Plots
Costumes	Wardrobe Hair and Make-up		Research Renderings Plots
Lighting	Analog and Digital		Research Plots Channel Hook Up

Sound	Foley, Analog, and Digital		Research Microphone use Editing & application
Written Evaluation	Technical Critique	Students will watch a live theater production and construct an evaluation of the technical design elements comprising the play or musical.	Written 5 paragraph essay
Theoretical	<i>Jungalbook</i> by Edward Mast	Students will synthesize their knowledge of theatre design and develop a cohesive design for a play	Bad concept, no cookie

## EVALUATION OF ASSIGNMENTS

Student work will be evaluated on the basis of quality, range of style, depth and complexity of thinking, creativity and originality, and mechanical correctness.

## LATE WORK POLICY:

**An assignment is considered late if it is not turned into the teacher by the designated due date. ALL late assignments will be awarded 50% of what the assignment deserves. An assignment worth 10 points can not receive more than a 5/10 if it is late.**

**I will not accept work past the grading period in which it was assigned.**

If you are absent, it is *your responsibility* to contact the teacher to obtain any and all missed materials and information. The website calendar is also an excellent way to keep track daily of what is happening in class and what is for homework. Assignment deadlines are non-negotiable.

## CHEATING AND PLAGIARISM

Students will be expected to complete assignments to the best of **their personal ability** to display learning. Cheating violates this belief and will not be tolerated. Anyone caught cheating will automatically fail the assignment and be subject to school and district penalties.

Plagiarism is the act of using another person's work and submitting it as your own. This behavior is **unacceptable**. Anyone caught plagiarizing will automatically fail the assignment and be subject to school and district penalties.

## GRADING POLICY

Extra credit assignments may be available throughout the school year, but extra credit assignments will not be accepted **unless that student has turned in all of the class's required assignments**. Extra credit can account for no more than 2% of your overall grade.

Your grade will be weighted according to category and determined as follows:

Participation: 30%	<b>A</b> = 100-90%
Assignments (Written and Presented): 50%	<b>B</b> = 80-89.9%
Technical Evaluation: 10%	<b>C</b> = 70-79.9%
Lab Hours: 10%	<b>D</b> = 60-69.9%
	<b>F</b> = 0-59.9%

There will be no rounding of grades (i.e. in order to earn an A-, a student needs to have a 90.0%).

**\*\*NOTE: Parents and Guardians—** Any grade lower than a 70% is not considered passing; I will frequently phone home with information about Drama 2 Tech assignments if this percentage applies to your child. Please do not hesitate to contact me if you have concerns regarding your child's progress in my class.

**The complete syllabus is on Google Classroom.  
I can also email directly if you prefer.  
Due August 29, 2025**

**AGREEMENT/ACKNOWLEDGMENT FORMS**

**Drama 2 TECH SYLLABUS**

I have read and discussed the syllabus. I understand the requirements and expectations of the course and agree to meet, or help my child meet, those requirements and expectations.

Student Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Period: \_\_\_\_\_

Parent Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent Contact**

Best way to contact (circle one): CELL EMAIL HOME

Please write number or email address of choice here: \_\_\_\_\_

**In the space below, please provide any additional details I should be aware of this year:**