

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 2
MP 1 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to develop characters, emotions, and situations through guided dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to communicate character traits and emotions. • 1.4.2.Pr4a – Demonstrate safe, cooperative participation in dramatic activities with peers. • 1.4.2.Pr5a – Perform short dramatic scenes by staying in role and responding to cues. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances using appropriate vocabulary. • 1.4.2.Cn10a – Make connections between dramatic work and personal experiences, stories, and classroom learning.
MP 1 Topics	<p>Using body, voice, and face to create characters</p> <p>Showing emotions, actions, and character traits</p> <p>Acting out stories with beginning, middle, and end</p> <p>Using movement and pantomime to show setting and events</p> <p>Exploring character motivation and problem/solution</p> <p>Speaking in character using clear voice and expression</p> <p>Working together to plan and perform short scenes</p> <p>Dramatizing familiar stories and cultural tales</p> <p>Practicing audience manners and performance focus</p> <p>Reflecting on acting choices and storytelling</p>
MP 1 Skills- Concepts	<p>Expressing ideas and emotions through body, voice, and facial expression</p> <p>Showing character traits and feelings through movement and gesture</p> <p>Acting out story structure (beginning, middle, end)</p> <p>Using movement to show setting, place, and action</p> <p>Speaking clearly with appropriate volume and tone</p>

	<p>Using simple dialogue and narration</p> <p>Moving safely and with awareness of others</p> <p>Taking turns, listening, and sharing ideas in group work</p> <p>Watching performances respectfully</p> <p>Describing what happened in a scene using simple theatre language</p> <p>Acting out stories from different cultures with respect</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Picture books, folktales, and short stories • Story sequencing cards (first, next, last) • Character and emotion cards • Scarves, hats, fabric pieces, and simple props • Open floor space for acting • Floor spots or tape for staging • Facial expression and gesture visuals • Classroom speaker with short music clips • Sentence starters for reflection (“I noticed...”, “I liked...”)

Marking Period 2 (MPII)	Drama Curriculum Pacing Guide -Grade: 2
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to develop characters, emotions, and situations through guided dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to communicate character traits and emotions. • 1.4.2.Pr4a – Demonstrate safe, cooperative participation in dramatic activities with peers. • 1.4.2.Pr5a – Perform short dramatic scenes by staying in role and responding to cues. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances using appropriate vocabulary. • 1.4.2.Cn10a – Make connections between dramatic work and personal experiences, stories, and classroom learning.
MP 2 Topics	<p>Introduction to Drama & Review of Foundations</p> <p>Exploring Emotions in Depth</p> <p>Expressive Voice</p> <p>Character Movement and Body Language</p> <p>Creating Characters</p> <p>Storytelling Through Drama</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>Expressive use of voice and movement</p> <p>Emotional awareness and control</p> <p>Character development</p> <p>Story sequencing</p>

	<p>Collaboration and teamwork</p> <p>Listening and responding</p> <p>Performance confidence</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Storybooks and short scripts • Character, emotion, and setting cards • Simple costumes (hats, scarves, vests) • Props for dramatic storytelling • Floor markers for staging • Mirrors for expression practice

Marking Period 3 (MPIII)	Drama Curriculum Pacing Guide -Grade: 2
MP 3 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to develop characters, emotions, and situations through guided dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to communicate character traits and emotions. • 1.4.2.Pr4a – Demonstrate safe, cooperative participation in dramatic activities with peers. • 1.4.2.Pr5a – Perform short dramatic scenes by staying in role and responding to cues. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances using appropriate vocabulary. • 1.4.2.Cn10a – Make connections between dramatic work and personal experiences, stories, and classroom learning.
MP 3 Topics	Review and Skill Building Characters and Settings Actions and Events Story Structure Collaboration in Drama Creating Dramatic Scenes Using Props and Costumes Rehearsing Dramatic Scenes Performing Dramatic Stories Reflecting on Drama
MP 3 Skills- Concepts	Storytelling, Action & Sequencing: Students communicate complete stories through drama by organizing actions into a clear beginning, middle, and end while identifying setting and events that move the story forward.

	<p>Character Development, Role & Expression: Students explore characters by understanding who the character is, what they want, and how they act while using voice, facial expression, and body movement to communicate meaning.</p> <p>Cooperation, Listening & Ensemble Participation: Students practice collaboration and teamwork by listening and responding to others while working respectfully as part of a dramatic ensemble.</p> <p>Reflection, Audience Awareness & Performance Confidence: Students build confidence in performance while demonstrating focus and self-control, practicing respectful audience etiquette, 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 short scripts • Character, setting, and emotion cards • Simple costumes (hats, scarves, vests) • Props for dramatic storytelling • Floor markers for staging • Mirrors for expression practice

Marking Period 4 (MPV)	<ul style="list-style-type: none"> • Drama Curriculum Pacing Guide -Grade: 2
MP 4 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.2.Cr1a – Use imagination to develop characters, emotions, and situations through guided dramatic play. • 1.4.2.Cr2a – Use voice, movement, and facial expression to communicate character traits and emotions. • 1.4.2.Pr4a – Demonstrate safe, cooperative participation in dramatic activities with peers. • 1.4.2.Pr5a – Perform short dramatic scenes by staying in role and responding to cues. • 1.4.2.Re7a – Describe characters, actions, and emotions observed in dramatic performances using appropriate vocabulary. • 1.4.2.Cn10a – Make connections between dramatic work and personal experiences, stories, and classroom learning.
MP 4 Topics	Review and Performance Readiness Generating Story Ideas Developing Characters Building Story Structure Collaboration and Role Sharing Using Props and Costumes Rehearsing Dramatic Stories Preparing for Performance Performing Dramatic Stories Reflecting and Celebrating Drama
MP 4 Skills- Concepts	Creative Thinking, Story Structure & Sequencing: Students develop original dramatic ideas by using imagination to create stories organized with a clear beginning, middle, and end.

	<p>Character Development, Role & Expressive Communication: Students portray characters by exploring who the character is, what they want, and how they behave while using voice, facial expression, and body movement to communicate meaning.</p> <p>Collaboration, Teamwork & Performance Participation: Students work cooperatively to create and perform drama while practicing teamwork, respectful communication, and shared responsibility in performance.</p> <p>Reflection, Audience Awareness & Real-World 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