

<b>Marking Period 1 (MPI)</b>	<b>Drama Curriculum Pacing Guide -Grade: 3</b>
<b>MP 1</b>  <b>Standards for Drama Content</b>	<ul style="list-style-type: none"> <li>• <b>1.4.5.Cr1a</b> – Use imagination and scripted or improvised ideas to explore characters, emotions, and situations in dramatic work.</li> <li>• <b>1.4.5.Cr2a</b> – Develop characters using voice, movement, facial expression, and gesture to communicate meaning.</li> <li>• <b>1.4.5.Pr4a</b> – Demonstrate focus, cooperation, and safe use of space during dramatic activities.</li> <li>• <b>1.4.5.Pr5a</b> – Perform short dramatic scenes with clear expression, appropriate pacing, and sustained character focus.</li> <li>• <b>1.4.5.Re7a</b> – Describe and analyze characters, actions, and emotions in dramatic performances.</li> <li>• <b>1.4.5.Cn10a</b> – Connect dramatic work to personal experiences, literature, and classroom learning.</li> </ul>
<b>MP 1</b>  <b>Topics</b>	<p>Identifying and applying face, body, voice, movement, and focus to create believable characters.</p> <p>Showing specific traits, motivations, and emotional reactions through posture, tone, and gesture.</p> <p>Practicing short lines, group narration, and simple scripted exchanges to express character relationships.</p> <p>Representing time period, location, and environment through movement, pantomime, and acting detail.</p> <p>Acting out scene events that reveal characters, conflict, rising action, and resolution.</p> <p>Planning movement choices, audience facings, entrances, exits, and acting cues with partners and small groups.</p> <p>Dramatizing tales from diverse cultures, focusing on character purpose, identity, and narrative lesson.</p> <p>Creating short scenes with dialogue, character response, emotional change, and clear story progression.</p> <p>Sharing character scenes, using acting focus, voice projection, gesture clarity, and stage awareness.</p> <p>Identifying acting strategies, explaining decisions, and responding to peer work with supportive, drama-specific feedback.</p>
<b>MP 1</b>  <b>Skills- Concepts</b>	<p>Demonstrate strong facial expression, posture, and body control to portray character</p> <p>Use voice and movement to show specific character traits and emotions</p> <p>Read and deliver lines with clear tone, pacing, and meaning</p> <p>Adjust voice and physical choices to match character, mood, and situation</p>

	<p>Build short scenes using character, setting, problem, and resolution</p> <p>Apply basic blocking skills including facing the audience and planned movement</p> <p>Work cooperatively in small groups, listening and sharing ideas respectfully</p> <p>Observe, describe, and respond to peer performances using theatre vocabulary</p> <p>Connect acting and storytelling to personal experiences and cultural traditions</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Folktales, picture books, poems, or short scripts</li> <li>• Character cards showing roles, emotions, or traits</li> <li>• Scarves, hats, cloth pieces, or simple costume props</li> <li>• Small symbolic props (toys, tools, baskets, accessories)</li> <li>• Floor spots or tape to define acting space and movement</li> <li>• Music clips or simple percussion for mood and pacing</li> </ul>

Marking Period 2 (MP2)	Drama Curriculum Pacing Guide -Grade: 3
<b>MP 2</b>  <b>Standards for Drama Content</b>	<ul style="list-style-type: none"> <li>• <b>1.4.5.Cr1a</b> – Use imagination and scripted or improvised ideas to explore characters, emotions, and situations in dramatic work.</li> <li>• <b>1.4.5.Cr2a</b> – Develop characters using voice, movement, facial expression, and gesture to communicate meaning.</li> <li>• <b>1.4.5.Pr4a</b> – Demonstrate focus, cooperation, and safe use of space during dramatic activities.</li> <li>• <b>1.4.5.Pr5a</b> – Perform short dramatic scenes with clear expression, appropriate pacing, and sustained character focus.</li> <li>• <b>1.4.5.Re7a</b> – Describe and analyze characters, actions, and emotions in dramatic performances.</li> <li>• <b>1.4.5.Cn10a</b> – Connect dramatic work to personal experiences, literature, and classroom learning.</li> </ul>
<b>MP 2</b>  <b>Topics</b>	<p>Introduction to Drama &amp; Review of Foundations</p> <p>Exploring Emotion in Drama</p> <p>Expressive Voice</p> <p>Movement and Gesture</p> <p>Building Characters</p> <p>Story Structure in Drama</p> <p>Partner and Group Scenes</p> <p>Using Props and Simple Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Sharing and Reflecting</p>
<b>MP 2</b>  <b>Skills- Concepts</b>	<p>Sustained character portrayal</p> <p>Expressive use of voice and movement</p> <p>Emotional communication</p> <p>Story sequencing</p>

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

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: 3
<p><b>MP 3</b></p> <p><b>Standards for Drama Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.4.5.Cr1a</b> – Use imagination and scripted or improvised ideas to explore characters, emotions, and situations in dramatic work.</li> <li>• <b>1.4.5.Cr2a</b> – Develop characters using voice, movement, facial expression, and gesture to communicate meaning.</li> <li>• <b>1.4.5.Pr4a</b> – Demonstrate focus, cooperation, and safe use of space during dramatic activities.</li> <li>• <b>1.4.5.Pr5a</b> – Perform short dramatic scenes with clear expression, appropriate pacing, and sustained character focus.</li> <li>• <b>1.4.5.Re7a</b> – Describe and analyze characters, actions, and emotions in dramatic performances.</li> <li>• <b>1.4.5.Cn10a</b> – Connect dramatic work to personal experiences, literature, and classroom learning.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review and Skill Refinement</p> <p>Characters and Relationships</p> <p>Setting and Environment</p> <p>Actions and Plot Development</p> <p>Story Structure</p> <p>Collaborative Scene Creation</p> <p>Using Props and Simple Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Performing Dramatic Scenes</p> <p>Reflecting and Connecting</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Story Development, Plot &amp; Sequencing:</b> Students create collaborative stories by organizing events into a clear beginning, middle, climax, and end while understanding how actions and events move a story forward.</p>

	<p><b>Character, Role &amp; Expressive Communication:</b> Students portray sustained characters by exploring traits, motivations, and relationships while using voice, movement, and gesture to communicate meaning.</p> <p><b>Collaboration, Teamwork &amp; Performance Confidence:</b> Students work cooperatively to develop drama scenes while strengthening teamwork, problem-solving skills, and confidence in performance.</p> <p><b>Reflection, Audience Awareness &amp; Real-World Connections:</b> Students reflect on dramatic experiences, demonstrate respectful audience etiquette, and connect drama concepts to literature and personal life experiences.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open classroom or performance space</li> <li>• Short scripts, scene starters, or adapted texts</li> <li>• Plot and conflict graphic organizers</li> <li>• Simple costumes (scarves, hats, vests)</li> <li>• Props to support storytelling</li> <li>• Floor tape or markers for blocking</li> <li>• Reflection journals or discussion guides</li> </ul>

Marking Period 4 (MPIV)	Drama Curriculum Pacing Guide -Grade: 3
<p><b>MP 4</b></p> <p><b>Standards for Drama Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.4.5.Cr1a</b> – Use imagination and scripted or improvised ideas to explore characters, emotions, and situations in dramatic work.</li> <li>• <b>1.4.5.Cr2a</b> – Develop characters using voice, movement, facial expression, and gesture to communicate meaning.</li> <li>• <b>1.4.5.Pr4a</b> – Demonstrate focus, cooperation, and safe use of space during dramatic activities.</li> <li>• <b>1.4.5.Pr5a</b> – Perform short dramatic scenes with clear expression, appropriate pacing, and sustained character focus.</li> <li>• <b>1.4.5.Re7a</b> – Describe and analyze characters, actions, and emotions in dramatic performances.</li> <li>• <b>1.4.5.Cn10a</b> – Connect dramatic work to personal experiences, literature, and classroom learning.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review and Performance Readiness</p> <p>Generating Story Ideas</p> <p>Developing Characters</p> <p>Structuring the Story</p> <p>Collaboration and Ensemble Work</p> <p>Enhancing Drama with Props and Costumes</p> <p>Rehearsing Dramatic Scenes</p> <p>Preparing for Performance</p> <p>Performing Dramatic Stories</p> <p>Reflecting and Celebrating Drama</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Creative Development, Plot &amp; Sequencing:</b> Students develop original dramatic work through independentcreative thinking while organizing stories with clear events, conflict, and resolution across a beginning, middle, climax, and end.</p>

	<p><b>Character Development, Setting &amp; Expressive Performance:</b> Students portray sustained characters by exploring traits, motivations, relationships, and setting while using voice, movement, and gesture to communicate meaning.</p> <p><b>Collaboration, Ensemble Skills &amp; Performance Confidence:</b> Students work collaboratively within an ensemble by demonstrating teamwork, expressive communication, and confidence while sharing dramatic performances.</p> <p><b>Reflection, Audience Awareness &amp; Self-Assessment:</b> Students reflect on drama experiences through discussion and analysis while demonstrating respectful audience etiquette and evaluating their own creative work.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open classroom or performance space</li> <li>• Short scripts and story adaptations</li> <li>• Character, setting, and plot planning organizers</li> <li>• Simple costumes (scarves, hats, vests)</li> <li>• Props that support storytelling</li> <li>• Floor tape or markers for staging</li> <li>• Mirrors for expression and gesture practice</li> </ul>