

Marking Period 1 (MPI)	Drama Curriculum Pacing Guide -Grade: 5
MP 1 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and structured improvisation to explore character motivation, conflict, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and dialogue to communicate intent and meaning. • 1.4.5.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, expressive clarity, and purposeful pacing. • 1.4.5.Re7a – Analyze characters, actions, and dramatic choices using appropriate theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to literature, historical contexts, and personal experiences.
MP 1 Topics	<p>Understanding character motivation, perspective, and emotional journey</p> <p>Practicing dialogue, narration, and scripted reading</p> <p>Representing setting, culture, and story environment through acting choices</p> <p>Acting out plot structure: conflict, rising action, resolution, and character change</p> <p>Learning stage focus, entrances/exits, levels, and group staging</p> <p>Creating and performing cultural or original scenes</p> <p>Building short scenes with character decisions, conflict, and cultural context</p> <p>Performing polished ensemble scenes with clear expression, timing, and focus</p>
MP 1 Skills- Concepts	<p>Expressing personality, emotion, and character transformation through movement, voice, and gesture</p> <p>Portraying beginning–middle–end story structure and character decisions</p> <p>Representing setting, cultural context, and plot events through acting</p> <p>Practicing projection, tone, pitch, pacing, and articulation for dialogue</p> <p>Using entrances/exits, levels, spacing, and blocking with intention</p> <p>Collaborating with peers, negotiating ideas, and supporting ensemble performance</p> <p>Observing performances and giving constructive, evidence-based feedback</p>

	<p>Naming and analyzing expressive choices using theatre vocabulary</p> <p>Adapting and respecting cultural stories, symbolism, and moral themes</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Scripts, short plays, folktales, myths, legends, and cultural stories • Character and emotion cards, story structure visuals (plot arc, beginning–middle–end, conflict/resolution) • Fabric, scarves, hats, and small symbolic props • Floor markers, taped stage boundaries, and actor positioning cues • Gesture and expression prompt cards, theatre vocabulary posters • Cultural music or rhythmic cues for timing, mood, or scene support • Peer-feedback sheets, exit slips, and teacher observation checklists

Marking Period 2 (MPII)	Drama Curriculum Pacing Guide -Grade: 5
MP 2 Standards for Drama Content	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and structured improvisation to explore character motivation, conflict, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and dialogue to communicate intent and meaning. • 1.4.5.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, expressive clarity, and purposeful pacing. • 1.4.5.Re7a – Analyze characters, actions, and dramatic choices using appropriate theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to literature, historical contexts, and personal experiences.
MP 2 Topics	<p>Introduction to Drama & Review of Foundations</p> <p>Character Motivation</p> <p>Emotion and Subtext</p> <p>Dialogue and Interaction</p> <p>Conflict in Drama</p> <p>Building Dramatic Scenes</p> <p>Ensemble Collaboration</p> <p>Refining Performance Choices</p> <p>Sharing Dramatic Scenes</p> <p>Reflection and Analysis</p>
MP 2 Skills- Concepts	<p>Sustained character portrayal</p> <p>Expressive use of dialogue</p> <p>Understanding and portraying motivation</p> <p>Conflict development</p>

	<p>Collaboration and ensemble skills</p> <p>Focus and stage awareness</p> <p>Reflective and analytical thinking</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scene starters, or story excerpts • Character motivation and conflict graphic organizers • Simple costumes (scarves, hats, vests) • Props to support dramatic storytelling • Floor tape or markers for staging • Reflection journals or discussion prompts

Marking Period 3 (MP III)	Drama Curriculum Pacing Guide -Grade: 5
<p>MP 3</p> <p>Standards for Drama Content</p>	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and structured improvisation to explore character motivation, conflict, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and dialogue to communicate intent and meaning. • 1.4.5.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, expressive clarity, and purposeful pacing. • 1.4.5.Re7a – Analyze characters, actions, and dramatic choices using appropriate theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to literature, historical contexts, and personal experiences.
<p>MP 3</p> <p>Topics</p>	<p>Review and Ensemble Readiness</p> <p>Setting and Atmosphere</p> <p>Plot and Rising Action</p> <p>Conflict Development</p> <p>Climax and Resolution</p> <p>Collaborative Scene Creation</p> <p>Using Props and Staging</p> <p>Rehearsing Dramatic Scenes</p> <p>Performing Dramatic Scenes</p> <p>Reflection and Analysis</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Plot Development, Conflict & Dramatic Structure: Students develop dramatic scenes by organizing plot through rising action, climax, and resolution while portraying internal and external conflicts that drive the story.</p> <p>Character Development, Dialogue & Expressive Performance: Students perform sustained characters by exploring motivations, relationships, and growth while using expressive dialogue, voice, and movement to communicate meaning.</p>

	<p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and stage movement while demonstrating ensemble collaboration, leadership, and coordinated performance.</p> <p>Reflection, Performance Analysis & Audience Awareness: Students evaluate dramatic work through reflection and analysis while demonstrating performance confidence and respectful audience etiquette.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scene starters, or adapted texts • Plot and conflict graphic organizers • Simple costumes (scarves, hats, vests) • Props to support storytelling • Floor tape or markers for blocking • Reflection journals or discussion guides

Marking Period 4 (MPV)	Drama Curriculum Pacing Guide -Grade: 5
MP 4 Standards for DramaContent	<ul style="list-style-type: none"> • 1.4.5.Cr1a – Use imagination and structured improvisation to explore character motivation, conflict, and situations in dramatic work. • 1.4.5.Cr2a – Develop and refine characters using voice, movement, gesture, and dialogue to communicate intent and meaning. • 1.4.5.Pr4a – Demonstrate focus, collaboration, and safe use of space during ensemble drama activities. • 1.4.5.Pr5a – Perform dramatic scenes with sustained character, expressive clarity, and purposeful pacing. • 1.4.5.Re7a – Analyze characters, actions, and dramatic choices using appropriate theatre vocabulary. • 1.4.5.Cn10a – Connect dramatic work to literature, historical contexts, and personal experiences.
MP 4 Topics	Review and Performance Foundations Generating Dramatic Ideas Developing Complex Characters Plot Structure and Conflict Collaborative Scene Building Blocking, Staging, and Design Choices Rehearsing Dramatic Scenes Preparing for Performance Performing Original Dramatic Works Reflection and Analysis
MP 4 Skills- Concepts	Creative Development, Plot & Conflict: Students develop original dramatic work by applying creative thinking to construct plots with exposition, rising action, climax, and resolution while exploring internal and external conflict.



	<p>Character Development, Dialogue & Expression: Students portray sustained and complex characters by analyzing motivation, relationships, and growth while using purposeful dialogue, voice, and body to communicate meaning.</p> <p>Blocking, Staging & Ensemble Collaboration: Students apply purposeful blocking and stage positioning while demonstrating strong ensemble collaboration, leadership, and disciplined rehearsal practices.</p> <p>Reflection, Performance Analysis & Audience Awareness: Students evaluate dramatic work through reflection and critique, demonstrate performance confidence and stage presence, and practice respectful audience etiquette and response.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open classroom or performance space • Short scripts, scene prompts, or adapted texts • Plot, character, and conflict graphic organizers • Simple costumes (scarves, hats, vests) • Props to support storytelling • Floor tape or markers for blocking • Reflection journals, rubrics, or discussion prompts