

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 4
<p>MP 1</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and scripted or improvised ideas to explore character motivations, emotions, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and expression to communicate meaning and intent. • 1.4.5.Pr4a – Demonstrate focus, cooperation, and safe use of space during collaborative drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, clear expression, and appropriate pacing. • 1.4.5.Re7a – Describe and analyze characters, actions, and emotions in dramatic performances using theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to personal experiences, literature, and classroom learning.
<p>MP 1</p> <p>Topics</p>	<p>Using body, voice, and facial expression to show character</p> <p>Understanding and showing character motivation and emotional change</p> <p>Practicing dialogue, narration, and scripted reading</p> <p>Showing setting, time, and cultural context through acting</p> <p>Acting out plot: conflict, rising action, resolution</p> <p>Learning stage positions, focus, and entrances/exits</p> <p>Creating and performing cultural or original stories</p> <p>Building short scenes with character decisions, emotion, and conflict</p> <p>Rehearsing and presenting polished ensemble performances</p> <p>Reflecting on acting choices and using theatre vocabulary</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Expressing character emotions, traits, and internal motivation</p> <p>Using voice, tone, pacing, and volume for character and story</p> <p>Acting out beginning, middle, and end of a story</p> <p>Representing setting, time, and environment through movement, props, and staging</p>

	<p>Understanding plot development, conflict, and resolution</p> <p>Practicing entrances, exits, stage focus, and spatial awareness</p> <p>Collaborating with peers to plan and perform scenes</p> <p>Observing performances respectfully and giving constructive feedback</p> <p>Using theatre vocabulary to describe acting, characters, and story</p> <p>Adapting cultural stories and comparing character, theme, and symbolism</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Scripts, short plays, cultural stories, poems • Character and emotion cards • Story sequencing or plot cards (beginning, middle, end) • Scarves, hats, fabric, or simple symbolic props • Floor spots or tape for staging, entrances, and boundaries • Open floor space for safe ensemble movement • Facial expression and gesture visuals • Classroom speaker for music or sound cues • Reflection tools: sentence stems (“I noticed...”, “The character...”) and peer/teacher checklists

Marking Period 2 (MPIO)	Drama Curriculum Pacing Guide -Grade: 4
<p>MP 2</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and scripted or improvised ideas to explore character motivations, emotions, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and expression to communicate meaning and intent. • 1.4.5.Pr4a – Demonstrate focus, cooperation, and safe use of space during collaborative drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, clear expression, and appropriate pacing. • 1.4.5.Re7a – Describe and analyze characters, actions, and emotions in dramatic performances using theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to personal experiences, literature, and classroom learning.
<p>MP 2</p> <p>Topics</p>	<p>Introduction to Drama & Review of Foundations</p> <p>Explore Character Movement and Gesture</p> <p>Building Complex Characters</p> <p>Narrative Structure in Drama</p> <p>Collaborative Scene Creation</p> <p>Using Props and Simple Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Sharing and Reflecting</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Sustained character portrayal</p> <p>Emotional expression and control</p> <p>Expressive voice and movement</p> <p>Narrative sequencing</p> <p>Collaboration and ensemble skills</p>

	Focus and stage awareness
MP 2 Core Materials	Performance confidence <ul style="list-style-type: none">• Open classroom or performance space• Short scripts, scenes, or story excerpts• Character motivation and emotion cards• Simple costumes (scarves, hats, vests)• Props to support storytelling• Floor tape or markers for staging• Mirrors for expression and gesture practice

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: 4
<p>MP 3</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and scripted or improvised ideas to explore character motivations, emotions, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and expression to communicate meaning and intent. • 1.4.5.Pr4a – Demonstrate focus, cooperation, and safe use of space during collaborative drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, clear expression, and appropriate pacing. • 1.4.5.Re7a – Describe and analyze characters, actions, and emotions in dramatic performances using theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to personal experiences, literature, and classroom learning.
<p>MP 3</p> <p>Topics</p>	<p>Review and Ensemble Building</p> <p>Characters and Relationships</p> <p>Setting and Atmosphere</p> <p>Conflict and Plot</p> <p>Story Structure</p> <p>Collaborative Scene Creation</p> <p>Enhancing Drama with Props and Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Performing Dramatic Scenes</p> <p>Reflecting and Connecting</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Narrative Development, Plot & Conflict: Students develop dramatic stories by organizing plot events and exploring conflicts that drive action while identifying how setting influences the atmosphere and meaning of a scene.</p>

	<p>Character Development, Role & Expressive Communication: Students portray sustained characters by analyzing traits, motivations, and relationships while using intentional voice, movement, and gesture to communicate meaning.</p> <p>Collaboration, Problem-Solving & Ensemble Performance: Students work collaboratively within an ensemble by practicing teamwork, problem-solving through drama, and maintaining focus and responsibility in rehearsal and performance.</p> <p>Reflection, Audience Awareness & Cross-Curricular Connections: Students analyze dramatic work through reflection and discussion while demonstrating respectful audience etiquette and connecting drama concepts to literature and historical contexts.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scenes, or story adaptations • Character, conflict, and plot organizers • Simple costumes (scarves, hats, vests) • Props that support storytelling • Floor tape or markers for staging • Mirrors for expression and gesture practice

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: 4
<p>MP 4</p> <p>Standards for DramaContent</p>	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and scripted or improvised ideas to explore character motivations, emotions, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and expression to communicate meaning and intent. • 1.4.5.Pr4a – Demonstrate focus, cooperation, and safe use of space during collaborative drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, clear expression, and appropriate pacing. • 1.4.5.Re7a – Describe and analyze characters, actions, and emotions in dramatic performances using theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to personal experiences, literature, and classroom learning.
<p>MP 4</p> <p>Topics</p>	<p>Review and Performance Readiness</p> <p>Generating Dramatic Ideas</p> <p>Developing Characters</p> <p>Structuring the Plot</p> <p>Ensemble Collaboration</p> <p>Enhancing Drama with Props and Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Preparing for Performance</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Creative Development, Plot & Conflict: Students develop original dramatic work by organizing plot through rising action, climax, and resolution while exploring conflicts that drive the story.</p>



	<p>Character Development, Motivation & Expressive Performance: Students portray sustained characters by analyzing traits, motivations, and relationships while using voice, movement, and gesture to communicate meaning.</p> <p>Collaboration, Ensemble Leadership & Performance Skills: Students work collaboratively within an ensemble by demonstrating leadership, shared responsibility, and expressive communication in rehearsal and performance.</p> <p>Reflection, Analysis & Cross-Curricular Connections: Students evaluate dramatic work through critical reflection and evidence-based analysis while connecting drama concepts to literature and social studies.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scenes, or adapted texts • Character and plot planning organizers • Simple costumes (scarves, hats, vests) • Props to support storytelling • Floor tape or markers for staging • Reflection journals or graphic organizers