

This coming school year will be my third consecutive year on the Marquee Yearbook staff and third year as a designer. I am very grateful that I have been given the opportunity to be our publication's design editor for the 2022-23 school year yearbook and I am overwhelmingly excited to not only watch two years of inspiration come to life on these pages, but to teach three brand new design staffers how to create spreads and feel proud of their work. For the past two years, I have been a design staffer for the Marquee and this is a decision that I am so happy to have made. When I was first learning to design, I was doing so virtually. Everyone on staff was very helpful but the isolation came with a lot of figuring things out as I went and watching Adobe Indesign tutorials. As the school year came to a close, applications for editor positions began to open and I decided not to apply at all. While I did gain the skills that it took to be a designer in my first year, I did not yet feel like my style was distinctly my own and I didn't feel that I could teach others how to design while still figuring it out myself. This past school year, my second year as a design staffer, is when I began to love what I did. Never before had I been so excited to show my editors what I had been working on for the last week or been so anxious to start working on each new spread assignment that I got. I decided to apply to be design editor at the end of this school year because I felt that I finally understood what it was to be a design staffer and that I would be able to now teach others what I know so that they are able to find their own personal style and love for design. The support I have received from former design editors, our editors in chief, and yearbook advisor throughout my time on staff has been overwhelming and I am forever grateful for their guidance and patience that has got me to where I am today. I am very excited to be the design editor for this incredible yearbook and I can not wait to collaborate with our two incredibly talented editors in chief to create a yearbook that has a very distinct visual theme that is completely unique and captures the magic of a school like Dreyfoos.

Pep Rally "Dreyfoos Magic" Spirit Week Extension Spread

In creating this spread, I knew it had to be completely unique from not only every other spread in our book, but it also had to be completely different from anything I had ever done as there is nothing quite like a pep rally at Dreyfoos School of the Arts. The collaging and interaction between photos is supposed to emulate the high energy and excitement of the day, as well as the sense of community that is seen through such a diverse crowd of young artists. Our principal, Mrs. Blake Bennett, speaks often of all of the brilliance she sees on our campus or, as she calls it, our "Dreyfoos Magic", so I knew instantly that these pages had to be a visual depiction of that magic.

Socratic Seminar "Let's Talk" Academic Digest Spread

I was initially very overwhelmed in creating this spread, I knew that it was centered around the academic activities of students on our campus, but I didn't think that that meant it had to be boring. That being said, I used extremely bold text, a vibrant neon color, a quirky cutout of a decapitated zebra toy, and an alternative layout to ensure that readers would be drawn into the content of the pages.

"From Summers to Semesters" Quote Collection Spread

This spread allowed for me very early on in the school year to begin stepping outside of my comfort zone and explore design methods that I was not familiar with such as stretching the corners of texts. This is what allowed me to create a sense of cohesion and community within the spread which is full of quotes from a very diverse population of students. I also chose to make the content of the pages entirely black and white because I did not want bold colors to draw the reader's eye away from the typography of the word "semesters" or the student quotes.

Generation's Day "Blast to the Past" Spirit Week Digest Spread

The first part of this spread to be completed was the "Talking about my Generation" outfits mod on the far right, because I knew that I wanted the digits of each decade to interact with the cutouts of students, to make it feel as if they were really a part of their corresponding decade. After that, I felt that I wanted to carry the theme of text interacting with photos throughout the whole page, which led to the headline "Blast to the Past" being placed on top of the dominant photo and partially obstructed by the main subject of the photo, the student being lifted into the air by her peers. I also wanted this spread to be noticeably vibrant and filled with neon colors, to match the seniors who were representing the 1980's dressed in bright leotards and tights, and to capture the overall energetic feeling of the day.

Dreyfoos School of the Arts "Spirit Week" Extension Cover 2023

After discussion with fellow students who worked to create the Marquee Yearbook, we decided that the cover for our Spirit Week Extension should not be a direct replica of the cover for the entire book. Instead, I decided to stick with the same colors (black and gold) and fonts used on our book cover and use typography to create movement so that readers were drawn in to continue reading the extension as well. The fan-like text treatment was completely entirely by hand, the words "Spirit Week" are replicated 21 times, I then divided 90° by 21 and used this number to figure out how much the rotation of the text box had to increase each time it was

replicated in order to allow the first text box to be at 0° and for the last to be at 90° with equal spacing between each box.

DREYFOOS

HANDS CONCEALED BY BOXING GLOVES, digital media sophomore Coral Johnston dresses as Donatello from "Teenage Mutant Ninja Turtles" for the sophomore Spirit Week skit. Preparation for the skit involved rehearsing during lunch, attending after school Google Meets, and creating the voiceover that played over the performance. "I was nervous at first," Johnston said. "But once we started, the crowd was really engaged which boosted our confidence and made us super energized." *photo: Natalie Ryder*

IN A BLUE CROWD, digital media freshman Leah Gonzalez cheers on the students competing in karaoke. The Pep Rally contained a series of competitions, including a basketball shoot-out, a skit, a dance, and karaoke. "Spirit Week really unites us because you're cheering someone on that you don't know," Gonzalez said. "It makes me happy that I came to Dreyfoos because you see the energy and the positivity that this school has, especially at times like Spirit Week." *photo: Angelia Capalbo*



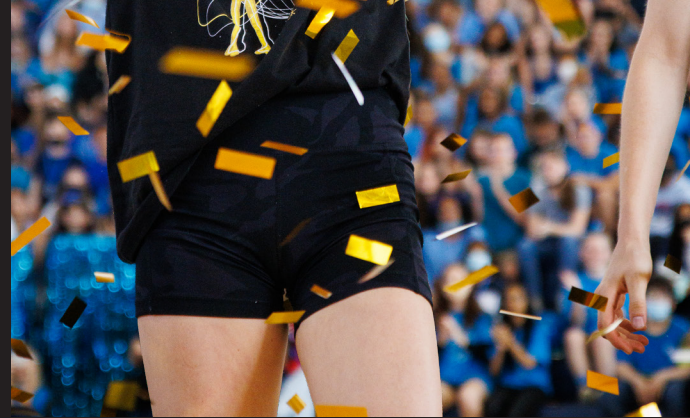
APPLAUDING FOR THE SENIOR CLASS, digital media senior Addie Wrona watches the Pep Rally. At the end of the Pep Rally, SGA co-Presidents and communications seniors Christian Chantayan and Sheevam Patel passed the Spirit Stick to the seniors, securing their Spirit Week win. "The seniors winning was such a good feeling," Wrona said. "It was something we have all been waiting for since freshmen year, so we were all hype seeing our whole class celebrating." *photo: Angelia Capalbo*

LOOKING INTO EACH OTHER'S EYES, vocal juniors Jacqueline Alvarado and Maximillian Siedle hold hands and sing "It's Been A Long, Long Time" by Kitty Kallen. Alvarado wanted to replicate the last scene in "Avengers: Endgame" where Steve Rogers and Peggy Carter slow dance. "I wanted the song to be memorable, so I came up with the idea to switch it with her wearing the suit and me wearing a dress," Siedle said. "I was just focusing on Jackie and making it seem like we were having a romantic, intimate moment in order to really sell it." *photo: Julia Smerling*

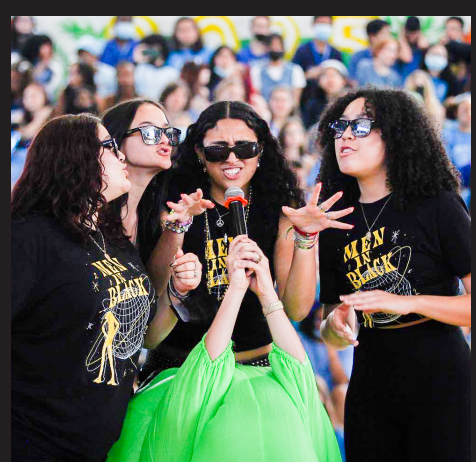
SURROUNDED BY A CLOUD OF GOLD CONFETTI, dance senior Caroline Kern shouts at the end of the senior dance. Seniors danced to a variety of songs, including clips from the movie "Men in Black." "Last year, the Pep Rally dances were recorded and posted on YouTube," Kern said. "Nothing was in-person, so it wasn't the same. It was nice to finally have a normal Pep Rally again and be with everyone for our senior year." *photo: Angelia Capalbo*



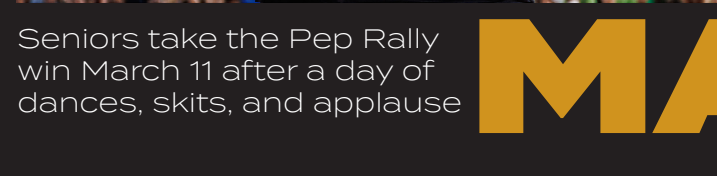
TURNING TO A CROWD OF JUMPING SOPHOMORES, theatre sophomore Tyler Schmaling performs "Determinate" from the movie "Lemonade Mouth" during the Pep Rally karaoke. The sophomores choreographed their accompanying dance in only two hours. "The most memorable moment of it all was when everyone pulled their phones out and put their flashlights on during the songs," Schmaling said. "I absolutely love how it feels to perform on stage and bring enjoyment to people." *photo: Angelia Capalbo*



HUDDLED TOGETHER AROUND A MICROPHONE, vocal senior Daymar Sanchez-Flores, theatre senior Emma Brown, digital media senior Natalie Macadar, and vocal senior Alyssa Deale sing in the senior's karaoke. The seniors were the only class who had a live band during karaoke. The sophomores placed first in karaoke followed by juniors, seniors, and freshmen. "As a senior, this was an amazing last Pep Rally," Macadar said. "It was surreal performing knowing it was my last time. I was very nervous, but it felt amazing." *photo: Julia Smerling*



HANDS POINTED TOWARD THE AUDIENCE, dance freshman Emma Elder dances in front of the freshmen. The group of freshmen participating in the dance met around 20 times, at lunch and after school rehearsals, to practice. "I was nervous because it was my first time ever doing (the Pep Rally dance)," Elder said. "But the second I got out there and heard everyone cheering us on, I was so relieved. I felt comfortable out there having fun and doing my favorite thing in front of everyone." *photo: Angelia Capalbo*



Seniors take the Pep Rally win March 11 after a day of dances, skits, and applause

MAGIC

back in 1832

AP US HISTORY STUDENTS CREATE VIDEO PROJECTS ABOUT THE ANTEBELLUM PERIOD



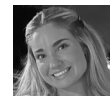
"After our group was assigned the transcendentalist movement, my mind instantly went through the different ways I could edit the video. I wanted to make it comedic and entertaining. Seeing my group members write the script was fun, and I saw all of the different ideas we could come up with using the historical information. I would describe the concept of our video as when you don't drink enough water, and you stand up too quickly. Or, in other words, a mix between a '90s sitcom and 21st century humor tied together by some interesting history."

- piano junior **BRANDON BUDZINSKI**



"My group and I wanted to do something that wouldn't be hard to execute but would also be fun and engaging, so we went with an interview and TV style route. Our topic was utopian communities. We filmed the project in chronological order, and the first scene set the precedent for how we filmed our other scenes. The project gave me a reason to study and go over the material more in depth so that it could be informative. This forced me to understand it. Projects like this are a great way to understand concepts in a fun, creative style."

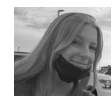
- vocal junior **ISABELLA JORDAN**



"My group's topic was abolition. We choreographed a dance to the song 'Stand Up' from the movie 'Harriet' because we felt the lyrics expressed the idea of standing up with your people and overcoming the hardships of slavery. Slavery during the Antebellum period was an enormous issue where many people had given up hope on freedom, and our dance was meant to show the emergence of the abolition movement. The dance helped us to connect with the information on an empathetic level because we were portraying abolitionists during slavery seeing the brutality and cruelty of the institution and bonding together to stand up against it."

- dance junior **KYLIE PEITZ**

"I love collaborating with people in my class, so I was excited to be able to work in groups."



Our topic was education during Antebellum America, and I enjoyed learning how different it was than modern education systems. My group compiled all of our research into a Google slideshow with information and pictures. Our project focused on the overarching themes of how the education system was developed and on people who were advocates for education."

- theatre junior **RYANN PEEL**

r.i.p. -PED

Foam Zebra Is Torn Apart During an AP Art History Jeopardy Game



"The zebra was meant to be a game buzzer for Jeopardy. I was playing Jeopardy with my classmates and, all of a sudden, a question was read aloud that me and my competitor both knew the right answer to. At that exact moment, we both lunged for the zebra, causing it to rip into two pieces (and) sending laughter and shock throughout the entire classroom. Boom. Super dramatic and awesome. My teacher was shocked but laughing at the same time. (A student) got her a new one though. The original was a squishy, foam zebra, but the new one is stuffed." - visual junior **SEBASTIAN VILLAR**

photo illustration: Isabelle Holcombe



WITH THE REST OF THE CLASS WATCHING,

communications junior **Olivia Metzler** and vocal junior **Makenzie Seibel** listen to fellow panelist digital media junior **Nicole Joseph** during their Socratic seminar. The seminar focused on academic struggles and mental health impacts. "One of the panelists brought up a quote from David Foster Wallace about how fish don't know they are in water because it's all about perspective," Metzler said. "It stood out to me because I feel that no one can truly be all-knowing, and with all of the unrealistic standards placed on people academically, it's hard to realize that. We talked about competition in schools, class rank, effects on mental health, and the true values of learning."

Everything was applicable to Dreyfoos because of the competitive environment."

COLLABORATING WITH CLASSMATES,

digital junior **Nicole Joseph** engages in the conversation. The seminar was held to discuss two passages: "Best in Class" by Margaret Talbot and "This is Water" by David Foster Wallace.

"The passages were both connected to each other," Joseph said. "Each of them shaped our conversation. The seminar gave me the chance to hear different perspectives on how teaching and grades affect high school students in both positive and negative ways."

REFLECTING ON THE ASSIGNED PASSAGES,

vocal junior **Makenzie Seibel** presents her Socratic seminar questions to her peers. The seminar took place Nov. 2 in English teacher Geoffrey Johnston's class, and three panelists answered class questions on various passages while the rest of the class watched. "It's interesting how other people's perspectives can completely shift how you interpret a text," Seibel said.

" Oftentimes the seminars lead to bigger class discussions that steer away from the initial topic, but this allows for a very engaging discussion. We all connect with what we're talking about. We all learn something new, and we can all relate to something that we're passionate enough to speak on."

photos: Allison Robbert



PANELISTS RECOLLECT THEIR CONVERSATIONS DURING AN AP ENGLISH LANGUAGE SOCRATIC SEMINAR NOV. 2

"It doesn't feel like last year even counted. I was worried I was going to forget where everything was because (I've) only had one full semester (in-person.) I came in, and I was like, 'Oh no, how am I going to get to math class?' I think it's going to be a pretty normal year except everyone's going to wear masks, and we should be social distancing." - theatre junior ALEXANDRA TENN YUK



"When I found out we were having a shortened summer, I was disappointed because I felt like of all years, this year I could have used a longer break. But I was also excited to get back to school and be able to see my friends, so I guess you win some, you lose some. I have a connection to the people that go here, but I don't know anything about the actual place. It's been fun discovering new things and being able to learn about where people are." - communications sophomore JASMINE MULLINGS



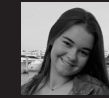
"Having a shortened summer, you can't really feel like you've done a lot over the summer. ... (Going into the school year), I was preparing myself for a challenge because the last two years, it's just been COVID. But I was excited about it. A lot of my friends are coming back, and I haven't seen them in two years." -communications freshman JEREMIAH ALONDRA



"This summer I went on a trip to St. Augustine. I had a really good time, but having a shortened summer wasn't great. ... When I came back to school, I wasn't here for the first week because I was placed in quarantine. Quarantine was short, but because it was the first week, I didn't miss that much." - visual freshman SHAE JOHNSON



"I didn't want a shortened summer, but I was missing seeing my friends at school. In a way, I was excited to be back in a classroom setting and being back in the Dreyfoos environment. ... The shortened summer didn't affect my plans because my family decided to not go on vacation, so it was a good way to transition back to school." - communications senior KATE DAVIS



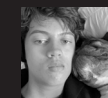
"I was looking forward to having that entire summer to adjust and get ready, but it was nice because it felt like coming back to school after a short break, so it wasn't as bad as trying to catch up and learn everything again." - theatre sophomore MAYA GARY



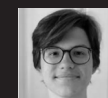
from summer to

SEMESTERS

PREDICTIONS FOR THE IN-PERSON SCHOOL YEAR AND REACTIONS TO A SHORTENED SUMMER



"It was kind of sad to have such a short summer because I enjoy having free time. I like playing music and going on the water with my parents. I felt sad because I wanted to do it more, but I couldn't because I had to go to school. ... I'm not used to high school, so I'm now just spending some time used to it. But I feel lucky to be able to go in-person in such a large school." - visual freshman NOAH NOONAN

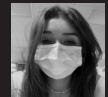


"I'm optimistic that we can do pep rallies, sports, and spirit week this year. ... I was excited to be back, (to) see teachers face-to-face, but I was nervous because of COVID, so I have to be cautious while meeting new people." - band junior ALEXEI ROOF

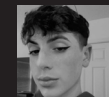
"(The shortened summer) impacted my plans because I had less time to hang out with friends and volunteer. I would have liked to volunteer more and earlier. I could have done a vocal program, but because summer was short I couldn't." - vocal junior CHLOE HAN



"Honestly, I wasn't that mad at having a shortened summer, even though everybody else was because I was virtual all of my sophomore year, so I just wanted to get back to school with everyone in person." - visual junior SIYA VIROJA



"The shortened summer made everything a time crunch. I typically try and get a lot done during the summer, and I felt that this summer definitely went by quicker, and I didn't get to do everything I wanted to do. ... This year, I am hoping to rekindle friendships and make new friends, and I'm looking forward to things opening back up if more people get vaccinated." - theatre freshman BRODY MARCUS





Each grade performs in dances representing different generations



dress-up SCORES

seniors	1,007
juniors	779
sophomores	827
freshmen	921



LIFTED INTO THE AIR, dance senior **Courtney Pirozzi** lip syncs in an '80s inspired outfit. This was Pirozzi's second time being in a Spirit Week Generation Dance. "One of the choreographers said I was going to be lifted, and I was excited to act small for a moment," Pirozzi said. "Rehearsals can be stressful and chaotic, but when it all comes together during the performance, it feels amazing." *photo: Angelia Capalbo*

HAND CUPPED AROUND HIS MOUTH, visual junior **Elan Warren** cheers on the dancers. Seniors ultimately won the generation dances followed by the juniors, freshmen, and sophomores. "Originally I was never into school spirit and ignored events," Warren said. "This year, because I'm a junior, I wanted to get more involved. I ended up having a fun time cheering everyone on." *photo: Angelia Capalbo*

HANDS UP, communications junior **Dakota Moss** kicks out her foot. The juniors danced to "Da Ya Think I'm Sexy" by Rod Stewart along with other disco and rock songs from the '70s. "While I was representing my grade, I got to meet a lot of people that I wouldn't normally hang out with after school," Moss said. "It was cool to hang out with them and work hard on the dances, so it would all come together and be absolutely amazing." *photo: Angelia Capalbo*

LIFTING THEIR HANDS, dance seniors **Jacqueline Albanese**, **Lauren Hopta**, and **Gabriella Garbarini** dance to "Take On Me" by A-ha. While not an official choreographer, Hopta assisted in the creation of the "Take On Me" dance. "Coming in as a freshman, you know that '80s is the best theme," Hopta said. "It has the best outfits and songs. I had been looking forward to this dance since I started going to Dreyfoos." *photo: Julia Smerling*

PERFORMING A DUET, dance sophomore **Anna Sofia Machado** assists vocal sophomore **Aileen Pereda** in a handstand to "Help!" by The Beatles. Machado and Pereda decided to add the duet at the beginning of the dance to hype up the audience. "Since there were so few people in the dance, I felt like everyone was watching my every move so that did make me feel uneasy," Machado said. "But once the music started playing and I was dancing with my friends, I didn't really care about messing up." *photo: Angelia Capalbo*

COUPLING UP, dance freshmen **Sheyenne Harris** and **Jordan Minter** do kick ups during the '50s dance. Harris signed up to join the performance in order to "contribute to the team." "Everyone is loud and hyping you up," Harris said. "It's nerve-racking because you never know if they're going to judge you, but you just got to try." *photo: Angelia Capalbo*

LIP SYNCING INTO A PRETEND MICROPHONE, dance junior **Robin Burger** sings to "Pinball Wizard" by The Who. This was Burger's first time dancing in Spirit Week, and he practiced with the team every other day. "Being in it there's definitely a greater sense of community," Burger said. "Everyone is at first nervous, but then when you go out there you vibe, nobody takes it super seriously." *photo: Natalie Ryder*

talking about my GENERATION

Generations Day March 9 allows students to explore their own version of fashion from the 1950s to the 1980s



'50

"We are doing a 'Grease' song in our chorus class, so I decided, 'Today is '50s day, and 'Grease' takes place in the '50s, so why not wear this?' ... (The) '50s is different because you see a lot more rebel-type clothing. (The) '60s is when color was prominently used in the media, so that's why you see darker stuff."

- vocal freshman **SANIKA BURKULE**
photo: Nicole Webb



'60

"I figured I would go all out and tease my hair to get a beehive (hairstyle) ... It felt like I was time traveling. I was listening to '60s music in my headphones all day because I was getting in the mood. ... I got a couple of weird looks from parents in their cars. I don't know if they got the memo, but I was loving it."

- theatre sophomore **PETRA SWEISS**
photo: Natalie Ryder



'70

"I knew I was going to Afro it because it's '70s day. I got curly hair. If you can do an Afro, you should do an Afro. ... (Spirit Week) lets you step out of your comfort zone. It gives you a chance to experiment. It's really cool because there's no stigma. You can dress how you want."

- communications junior **ERIC LEVINE**
photo: Natalie Ryder



'80

"(The) '80s is the most iconic of the generations. Everyone has that image (with) the outfits and the music. ... It was very bittersweet, because it was like, 'Oh my gosh, I got this costume that everyone else is wearing, and we're going to have so much fun today.' Then at the same time, it's like, 'Oh, we're all going out all out for these amazing costumes because this is the beginning of the end for us.'"

- band senior **AVA JENSEN**
photo: Natalie Ryder

M A R Q U E E Y E A R B O O K

SPIRIT WEEK



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M A R C H 7 - M A R C H 11