

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: Kindergarten
<p>MP 1</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Engage in dramatic play by using imagination to explore ideas, actions, and roles. • 1.4.2.Cr2a – Use body, face, and voice to represent simple characters and emotions. • 1.4.2.Pr4a – Demonstrate safe and respectful participation in dramatic play activities. • 1.4.2.Pr5a – Follow cues and directions while participating in guided drama activities. • 1.4.2.Re7a – Identify characters, actions, and emotions in dramatic play experiences. • 1.4.2.Cn10a – Connect dramatic play to personal experiences and familiar situations.
<p>MP 1</p> <p>Topics</p>	<p>Understanding imagination, pretend play, story, and character.</p> <p>Using body, voice, face, and movement to show ideas.</p> <p>Identifying and showing emotions using whole-body acting.</p> <p>Acting without words through gestures, movement, and physical storytelling.</p> <p>Becoming animals, objects, story characters, or community figures.</p> <p>Using movement to show place, environment, and story events.</p> <p>Re-enacting familiar stories through beginning, middle, and end.</p> <p>Creating short scenes collaboratively with shared ideas.</p> <p>Using imagination to make acting choices without a script.</p> <p>Mini “show-and-share” performances using voice, movement, props, and audience manners.</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Use body, face, and voice to express ideas and feelings</p> <p>Show basic emotions through movement and facial expression</p> <p>Act out simple characters, animals, objects, and familiar roles</p> <p>Use imagination to pretend and make acting choices</p> <p>Move safely using big/small, fast/slow actions</p> <p>Show story order: beginning, middle, and end</p>

	<p>Follow cues and directions during drama activities</p> <p>Take turns and share space respectfully</p> <p>Work with classmates to create simple scenes</p> <p>Watch peers perform and respond respectfully</p> <p>Describe what a character did or felt using simple language</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Use body, face, and voice to express ideas and feelings • Show basic emotions through movement and facial expression • Act out simple characters, animals, objects, and familiar roles • Use imagination to pretend and make acting choices • Move safely using big/small, fast/slow actions • Show story order: beginning, middle, and end • Follow cues and directions during drama activities • Take turns and share space respectfully • Work with classmates to create simple scenes • Watch peers perform and respond respectfully • Describe what a character did or felt using simple language

Marking Period 2 (MPIO)	Drama Curriculum Pacing Guide -Grade: Kindergarten
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Engage in dramatic play using imagination, movement, and voice to explore characters and situations. • 1.4.2.Cr2a – Use facial expression, body language, and voice represent characters, emotions, and ideas. • 1.4.2.Pr4a – Demonstrate safe use of space and cooperation during dramatic activities. • 1.4.2.Pr5a – Apply basic performance skills such as speaking clearly, listening, and responding during role play. • 1.4.2.Re7a – Identify and describe characters, actions, and emotions in dramatic play. • 1.4.2.Cn10a – Connect dramatic play to personal experiences and familiar stories.
MP 2 Topics	<p>Introduction to Drama & Pretend Play</p> <p>Exploring Emotions</p> <p>Voice & Speaking Skills</p> <p>Movement & Body Language</p> <p>Creating Characters</p> <p>Story Structure & Role Play</p> <p>Group Drama & Sharing</p> <p>Performance & Reflection</p>
MP 2 Skills- Concepts	<p>Imagination and creativity</p> <p>Emotional awareness and expression</p> <p>Listening, responding, and communication</p> <p>Cooperation and teamwork</p> <p>Safe use of space</p> <p>Confidence in speaking and performing</p>
MP 2	<ul style="list-style-type: none"> • Emotion cards and visuals • Picture books and familiar story prompts

Core Materials

- Simple costumes (hats, scarves, vests)
- Props for role-play
- Mirrors for facial expression practice
- Floor markers for staging and personal space

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: Kindergarten
<p>MP 3</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to create characters, settings, and actions during dramatic play. • 1.4.2.Cr2a – Combine movement, voice, and facial expression to portray characters and events. • 1.4.2.Pr4a – Demonstrate cooperation and safe use of space while working with others in drama 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 events observed in dramatic performances. • 1.4.2.Cn10a – Connect dramatic storytelling to personal experiences and familiar stories.
<p>MP 3</p> <p>Topics</p>	<p>Review of Drama Skills</p> <p>Characters and Settings</p> <p>Actions and Events</p> <p>Beginning, Middle, and End</p> <p>Working Together in Drama</p> <p>Creating Short Dramatic Scenes</p> <p>Using Props and Costumes</p> <p>Practicing and Refining Scenes</p> <p>Sharing Dramatic Scenes</p> <p>Reflecting on Drama</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Storytelling, Sequence & Dramatic Action: Students use drama to tell stories by organizing events into a clear beginning, middle, and end while exploring setting and character actions that move the story forward.</p> <p>Character, Role & Expressive Performance: Students explore characters and roles by staying in role and using expressive voice, body, and facial movement to communicate ideas and emotions.</p>

	<p>Cooperation, Listening & Ensemble Participation: Students practice cooperation and teamwork by listening and responding to others while working respectfully within a group performance.</p> <p>Reflection, Audience Awareness & Performance Confidence: Students build focus and self-control while developing confidence in performance, demonstrating respectful audience behavior, and reflecting on their drama experiences.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Storybooks and picture prompts • Simple props (scarves, hats, objects) • Costume pieces (vests, headbands) • Floor markers for staging • Emotion and character cards • Teacher modeling and guided prompts

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: Kindergarten
<ul style="list-style-type: none"> • MP 4 • Standards for Drama Content 	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Create original dramatic ideas using imagination, characters, and actions. • 1.4.2.Cr2a – Organize dramatic play using movement, voice, and expression to communicate a story. • 1.4.2.Pr4a – Perform dramatic scenes safely and cooperatively with others. • 1.4.2.Pr5a – Share dramatic work using appropriate voice, movement, and focus. • 1.4.2.Re7a – Describe and respond to dramatic performances using simple theatre vocabulary. • 1.4.2.Cn10a – Relate dramatic performances to personal experiences, stories, and classroom
<p>MP 4 Topics</p>	<p>Reviewing Drama Skills</p> <p>Generating Story Ideas</p> <p>Developing Characters</p> <p>Creating Story Sequences</p> <p>Working as a Drama Team</p> <p>Using Props and Costumes</p> <p>Rehearsing Dramatic Stories</p> <p>Preparing for Performance</p> <p>Performing Dramatic Stories</p> <p>Reflecting and Celebrating Drama</p>
<p>MP 4 Skills- Concepts</p>	<p>Creative Thinking, Story Development & Sequencing: Students use imagination to create original dramatic ideas while organizing stories into a clear beginning, middle, and end.</p>



	<p>Character Development, Setting & Expression: Students explore characters and settings while using voice, facial expression, and body movement to communicate ideas and emotions.</p> <p>Collaboration, Listening & Performance Participation: Students work cooperatively in groups by practicing teamwork, active listening, focus, and shared responsibility in performance.</p> <p>Reflection, Audience Awareness & Real-Life Connections: Students build confidence by sharing drama with an audience, practicing respectful viewing behavior, and reflecting on how drama connects to real-life experiences.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Storybooks and images for inspiration • Simple costumes (scarves, hats, vests) • Props (safe, age-appropriate items) • Floor markers for staging • Mirrors for expression practice • Teacher modeling and guided discussion