

James Magedman (Mr. M)

jimgedman@centerusd.org

Theatre Arts I - Syllabus

Center High School / ICT Building / 2025-2026

Fulfills 1-year UC/CSU “F” VAPA Requirement

Pre-Requisites

None

Course Description

Students will learn the history, foundations and functions of Theatre Arts

Curriculum

Students will learn the following over the course of the school year:

- Intro to Theater
 - Hard Skills & Soft Skills
 - Staging
 - Stage Directions
 - Upstage, Downstage, Stage Left & Right
 - vs. House Left & Right
 - Blocking
 - Using stage directions to tell a story
 - Upstaging
 - Angles
 - Breaking the 4th Wall
 - Overview of Techniques
 - Body, Mind, Soul
- Performance Techniques
 - Acting Methods
 - Stanislavski, Meisner, and Uta Hagen approaches to character development.
 - Books (only 1 copy each required):
 - Stanislavski: An Actor Prepares (\$14)
 - Meisner: Sanford Meisner on Acting (\$12)

- Uta Hagen: Respect for Acting (\$25)
 - Ensemble acting and improvisational skills.
 - Skills Sets (taking apart the car)
 - The Body
 - Vocal Techniques
 - Projection
 - Fast/Slow, High/Low, Loud/Soft, Pause
 - Exploring Sound
 - Facial Expressions
 - Exploring Emotions through improvisation
 - Body Language
 - Exploring Emotions through improvisation
 - Gestures
 - How we use our hands in storytelling
 - The Importance of Costumes
 - How fashion makes us feel
 - The Mind
 - Who Am I?
 - Building character
 - What do I (the character) want?
 - Overall goals
 - Arc of the character throughout play
 - Short Term goals
 - How do I get it?
 - Tactics
 - Flaws
 - The Soul
 - Breath
 - Connecting the Body & Mind to the Soul
 - Monologue preparation
 - Dramatic (contemporary or classic).
 - 1 minute
 - Comedic (contemporary)
 - 1 minute
 - Scene work
 - 3-5 minute (contemporary dramatic or comedic)
- Technical Theatre Knowledge
 - Basic understanding of lighting, sound, set, and costume design.
 - Lighting
 - Lighting Instruments
 - Fresnel, ERS, Flood
 - Gels (color) & Gobos/Templates
 - Importance of color
 - Cables
 - Edison & Twistlock
 - Wrapping cables
 - Dimmers and Hard Patching
 - Control Board
 - Soft Patching
 - Faders
 - Cues
 - Sound

- Amplifiers & Speakers
- Microphones
 - Handheld
 - Lavalier
 - Stage (floor & fly)
- Cables
 - XLR & DMX
 - Phone Jacks ($\frac{1}{4}$ " & $\frac{1}{8}$ ")
 - Wrapping cables
- Control Board
 - Faders
 - Equalizers
 - Unity (at 0)
 - Plus & Minus
- Set
 - Flats
 - Levels (risers)
 - Scenery
 - Props
- Costumes
 - Time Period
 - Color
 - Status
 - Shoes
 - Makeup
- Crew Positions
 - Control Room (Stage Manager, Lights, Sound)
 - Backstage (Stagehands, Prop Master, ASM)
- Intro to stage management roles and responsibilities.
 - During rehearsals
 - Taking notes / stage directions
 - Calling cues
- Fundamentals of script analysis for production purposes.
 - How to read a script from various points of view
 - Story Arc
 - Beginning
 - Want
 - Catalyst
 - Middle
 - Triumphs & Obstacles
 - Turning Point
 - End
 - Showdown
 - Resolution
- Collaboration & Production
 - Participate in small-group performances.
 - Contribute to a class production, taking on roles both on and off stage.
- Career Exploration
 - Research career opportunities in performing arts (acting, directing, production).
 - Guest speakers from various theatre careers.

- Professionalism in Theatre
 - Introduction to resume and portfolio building (highlighting projects and roles).
 - Theatre etiquette and ethics in rehearsal and performance environments.

Assignments, Projects, Quizzes & Tests

All Assignments, Projects, Quizzes and Tests will be posted on **Google Classroom**.

They will include the following:

- Instructions
- Requirements
- Points Breakdown
- Examples (when deemed necessary)

Assignments are formative lessons.

Projects are summative assessments. Students will use what they have learned on assignments to show mastery of skills.

Quizzes are formative and will be attached to Google Classroom posts. They may only be taken in class (or in admin approved alternative locations).

Tests are summative assessments and must be proctored in class (or in admin approved alternative locations). There will be 2 midterms and 2 finals.

Grading

*80% of Grades are standards based assignments, projects, quizzes and tests.
20% of Grades are based on the California Standards for Career Ready Practice.
Collectively, the Career Ready Standards are labeled "Employability."*

Grades are weighted toward Student's grade accordingly:

Assignments 40%

Projects 25%

Quizzes 5%

Tests 10%

Employability 20%

Employability Grade

Employability grades are based on the 12 California Standards for career ready practice, listed below. Students in Career Technical Education (CTE) pathways are expected to prepare for a professional career by strengthening both Hard

Skills and Soft Skills. The daily employability grade essentially reflects how well a student masters the expected skills of a professional employee and/or leader.

The 12 California Standards for Career Ready Practice are:

Standard 1: ACADEMIC KNOWLEDGE

Apply appropriate technical skills and academic knowledge.

Standard 2: COMMUNICATION

Communicate clearly, effectively, and with reason.

Standard 3: PLANS & GOALS

Develop an education and career plan aligned with personal goals.

Standard 4: TECHNOLOGY

Apply technology to enhance productivity.

Standard 5: CRITICAL THINKING

Utilize critical thinking to make sense of problems and persevere in solving them.

Standard 6: HEALTH & FINANCE

Practice personal health and understand financial literacy.

Standard 7: RESPONSIBILITY

Act as a responsible citizen in the workplace and the community.

Standard 8: INTEGRITY

Model integrity, ethical leadership, and effective management.

Standard 9: TEAMWORK

Work productively in teams while integrating cultural and global competence.

Standard 10: CREATIVITY

Demonstrate creativity and innovation.

Standard 11: RESEARCH

Employ valid and reliable research strategies.

Standard 12: SOCIAL IMPACT

Understand the environmental, social, and economic impacts of decisions.

The list of possibilities that may affect a student's employability grade is extensive. The following is a short list of common reasons for receiving a daily employability grade less than an A.

- Tardy to class (automatic C)
- Being disrespectful to another student or teacher
- Not working on assignments or projects
- Not turning in assignments or projects on time
- Completing less than minimum expectations on assignments or projects
- Lying / Deceit / Cheating
- Sleeping / Putting head down and closing eyes
- Excessively (unnecessary) long bathroom breaks
- Missing class due to school suspension (automatic F)
- Unexcused absence (automatic F)

FINAL MARKS BY PERCENTAGE

A+ 96.50 – 100%	A 92.50 – 96.49%	A- 89.50 – 92.49%
B+ 86.50 – 89.49%	B 82.50 – 86.49%	B- 79.50 – 82.49%
C+ 76.50 – 79.49%	C 72.50 – 76.49%	C- 66.57 – 72.49%
D+ 66.55 – 66.56%	D 66.53 – 66.54%	D- 66.51 – 66.52%
	F 0 – 66.50%	

Work Rules

ASSIGNMENTS (including Projects) SUBMITTED IN THE INCORRECT FORMAT will not be graded and will be considered late if not corrected within 48 hours of notification.

LATE WORK will be accepted up to two weeks before the end of the semester. 10% will be deducted from earned points per every 2 weeks (up to 2 weeks late = MINUS 10%, up to 4 weeks late = MINUS 20%, up to 6 weeks late = MINUS 30%, etc...).

LATE WORK WITH AN EXCUSED ABSENCE will not incur a 10% deduction from points as long as Student completes the assignment within **5 days** of returning to class.

MISSING WORK MARKED AS DONE (with no work attached) will be returned and marked as “missing.” Parents will be notified after seeing this 2 or more times and everytime thereafter.

CELLPHONES & EARBUDS/HEADPHONES may not be in use during class under any circumstances unless directed to use for educational purposes. (Parents may contact students by calling the main office at (916) 338-6420 and asking to be transferred to their student’s classroom.)

Cell Phone violations will result in:

FIRST TWO VIOLATIONS - Parent/Guardian emailed, Referral sent to Admin, Phone picked up and taken to office. The student may pick up their phone at the end of the day.

THIRD VIOLATION AND BEYOND - Parent/Guardian emailed, Referral sent to Admin, Phone picked up and taken to office. Parent/Guardian must pick up their Student’s phone.

Expectations

Student Expectations:	Teacher Expectations:	Rules of Respect:
1. Arrive On Time	1. Explain Thoroughly	1. Be Polite
2. Cell Phones Away	2. Be Understanding	2. Be Honest
3. No Computer Games	3. Be Prepared	3. Be Positive
4. Focus on Tasks	4. Help Succeed	4. Listen to Others
5. Don't Plagiarize	5. Be Patient	5. Give Space
6. Complete Work	6. Grade on Time	6. Control Volume
7. Be Respectful	7. Be Respectful	7. Please/Thanks/Sorry

Failure to follow expectations:

- First infraction will result in a warning.
- Repeat infraction will be followed by parent/guardian contact.
- Continued infractions will be handled by administration.