

TECHNICAL THEATRE 2-4

2025 - 2026

CLASS INFORMATION

Teacher - Melissa Shamp
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Tutorials - Tuesdays & Thursdays

Grading

Major Grades

Tests, Projects, Play Viewing Critique

Minor Grades

Participation, Worksheets, Daily Work

PLAY PERFORMANCES

- The best way to learn about theatre is to experience it.
- All theatre students are expected to view and write a review of at least one live theatrical performance per semester.
- The play can be produced at LDHS, another local high school, community, or professional theatre.

- All performance opportunities happen
- outside the school day. Students are responsible for the cost of the ticket.

GRADEBOOK

If you have a * for a grade, it simply means the grade hasn't been entered yet.

Skyward auto defaults to an assignment as missing. If you see a * as a grade, it does not mean that you are missing an assignment.

If the assignment is missing a zero will be entered for the grade. Until then the assignment is not missing or reflected in your average.

WELCOME

Technical Theatre 2-4 is a hands-on continuation to the designing, crafting, and execution of theatrical productions. Our objective is to learn the basics of theatre design and to obtain hands-on skills to properly execute theatre design and production.

You will come from this course a better problem solver, designer, free thinker, and leader.

HOW TO BE SUCCESSFUL

Participate

- ✓ This class includes discussions and partner work. Your participation is reflected in your grade.

Maintain A Safe Environment

- ✓ Negativity in any way towards one's self or others will not be tolerated.
- ✓ This class is a place that allows for self-expression and discovery.
- ✓ We all make mistakes - that's how we learn.
- ✓ At the end of class it is your responsibility to clean your station. This includes the table and floor area.

Do Your Work

- ✓ This class will stretch your imagination and skills. You will have to work outside of your comfort zone.
- ✓ Phrases such as "I can't" or "I won't" will not be tolerated. You are capable of more than you can imagine.

Communication Is Key

- ✓ When you are absent it is your responsibility to ask for any missing assignments.
- ✓ If an assignment or task is difficult ask questions express that you are struggling. Don't just sit there in silence.

Follow Directions

- ✓ Students need to pay close attention to the directions.
- ✓ Many of the assignments have multiple steps. Missing a single simple step may cause your entire project to fail.
- ✓ Follow all classroom expectations and procedures

TECHNICAL THEATRE 2-4

ACKNOWLEDGEMENT FORM

Student's Name (please print) _____

Class Period _____

I have read and understand the expectations and requirements for Technical Theatre One. A detailed list of all the class expectations and policies can be found in my Canvas course for the class.

Including all classroom procedures and cell phone policy. I agree to abide by them at all times.

I am responsible for making up any missing assignments when I am absent or do not finish them in class. This means I will ask Mrs. Shamp for what I missed and not expect for her to tell me.

I understand that there is a performance attendance requirement for this class. This performance will take place outside the school hours. If there is a financial issue or a date conflict with this assignment I will speak to Mrs. Shamp and we will work on a solution together.

Student's Printed Name

Student's Signature

Date

All Theatre students are to attend or participate in at least one live theatrical production per semester. Tickets to a LDHS production are \$5-\$10. If you are unable to attend, students may get instructor approval to attend a live theatrical performance outside of our program. Proof of attendance for an outside production is required in the form of a ticket stub, program, and photo taken at the venue.

Parental support is paramount in a student's education. If your student is absent for any reason or gets behind in a project we ask for your assistance order for your student to attend tutorials.

LDHS offers an active theater club and honor society. The Thespian troupe provides a dedicated space for students passionate about theater to connect, learn, and develop their skills. Through the troupe, students are recognized for their achievements, fosters a sense of community and provides opportunities for participation in theatrical events beyond the school's productions.

I _____ do give my permission or _____ do not give permission for the my student to participate in drama club.

As a parent/guardian, I have reviewed the Technical Theatre expectations outlined in the syllabus.

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

2025–2026 Technical Theatre Two–Four

Technical Theatre II–IV is taught as a combined–level course in which students collaborate and engage in peer–to–peer mentorship. While all students participate in the same units of study, the depth, complexity, and expectations of their final products will be differentiated based on their course level. Units are designed to be flexible and may be adapted to align with student interests and current production needs. The following is an outline of the instructional units for the year.

Building a Community

TEKS: 1(A)(B), 2(B), 9(C)

Learning Objective: Students will implement collaborative strategies to foster a positive classroom community. They will evaluate the impact of their contribution on the group dynamic.

Skills: Collaboration, communication, relationship building, self–awareness

Assessment: class discussion, peer feedback

Activity: Getting–to–know–you games and structured activities designed to help students make a personal connection with at least one other classmate

Advanced Safety & Shop Procedures

TEKS: 1(A)(B)(C), 2(A)(B)

Learning Objective: Students will evaluate advanced safety protocols and demonstrate correct tool usage by designing and leading safety demonstrations for peers.

Skills: Review safety procedures, equipment use, advanced tool handling, student leadership in safety training

Assessment: Safety test, tool demonstrations, peer training

Theatrical Design Theory & Application

TEKS: 3(A)(B), 5(A)(B)(C)

Learning Objective: Students will analyze scripts and interpret historical context to generate original theatrical design concepts and visual representations.

Skills: Analyze scripts, research period styles, apply elements and principles of design

Assessment: Design concept statement, mood boards

Scenic Design and Construction

TEKS: 4(A)(B), 5(A)(B)(C), 6(B)

Learning Objective: Students will construct scale models and scenery using technical drawings and advanced carpentry techniques to support an original scenic design.

Skills: Scale drafting, model building, flats/platforms, advanced construction techniques

Assessment: Ground plan, model box, construction of scenic element

Lighting & Sound Design

TEKS: 4(C), 6(A)(B), 7(A)(B)

Learning Objective: Students will design and program lighting and sound cues that support narrative storytelling, demonstrating control of relevant technology.

Skills: Programming cues, lighting plots, mic setup, sound effect editing

Assessment: Cue sheet, basic design rendering, tech demo

Production Assignments

TEKS: 8(A)(B), 9(A)(B)(C)

Learning Objective: Students will coordinate and document technical production roles, evaluating their contributions to live performance through reflection and feedback.

Skills: Run crews, manage inventories, maintain documentation, participate in school productions

Assessment: Crew journal, supervisor evaluations

Costume Design & Construction

TEKS: 3(A)(B), 4(B), 5(A)(C)

Learning Objective: Students will interpret character and historical context to produce original costume renderings and garments using appropriate materials and construction techniques.

Skills: Character analysis, fabric selection, rendering, hand & machine sewing

Assessment: Design presentation, construction of costume piece

Life-Size Hexagonal Mask Design & Construction

TEKS: 3(A)(B), 4(B), 5(A)(C), 9(C)

Learning Objective: Students will design, build, and present a life-size hexagonal mask that reflects creativity, craftsmanship, and storytelling.

Skills: Creative thinking and design planning, sculpting and 3D construction, painting and surface treatment

Assessment: Mask construction, construction and painting quality, oral presentation and reflection (individual or gallery walk format)

Stage Management & Production Roles

TEKS: 8(A)(B), 9(A)(B)(C)

Learning Objective: Students will manage rehearsal and performance logistics by creating prompt books, call sheets, and reports that demonstrate organizational leadership.

Skills: Create prompt books, call sheets, rehearsal reports, manage production teams

Assessment: Stage management portfolio, production journal

Special Topics / Student Choice Projects

TEKS: All strands (student-driven)

Learning Objective: Students will develop, plan, and execute a specialized theatrical design or technical project demonstrating self-directed learning and creative problem solving.

Skills: Projection design, puppetry, special FX, advanced rigging, portfolio prep

Assessment: Project proposal, progress checkpoints, final showcase

Ongoing / Embedded Throughout Year

Leadership & Mentorship: (TEKS 1(B), 8(B)) – Tech IV students serve as crew leads or designers.

Production Journals & Reflection: (TEKS 9(C)) – Weekly or unit-based logs and reflections.

Career Exploration & Portfolio Development: (TEKS 10(A)(B)) – Resume building, college research, portfolio reviews.