

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 1
MP 1 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to explore characters, emotions, and situations through dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to portray characters and feelings. • 1.4.2.Pr4a – Demonstrate safe use of space and cooperation during dramatic activities. • 1.4.2.Pr5a – Participate in short dramatic scenes by following cues and staying in role. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances. • 1.4.2.Cn10a – Connect dramatic play and performances to personal experiences and stories.
MP 1 Topics	<p>Actor’s tools: body, voice, face, and movement</p> <p>Character traits, emotions, and motivation</p> <p>Vocal expression: volume, pitch, pace, and tone</p> <p>Character relationships and interaction</p> <p>Showing setting and environment through movement</p> <p>Problem and solution in dramatic scenes</p> <p>Retelling familiar and cultural stories</p> <p>Using simple dialogue and narration</p> <p>Sharing scenes with focus and audience manners</p> <p>Reflecting on characters, emotions, and story order</p>
MP 1 Skills- Concepts	<p>Use body, face, voice, and movement to show character and emotion</p> <p>Identify and act out basic character traits and feelings</p> <p>Show story events using beginning, middle, and end</p> <p>Use clear voice with safe volume and expression</p> <p>Change tone, pitch, and pace to match character or mood</p> <p>Move with purpose to show action, place, and relationships</p>

	<p>Use space safely and with awareness of others</p> <p>Work cooperatively to plan and perform short scenes</p> <p>Take turns, listen, and share ideas respectfully</p> <p>Watch peers perform with focus and respect</p> <p>Describe acting choices using simple reflection language</p> <p>Use imagination to transform objects and ideas into drama</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Picture books, folktales, poems, and familiar classroom stories • Story sequencing cards (beginning–middle–end) • Character and emotion cards • Simple prompt cards for scenes and roles • Scarves, hats, fabric pieces, and safe symbolic props • Open floor space with floor spots or taped boundaries • Simple backdrop or defined performance area • Facial expression and gesture visuals • Classroom speaker and short instrumental music clips • Optional rhythm instruments for dramatic action

Marking Period 2 (MPIO)	Drama Curriculum Pacing Guide -Grade: 1
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to explore characters, emotions, and situations through dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to portray characters and feelings. • 1.4.2.Pr4a – Demonstrate safe use of space and cooperation during dramatic activities. • 1.4.2.Pr5a – Participate in short dramatic scenes by following cues and staying in role. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances. • 1.4.2.Cn10a – Connect dramatic play and performances to personal experiences and stories.
MP 2 Topics	<p>Introduction to Drama & Review of Foundations</p> <p>Exploring Emotions in Drama</p> <p>Using Voice Expressively</p> <p>Movement and Body Language</p> <p>Creating Characters</p> <p>Acting Out Short Stories</p> <p>Partner and Group Drama</p> <p>Using Props and Simple Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Sharing and Reflecting</p>
MP 2 Skills- Concepts	<p>Using voice, movement, and facial expression</p> <p>Recognizing and showing emotions</p> <p>Creating and staying in character</p> <p>Understanding story sequence</p> <p>Cooperating and working in groups</p>

	<p>Performing with confidence</p> <p>Listening, following cues, and reflecting</p> <p>Character, role, and audience etiquette</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Storybooks and scripts adapted for Grade 1 • Emotion and character cards • Simple costumes (hats, scarves, vests) • Props for dramatic play • Floor markers for staging • Mirrors for expression practice

Marking Period 3 (MP3)	Drama Curriculum Pacing Guide -Grade: 1
MP 3 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to explore characters, emotions, and situations through dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to portray characters and feelings. • 1.4.2.Pr4a – Demonstrate safe use of space and cooperation during dramatic activities. • 1.4.2.Pr5a – Participate in short dramatic scenes by following cues and staying in role. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances. • 1.4.2.Cn10a – Connect dramatic play and performances to personal experiences and stories.
MP 3 Topics	<p>Reviewing Drama Skills and Expectations</p> <p>Characters and Settings</p> <p>Actions and Events</p> <p>Story Structure</p> <p>Partner and Small-Group Drama</p> <p>Creating Short Dramatic Scenes</p> <p>Using Props and Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Performing Dramatic Stories</p> <p>Reflecting on Drama</p>
MP 3 Skills- Concepts	<p>Storytelling, Sequence & Dramatic Structure: Students communicate stories through drama by organizing events into a clear beginning, middle, and end while identifying setting and actions that shape the narrative.</p>

	<p>Character Development, Role & Expression: Students explore character by understanding who a character is and how they act while using voice, body, and facial expression to communicate meaning.</p> <p>Cooperation, Listening & Ensemble Participation: Students work collaboratively by practicing cooperation, listening, and responding respectfully while participating as part of a dramatic ensemble.</p> <p>Reflection, Audience Awareness & Performance Confidence: Students build performance confidence by sharing dramatic work, demonstrating respectful audience etiquette, and reflecting on their drama experiences.</p>
<p>MP 3</p> <p>Core Materials</p>	<p>Open classroom or performance space</p> <p>Storybooks and simple scripts</p> <p>Character and setting cards</p> <p>Simple costumes (hats, scarves, vests)</p> <p>Props for dramatic storytelling</p> <p>Floor markers for staging</p> <p>Mirrors for expression practice</p>

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: 1
MP 4 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to explore characters, emotions, and situations through dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to portray characters and feelings. • 1.4.2.Pr4a – Demonstrate safe use of space and cooperation during dramatic activities. • 1.4.2.Pr5a – Participate in short dramatic scenes by following cues and staying in role. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances. • 1.4.2.Cn10a – Connect dramatic play and performances to personal experiences and stories.
MP 4 Topics	Review and Readiness Generating Story Ideas Developing Characters Building Story Structure Collaboration in Drama Using Props and Costumes Rehearsing Dramatic Stories Preparing for Performance Performing Dramatic Stories Reflecting and Celebrating
MP 4 Skills- Concepts	Creative Thinking, Story Development & Sequencing: Students generate original dramatic ideas through imagination while organizing stories into a clear beginning, middle, and end.

	<p>Character Development, Setting & Expressive Communication: Students develop characters and settings while using voice, facial expression, and body movement to communicate meaning and ideas.</p> <p>Collaboration, Teamwork & Performance Participation: Students work cooperatively with peers by practicing teamwork, shared responsibility, and expressive communication while participating in dramatic performances.</p> <p>Reflection, Audience Awareness & Real-Life Connections: Students build performance confidence while demonstrating respectful audience etiquette, reflecting on drama experiences, and connecting dramatic storytelling to real-life situations.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Storybooks and age-appropriate scripts • Character, setting, and emotion cards • Simple costumes (hats, scarves, vests) • Props for dramatic storytelling • Floor markers for staging • Mirrors for expression practice